Evidence in Text:

- Writer selects topic he knows about and has recent knowledge of/experience with

- Writer addresses all aspects of the writing task

- Topic narrowed to manageable proportions
  — Recount well-elaborated event. W.2.3.
  — Focus on a topic. W.1.5, W.2.5.
  — Establish a situation/context. W.3.3a, W.4.3a, W.5.3a, W.6.3a, W.7.3a, W.8.3a.

- Ideas are focused (stays on topic)

- Sub-topics within the writing are developed (more than a list of undeveloped sentences)
  — Use drawing, dictating, and writing to supply some information about the topic. K.W.2.
  — Develop topic with reasons, information, facts, definitions, details, quotations, examples, credible sources. W.7.1b, W.7.2b, W.8.1b, W.8.2b.
  — Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.6.1b, W.7.1b, W.8.1b.

- Info is meaty and specific (not general or “fluffy” filler)

- Relevant and interesting details/examples/support included
  — Support claim(s) with clear reasons and relevant evidence. W.6.1b, W.7.1b, W.8.1b.
  — Draw evidence from text to support. W.4.9, W.5.9, W.6.9, W.7.9, W.8.9.

- Ideas and information are paraphrased
  — Quote or paraphrase data while avoiding plagiarism. W.5.8, W.6.8, W.7.8, W.8.8.

- Info is selected based on prior knowledge of the audience

- Reader questions are anticipated and answered

Evidence in Pictures:

- A main idea, action, or event expressed
  — Use a combination of drawing, dictating, and writing to tell a reader the topic. WK.1.

- Characters depicted

- A setting drawn
  — Describe places. SL.K.4, SL.1.5.

- Little, close-up picture details included (e.g., eyelashes)
  — Provide additional oral/picture details. SL.K.5, SL.1.5.

- Signs of movement included

- Multiple pictures tell a more complex story
  — Several loosely linked events. WK.3.
  — Recount two or more sequenced events. W.1.3.

- Pictures match words spoken (Listen to their details within their oral storytelling/explanation)
  — Provide oral/picture details. SL.K.5, SL.1.5.
  — Describe people, places, things, and events. SL.K.4, SL.1.4.

Evidence in Early Writing:

- Pictures match letters/word-labels
  — Use a combination of drawing, dictating, and writing to tell a reader the topic. WK.1.

- One, more than one, statement
  — Produce/Expand complete sentences. L.K.1f, L.1.1j.
  — Provide complete sentences. SL.1.6.

- Listen for the expression of ideas and details (oral storytelling happens before written stories)
  — Describe familiar people, places, things, events. SL.K.4, SL.1.4.
Evidence in Text:

• Writer selects topic he knows about and has recent knowledge of/experience with

• Writer addresses all aspects of the writing task

• Topic narrowed to manageable proportions
  — Narrow the inquiry when appropriate. W.9-10.7. W.11-12.7.

• Ideas are focused (stays on topic)

• Sub-topics within the writing are developed (more than a list of undeveloped sentences)
  — Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. W.9-10.2b. W.11-12.2b.
  — Develop the topic thoroughly by selecting the most significant and relevant facts. W.11-12.2b.
  — Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.6.1b. W.7.1b. W.8.1b.
  — Develop claim(s) and counterclaims, supplying evidence for each. W.9-10.1b. W.11-12.1b.

• Info is meaty and specific (not general or “fluffy” filler)

• Relevant and interesting details/examples/support included

• Ideas and information are paraphrased

• Info is selected based on prior knowledge of the audience

• Reader questions are anticipated and answered
Evidence in Text:

• Title grabs the reader’s attention (v. label)

• Captivating, inviting lead (introduction)

• Information is revealed in a purposeful/logical order (requires pre-writing)
  — Use a combination of drawing, dictating, and writing to tell about events in order. W.K.3.
  — Write a sequence of how-to instructions. W.1.7.

