**Level One**

**General Guidelines for Level One Writing:**

*Common Core ELA Writing Standard K.2*

*Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.*

*To achieve this level, the student must meet the following criteria in each of the following categories:*

**Informative/Explanatory**

Draw, narrate, and/or write at least 1 sentence about the topic.

Give directions on how to do something or explains about a topic.

When prompted to say what he/she is writing about, oral accounts may provide more cohesion than the product.

**Organization and Focus**

Write some consonant –vowel-consonant words.

Begin to write from left to right.

Use correct initial sounds in most words written.

Begin to space words correctly.

Elaborate more through oral accounts than through the writing itself. Some pages repeat information

or veer off- topic. (Teacher may translate oral account on student text.)

**Language Conventions**

Use uppercase letters randomly or within words.

Provides no punctuation marks.

Include approximated written words, indicating an understanding of the directionality of English.

Includes some labels on drawings and writing underneath the pictures.

**Craft/Process: should be evaluated by the teacher throughout the process.**

The writer self-selects a topic or self-selects within a given topic.

The child “reads” his or her writing, demonstrating an understanding that the writing carries its own specific meaning.

A meaning, or a specific content is probably not apparent; meaning is determined each time the student “reads” the text, and this meaning may change each time it is “read.”

The writer works at the process of revision: rereading to see if the piece makes sense, fixing errors, adding to the piece, and “fancying” it up.

**Level Two**

**General Guidelines for Level Two Writing:**

*Common Core ELA Writing Standard K.2*

*Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.*

*To achieve this level, the student must meet the following criteria in each of the following categories:*

**Informative/Explanatory**

Use sources such as, print and Internet to gather information about the topic.

Establish a topic in title but doesn’t refer to the title in text.

Give directions on how to do something or explain about a topic.

Draw, narrate, and/or write at least 1 sentence about the topic.

Supply relevant facts and information in appropriate sequence.

**Organization and Focus**

With support, use a graphic organizer for text type.

Through drawing, writing and labeling, include some details related to the topic either orally or in written form.

Write left to right, & return sweeps.

Space most words correctly.

Through drawing, labeling, and writing, include some details, facts, or information that relates to the topic.

Uses transition words orally or in written text (first, next, then).

**Language Conventions**

*In addition to meeting the convention standards of level 1, the writer must…*

Write many consonant–vowel-consonant words (i.e., demonstrates the alphabetic principle).

Write phonetically spelled words.

Use correct initial and ending sounds in most words written.

Begin to use simple sentences.

Begin to write uppercase letters at the beginning of a sentence.

Begin sentences with capital and ends sentences with a punctuation mark.

Begin to write people’s names with capital letters.

.

**Craft/Process: should be evaluated by the teacher throughout the process.**

The writer self-selects a topic or self-selects within a given topic.

The child can point to words as he or she reads, demonstrating a grasp of one-to-one correspondence and subject knowledge.

The information/explanation mainly remains the same in translation.

The writer works at the process of revision: rereading to see if the piece makes sense, fixing errors, adding to the piece, and “fancying” it up.

During the revision process, student readily corrects the conventions of beginning capitalization and ending punctuation. (The revision process includes teacher feedback.)

**Level Three**

**General Guidelines for Level Three Writing:**

*Common Core ELA Writing Standard 1.2*

*Write* ***informative/ explanatory*** *texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.*

*To achieve this level, the student must meet the following criteria in each of the following categories:*

**Informative/Explanatory**

Use sources such as, print and Internet to gather information about the topic.

Establish a topic in the title, but the topic may still be unclear in the text.

Give instructions/directions on how to do something or explains about a topic.

Illustrate the steps in the directions or information on the topic.

Write/draw 3-4 complete sentences about the topic.

Relate facts orally or in written form.

Support the topic with information.

Attempt some sense of closure but is not clear or effective.

**Organization and Focus**

Demonstrate a grasp of one-to-one correspondence by pointing to words as he or she reads,

Follow an appropriate sequence.

Write left to right, and return sweeps.

Use few descriptive words.

Space most words correctly.

Uses either numbers or transition words orally or in written text.

**Language Conventions**

*In addition to meeting the convention standards of level 2, the writer must…*

Begin to use simple sentences, and/or attempts to use compound sentences.

Begin most sentences with uppercase letters at the beginning of a sentence.

Begin most sentences with a capital and end with a punctuation mark.

Capitalize most proper names (people, pets).

Write phonetically spelled words.

Spell some sight words correctly.

