

**Report Card: Text Types and Purposes**

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

<b>NARRATIVE WRITING - SEMESTER 1 and 2</b>				
	<b>Below Grade Level (1)</b>	<b>Progressing (2)</b>	<b>At Grade Level (3)</b>	<b>Next Steps</b>
<b>STRUCTURE</b>				
<b>Overall</b>	The writer told the story bit by bit.	The writer wrote the important part of an event bit by bit and took out unimportant parts.	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	The writer wrote a story that had tension, resolution, and realistic characters and conveyed an idea or lesson.
<b>Lead</b>	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	The writer wrote a beginning in which he not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	The writer wrote a beginning in which she not only set the plot or story in motion, but also hinted at the larger meaning the story would convey.
<b>Transitions</b>	The writer told her story in order by using phrases such as a little later and after that.	The writer showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later).	The writer used transitional phrases to connect what happened to why it happened such as If he hadn't . . . he might not have . . . , because of . . . , although . . . , and little did she know that . . .
<b>Ending</b>	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close.	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. The writer gave readers a sense of closure.	The writer wrote an ending that connected to what the story was really about. The writer gave readers a sense of closure by showing a new realization or insight or a change in a character or narrator.
<b>Organization</b>	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	The writer used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	The writer used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers. He created a sequence of events that was clear.
<b>DEVELOPMENT</b>				
<b>Elaboration*</b>	The writer worked to show what was happening to (and in) his characters.	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	The writer developed characters, setting, and plot throughout his story, especially the heart of the story. To do this, he used a blend of description, action, dialogue, and thinking.	The writer developed realistic characters and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.
<b>Craft*</b>	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	The writer showed why characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life. The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.	The writer showed why characters did what they did by including their thinking and their responses to what happened. The writer slowed down the heart of the story. She made less important parts shorter and less detailed and blended storytelling and summary as needed. The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. She used some objects or actions as symbols to bring forth her meaning. The writer varied her sentences to create the pace and tone of her narrative.	The writer developed character traits and emotions through what characters said and did. He developed some relationships among characters to show why they acted and spoke as they did. He told the internal as well as the external story. The writer chose several key parts to stretch out and several to move through more quickly. The writer wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events and to bring forth meaning. The writer not only varied his sentences to create the pace and tone of his narrative and to engage his readers, but also used language that fit his story's meaning; example, in parts that had dialogue, different characters used different kinds of language.

NARRATIVE WRITING - SEMESTER 1 and 2				
	Below Grade Level (1)	Progressing (2)	At Grade Level (3)	Next Steps
<b>LANGUAGE CONVENTIONS</b>				
<b>Spelling</b>	<p>The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft.</p> <p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p>	<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.</p>	<p>The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.</p>	<p>The writer used resources to be sure the words in her writing were spelled correctly.</p>
<b>Punctuation</b>	<p>The writer punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p>	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>	<p>The writer used commas to set off introductory parts of sentences, such as One day at the park, I went on the slide; she also used commas to show talking directly to someone, such as Are you mad, Mom?</p>	<p>The writer used punctuation to help set a mood, convey meaning, and/or build tension in his story.</p>