• Pacing is intentional— parts are developed thoroughly; others are skimmed

• Ideas are linked by fluid transitions
  — Use temporal words to signal event order. W.1.3. W.2.3.
  — Link ideas with transitional words and phrases. W.4.1c. W.4.2c. W.4.3c.
  — Link ideas with transitional words, phrases, and clauses. W.5.1c. W.5.2c. W.5.3c.
  — Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts. W.5.3c.

• Information revealed is unified and relevant (focused; stays on topic)

• Sense of completion/resolution

• Reader is satisfied with ending

Evidence in Pictures:

• Balance on the page— good use of white space

• Balance within pictures: proportion, sizing, two sides that match

• Use of a title (an early version of introductions)

• More than one event, drawn to show order
  — Use a combination of drawing, dictating, and writing to tell about events in order. W.K.3.

• Listen to their organization within their oral storytelling/explanation
  — Tell about the events in order. W.K.3.

Evidence in Early Writing:

• Pictures and text that enhance one another

• Use of a title or label

• Progression of drawn ideas: comparing two things, from large to small, from first to last, problem to solution
  — Write a sequence of how-to instructions. W.1.7.
  — Recount/Organize sequenced events. W.1.3. W.2.3.

• Words that suggest beginning: one day, yesterday, etc.

• Words that connect ideas: and, and then, next
  — Use a combination of drawing, dictating, and writing to tell about events in order. W.K.3.
  — Use temporal words to signal event order. W.1.3. W.2.3.
  — Use linking words (e.g., because, and, also). W.2.1.

• Words that suggest conclusion: the end, goodbye, thank you
  — Provide a sense of closure. W.1.1. W.1.2. W.1.3
Evidence in Text:

- Title grabs the reader's attention (v. label)

- Captivating, inviting lead (introduction)

- Information is revealed in a purposeful/logical order (Requires pre-writing)
  - Organize information using strategies such as classification, comparison/contrast, cause/effect. W.6.2a. W.7.2a.
  - Organize ideas, concepts, and information into broader categories. W.8.2a.
  - Organize information to make important connections and distinctions. W.9-10.2a.
  - Organize information so that each new element builds on preceding ideas to create a unified whole. W.11-12.2a.

- Pacing is intentional—parts are developed thoroughly; others are skimmed

- Ideas are linked by fluid transitions
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts. W.6.3c. W.7.3c. W.8.3c.
  - Use a variety of techniques to sequence events so that they build on one another. W.9-10.3c.
  - Use a variety of techniques to sequence events so that they build toward a particular tone and outcome (e.g., sense of mystery, suspense, growth, or resolution). W.11-12.3c.

- Information revealed is unified and relevant (focused; stays on topic)

- Sense of completion/resolution

- Reader is satisfied with ending
Evidence in Text:

- **Writer is interested in the topic; he cares about the topic**
- **Writing may reflect the personality of the writer**
- **Reader can interpret the writer’s “attitude” toward the topic (e.g., playful, angry, frustrated, knowledgeable, joyful, etc.)**
  - Use drawing, dictating, and writing to provide a reaction to what happened. W.K.3.
  - Include some details regarding what had happened. W.1.3.
  - Describe actions, thoughts, and feelings. W.2.3.
- **In expository writing, the writer sounds confident and authoritative (like an expert)**
- **Reader can interpret a character’s “attitude” toward the situation (narrative)**
  - Describe actions, thoughts, and feelings. W.2.3.
  - Use dialogue and descriptions of actions, thoughts, and feelings. W.3.3b.
  - Use narrative techniques, such as dialogue, to develop characters and to show the responses of characters to situations. W.3.3b. W.4.3b. W.5.3b. W.6.3b. W.7.3b. W.8.3b.
- **Writing may demonstrate a creative point-of-view/attitude**
- **Tone is appropriate for purpose and audience**
  - Style is appropriate for task, purpose, and audience. W.6.4. W.7.4. W.8.4.
- **Awareness of audience (elicits a strong reader response)**
- **Writing that makes a connection to a personal memory of the reader**
- **Writing that communicates directly with the audience (e.g., questions, parentheses, etc.)**
- **Writing that anticipates readers’ questions**
- **A detail that makes the reader feel something**
  - Describe actions, thoughts, and feelings. W.2.3.
  - Use dialogue and descriptions of actions, thoughts, and feelings. W.3.3b.
  - Use dialogue and description to show the responses of characters to situations. W.4.3b. W.5.3b.
- **Readers want to share the writing with others**

Evidence in Pictures:

- **Feelings conveyed through choice of color and close-up details**
- **Characters’ faces show feeling/voice**
- **Readers want to share the writing with others**
- **Listen to the voice within their oral storytelling/explanation**
  - Describe people, places, things, and events with feelings. SL.K.4. SL.1.4.

