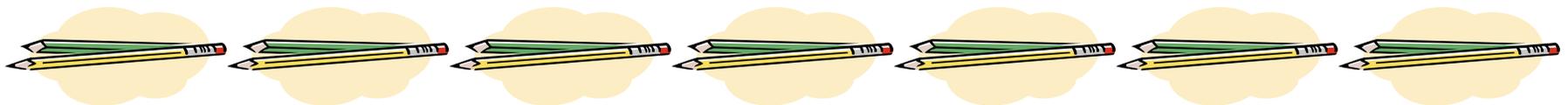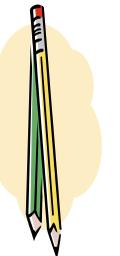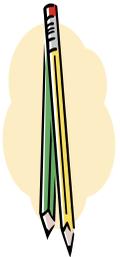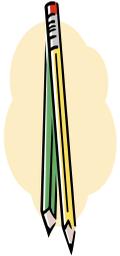# Yadkin County Schools

K-12 Writing Plan

K-12 Writing Committee Members

The following individuals were involved in the writing of the Yadkin County Schools Writing Plan. A few of the people listed below are no longer employees of the system; nevertheless, their contribution is still appreciated. To the people who stayed with the committee through the entire process of writing, revising and editing, much appreciation is extended.

Kailey Adams	Jon Holleman	Christopher Petree
Christine Benfield	Scarlet Holleman	Kristin Ploof
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Jennifer Brannon	Jon Huggins	Robyn Rodriguez
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Chris Greene	Debbie Motsinger	Cynthia Stone
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Preface

Writing is a skill best learned and advanced through practice. While students should be asked to write in all content areas, the high school English class, the middle school Language Arts class and the scheduled time for Language Arts in the lower grades, are the times and places where students learn to polish those skills into an art form.

While students may approach writing in many ways, research has overwhelmingly proven that writing is a process. The first draft is never the best it can be. Students might begin by collecting ideas in a writer's journal or notebook. Before they begin a draft, they should talk through their ideas either through self-talk or with another person, write ideas down on paper, illustrate ideas, or use some other method to generate ideas. Then they should write without reservation, getting thoughts down on paper with no details withheld. The revision process comes next with assistance from a peer or an adult. The original paper may be revised numerous times, or, occasionally, that original idea may be abandoned for a new one if the student does not see the paper going in the direction first intended. Some editing may be done while the paper is in process, but the major part of the editing should be done near the end of the writing process. Publication is the final step.

Publication is public acknowledgement of good writing. Not all writing will be published, but when a student believes that the written piece is the best it can be, it should be celebrated. The celebration may be something as simple as the posting of the work; however, many teachers hold celebrations on a regular basis and invite parents, administrators or other people to share in the celebration of good writing.

Technology offers students a variety of means of presentation. Students may write and publish their work written with pen or pencil and paper. However, they should also be encouraged to use other technologies both in the writing process and in publication. Publications may become multi-media presentations, or writing may be shared through social media such as blogs.

The teacher is very instrumental in student writing. While students should be allowed as much choice in the topic for their writing as possible, it is the teacher who guides and assists the student through the writing process. The teacher provides mentor texts which help students understand where they are going; these texts help students see and understand what good writing is. The mentor text may be writing done by the teacher, who writes for and along with the students. The teacher conferences with students while they write and uses the information gained through conferencing to focus future mini-lessons. These mini-lessons may cover such skills as varying sentence structure, using correct punctuation and/or capitalization, or choosing the most appropriate word for the context. The teacher decides if the mini-lesson will be for the whole class or if a few students will meet with her for the discussion.

The following writing plan addresses major components of writing by grade level. It was created by teachers and administrators of Yadkin County Schools to assist teachers in the implementation of the Common Core curriculum in writing. Skills are designated for specific grade levels; however, the reader will note that the instruction of many skills may span more than one grade level. The reader will also note references to the Common Core in the K-12 plan as well as in the Glossary of Key Terms which follows. An example of a scoring rubric follows the Glossary. This rubric would of course not be appropriate for assessing every piece of writing, but it can be used as a basis for the creation of other rubrics for evaluating student writing in grades 4-12.

This plan addresses many of the multiple considerations in writing instruction. It is the work of a committee of teachers and administrators who value writing and whose intention was to bring clarity to the development of writing skills. Much initial time was spent in researching, reading about, examining and discussing writing programs and practices to determine what would be best for Yadkin County Schools. While we recognized the value of the writing workshop, the process approach to writing first practiced by Don Murray at the University of New Hampshire, we also felt the need to create a documentation of sequential skill development to support students' continuous growth in writing. This document is the culmination of that work.

	Kindergarten	First Grade	Second Grade
Writing Genres	• Opinion, informative/explanatory, narrative, research-based	• Opinion, informative/explanatory, narrative, research-based	• Opinion, informative/explanatory, narrative, research-based
Writing Process	• Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events; tell in order and provide a reaction to what happened. • Use pictures to clarify writing, adding detail to drawing/telling with increased space for writing, decreased space for illustration. • Participate with fellow students as teacher leads in interactive writing using predictable charts; e.g., "I like to . . ." **or "**I see . . .". • Use a writing process (plan, draft, revise, edit, publish) to improve written communication. • Develop a capacity for editing one's own work with teacher guidance. • Write information/explanatory pieces with clear topic, facts about the topic, and a sense of closure. • Write narratives which have two or more sequenced events with details, with temporal words signaling the sequence and with a sense of closure. • With teacher assistance, listen and respond to questions and ideas from peers to improve writing.	• Use a writing process (plan, draft, revise, edit, publish) to improve written communication. • Support writing with illustration. • Begin to self edit through rereading work with teacher support. • Write opinion pieces which introduce the topic, state an opinion, give reasons for the opinion and end with a sense of closure. • Write information/explanatory pieces with clear topic, facts about the topic, and a sense of closure. • Write narratives which have two or more sequenced events with details with temporal words signaling the sequence and with a sense of closure. • With teacher assistance, listen and respond to questions and ideas from peers to improve writing. • With guidance from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing.	• Think through and utilize the writing process (plan, draft, revise, edit, publish) with teacher assistance. • Support writing with illustration. • Strengthen skills in editing by working more with peers and self-editing with less reliance on the teacher. • Write opinion pieces which introduce the topic, state an opinion, give reasons for the opinion, use linking words (e.g., because, and, also) to connect opinion and reason, and provide a concluding statement or section. • Write informative/explanatory texts which introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • Write narratives which recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, feelings and use temporal words to signal event order and provide a sense of closure. • With teacher assistance participate in shared research and writing projects.
Vocabulary	• Use vocabulary appropriate to the content and task. • Associate vocabulary with pictures. • Learn sequences of words based on sounds. • Act out words.	• Associate words with pictures. • Learn words through word families. • Distinguish shades of meaning among verbs (e.g., look, peek, glance, stare) and adjectives (e.g., large, gigantic) • Learn suffixes "s," "es," and "ing". • Act out words, meanings.	• Learn new words through synonyms • Learn new words through word families. • Learn new words through reading texts. • Model word usage.
Research	• With guidance from adults, use a variety of resources to locate information related to selected questions and shared research topics. • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • Identify print source by title and author's name.	• With guidance from adults, participate in shared research and writing projects. • With guidance from adults, choose a manageable topic and write questions related to the selected topic. • With guidance from adults, recall information from experiences or gather information from provided sources to answer the questions created.	• With guidance from adults, participate in shared research and writing projects; e.g., read several sources on a single subject/topic to produce a report. • With guidance from adults, choose a manageable topic and write questions related to the selected research topic. • Use a variety of sources to locate information related to selected questions and research topic