**Craft/Process: should be evaluated by the teacher throughout the process.**

The writer self-selects a topic or self-selects within a given topic.

The writer demonstrates an attempt at closure, but the concluding sections may seem random or take the reader in a new direction.

The writer works at the process of revision: rereading to see if the piece makes sense, fixing errors, adding to the piece, and “fancying” it up.

During the revision process, the student readily corrects the conventions of beginning capitalization and ending punctuation. (The revision process includes teacher feedback.)

**Level Four**

**General Guidelines for Level Four Writing:**

*Common Core ELA Writing Standard 1.2*

*Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.*

*To achieve this level, the student must meet the following criteria in each of the following categories:*

**Informative/Explanatory**

Use one source to acquire information if writing an **informational piece**; no sources are used for **explanatory texts**.

Name the topic (in the title) and in the text.

Clearly give instructions/directions on how to do something, or explain about a topic.

Illustrate the steps in the directions or information on the topic- pictures may be used.

Introduce a topic clearly, and group related information in paragraphs and sections, including headings.

Use clear topic sentence/s.

Mostly support the topic with supporting sentences.

Develop his or her topic with facts from a source **(informational text)**, and examples.

Provide a sense of closure.

**Organization and Focus**

Follow an appropriate sequence throughout the entire text.

Present details within descriptions in a logical order.

Include evidence from graphic organizers such as, pre-writing, and/or rough draft in the text.

Print legibly and spaces letters, words, and sentences appropriately.

Include a feature or features of informational texts such as pictures, charts, diagrams, and

content/academic vocabulary (science, social studies words) that begins to show evidence that the writer is attempting to create a piece of writing.

Use transition words to move from one idea to another.

Write so sequence is clear when reading the piece aloud. (Does it sound right to their ears?)

**Language Conventions**

*In addition to meeting the convention standards of level 3, the writer must…*

Use mostly correct word order.

Use mostly simple sentences.

Capitalize proper nouns most of the time (months, states, towns, etc.).

Use some periods, commas, question marks, or exclamation marks correctly.

Beginning use of quotation marks incorrectly when applicable.

Spell some words correctly.

**Craft/Process: should be evaluated by the teacher throughout the process.**

Writer self-selects a topic or self-selects within a given topic.

The writer provides evidence of some notes and/or information from a source.

The writer may attempt to take on a teaching tone in his or her writing, perhaps even attempting to match the tone or voice used by a published nonfiction text or an adult.

The writer works at the process of revision: rereading to see if the piece makes sense, fixing errors, adding

to the piece, and “fancying” it up. (The revision process includes teacher feedback.)

If writing a book, writer may outline the entire project in a table of contents, plan each chapter, imagine the form and genre.

**Level Five**

**General Guidelines for Level Five Writing:**

*Common Core ELA Writing*

*Write informational/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*  (Can be evident in explanatory text type.)

*To achieve this level, the student must meet the following criteria in each of the following categories:*

**Informative/Explanatory**

Use sources such as, print and/or Internet to gather information about the topic.

Provide a title/cover page/heading to establish the topic.

Give information or explain about a topic.

Introduce a topic clearly, and group related information in paragraphs and sections, including headings.

Supply at least 4 key facts/information about topic or steps about a topic.

Offer details.

Convey information either through diagrams with multiple captions or multiple sentences of writing.

Provide some sense of closure; may end with a big idea about the topic or by addressing the reader directly. In some way lets the reader know this is the end of the text.

**Organization and Focus**

Select a focus, plan topic and organization of the piece, and choose appropriate paper to match the

structure and genre.

Offer detailed information through drawings, diagrams, charts etc.

Use some descriptive words.

Provide evidence that a pre-planning tool such as a graphic organizer (Step-up, four square, boxes and bullets) or draft is included in the text.

Demonstrate some way of making the text coherent, by either numbers or transitional words.

Uses transition words to move the reader from one detail to the next.

**Language Conventions**

*In addition to meeting the level 4 convention standards, the student must …*

Use complete sentences, and/or compound sentences.

Use a period, exclamation point, or question mark at the end of the sentences.

Capitalize the first word of sentences, proper nouns, names of people, and the pronoun I.

Correctly use contractions (if used).

Correctly use singular and/or plural nouns.

Spell most 3-4 letter short vowel words and grade-level-appropriate sight words correctly.

Exhibit some incomplete sentences.

Exhibit some capitalization errors.