## Report Card: Text Types and Purposes

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

INFORMATIONAL WRITING - SEMESTER 2				
	Below Grade Level (1)	Progressing (2)	At Grade Level (3)	Next Steps
<b>STRUCTURE</b>				
<b>Overall</b>	The writer taught readers info about a subject. She put in ideas, observations, and questions.	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	The writer conveyed ideas and information about a subject. Sometimes he incorporated essays, explanations, stories, or procedural passages into his writing.
<b>Lead</b>	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would develop later as well as the sequence.	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She may have included her own ideas about the topic. She let readers know the subtopics that she would develop later and how her text would unfold.
<b>Transitions</b>	The writer used words to show sequence such as before, after, then, and later. She also used words to show what did not fit such as however and but.	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as before, later, next, then, and after. If he organized the section in kinds or parts, he used words such as another, also, and for example.	When the writer wrote about results, she used words and phrases such as consequently, as a result, and because of this. When she compared information, she used phrases such as in contrast, by comparison, and especially. In narrative parts, she used phrases that go with stories such as a little later and three hours later. If she wrote sections that stated an opinion, she used words such as but the most important reason, for example, and consequently.	The writer used transition words to help his readers understand how different bits of information and different parts of his writing fit together. The writer used transitions such as for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, and on the other hand to help connect ideas, information, and examples and to compare, contrast, and imply relationships.
<b>Ending</b>	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.	The writer wrote a conclusion in which she restated her important ideas and offered a final insight or implication for readers to consider.
<b>Organization</b>	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	The writer used subheadings and/ or clear introductory transitions to separate his sections. The writer made deliberate choices about how to order sections and information within sections. He chose structures and text features to help emphasize key points. The writer used transitions, intros, and topic sentences to pop out his main points. He wrote multiple paragraphs in some sections.
<b>DEVELOPMENT</b>				
<b>Elaboration*</b>	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples. The writer got her information from talking to people, reading books, and from her own knowledge and observations. The writer made choices about organization, perhaps using compare/ contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.	The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing. The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information. He let readers know when he was discussing facts and when he was offering his own thinking.	The writer chose a focused subject, included a variety of information, and organized her points to best inform her readers. The writer used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography. The writer worked to make her information understandable and interesting. To do this, she may have referred to earlier parts of her text, summarized background information, raised questions, and considered possible implications. The writer might have used different organizational structures within her piece including stories, essays, and how-to sections.

See other side

**INFORMATIONAL WRITING - SEMESTER 2**

	<b>Below Grade Level (1)</b>	<b>Progressing (2)</b>	<b>At Grade Level (3)</b>	<b>Next Steps</b>
<b>Craft*</b>	<p>The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.</p>	<p>The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, he may have used phrases such as that means . . . , what that really means is . . . , and let me explain . . .</p>	<p>The writer made deliberate word choices to have an effect on her readers. She used the vocabulary of experts and explained key terms. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts. The writer not only made choices about which details and facts to include but also made choices about how to convey her information so it would make sense to readers. She blended storytelling, summary, and other genres as needed and used text features. The writer used a consistent, inviting, teaching tone and varied sentences to help readers understand the info.</p>	<p>The writer chose his words carefully to explain his information and ideas and have an effect on his readers. He incorporated domain-specific vocabulary and explained terms to readers. The writer worked to include exact phrases, comparisons, analogies, and/or images to explain info. and concepts to keep readers engaged. The writer chose how to present his information to clearly convey why and how the information supported his points. The writer supported readers' learning by shifting within a consistent teaching tone as appropriate. He used language and sentence structure that matched the teaching purpose throughout his piece.</p>
<b>LANGUAGE CONVENTIONS</b>				
<b>Spelling</b>	<p>The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft.</p> <p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p>	<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.</p>	<p>The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.</p>	<p>The writer used resources to be sure the words in her writing were spelled correctly, including technical vocabulary.</p>
<b>Punctuation</b>	<p>The writer punctuated dialogue correctly, with commas and quotation marks.</p> <p>The writer put punctuation at the end of every sentence while writing.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p>	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>	<p>The writer used commas to set off introductory parts of sentences (for example, As you might know,).</p> <p>The writer used a variety of punctuation to fix any run-on sentences. She used punctuation to cite her sources.</p>	<p>The writer used punctuation such as dashes, parentheses, colons, and semicolons to help him include extra information and explanation in some of his sentences.</p>