Continued…	Kindergarten	First Grade	Second Grade
	• Identify source as print, digital or person.	• Analyze, with teacher assistance, a variety of resources to locate information related to selected research questions and topics. • Use learned information to write paragraph/paragraphs about selected topic. • Use title and author to cite references in research.	• Using a graphic organizer, structure/develop paragraphs to answer questions in detail. • Write multiple paragraphs related to the topic. • Use title, author and date of publication to cite a minimum of 3 sources which were used in the research.
Technology	• Follow the teacher's demonstration of proper letter formation/word spacing and use of ending punctuation; i.e., Letterland, Waterford. • Follow the teacher's demonstration of the use of graphic organizers to begin the planning process of writing via the interactive white board. • With teacher assistance, use a variety of technology to write and publish individually and with peers.	• Follow the teacher's demonstration of proper letter formation/word spacing and use of end punctuation on the interactive white board; i.e., Letterland, Waterford, Spellingcity.com. • Follow the teacher's demonstration of the writing process on the interactive white board. • Find sources through teacher-led Internet searches. • Learn to evaluate usefulness of Internet content. • Learn keyboarding skills in order to key writing into electronic media. • With teacher assistance, use a variety of technology to write and publish individually and with peers. • Key one's own writing – at least 5 sentences.	• Follow the teacher's demonstration of the writing process (plan, draft, revise, edit, publish) via the interactive white board. • Follow teacher-led searches via the Internet to find valid sources. • Learn to evaluate usefulness of Internet content. • Learn keyboarding skills in order to key writing into electronic media. • Key writing selections. • Use websites, such as Spellingcity.com, to improve spelling in writing.
Conventions	• Write top to bottom, left to right, spacing between words, using end punctuation. • Use capital letters for "I", beginning of sentences and one's own name. • Use inventive spelling. • Spell high frequency words correctly. • Form letters correctly using D'Nealian style; write legibly.	• Write top to bottom, left to right, spacing between words, using end punctuation. • Use capital letters for "I", beginning of sentences, dates, and proper nouns. • Spell high frequency words correctly and continue inventive spelling for difficult words, learning more letter/sound relationships. • Form letters correctly using D'Nealian style; write legibly. • Use end punctuation (periods, exclamation marks and question marks) correctly. • Use commas in dates and to separate single words in a series. • Use an apostrophe for possession and contractions. • Use common, proper and possessive nouns. • Use singular and plural nouns with matching verbs. • Use personal, possessive, and indefinite pronouns. • Use verbs to convey a sense of past, present, and future. • Use frequently occurring adjectives. • Use frequently occurring conjunctions. • Use frequently occurring prepositions.	• Write top to bottom, left to right, spacing between words, using end punctuation. • Begin paragraphs with an indention. • Use capital letters for "I", beginning of sentences, proper nouns and dates. • Spell high frequency words correctly and continue inventive spelling for difficult words, learning more letter/sound relationships. • Form letters correctly using D'Nealian style; write legibly. • Write upper and lower case letters in cursive during the second semester of the year. • Use end punctuation (periods, exclamation marks and question marks) correctly. • Use correct punctuation (commas in dates and lists as well as after greetings and closings in letters; apostrophes for contractions and possession). • Consult reference materials as needed to check spelling. • Form and write with the past tense of frequently occurring irregular verbs. • Write with embellishing adjectives and adverbs.

Continued...	Kindergarten	First Grade	Second Grade
Features	• Connect illustration to writing. • Write three or more complete sentences about a given topic. • Use the works of noted authors as model texts.	• Write with descriptive details and with meaning/flow with less emphasis on illustration. • Write complete sentences focused on a topic. • Write with a beginning, middle and end. • Use transition words such as first, then, next, finally. • Vary sentence structure. • Use the works of noted authors as model texts.	• Write complete sentences focused on the topic. • Use complete sentences in written communication that vary in length and type which are appropriate for the context. • Use transitional words and phrases to connect ideas. • Organize sentences to form paragraphs. • Use the works of noted authors as model texts.
Publication	• Act out stories/tell stories with a sense of story (beginning, middle, and end). • Read one's writing to classmates, parents, teacher. • Publish own writing weekly. (Writing is available for others to read.) • Share with specific audience publications from designated genres.	• Publish texts to share with audiences; e.g., author's chair, class-made books, storyboard.	• Publish texts to share with audiences through various media.