Evidence in Early Writing:

- **Words that convey feelings (e.g., fun, cool, happy, sad, etc.)**
  - Describe people, places, things, and events with feelings. SL.K.4. SL.1.4.
- **Voice-filled conventions (e.g., exclamation points, all-capital letters, underlined words, bold words, etc.)**
  - Produce/Expand exclamatory sentences. L.1.1j.
  - Recognize/Use end punctuation for sentences. L.K.2b. L.1.2b.
- **Attempts to increase feeling/attitude with really and very**
- **Language written into speech-dialogue bubbles**
- **Readers want to share the writing with others**
Evidence in Text:

- Writer is interested in the topic; he cares about the topic
- Writing may reflect the personality of the writer
- Reader can interpret the writer’s “attitude” toward the topic (e.g., playful, angry, frustrated, knowledgeable, joyful, etc.)

  - In expository writing, the writer sounds confident and authoritative (like an expert)

- Reader can interpret a character’s “attitude” toward the situation (narrative)
  — Use narrative techniques, such as dialogue, to develop characters and to show the responses of characters to situations. W.6.3b.  W.7.3b.  W.8.3b.  W.9-10.3b.  W.11-12.3b.

- Writing may demonstrate a creative point-of-view/attitude
  — Engage reader establishing one or multiple point(s) of view. W.9-10.3a.  W.11-12.3a.

- Tone is appropriate for purpose and audience

- Awareness of audience (elicits a strong reader response)

- Writing that makes a connection to a personal memory of the reader
- Writing that communicates directly with the audience (e.g., questions, parentheses, etc.)
- Writing that anticipates readers’ questions
- A detail that makes the reader feel something
- Readers want to share the writing with others
Evidence in Pictures:

- Pretend writing (the squiggle line)
  - Provide oral/picture details. SL.K.5. SL.1.5.
  - Describe people, places, things, & events with feelings. SL.K.4. SL.1.4.

- Listen to student word choice within oral storytelling/explanation
  - Provide oral/picture details. SL.K.5. SL.1.5.
  - Describe people, places, things, & events with feelings. SL.K.4. SL.1.4.

Evidence in Early Writing:

- Language woven into picture (on signs, on shirts, on vehicles, etc.)
  - Use a combination of drawing, dictating, and writing to tell a reader the topic. W.K.1.
  - Choose language that expresses ideas precisely and concisely. L.4.3a. L.7.3a.
  - Use concrete words and phrases. W.4.3d. W.5.3d.
  - Use precise words and phrases. W.6.3d. W.7.3d. W.8.3d.

- Words written of any kind (e.g., single letters, letter strings, letter combinations, consonants only, etc.)
  - Write letter(s) for most sounds. L.K.2c.

- Words you can read & make sense of

- Synonyms to replace nice, fun, cool, like, love, very, really, good

- Specific verbs
  - Distinguish shades of meaning among related verbs. L.K.5d. L.1.5d.

- Specific adjectives
  - Distinguish shades of meaning among related words/synonyms. L.K.5d. L.1.5d.

- 5 sensory words
  - Include details. W.1.3. W.2.3.

- Big words using s-t-r-e-t-c-h-e-d o-u-t spelling strategies
  - Spell untaught words phonetically. L.K.2d. L.1.2e.
Evidence in Text:

- **Accurate words & phrasing (v. thesaurus pickers)**
  - Distinguish among connotation/denotations. L.6.5c. L.7.5c. L.8.5c.