**Report Card: Text Types and Purposes**

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

OPINION WRITING - SEMESTER 2				
	Below Grade Level (1)	Progressing (2)	At Grade Level (3)	Next Steps
<b>STRUCTURE</b>				
<b>Overall</b>	The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.	The writer made a claim about a topic or a text and tried to support his reasons.	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	The writer not only staked a position that could be supported by a variety of trustworthy sources, but also built his argument and led to a conclusion in each part of his text.
<b>Lead</b>	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.	The writer wrote a few sentences to hook her readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her claim.	The writer wrote an introduction that led to a claim or thesis and got his readers to care about his opinion. He got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state his claim; he let readers know the reasons he would develop later.	The writer wrote an introduction that helped readers to understand and care about the topic or text. She thought backwards between the piece and the introduction to make sure that the introduction fit with the whole. The writer not only clearly stated her claim, but also named the reasons she would develop later. She also told her readers how her text would unfold.
<b>Transitions</b>	The writer connected her ideas and reasons with her examples using words such as for example and because. She connected one reason or example using words such as also and another.	The writer used words and phrases to glue parts of his piece together. He used phrases such as for example, another example, one time, and for instance to show when he was shifting from saying reasons to giving evidence and in addition to, also, and another to show when he wanted to make a new point.	The writer used transition words and phrases to connect evidence back to her reasons using phrases such as this shows that.... The writer helped readers follow her thinking with phrases such as another reason and the most important reason. She used phrases such as consequently and because of to show what happened. The writer used words such as specifically and in particular in order to be more precise.	The writer used transitional phrases to help readers understand how the different parts of his piece fit together to support his argument.
<b>Ending</b>	The writer worked on an ending, perhaps a thought or comment related to his opinion.	The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	The writer wrote a conclusion in which she restated the main points of her essay, perhaps offering a lingering thought or new insight for readers to consider. Her ending added to and strengthened the overall argument.
<b>Organization</b>	The writer wrote several reasons or examples of why readers should agree with her opinion and wrote several sentences about each reason. The writer organized her info so that each part of her writing was mostly about one thing.	The writer separated sections of information using paragraphs.	The writer grouped information and related ideas into paragraphs. She put the parts of her writing in the order that most suited her purpose and helped her prove her reasons and claim.	The writer arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another. He wrote more than one paragraph to develop a claim or reason.
<b>DEVELOPMENT</b>				
<b>Elaboration*</b>	The writer not only named his reasons to support his opinion, but also wrote more about each one.	The writer gave reasons to support her opinion. She chose the reasons to convince her readers. The writer included examples and information to support her reasons, perhaps from a text, her knowledge, or her life.	The writer gave reasons to support his opinion that were parallel and did not overlap. He put them in an order that he thought would be most convincing. The writer included evidence such as facts, examples, quotations, micro-stories, and information to support his claim. The writer discussed and unpacked the way that the evidence went with the claim.	The writer included and arranged a variety of evidence to support her reasons. The writer used trusted sources and information from authorities on the topic. The writer explained how her evidence strengthened her argument. She explained exactly which evidence supported which point. The writer acknowledged different sides to the argument.

See other side

OPINION WRITING - SEMESTER 2				
	Below Grade Level (1)	Progressing (2)	At Grade Level (3)	Next Steps
<b>Craft*</b>	<p>The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.</p>	<p>The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that would make his readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought.</p> <p>The writer made choices about which evidence was best to include or not include to support his points. The writer used a convincing tone.</p>	<p>The writer made deliberate word choices to have an effect on her readers.</p> <p>The writer reached for the precise phrase, metaphor, or image that would convey her ideas.</p> <p>The writer made choices about how to angle her evidence to support her points.</p> <p>When it seemed right to do so, the writer tried to use a scholarly voice and varied her sentences to create the pace and tone of the different sections of her piece.</p>	<p>The writer chose words deliberately to be clear and to have an effect on his readers.</p> <p>The writer reached for precise phrases, metaphors, analogies, or images that would help to convey his ideas and strengthen his argument.</p> <p>The writer chose how to present evidence and explained why and how the evidence supported his claim.</p> <p>The writer used shifts in his tone to help readers follow his argument; he made his piece sound serious.</p>
LANGUAGE CONVENTIONS				
<b>Spelling</b>	<p>The writer used what he knew about word families and spelling rules to help him spell and edit.</p> <p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p>	<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.</p>	<p>The writer used what he knew about word patterns to spell correctly and he used references to help him spell words when needed. He made sure to correctly spell words that were important to his topic.</p>	<p>The writer used resources to be sure the words in her writing were spelled correctly, including returning to sources to check spelling.</p>
<b>Punctuation</b>	<p>The writer punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p>	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p> <p>The writer used periods to fix his run-on sentences.</p>	<p>The writer used commas to set off introductory parts of sentences, for example, At this time in history, and it was common to . . .</p> <p>The writer used a variety of punctuation to fix any run-on sentences.</p> <p>The writer used punctuation to cite her sources.</p>	<p>The writer used punctuation such as dashes, colons, parentheses, and semicolons to help him include or connect extra information in some of his sentences.</p>