	Third Grade	Fourth Grade	Fifth Grade
Writing Genres	• Opinion, informative/explanatory, narrative, research-based	• Opinion, informative/explanatory, narrative, research-based	• Opinion/Argument, Informative/explanatory, narrative, research-based
Writing Process	• Use a writing process to produce a written draft that conveys major ideas, maintains a focus on topic, and shows awareness of an audience. • Write opinion papers based on self-selected topics or literature which introduce the topic, state an opinion, provide reasons that support the opinion and end with a concluding statement or paragraph. • Write informative/explanatory papers about complex ideas that inform clearly through of ideas and clear expression. • Write narratives about real or imagined events using carefully chosen details and clear sequencing. • Strengthen skills in editing by working more with peers and self-editing, with less reliance on the teacher. • Share writing through peer editing and revision as well as through reading the finished products.	• Through a writing process, establish a clear focus for writing that is directed to a specific audience. • Write opinion papers based on self-selected topics or literature which state an opinion which is supported by several well-organized paragraph; each paragraph is different, is focused on supporting reason or example and is developed by facts and details. Reasons are linked to the opinion by such words and phrases as "for instance, in addition, in order to". • Write informative/explanatory papers which examine complex ideas that introduce the topic clearly; develop the topic in multiple paragraphs with definitions, facts and other supporting information. • Write narratives about real or imagined experiences using carefully chosen details and clear sequencing; use dialogue and description to develop the sequence of events. • Along with self-editing, invite input from peers as well as teachers.	• Through a writing process, organize information by taking notes, outlining ideas, and/or making (a) chart(s). • Use revision strategies to improve the organization and development of content to improve written communication. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **[See Common Core – text types and purposes]**
Vocabulary	• Learn new words through synonyms. • Learn new words through word families. • Learn new words through reading texts. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Model word usage.	• Use new words learned through synonym study. • Use new words learned through the study of affixes and roots. • Apply new words learned through reading texts. • Choose purposeful and precise vocabulary to express ideas in writing. • Use appropriate vocabulary to support or clarify a message.	• Use new words learned through synonym study. • Use new words learned through the study of affixes and roots. • Apply new words learned through reading texts. • Choose purposeful and precise vocabulary to express ideas in writing. • Use appropriate vocabulary to support or clarify a message. • Include figurative language in writing.
Research	• With guidance from adults, choose a manageable topic and create questions related to the selected research topic. • Use a variety of sources to locate information which answer the questions. • Use a graphic organizer to structure/develop the information collected during research and written in one's own words.. • Write a multiple paragraph report in one's own words based on note-taking.	• With guidance from adults, choose (a) manageable topic(s) and create questions related to the topic(s). • Use a variety of sources, digital and non-digital, to locate information related to research questions which were created. • Use a graphic organizer to structure/develop information collected during research and written in one's own words.	• With guidance from adults, choose (a) manageable topic(s) and create questions related to the topic(s). • Use a variety of sources, digital and non-digital, to locate information related to research questions which were created. • Use a graphic organizer to structure/develop information collected during research and written in one's own words.

Continued...	Third Grade	Fourth Grade	Fifth Grade
	• Use correct MLA citation of a minimum of 3 sources of information in a Works Cited page (e.g., title, author, publisher, date of publication, pages).	• Write a multiple paragraph report in one's own words from notes taken. • Use correct MLA citation methods to credit a minimum of 3 print and non-print sources in a Works Cited page; e.g.: author, title, publisher, date of publication, pages.	• Drawing conclusions from information gathered from multiple sources, write a paper in one's own words. • Use correct MLA citation methods to identify a minimum of 3 print and non-print sources in a Works Cited page; e.g.: author, title, publisher, date of publication, pages..
Technology	• Follow the teacher's lead in finding Internet sources of information. • Learn to evaluate usefulness of Internet sources. • Learn keyboarding skills in order to key writing into electronic media. • Key one's own written selection. • Use websites, such as Spellingcity.com to improve written spelling. • Use the Internet to communicate and collaborate with others: e.g., blogging. • Use digital photography and/or personal art work, scan and insert into written documents. • Present writing via multimedia presentations.	• With teacher assistance, find valid sources of information on the Internet. • Learn to evaluate reliability of Internet sources. • Learn keyboarding skills in order to key writing into electronic media. • Key one's own written selection. • Use websites, such as Spellingcity.com, to improve written spelling. • Use the Internet to communicate and collaborate with others: e.g., blogging. • Develop an understanding of URL suffixes (.com, .org, .net). • Use graphics in writing; i.e., digital photography, personal art work, charts and graphs. • Present writing via multimedia programs. • Create a story via a digital story-telling program.	• With teacher assistance, find valid sources of information on the Internet. • Learn to evaluate reliability of Internet sources. • Learn keyboarding skills in order to key writing into electronic media. • Key one's own written selection (minimum of 2 pages in a single sitting). • Use websites, such as Spellingcity.com, to improve written spelling. • Use the Internet to communicate and collaborate with others: e.g., blogging. • Develop an understanding of URL suffixes (.com, .org, .net). • Use graphics in writing; i.e., digital photography, personal art work, charts and graphs. • Present writing via multimedia programs. • Create a story via a digital story-telling program.
Conventions	• Begin all paragraphs with an indention. • Use capital letters for "I", beginning of sentences, dates, proper nouns, and words in titles. • Spell high frequency words correctly and continue inventive spelling for difficult words, learning more letter/sound relationships. • Form letters correctly using D'Nealian style; write legibly. • Connect letters to create legible words and sentences in cursive. • Use end punctuation (periods, exclamation marks and question marks) correctly. • Use correct punctuation (commas in dates and lists and with quotation marks in dialogue, apostrophes for contractions and possession). • Write with correct usage of consistent verb tense, subject-verb agreement, and pronoun case in writing. • Learn to use quotation marks and additional appropriate punctuation to accompany the	• Use capital letters for "I", beginning of sentences, dates, proper nouns, and words in titles. • Spell grade-appropriate words correctly, consulting references as needed. • Form letters correctly using D'Nealian style; write legibly. • Connect letters to create legible words and sentences in cursive. • Use end punctuation (periods, exclamation marks and question marks) correctly. • Use correct punctuation (commas in dates and lists, apostrophes for contractions and possession). • Use quotation marks and additional appropriate punctuation to accompany the quotation marks; apostrophes, and methods for identifying book titles; periods after titles of address and abbreviations. • Correctly use frequently confused homonyms (e.g., to, too, two; there; their) • Write with correct usage of consistent verb tense, subject-verb agreement, and pronoun case in writing.	• Spell grade-appropriate words correctly, consulting references as needed. • Write legibly in cursive or print. • Use commas and semicolons as well as all forms of end punctuation in writing correctly. • Use quotation marks and additional appropriate punctuation to accompany the quotation marks. • Use apostrophes, methods for identifying books titles, and periods after titles of address and appropriate abbreviations. • Understand and apply correct grammatical usage of consistent verb tense, subject-verb agreement, and pronoun case and agreement in writing. • Write and punctuate phrases and clauses correctly in sentences. • Understand and use verb tenses correctly. • Recognize and correct inappropriate shifts in verb tenses. • Use correlative conjunctions (e.g., either/or, neither/nor).