**Craft/Process: should be evaluated by the teacher throughout the process.**

The writer self-selects a topic or self-selects within a given topic, and then drafts, and revises with independence and initiative.

During prewriting, the writer outlines and retells his/her step-by-step sequence about the topic by saying aloud what he/she will write and sketching the steps.

Writer outlines the entire project with an eye toward making the work clear and easy to follow for the reader.

With a partner, the writer rereads his text aloud and revises for sequence, clarity, explicitness and any missing steps.

Writers exchange papers and participate in peer editing activities.

Writer rereads own writing, working to make the piece clear and easy to follow for the reader.

If writing an all about book, writer may outline the entire project in a table of contents, plan each chapter, imagine the form and genre.

**Level Six**

**General Guidelines for Level Six Writing:**

*Common Core ELA Writing Standard 2.2*

*Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section.*

*To achieve this level, the student must meet the following criteria in each of the following categories:*

**Informative/Explanatory**

Use sources such as, print and/or Internet to paraphrase information in their own words about the topic.

Name the topic (in the title) and in the text.

Introduce a topic clearly, and group related information in paragraphs and sections, including headings.

Begin with a clear and interesting topic sentence.

Group related ideas, and maintains consistent focus on topic.

Include relevant and supporting sentences.

Use facts and related academic vocabulary to develop points.

Provides evidence of notes.

Provides a conclusion.

**Organization and Focus**

Write detailed sentences related to the topic, in logical order.

Provide evidence that a pre-planning tool such as a graphic organizer (Step-up, four square, boxes and bullets) or draft is included in the text.

Uses transition words to move the reader from one detail to the next.

Use linking words such as, *also, another, and, more,* and *but* to connect ideas.

Write legibly.

Plan topic and organization of the piece and choose appropriate paper to match the structure and genre.

Include features of informational texts such as pictures, charts, diagrams and specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical, even when the information stated is flawed or over-generalized.

**Language Conventions**

*In addition to meeting the convention standards of level 5, the writer must…*

Use a variation of simple and compound sentences.

Use various parts of speech correctly.

Use commas in dates & items in a series correctly, when applicable.

Use quotation marks correctly, when applicable.

Capitalize all proper nouns, words at the beginning of sentences, months of the year, days of the week,

titles, and initials of people.

Spell grade level words correctly.

Attempt to write contractions.

**Craft/Process: should be evaluated by the teacher throughout the process.**

The writer self-selects a topic or self-selects within a given topic, and then drafts, and revises with independence and initiative.

During prewriting, the writer outlines and retells his/her step-by-step sequence about the topic by saying aloud what he/she will write and sketching the steps.

Writer outlines the entire project the intent of making the text clear and easy to follow for the reader.

With a partner, the writer rereads his text aloud and revises for sequence, clarity, explicitness and any missing steps.

Writers exchange papers and participate in peer editing activities.

Writer rereads own writing, working to make the piece clear and easy to follow for the reader.

If writing an all-about book, the writer may outline the entire project in a table of contents, plan each chapter, imagine the form and genre.

**Level Seven**

**General Guidelines for Level Seven Writing:**

*Common Core ELA Writing Standard 3.2*

*Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

*a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.*

*b. Develop the topic with facts, definitions, and details.*

*c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.*

*d. Provide a concluding statement or section.*

*To achieve this level, the student must meet the following criteria in each of the following categories:*

**Informative/Explanatory**

Use multiple sources such as, print and Internet to gather information about the topic.

Take notes and share information in own words.

Organize and relate information to the topic.

Begin paper with a clear and interesting topic sentence that introduces the topic.

Introduce a topic clearly, and group related information in paragraphs and sections, including headings.

Support topic with facts, details, definitions, illustrations and diagrams when useful to aiding

comprehension.

Provide reasons that support the topic.

Provide a concluding statement or section.

**Organization and Focus**

Use linking words such as, *but, and, the, because, also, in addition, however, etc.* to explain facts and details more clearly.

Use transition words to move the reader from one detail to the next.

Provide evidence that a pre-planning tool such as a graphic organizer (Step-up, four square, boxes and bullets) or draft is included in the text.

Use some information from the provided sources.

Include features of informational texts such as pictures, charts, diagrams and specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical, even when the information stated is flawed or over-generalized.

**Language Conventions**

*In addition to meeting the convention standards of level 6, the writer…*

Capitalize appropriate words in titles.

Use commas in dialogue, dates and items in a series.

Use conventional spelling for high frequency and studied words.