- **Precise words & phrasing (v. vague/general)**
  - Choose language that expresses ideas precisely and concisely. L.7.3a.

- **Original words & phrasing (v. clichés)**

- **Concise language**
  - Choose language that expresses ideas precisely and concisely. L.7.3a.

- **Minimal redundancy**
  - Recognize & eliminate wordiness and redundancy. L.7.3a.

- **Show, don’t tell**
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.6.3d. W.7.3d. W.8.3d.

- **Strong action verbs**
  - Form verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.8.1c.
  - Use verbs in active and passive voice. L.8.1b. L.8.3a.
  - Use verbs (active, passive, subjunctive) to achieve particular effects. L.8.3c.
Evidence in Text:

• Easy to read aloud the first time through
• Varied sentence lengths (simple, compound, complex)
  — Produce and expand simple and compound sentences. L.1.1j.
  — Write & rearrange complete simple and compound sentences. L.2.1f.
  — Produce simple, compound, and complex sentences. L.3.1i.
  — Use prepositions within sentences. L.4.1a.
  — Expand, combine, and reduce sentences. L.5.3a.
  — Choose among simple, compound, complex, and compound-complex sentences. L.7.1b.
  — Use conjunctions, prepositions, & interjections within sentences. L.5.1a.
  — Explain the function of phrases and clauses within sentences. L.7.1a.
• Varied sentence beginnings
• Varied sentence types (declarative, interrogative, exclamatory)
  — Understand and use question words (e.g., who, what, where). L.K.1d.
  — Produce declarative, interrogative, imperative, and exclamatory sentences. L.1.1j.
  — Use end punctuation. L.1.2b.
• Varied sentence structures
  — Write & rearrange complete simple and compound sentences. L.2.1f.
  — Produce simple, compound, and complex sentences. L.3.1i.
  — Vary sentence patterns for meaning, interest, and style. L.5.3a. L.6.3a.
  — Choose among simple, compound, complex, and compound-complex sentences. L.7.1b.
• “Deadwood” has been cut; every word counts
  — Recognize & eliminate wordiness and redundancy. L.7.3a.
• Use of parallel structure
• Use of figurative language
  — Demonstrate understanding of figurative language/figures of speech:
    L.4.5ab. L.5.5ab. (similes, metaphors, idioms, adages, proverbs)
    L.6.5a. (personification)
    L.7.5a. (literary, biblical, and mythological allusions)
    L.8.5a. (verbal irony & puns)
• Natural ordering of words in a series
  — Order adjectives according to conventional patterns. L.4.1d.
• Vary sentences for impact/effect
  — Expand, combine, and reduce sentences for meaning, interest, and style. L.5.3a. L.6.3a.
  — Use punctuation (comma, dash, ellipsis) to indicate pause or break. L.8.2a.

Evidence in Pictures:

• Listen to the fluency of their oral storytelling

Evidence in Early Writing:

• Writer can read back what the writer wrote
• Reader can read the writing without the writer’s help
• Appearance of sentence (word groupings or conventional sentence)
  — Produce and expand sentences in shared language activities. L.K.1f.
• Multiple sentences, patterned or not
• Varied sentence beginnings
• Mixture of statements and questions and exclamations
  — Understand and use question words (e.g., who, what, where). L.K.1d.
  — Produce declarative, interrogative, imperative, and exclamatory sentences. L.1.1j.
  — Use end punctuation. L.1.2b.
• Mixture of long and short sentences
  — Produce and expand sentences in shared language activities. L.K.1f.
  — Produce and expand simple and compound sentences. L.1.1j.
• Dialogue/Speech bubbles that echo the way people really speak
Evidence in Text:

- Easy to read aloud the first time through
- Varied sentence lengths (simple, compound, complex)
  - Choose among simple, compound, complex, and compound-complex sentences. L.7.1b.
  - Explain the function of phrases and clauses in sentences. L.7.1a.
- Varied sentence beginnings
- Varied sentence types (declarative, interrogative, exclamatory)
- Varied sentence structures
  - Vary sentence patterns for meaning, interest, and style. L.6.3a.
  - Choose among simple, compound, complex, and compound-complex sentences. L.7.1b.
  - Vary syntax for effect. L.11-12.3a.
- “Deadwood” has been cut; every word counts
  - Recognize & eliminate wordiness and redundancy. L.7.3a.
- Use of parallel structure
  - Use parallel structure. L.9-10.1a.
- Use of figurative language
  - Demonstrate understanding of figurative language/figures of speech:
    - NOTE: previous grades taught— similes, metaphors, idioms, adages, proverbs
      L.6.5.a. (personification)
      L.7.5.a. (literary, biblical, and mythological allusions)
      L.8.5.a. (verbal irony & puns)
      L.9-10.5.a. (euphemism & oxymoron)
      L.11-12.5.a. (hyperbole & paradox)
- Natural ordering of words in a series
- Vary sentences for impact/effect
  - Expand, combine, and reduce sentences for meaning, interest, and style. L.6.3a.
  - Use punctuation (comma, dash, ellipsis) to indicate pause or break. L.8.2a.
  - Use a semicolon to link two or more closely related independent clauses. L.9-10.2a.
  - Use a colon to introduce a list or quotation. L.9-10.2b.
Evidence in Early Writing:

• Letters that appear upright and closed
• Letters that face the right direction
• Left to right and top to bottom orientation
  — Follow words left to right and top to bottom. RF.K.1a.

• Distinction between upper & lower case [whether correct or not]
  — Print many uppercase and lowercase letters. L.K.1a.
  — Print all uppercase and lowercase letters. L.1.1a.

• Association of letters with sounds (phonics)
  — Write a letter for most consonant and short-vowel sounds. L.K.2c.
  — Spell simple words phonetically, drawing on sound-letter knowledge. L.K.2d.
  — Know and apply grade-level phonics. RF.1.3.
  — Draw on phonemic awareness. L.1.2e.

• Readable spelling
  — Spell simple words phonetically. L.K.2d.
  — Spell untaught words phonetically. L.1.2e.

• Utilize environmental print for spelling support

• Writing on a line

• Spaces between words or lines
  — Understand words are separated by spaces. RF.K.1c.

• Use of the capitalized “I”
  — Capitalize the pronoun “I.” L.K.2a.

• Beginning sentence capitals
  — Capitalize the first word in a sentence. L.K.2a.
  — Recognize features of a sentence (capitalization). RF.1.1a.

• Use of end punctuation
  — Recognize and name end punctuation. L.K.2b.
  — Use end punctuation. L.1.2b.
  — Recognize features of a sentence (ending punctuation). RF.1.1a.
Evidence in Text:

• Appropriate use of capitalization in different situations
  — Capitalize first word in a sentence and the pronoun “I”. L.K.2a.
  — Capitalize dates and names of people. L.1.2a.
  — Capitalize holidays, product names, & geographic names. L.2.2a.
  — Capitalize words in titles. L.3.2a.
  — Use correct capitalization. L.4.2a.
  — Demonstrate command of conventions of capitalization. L.5.2. L.6.2. L.7.2. L.8.2.

• Correct use of sentence punctuation
  — Use end punctuation. L.1.2b.
  — Use commas in dates and to separate single words in a series. L.1.2c.
  — Use apostrophes for possessives and contractions. L.2.2c.
  — Use commas in greetings and closings of letters. L.2.2b.
  — Use commas in addresses. L.3.2b.
  — Use commas and quotation marks for dialogue. L.3.2c. L.4.2b.
  — Use commas before a conjunction in a compound sentence. L.4.2c.
  — Use punctuation to separate items in a series. L.5.2a.
  — Use a comma to separate an introductory element within a sentence. L.5.2b.
  — Use commas, parentheses, & dashes to set off parenthetical elements. L.6.2a.
  — Use a comma to separate coordinate adjectives. L.7.2a.