Continued...	Third Grade	Fourth Grade	Fifth Grade
	quotation marks; apostrophes, methods for identifying book titles; periods after titles of address and abbreviations. • Consult reference materials as needed to check spelling.	• Use regular and irregular plural nouns. • Use regular and irregular verbs. • Use subject-verb and pronoun-antecedent agreement.	
Features	• Write sentences that demonstrate variety in structure and paragraphs that are organized in various constructions. • Write with an understanding of introduction, body and closure paragraphs. • Add appropriate elaboration to details in the body of writing. • Become familiar with the concept of voice in writing and experiment with varied styles. • Use more sophisticated transitional words and phrases.	• Produce writing which focuses on one main idea, includes a topic sentence; specific, relevant support with elaboration; logical progression, and a concluding statement or paragraph. • Write with a purpose for a specific audience. • Analyze the relationship between style and the author's voice in various literary selections and then experiment with those various styles. • Use simple and compound sentences in a variety of types of writing. • Continue practicing with sophisticated transitional words and phrases. • Use appropriate language for the intent of the writing (i.e., to narrate, to describe, to explain or to inform), also for the appropriate audience (formal for academic, informal for friends). • Demonstrate an understanding of figurative language and how to incorporate it into writing.	• Produce writing which focuses on one main idea, includes a topic sentence; specific, relevant support with elaboration; logical progression, and a concluding statement. • Write with a purpose for a specific audience. • Hear the voice of reputable authors through reading and exposure to various selections of literature and experiment with these models. • Establish a voice that is pertinent to the type of writing to be produced. • Capture the reader by using interesting introductory paragraphs in writing. • Continue to work on simple and compound sentences with the elimination of run-ons and fragments. • Continue practicing with more sophisticated transitional words and phrases. • Apply appropriate (more specific) language and format to various types of writing genres (i.e., narrative, explanatory, opinion/argumentative). • Explore bias through the use of factual reasons to support points of view. • Incorporate mood and tone appropriate for the purpose and audience.
Publication	• Publish texts to share with audiences through various media, including a paper based on research utilizing MLA guidelines.	• Publish texts to share with audiences through various media, including a paper based on research utilizing MLA guidelines.	• Publish texts to share with audiences through various media, including a paper based on research utilizing MLA guidelines.

	Sixth Grade	Seventh Grade	Eighth Grade
Writing Genres	• Argumentative, Informative/Explanatory, Research-based	• Argumentative, Informative/Explanatory, Narrative, Research-based	• Argumentative, Informative/Explanatory, Narrative, Research-based
Writing Process	• Through a writing process, establish an audience and purpose, and write to that audience and purpose. **[See Common Core – text types and purposes]**	• Focus on established clear purpose and audience • Use a writing process to focus revisions on clarifying personal voice while writing in formal or informal language, as is appropriate to the occasion. **[See Common Core – text types and purposes]**	• Focus on established clear purpose and audience • Use a writing process to focus revisions on clarifying personal voice while writing in formal or informal language, as is appropriate to the occasion. **[See Common Core – text types and purposes]**
Vocabulary	• Use new words learned through synonym and antonym study. • Use new words learned through the study of affixes and roots. • Apply new words learned through reading a variety of texts. • Choose purposeful and precise vocabulary to express ideas in writing. • Use appropriate vocabulary to support or clarify a message. • Include figurative language in writing. (e.g., personification) • Clarify degrees of meaning by choice (e.g., stingy, economical, thrifty)	• Use new words learned through synonym and antonym study. • Use new words learned through the study of affixes and roots. • Apply new words learned through reading a variety of texts. • Choose purposeful and precise vocabulary to express ideas in writing. • Use precise vocabulary to support or clarify a message. • Include figurative/sensory language in writing. • Clarify degrees of meaning by word choice (e.g., respectful, diplomatic, refined, condescending.)	• Use new words learned through synonym and antonym study. • Use new words learned through the study of affixes and roots. • Apply new words learned through reading a variety of texts. • Choose purposeful and precise vocabulary to express ideas in writing. • Use appropriate vocabulary to support or clarify a message. • Include analogies, allusions and figurative language as appropriate to enhance the quality of writing. • Create written communications by purposeful word choice, appropriate phrases and relevant text features.
Research	• With guidance from adults, choose (a) manageable topic(s) and create questions related to the topic(s). • Create a working bibliography in order to compare multiple sources (digital and non-digital) in terms of their appropriateness for selected research studies. • Analyze/classify information from multiple sources (digital and non-digital) in terms of its appropriateness for particular research studies. • Synthesize information from multiple, varied sources to incorporate into writing. • Write papers in one's own words, incorporating quotes as well as paraphrased information. • Use MLA citation method to give credit for data, conclusions, and findings of research studies in the body of the paper and the Works Cited page.	• With teacher assistance, choose (a) manageable topic(s) and write questions related to the selected research topic(s). • Create a working bibliography in order to compare multiple sources (digital and non-digital) in terms of their appropriateness for selected research. • Analyze/classify information from multiple sources (print and non-print) in terms of its appropriateness for particular research studies. • Synthesize information from multiple, varied sources to incorporate into writing.. • Compose documents which demonstrate understanding of parenthetical citations, direct quotations and paraphrased ideas. • Use MLA citation method to give credit for data, conclusions and finds of research studies in the body of the paper and the Works Cited page.	• With teacher assistance, choose (a) manageable topic(s) and create questions related to the selected research topic(s). • Create a working bibliography in order to evaluate sources for completeness, relevance, and accuracy for the particular research task. • Evaluate research findings in terms of their appropriateness and relevance for that particular research topic. • Represent with accurate citations the data, conclusions and findings of research, effectively incorporating them into one's own work while avoiding plagiarism. • Compose documents which illustrate a clear understanding of the use of parenthetical citations, direct quotations, paraphrased ideas, and a Works Cited page in MLA format, documenting multiple digital and non-digital sources.