**Craft/Process: should be evaluated by the teacher throughout the process.**

Writer chooses a topic or self-selects within a given topic, and then drafts, and revises with independence and initiative.

Writer plans topic and organization of the piece and chooses appropriate paper to match the structure and genre.

Writer uses a small repertoire of strategies to generate ideas for his piece.

Writer participates in peer editing activities.

Writer rereads own writing with the intent of making the text clear and easy to follow for the reader

Writer rehearses for writing by saying aloud what he/she will write and sketching the steps. She rereads text and revises for sequence, clarity, explicitness and any missing steps.

Writer may outline the entire project in a table of contents, plan each chapter, imagine the form and genre.

**Level Eight**

**General Guidelines for Level Eight Writing:**

*Common Core ELA Writing Standard 4.2*

*Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

*a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.*

*b. Develop the topic with facts, definitions, concrete details, quotations, or Craft/Process information and examples related to the topic.*

*c. Link ideas within categories of information using words and phrases (e.g.Craft/Process, for example, also, because).*

*d. Use precise language and domain-specific vocabulary to inform about or explain the topic.*

*e. Provide a concluding statement or section related to the information or explanation presented.*

*To achieve this level, the student must meet the criteria in each of the following categories:*

**Informative/Explanatory**

Use multiple sources to gather information about the topic (internet, media, speakers, books, newspapers, and magazines).

Organize and use notes, and information is shared in own words.

Introduce a topic clearly after grabbing the reader’s attention about the topic, and group related information in paragraphs and sections, including headings.

May forecast the organizational structure of the information. (beginning thesis statement)

May contain illustrations, and multimedia, when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, or quotations related to the topic.

Use precise language and domain-specific (academic/content) vocabulary to inform or explain the topic.

Explain or elaborate on a specific fact from a source.

Provide a concluding statement or section related to the information or explanation presented.

**Organization and Focus**

Include well-developed supporting facts and details.

Provide evidence that a pre-planning tool such as a graphic organizer (Step-up, four square, boxes and bullets) or draft is included in the text.

Link ideas within categories of information using transitional phrases such as*, for example, also,* and *because,* etc*.*

Use linking words such as, *but, and, the, because, also, in addition, however, etc.* to explain facts and details more clearly.

Use paragraphing to group supporting ideas and their relevant evidence. It’s clear how each section has been organized.

Use a variety of transition words, successfully connecting body paragraphs.

**Language Conventions**

*In addition to meeting the convention requirements of Level 7, the student must…*

Use a variation of simple, compound, and complex sentences.

Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and contractions.

Use underlining, quotation marks, or italics to identify titles of documents.

**Craft/Process: should be evaluated by the teacher throughout the process.**

Writer chooses a topic or self-selects within a given topic, and then drafts, and revises with independence and initiative.

Writer plans topic and organization of the piece and chooses appropriate paper to match the structure and genre.

Writer uses a small repertoire of strategies to generate ideas for his piece.

Writer participates in peer editing activities.

Writer rereads own writing in an attempt to make the text clear and easy to follow for the reader.

Writer rehearses for writing by saying aloud what he/she will write and sketching the steps. She rereads text and revises for sequence, clarity, explicitness and any missing steps.

Writer may outline the entire project in a table of contents and plan each chapter, if writing a book.

Writer writes with specific audience/purpose in mind.

**Level Nine**

**General Guidelines for Level Nine Writing:**

*Common Core ELA Writing Standard 5.2*

*Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

*a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.*

*b. Develop the topic with facts, definitions, concrete details, quotations, or Craft/Process information and examples related to the topic.*

*c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).*

*d. Use precise language and domain-specific vocabulary to inform about or explain the topic.*

*e. Provide a concluding statement or section related to the information or explanation presented.*

*To achieve this level, the student must meet the criteria in each of the following categories:*

**Informative/Explanatory**

Use various sources to gather information about the topic (Internet, media, speakers, books, newspapers, and magazines).

Organize and use notes, and share information in own words.

Introduce a topic clearly after grabbing the reader’s attention about the topic and provide a general observation and focus.

Support the topic with reasons, facts and details. At least some of them come from a relevant source.

Develop the topic with facts, definitions, concrete details, quotations, and examples related to the topic.

Logically group related information in paragraphs and sections, including headings.

Contain illustrations, and/or multimedia, when useful to aiding comprehension.

Use precise language and domain-specific vocabulary to inform or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

**Organization and Focus**

Include well-developed supporting facts and details.

Use a variety of transitional phrases to link reasons, supporting facts and details.