• Spelling correctness
  — Use conventional spelling for words with common spelling patterns and some irregular words. L.1.2d.
  — Learn generalized spelling patterns. L.2.2d.
  — Use spelling patterns and generalization. L.3.2f.
  — Correctly spell commonly confused words (e.g., their, there, they’re). L.4.1g.
  — Spell grade-level words correctly. L.4.2d. L.5.2e.
  — Spell correctly. L.6.2b. L.7.2b. L.8.2c.

• Paragraph indenting is appropriate
  — Group related information in paragraphs. W.4.2a.

• Correct use of grammar and mechanics
  — Use frequently occurring nouns and verbs. L.K.1b.
  — Use adjectives, conjunctions, articles, prepositions. L.1.1fghi.
  — Use verbs to convey past, present, and future tenses. L.1.1e.
  — Use singular and plural nouns with matching verbs. L.1.1c.
  — Use common, proper, and possessive nouns. L.1.1b.
  — Use adjectives and adverbs. L.2.1e.
  — Use irregular plural nouns and irregular past tense verbs. L.2.1b. L.2.1d.
  — Use subject-verb and pronoun-antecedent agreement. L.3.1f.
  — Understand nouns, pronouns, verbs, adjectives, & adverbs within sentences. L.3.1a.
  — Form and use regular and irregular plural nouns and verbs. L.3.1bd.
  — Use comparative and superlative adjectives and adverbs. L.3.1g.
  — Use coordinating and subordinating conjunctions. L.3.1h.
  — Use correct possessives. L.3.2d.
  — Use prepositions within sentences. L.4.1e. L.5.1a.
  — Use relative pronouns and relative adverbs. L.4.1a.
  — Use modal auxiliaries (e.g., may, can, must). L.4.1c.
  — Use conjunctions, prepositions, & interjections within sentences. L.5.1a.
  — Use correct and consistent pronouns; avoid ambiguity. L.6.1d.
  — Explain functions of phrases and clauses in sentences. L.7.1a.
  — Recognize/incorrect inappropriate verb shifts (tenses). L.5.1d. L.8.1d.
  — Explain functions of verbs (gerunds, participles, infinitives) in sentences. L.8.1a.

• Level of convention formality matches the purpose, audience, topic, and genre of the writing
  — Compare formal and informal uses of English. L.2.3a.
  — Recognize & observe differences between spoken and written conventions. L.3.3b.
  — Differentiate when to use formal & informal English. L.4.3c.
  — Compare the varieties of English (e.g., dialects, registers). L.5.3b.
  — Maintain consistency in style and tone. L.6.3b.

• Manipulate conventions for stylistic effect
  — Choose punctuation for effect. L.4.3b.
  — Use verbs (active, passive, subjunctive) to achieve particular effects. L.8.3a.
Evidence in Text:

• **Appropriate use of capitalization in different situations**

• **Correct use of sentence punctuation**
  — Use commas, parentheses, & dashes to set off parenthetical elements. L.6.2a.
  — Use a comma to separate coordinate adjectives. L.7.2a.
  — Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.2a.
  — Use a semicolon to link two or more closely related independent clauses. L.9-10.2a.
  — Use a colon to introduce a list or quotation. L.9-10.2b.
  — Demonstrate command of conventions of punctuation. L.11-12.2.

• **Spelling correctness**

• **Paragraph indenting is appropriate**

• **Correct use of grammar and mechanics**
  — Use correct and consistent pronouns; avoid ambiguity. L.6.1d.
  — Explain functions of phrases and clauses in sentences. L.7.1a.
  — Recognize/correct inappropriate verb shifts (tenses). L.8.1d.
  — Explain functions of verbals (gerunds, participles, infinitives) in sentences. L.8.1a.
  — Use various types of phrases and clauses. L.9-10.1b.
  — Demonstrate command of grammar and usage. L.11-12.1.

• **Level of convention formality matches the purpose, audience, topic, and genre of the writing**
  — Maintain consistency in style and tone. L.6.3b.
  — Edit work to conform to guidelines in style manual (e.g., MLA). L.9-10.3a.
  — Make effective choices for meaning and style. L.11-12.3.

• **Manipulate conventions for stylistic effect**
  — Use verbs (active, passive, subjunctive) to achieve particular effects. L.8.3a.