Continued...	Sixth Grade	Seventh Grade	Eighth Grade
Technology	• With guidance from adults, find valid sources of information on the Internet. • Learn to evaluate the reliability of Internet sources. • Continue using keyboarding skills in order to key writing into electronic media • Key one's own written selection. • Use Internet to publish writing with correct spelling. • Use technology to interact and collaborate with others: e.g., blog posts. • Use formatting and graphics in writing; i.e., headings, digital photography, personal art work, charts and graphs. • Present writing via multimedia presentations. • Create a story via a digital storytelling program. • Using programs such as Citation Maker, create citations for works used in writing.	• With guidance from adults, find reliable sources of information on the Internet. • Evaluate the reliability of Internet sources. • Use technology to interact and collaborate with others: e.g., blog posts. • Demonstrate an understanding of URL suffixes (.com, .org, .net). • Use formatting and graphics in writing; (e.g., headings, digital photography, personal art work, charts and graphs). • Use word processing programs to prepare writing for publication. • Present writing via multimedia programs. • Using programs such as Citation Maker, create citations for works used in writing.	• With guidance from adults, find reliable sources of information on the Internet. • Evaluate the reliability of Internet sources. • Use technology to interact and collaborate with others: e.g., blog posts. • Use formatting and graphics in writing; (e.g., headings, digital photography, personal art work, charts and graphs). • Use word processing programs to prepare writing for publication. • Present writing via multimedia programs. • Use video editing to edit media that accents writing. • Using programs such as Citation Maker, create citations for works used in writing. • Create a website to showcase writing (individual or class).
Conventions	• Use quotation marks and additional appropriate punctuation to accompany the quotation marks. • Use apostrophes, various methods for identifying books titles, periods after titles of address and appropriate abbreviations. • Understand and apply usage of consistent verb tense, subject-verb agreement and correct pronoun case in writing. • Use intensive pronouns (e.g., myself, ourselves) Recognize and correct inappropriate shift in pronoun number and person. • Recognize and correct pronouns (i.e., ones with unclear or ambiguous antecedents). • Use commas and semicolons, as well as all forms of end punctuation, correctly. • Write and correctly punctuate phrases and clauses in sentences.	• Use end and internal punctuation correctly. • Apply correct usage of consistent verb tense, subject-verb agreement and pronoun case and reference in writing. • Choose language which will express ideas precisely and concisely. • Write with phrases and clauses so that ideas are clearly expressed. • Write simple, compound, complex, compound-complex sentences as appropriate to present intent of ideas and their relationships.	• Use punctuation correctly to indicate a pause (comma, ellipsis, dash). • Apply correct usage of consistent verb tense, subject-verb agreement and pronoun case and reference in writing. • Construct sentences of complexity with pronoun/ antecedent agreement. • Spell correctly. • Introduce the use of verbals. • Use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.

Continued...	Sixth Grade	Seventh Grade	Eighth Grade
Features	• Produce writing which focuses on one main idea, includes a topic sentence; specific, relevant support with elaboration; logical progression, and a concluding statement. • Write with a purpose for a specific audience. • Hear the voice of reputable authors through reading and exposure to various selections of literature and experiment with these models. • Establish a voice that is pertinent to the type of writing to be produced. • Capture the reader by using interesting introductory paragraphs in writing. • Continue to work on simple and compound sentences with the elimination of run-ons and fragments. • Continue practicing with more sophisticated transitional words and phrases. • Apply appropriate (more specific) language and format to various types of writing genres (e.g., narrative, explanatory, and opinion). • Explore bias through the use of factual reasons to support points of view. • Incorporate mood and tone appropriate for the purpose and audience.	• Produce writing which focuses on one main idea, stated or implied; specific, relevant support with elaboration; logical progression, and a conclusion. • Write with a clear purpose for a specific audience. • Hear the voice of reputable authors through reading and exposure to various selections of literature and experiment with these models. • Establish a voice that is pertinent to the type of writing to be produced. • Capture the reader by using interesting introductory paragraphs in writing. • Write with sophisticated transitional words and phrases. • Apply appropriate (more specific) language and format to types of writing genres (e.g., narrative, argumentative, informative). • Use varied sentence structure to engage the audience and achieve cohesion between and among sentences. • Write in formal or informal language which fits the occasion in all modes of expression. • Explore bias through the use of factual reasons to support points of view. • Incorporate mood and tone appropriate for the purpose and audience.	• Produce writing which focuses on one main idea, stated or implied; specific, relevant support with elaboration; logical progression, and a conclusion. • Write with a purpose for a specific audience. • Hear the voice of reputable authors through reading and exposure to various selections of literature and experiment with these models. • Establish a voice that is pertinent to the type of writing to be produced. • Capture the reader by using interesting introductory paragraphs in writing. • Continue practicing with more sophisticated transitional words and phrases. • Apply appropriate (more specific) language and format to various types of writing genres (i.e., narrative, argumentative, informative). • Use varied sentence structure to engage the audience and achieve cohesion between and among sentences. • Write in formal or informal language which fits the occasion in all modes of expression. • Explore bias through the use of factual reasons to support points of view. • Incorporate mood and tone appropriate for the purpose and audience. • Write in active voice.
Publication	• Publish texts to share with audiences through various media, including a paper based on research utilizing MLA guidelines.	• Publish texts to share with audiences through various media, including a paper based on research utilizing MLA guidelines.	• Publish texts to share with audiences through various media, including a paper based on research utilizing MLA guidelines.