Use a variety of subtle transition words that sound natural and enhance the flow of the paper.

Link ideas within categories of information using words, phrases, and clauses such as, *in contrast*, *also*, *in addition,* etc.

Provide evidence that a pre-planning tool such as a graphic organizer (Step-up, four square, boxes and bullets) or draft is included in the text.

Group ideas, reasons, facts, and details into cohesive sections or paragraphs, and logically order these sections.

**Language Conventions**

*In addition to meeting the convention requirements of Level 7, the student must…*

Use a variety of simple, compound, and complex sentences.

Use a colon to introduce a list, when applicable.

Use quotations marks around the exact words of a speaker and titles of poems, songs, and short stories.

Use correct capitalization with minimal errors.

Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

**Craft/Process: Should be evaluated by the teacher throughout the process.**

Writer chooses a topic or self-selects within a given topic, and then drafts, and revises with independence and initiative.

Writer uses a small repertoire of strategies to generate ideas for his piece.

Writer plans topic and organization of the piece and chooses appropriate paper to match the structure and genre.

Writer participates in peer editing activities.

Writer rereads own writing in an attempt to make the text clear and easy to follow for the reader

Writer rehearses for writing by saying aloud what he/she will write and sketching the steps. She rereads text and revises for sequence, clarity, explicitness and any missing steps.

Writer outlines the entire project in a table of contents, plans each chapter, imagines the form and genre

Writer writes with specific audience/purpose in mind.

**Level Ten**

**General Guidelines for Level Ten Writing:**

*Common Core ELA Writing Standard 6.2*

*Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,*

*organization, and analysis of relevant content.*

*a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*

*b. Develop the topic with relevant facts, definitions, concrete details, quotations, or Craft/Process information and examples.*

*c. Use appropriate transitions to clarify the relationships among ideas and concepts.*

*d. Use precise language and domain-specific vocabulary to inform about or explain the topic.*

*e. Establish and maintain a formal style.*

*f. Provide a concluding statement or section that follows from the information or explanation presented.*

*To achieve this level, the student must meet the criteria in each of the following categories:*

**Informative/Explanatory**

Examine a topic and convey ideas, concepts, and information through the selection, organizations and analysis of relevant content.

Use various sources to gather information about the topic (internet, media, speakers, books, newspapers and magazines).

Organize and use notes, and share information in own words.

Introduce a topic clearly, organize ideas, concepts and information using definitions, classifications, comparison/contrast, cause and effect.

Include headings, graphics (tables, charts, graphs), and/or multimedia, when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, and examples.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Cite relevant evidence from the provided sources.

Elaborate on evidence to demonstrate an understanding of the topic.

Establish and maintains a formal style.

Provide a concluding statement or section that follows from the information or explanation presented.

**Organization and Focus**

|  |
| --- |
| Include well-developed supporting facts and details.  Use transition words to move the reader from one detail to the next.  Use appropriate transitions to clarify the relationships among ideas and concepts.  Provide evidence that a pre-planning tool such as a graphic organizer (Step-up, four square, boxes and bullets) or  draft is included in the text.  Present information neatly and legibly.  Use some variety of phrases to make connections across ideas and reasons. (e.g. Because of …, Due to the…)  **Language and Conventions**  *In addition to meeting the convention requirements of Level 9, the student must…*  Use a variation of simple, compound, complex, and compound-complex sentences.  Use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses.  Ensure that verbs agree with compound subjects.  Use semicolon to connect independent clauses, and commas when linking two clauses with a conjunction in  compound sentences.  Use correct capitalization.  Spell frequently misspelled words correctly (their, there, they’re, by, buy, bye).  Use a variety of subtle transition words that sound natural and enhance the flow of the paper.  **Craft/Process: should be evaluated by the teacher throughout the process.**  Writer chooses a topic or self-selects within a given topic, and then drafts, and revises with independence and initiative.  Writer plans topic and organization of the piece and chooses appropriate paper to match the structure and genre.  Writer uses a small repertoire of strategies to generate ideas for his piece.  Writer participates in peer editing activities.  Writer rereads own writing in an attempt to make the text clear and easy to follow for the reader  Writer rehearses for writing by saying aloud what he/she will write and sketching the steps. She rereads text and  revises for sequence, clarity, explicitness and any missing steps.  Writer outlines the entire project in a table of contents, plans each chapter, imagines the form and genre.  Writer writes with specific audience/purpose in mind. |
|  |

|  |
| --- |
|  |