	Ninth Grade	Tenth Grade	Eleventh Grade
Writing Genres	• Informative/Explanatory; Argumentative; Narrative, Research-based	• Informative/Explanatory; Argumentative; Narrative, Research-based	• Informative/Explanatory; Argumentative; Narrative, Research-based
Writing Process	• Through a writing process, develop compositions through a series of drafts, using a revision strategy focused on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, also involving feedback from peers and teachers. **[See Common Core – text types and purposes]**	• Through a writing process, develop compositions through a series of drafts, using a revision strategy focused on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, also involving feedback from peers and teachers. **[See Common Core – text types and purposes]**	• Through a writing process, develop compositions through a series of drafts, using a revision strategy focused on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, also involving feedback from peers and teachers. **[See Common Core – text types and purposes]**
Vocabulary	• Use new words learned through synonym and antonym study. • Apply new words learned through reading texts from various content areas. • Choose purposeful and precise vocabulary to express ideas in writing. • Use appropriate vocabulary to support or clarify a message. • Use effective verbs and figurative language to enhance the quality of writing. • Create written communications by purposeful word choice, appropriate phrases and relevant text features. • Use language appropriate for a specific purpose, audience and context.	• Apply new words learned through reading texts from various content areas. • Choose purposeful and precise vocabulary to express ideas in writing. • Use appropriate vocabulary to support or clarify a message. • Use a variety of texts to develop vocabulary. • Use effective verbs and figurative language to enhance the quality of writing. • Create written communications by purposeful word choice, appropriate phrases and relevant text features. • Use language appropriate for a specific purpose, audience and context.	• Apply new words learned through reading texts from various content areas. • Choose purposeful and precise vocabulary to express ideas in writing. • Use appropriate vocabulary to support or clarify a message. • Use a variety of texts to develop vocabulary. • Use effective verbs and figurative language to enhance the quality of writing. • Create written communications by purposeful word choice, appropriate phrases and relevant text features. • Use language appropriate for a specific purpose, audience and context.
Research	• Conduct research projects of varying lengths. • With guidance from adults, choose a manageable topic and create questions related to the topic. • Create a working bibliography in order to evaluate sources for completeness, relevance, and accuracy for the particular research task. • Evaluate findings from research studies in terms of their appropriateness, relevance and credibility for the particular research topic. • Select research sources based on relevancy, accuracy, and credibility for that particular research topic. • Represent with accurate citations the data, conclusions and findings of research studies, effectively incorporating them into one's own work while avoiding plagiarism. • Compose documents which illustrate a clear understanding of the use of parenthetical citations, direct quotations, paraphrased ideas, and a Works Cited page in MLA format documenting multiple digital and non-digital sources.	• Conduct research projects of varying lengths. • With guidance from adults, choose a manageable topic and create questions related to the topic. • Create a working bibliography in order to evaluate sources for completeness, relevance, and accuracy for the particular research task. • Evaluate findings from research studies in terms of their appropriateness, relevance and credibility for the particular research topic. • Select research sources based on relevancy, accuracy, and credibility for that particular research topic. • Represent with accurate citations the data, conclusions and findings of research studies, effectively incorporating them into one's own work while avoiding plagiarism. • Compose documents which illustrate a clear understanding of the use of parenthetical citations, direct quotations, paraphrased ideas, and a Works Cited page in MLA format documenting multiple digital and non-digital sources.	• Conduct research projects of varying lengths. • With guidance from adults, choose a manageable topic and create questions related to the selected research topics. • Create a working bibliography in order to evaluate sources for completeness, relevance, and accuracy for the particular research task. • Evaluate findings from research studies in terms of their appropriateness, relevance and credibility for that particular research studies. • Represent with accurate citations the data, conclusions and findings of research studies, effectively incorporating them into one's own work while avoiding plagiarism. • Compose documents which illustrate a clear understanding of the use of parenthetical citations, direct quotations, paraphrased ideas, and a Works Cited page in MLA format documenting multiple digital and non-digital sources.

Continued…	Ninth Grade	Tenth Grade	Eleventh Grade
Technology	• With guidance from adults, find reliable sources of information on the Internet. • Evaluate the reliability of Internet sources. • Use electronic media such as EBSCO, Infotrac and ERIC as clearinghouses for writing resources. • Use technology to interact and collaborate with others: e.g., blogs. • Use graphics in writing; (e.g., digital photography, personal art work, charts and graphs). • Use word processing programs to prepare writing for publication. • Present writing via multimedia presentations. • Use video editing to edit media that accents writing. • Create a website to showcase writing (individual or class). • Create a podcast narrating a story.	• With guidance from adults, find reliable sources of information on the Internet. • Evaluate the reliability of Internet sources. • Use electronic media such as EBSCO, Infotrac and ERIC as clearinghouses for writing resources. • Use technology to interact and collaborate with others: e.g., blogs. • Use graphics in writing; (e.g., digital photography, personal art work, charts and graphs). • Use word processing programs to prepare writing for publication. • Present writing via multimedia presentations. • Use video editing to edit media that accents writing. • Create a website to showcase writing (individual or class). • Create newsletters incorporating writing. • Create a podcast narrating a story.	• With guidance from adults, find reliable sources of information via the Internet. • Evaluate the reliability of Internet sources. • Use electronic media such as EBSCO, Infotrac and ERIC as clearinghouses for writing resources. • Use blogs or other online collaborative tools to conduct academic discussion addressing different perspectives and conclusions. • Use graphics in writing; i.e., digital photography, personal art work, charts and graphs. • Use word processing programs to prepare writing for publication. • Present writing via multimedia presentations. • Use video editing to edit media that accents writing. • Create a website to showcase writing (individual or class). • Create newsletters incorporating writing. • Create a podcast narrating a story. • Plan an extended researched argument using a writing process that includes various forms of media resource, research notes, and graphic organizers.
Conventions	• Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications. • Apply correct usage of consistent verb tense, subject-verb agreement and pronoun case in writing. • Construct sentences of complexity with pronoun/ antecedent agreement. • Spell correctly. • Use a semicolon to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Use parallel structure for a specific purpose. • Use various types of phrases (noun, verb, adjective, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) for variety and interest.	• Use appropriate conventions to develop clear, concise, and purposeful communications. • Use various forms, structures, and punctuation marks of standard American English appropriately. • Apply correct usage of consistent verb tense, subject-verb agreement and pronoun case in writing. • Construct sentences of complexity with pronoun/ antecedent agreement. • Spell correctly. • Use a semicolon to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Use parallel structure for a specific purpose. • Use various types of phrases (noun, verb, adjective, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) for variety and interest.	• Use appropriate conventions to develop clear, concise, and purposeful communications. • Use various forms, structures, and punctuation marks of Standard American English appropriately. • Apply correct usage of consistent verb tense, subject-verb agreement and pronoun case in writing. • Construct sentences of complexity with pronoun/ antecedent agreement. • Use parallel structure for a specific purpose. • Use various types of phrases (noun, verb, adjective, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) for variety and interest.

Continued…	Ninth Grade	Tenth Grade	Eleventh Grade
Features	• Produce writing which focuses on one main idea, includes a topic sentence; specific, relevant support with elaboration; logical progression, and a concluding statement. • Write with a purpose for a specific audience. • Hear the voice of reputable authors through reading and exposure to various selections of literature and experiment with these models. • Establish a voice that is pertinent to the type of writing to be produced. • Incorporate mood and tone appropriate for the purpose and audience. • Capture the reader by using interesting introductory paragraphs in writing. • Use complete sentences that vary in length, complexity and structure. • Continue practicing with more sophisticated transitional words and phrases. • Apply appropriate (more specific) language and format to various types of writing. • Use varied sentence structure to engage the audience and achieve cohesion between and among sentences. • Write in formal or informal language which fits the occasion in all modes of expression. • Write in active voice. • Explore bias through the use of factual reasons to support points of view.	• Produce writing which focuses on one main idea, includes a topic sentence; specific, relevant support with elaboration; logical progression, and a concluding statement. • Write with a purpose for a specific audience, anticipating the readers' questions. • Hear the voice of reputable authors through reading and exposure to various selections of literature and experiment with these models. • Write with strong voice that is pertinent to the type of writing to be produced. • Incorporate mood and tone appropriate for the purpose and audience. • Write with varied, sophisticated transitional words and phrases. • Apply appropriate (more specific) language and format to these types of writing genres: expository/informative, narrative, argumentative. • Use varied sentence structure and paragraph organization to engage the audience. • Write in formal or informal language which fits the occasion in all modes of expression. • Use language appropriate for the purpose, audience and content. • Use appropriate argumentative and persuasive content strategies to present a point of view. • Analytical publication must have a clear thesis, a claim (topic sentence), with supporting textual evidence.	• Produce writing which focuses on one main idea, includes a topic sentence; specific, relevant support with elaboration; logical progression, and a concluding statement. • Write with a purpose for a specific audience, anticipating the readers' questions. • Use the works of noted authors as models for diction, syntax and figurative language. • Write with strong voice that is pertinent to the type of writing to be produced. • Write with varied, sophisticated transitional words and phrases. • Apply appropriate (more specific) language and format to these types of writing genres: expository/informational, narrative, argumentative/persuasive. • Use varied sentence structure and paragraph organization to engage the audience. • Write in formal or informal language which fits the occasion in all modes of expression. • Use language appropriate for the purpose, audience and context. • Use appropriate argumentative and persuasive content strategies to present a point of view. • Use the classic appeals of logos, pathos, and ethos to communicate idea for a specific and intended audience. • Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience. • Compose with an understanding of style through the study of writings by other authors. • Use structure, details and transitions to communicate ideas effectively. • Use increasingly sophisticated strategies, such as quantitative, technical and mathematical approaches to information, to specify details in support of generalizations.

Continued…	Ninth Grade	Tenth Grade	Eleventh Grade
Publication	• Publish texts to share with audiences through various media, including a paper based on research utilizing MLA guidelines.	• Publish texts to share with audiences through various media, including a paper based on research utilizing MLA guidelines.	• Compose and publish informative, argumentative and narrative writing through various media. • Produce an extended researched argument using primary and secondary sources and appropriate citation style.

	Twelfth Grade
Writing Genres	• Informative/Explanatory, Narrative, Argumentative, Research-based (which includes various forms of media resources)
Writing Process	• Through a writing process, develop compositions through a series of drafts, using a revision strategy focused on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, also involving feedback from peers and teachers. • Compose with an understanding of appropriate use of language for different audiences. **[See Common Core – text types and purposes]**
Vocabulary	• Apply new words learned through reading texts from various content areas. • Choose purposeful and precise vocabulary to express ideas in writing. • Use appropriate vocabulary to support or clarify a message. • Use effective verbs and figurative language to enhance the quality of writing. • Create clear written communications through purposeful word choice, appropriate phrases and relevant text features. • Use language appropriate for a specific purpose, audience and context.
Research	• Conduct research projects of varying lengths. • With guidance from adults, choose a manageable topic and create questions related to the selected research topics. (topic or question) • Create a working bibliography in order to evaluate sources for completeness, relevance, and accuracy for the particular research task. • Evaluate findings from research studies in terms of their appropriateness and relevance for any particular research studies. • Select research sources based on relevancy, accuracy, and credibility. • Represent with accurate citations the data, conclusions and findings of research studies, effectively incorporating them into one's own work while avoiding plagiarism.

Continued…	Twelfth Grade
	• Compose documents which illustrate a clear understanding of the use of parenthetical citations, direct quotations, paraphrased ideas, a Works Cited page in MLA format documenting multiple digital and non-digital sources.
Technology	• Evaluate the reliability of Internet sources. • Use electronic media such as EBSCO, Infotrac and ERIC as clearinghouses for writing resources. • Use various technologies, such as blogs or other online collaborative tools, to conduct academic discussions addressing different perspectives and conclusions. • Use graphics in writing; (e.g., digital photography, personal art work, charts and graphs). • Use word processing programs to prepare writing for publication. • Present writing via multimedia presentations. • Use video editing to edit media that accents writing. • Create a website to showcase writing (individual or class). • Create newsletters incorporating writing. • Create a podcast narrating a story. • Plan an extended researched argument using a writing process that includes various forms of media resource, research notes, and graphic organizers.
Conventions	• Use appropriate conventions to develop clear, concise, and purposeful communications. • Use various forms, structures, and punctuation marks of Standard American English appropriately. • Apply correct usage of consistent verb tense, subject-verb agreement and pronoun case in writing. • Construct sentences of complexity with pronoun/ antecedent agreement. • Use parallel structure for a specific purpose. • Use various types of phrases (noun, verb, adjective, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial for variety and interest.

Continued…	**Twelfth Grade**
Features	• Produce writing which focuses on one main idea, includes a topic sentence; specific, relevant support with elaboration; logical progression, and a concluding statement.
	• Write with a purpose for a specific audience, anticipating the readers' questions.
	• Use the works of noted authors as models for diction, syntax and figurative language.
	• Write with strong voice that is pertinent to the type of writing to be produced.
	• Write with more sophisticated transitional words and phrases.
	• Apply appropriate (more specific) language and format to these types of writing genres: expository/informational, argumentative/persuasive and narration.
	• Use varied sentence structure and paragraph organization to engage the audience.
	• Write in formal or informal language which fits the occasion in all modes of expression.
	• Use language appropriate for the purpose, audience and context.
	• Use the classic appeals of logos, pathos, and ethos to communicate ideas for a specific and intended audience.
	• Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions form one thought to another, and language appropriate to the intended audience.
	• Compose with an understanding of style through the study of writings by other authors.
	• Use structure, details and transitions to communicate ideas effectively.
	• Use increasingly sophisticated strategies, such as quantitative, technical and mathematical approaches to information, to specify details in support of generalizations.
Publication	• Compose informative, argumentative and narrative writing for intended audiences and publish through various media.
	• Produce an extended research argument using primary and secondary sources and appropriate citation style.

GLOSSARY OF KEY TERMS

Affixes -- prefixes and/or suffixes added to root/base words

Antithesis – a figure of speech which strongly contrasts one idea, word, clause or sentence against another for effect

Argumentative writing – used to support a position; logic and evidence are used to validate the writer's claim (For a more complete definition, see **Common Core State Standards For English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix A,** pg. 23.)

Bias – the expression of partiality, prejudice or leaning in a particular direction

Cite – to acknowledge a source

Claim -- writing thesis

Compose -- to put on paper one's own thoughts; to create

D'Nealian writing -- a style of writing which eases the transition from print to cursive writing

Draft – one of possibly many versions of ideas on a given topic; each takes the writer's thoughts closer to clarity of expression

Editing -- a part of writing and preparing for publication, concerned chiefly with improving the conventions, i.e. grammar, spelling, capitalization and punctuation

Ethos -- the use of credibility as a means of persuasion

Evidence -- facts, figures, details, quotations, or other sources of data and information that provide support for claims, or an analysis that can be evaluated by others

Figurative language – fresh expressions original to the author which are one of the various figures of speech, the most common of which are: antithesis, apostrophe, hyperbole, idioms, irony, metaphor, metonymy, personification, simile, synecdoche

Hyperbole – an intended exaggeration for effect

Idiom – an expression in one language which cannot be translated literally into another language

Informational/Explanatory writing – clarifies a topic (For a more complete definition, see **Common Core State Standards For English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix A,** pg. 23.)

Inventive spelling – spelling according to the sounds a writer hears in a word

Irony – the words used express the opposite of the intended meaning; less biting than sarcasm

Logos -- the use of logic, facts and data as a means of persuasion

Memoir – an autobiographical narrative composed from past experience(s)

Mentor text – a literary selection which is an exceptional example of an aspect of writing which students should emulate

Metaphor – a direct comparison of two objects without the use of "like" or "as"

Mood – the reader's response to the author's tone

Multimedia – using more than one method of communication; for example, combining visual and/or auditory with writing

Narrative writing – tells a story; purpose varies from entertainment to instruction (For a more complete definition, see
Common Core State Standards For English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix A, Pp. 23-24.)

Paraphrase – to restate in one's own words

Parenthetical citations – sources of information acknowledged in the body of a paper in parentheses

Pathos – the use of emotion as a means of persuasion

Personification – a figure of speech which gives to inanimate objects, animals or ideas human characteristics

Podcast – a webcast stored for use on an mp3 player

Point of view – the position or perspective conveyed or represented by an author, narrator, speaker or character

Prewriting– activities in which an author engages before writing a first draft; i.e. self-talk, drawing, talking with a writing partner

Publish – to make one's best writing available to others for reading

Research – finding information in print, digital format and one's own experiences

Short research project – an investigation of a focused question or questions in a brief period of time, as in a few class periods or a week of instructional time.

More sustained research project – an investigation intended to address an issue of complexity, requiring several sources of information, over an extended period of time, as in a few weeks of instructional time

Revising – a part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience

Sarcasm – hurtful words disguised as praise

Scaffolding – temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own at a later time.

Simile – a direct comparison of the similarities of two objects using either "like" or "as"

Source – may be primary or secondary; primary being the original person, book or document that supplies information; secondary is a source which is based on the primary source

Standard American English – the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking.

Style – the choice and arrangement of words so that the author's individuality, ideas and intent are best represented

Temporal words – words which express sequence of time and events (e.g. now, then, later, after)

Text – a single work of literary art, or part of the work

Tone – the author's attitude toward the subject of his/her writing conveyed through choice of diction, syntax, characters, setting, incidents, etc.

Voice – distinctive features of an author's work based on word choice, syntax, and attitude

Warrant – support of the thesis; proves the claim to be true

Working bibliography – a list of possible sources of information for a referenced paper

Works Cited – a list of sources cited in the body of a paper which comes at the end of the paper

Yadkin County Schools
Writing Assessment Rubric

Category	4	3	2	1
Focus	Topic is clear, whether explicitly stated or not; shows clear position of the writer.	Topic is generally clear, shows position of the writer.	Topic is not consistently supported, rendering the topic vague.	Topic is unclear or confusing, demonstrating the author's lack of knowledge.
Support	Relevant, accurate details which demonstrate clear insight into the topic are given.	Support information has minor weaknesses in relation to the topic.	Support information has major weaknesses in relation to the topic.	Minimal support has been provided and is unrelated or confusing.
Organization	The organizational structure has an engaging and creative introduction and a culminating, as well as thought provoking conclusion. There is an effective, logical and creative organization between/among ideas/events. The structure matches the purpose and audience.	The organizational structure establishes relationships between/among ideas/events with minor lapses. The introduction is inviting. Transitions show how ideas connect. Sequencing is logical. The organizational structure flows smoothly.	The organizational structure establishes some relationship between/among some of the ideas/events. There is a recognizable introduction and conclusion. Transitions often work well. Sequencing shows some logic.	The organizational structure does not establish connections between/among ideas/events. The overall structure is incomplete or confusing. No introduction or conclusion is written. Sequencing shows little logic.
Conventions	Grammatical conventions are appropriate to the writing task. These conventions include: sentence formation; standard usage (including agreement, tense, and case), and mechanics (including use of capitalization, punctuation, and spelling).	Grammatical conventions exhibit minimal errors. Conventions include: sentence formation; standard usage (including agreement, tense, and case), and mechanics (including use of capitalization, punctuation, and spelling).	Significant errors in grammatical conventions exist. Errors are made in sentence formation; standard usage (including agreement, tense, and case), and mechanics (including use of capitalization, punctuation, and spelling).	Minimal control of grammatical conventions is evidenced. Missing are sentence formation; standard usage (including agreement, tense, and case), and mechanics (including use of capitalization, punctuation, and spelling).
Style	The writer engages the reader from the beginning to end. The tone is appropriate for the purpose and audience. Word choice is specific and accurate. Words and phrases remain in the reader's mind after the reading is completed. Language and phrasing are natural, effective and appropriate to the audience. The choice of language used, adds to the meaning and understanding of the subject, the meaning and clarify understanding. Sentences vary in length as well as structure. The writing flows with rhythm and cadence. The writing invites oral reading.	The writer's work is academic but not engaging. The writer is aware of the audience but not fully focused on the audience. The writer's voice is present but not passionate. Word choice is appropriate for the writing but not energizing. Words and phrases are appropriate but not imaginative. Sentences lack variety in construction though they are grammatically correct. The writing is academically correct but does not invite a second reading.	The writer does not connect with an identifiable audience. The writing may be grammatically correct but lack voice. The writing does not invite a response from the reader. Variety in vocabulary is limited. Sentences are of limited construction. The writing is lifeless.	The writer does not recognize an audience. The writing is lifeless, lacking in personal investment. Words are used inappropriately. Limited vocabulary distracts from the intended message. Sentences are choppy, incomplete or awkward.