

Essentials in Writing Learning Standards

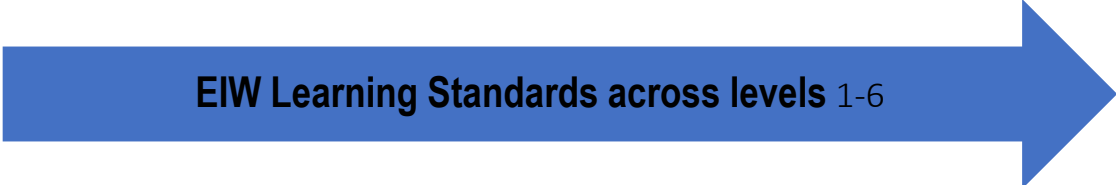
Levels 1-6



Essentials in Writing[®]
Where Students Learn to Write

The following document outlines, in detail, the learning standards for each level of Essentials in Writing®. Essentials in Writing® uses a systematic approach where key components are reviewed each year, while simultaneously building structure and style. All lessons are presented via pre-recorded videos in small, bite-sized chunks with teacher modeling throughout each step. Students will gain improved writing skills through a step-by-step process of writing in incremental chunks that builds with each subsequent level. The levels correspond to the matching grade level. A Key is provided to explain how to use this document.

Standard Number and Name		KEY						EIW Levels
Standard 1	GRAMMAR: Communicate using conventions of the English Language.							
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6		
A	In writing, apply standard English grammar to: a. identify and use subjects and predicates in sentences. b. identify and use complete sentences vs. incomplete sentences.	In writing, apply standard English grammar to: a. identify and use subjects and predicates in sentences. b. identify and use complete sentences vs. incomplete sentences.	In writing, apply standard English grammar to: a. identify and use simple and complete subjects and predicates in sentences. b. identify and use complete sentences vs. incomplete sentences.	In writing, apply standard English grammar to: a. identify and use simple and complete subjects and predicates in sentences. b. identify and use compound subjects and compound predicates in sentences.	In writing, apply standard English grammar to: a. identify and use simple and complete subjects and predicates in sentences. b. identify and use compound subjects and compound predicates in sentences.	In writing, apply standard English grammar to: a. identify and use simple and complete subjects and predicates in sentences. b. identify and use compound subjects and compound predicates in sentences.	In writing, apply standard English grammar to: a. identify and use simple and complete subjects and predicates in sentences. b. identify and use compound subjects and compound predicates in sentences.	
Grammar								



Standard 1	GRAMMAR: Communicate using conventions of the English Language.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p style="text-align: center;">A</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Grammar</p>	<p>In writing, apply standard English grammar to:</p> <p>a. identify and use subjects and predicates in sentences. b. identify and use complete sentences vs. incomplete sentences. c. identify, categorize, and use common nouns in sentences. d. identify and use proper nouns in sentences. e. identify and use singular and plural nouns in sentences. f. identify and use adjectives in sentences g. identify and use action verbs in sentences.</p>	<p>In writing, apply standard English grammar to:</p> <p>a. identify and use subjects and predicates in sentences. b. identify and use complete sentences vs. incomplete sentences. c. identify and use common nouns in sentences. d. identify and use proper nouns in sentences. e. identify and use singular and plural nouns in sentences. f. identify and use adjectives in sentences. g. identify and use action verbs including present tense, past tense, and irregular action verbs in sentences. h. identify and use linking verbs to include present and past tense linking verbs in sentences. i. identify and use pronouns and antecedents in sentences.</p>	<p>In writing, apply standard English grammar to:</p> <p>a. identify and use simple and complete subjects and predicates in sentences. b. identify and use complete sentences vs. incomplete sentences. c. identify and use common nouns and proper nouns in sentences. d. identify and use singular and plural nouns in sentences. e. identify and use pronouns and antecedents in sentences. f. identify and use singular and plural possessive nouns in sentences. g. identify and use adjectives in sentences. h. identify and use action verbs including present tense, past tense, future tense, and irregular action verbs in sentences.</p>	<p>In writing, apply standard English grammar to:</p> <p>a. identify and use simple and complete subjects and predicates in sentences. b. identify and use compound subjects and compound predicates in sentences c. identify and use common nouns and proper nouns in sentences. d. identify and use singular and plural nouns in sentences. e. identify and use singular and plural possessive nouns in sentences <i>that end in –s and that do not end in –s</i>. f. identify and use pronouns and antecedents in sentences. g. identify and use adjectives in sentences. h. identify and use action verbs in sentences. i. identify and use linking verbs in sentences.</p>	<p>In writing, apply standard English grammar to:</p> <p>a. identify and use simple and complete subjects and predicates in sentences. b. identify and use compound subjects and compound predicates in sentences. c. identify and use common nouns and proper nouns in sentences. d. identify and use singular and plural nouns in sentences. e. identify and use singular and plural possessive nouns in sentences <i>that end in –s and that do not end in –s</i>. f. identify and use pronouns and antecedents in sentences. g. identify and use adjectives in sentences. h. identify and use action verbs in sentences. i. identify and use linking verbs in sentences.</p>	<p>In writing, apply standard English grammar to:</p> <p>a. identify and use simple and complete subjects and predicates in sentences. b. identify and use compound subjects and compound predicates in sentences c. identify and use common nouns and proper nouns in sentences. d. identify and use singular and plural nouns in sentences. e. identify and use possessive nouns in sentences. f. identify and use adjectives in sentences. g. identify and use action verbs and linking verbs in sentences. h. identify and use helping verbs in sentences. i. identify and use adverbs that modify verbs and adjectives in sentences.</p>

		<p>j. identify and use correct subject/verb agreement in sentences.</p>	<p>i. identify and use linking verbs to include present, past, and future tense linking verbs in sentences. j. identify and use adverbs that modify verbs in sentences. k. identify and use correct subject/verb agreement in sentences. l. identify and use contractions correctly with focus on problems with <i>don't</i> and <i>doesn't</i>.</p>	<p>j. identify and use helping verbs in sentences. k. identify and use adverbs that modify verbs in sentences. l. identify and use prepositional phrases in sentences. m. identify and use correct subject/verb agreement in sentences. n. identify and use contractions correctly with focus on problems with <i>don't</i> and <i>doesn't</i>. o. identify and use appropriate capitalization and punctuation in titles.</p>	<p>j. identify and use helping verbs in sentences. k. identify and use adverbs that modify verbs and adjectives in sentences. l. identify and use prepositional phrases in sentences. m. identify and use correct subject/verb agreement in sentences. n. identify and use contractions correctly with focus on problems with <i>don't</i> and <i>doesn't</i>. o. identify and use appropriate capitalization and punctuation in titles.</p>	<p>j. identify and use prepositional phrases in sentences. k. identify and use pronouns and antecedents in sentences. l. identify and use correct subject/verb agreement in sentences. m. identify and use contractions correctly with focus on problems with <i>don't</i> and <i>doesn't</i>. n. identify and use appropriate capitalization and punctuation in titles.</p>
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				<p>i. identify and use dependent clauses in sentences.</p> <p>j. identify and use an independent clause and dependent clause to produce a complex sentence.</p> <p>k. identify and correct sentence fragments with either a subject or predicate or both.</p> <p>l. identify and correct run-on sentences by creating two sentences or a compound sentence with a comma and conjunction.</p> <p>m. identify and apply the use of figurative language including onomatopoeia, simile, and metaphor to enhance writing.</p>	<p>i. identify and use dependent clauses in sentences.</p> <p>j. identify and use an independent clause and dependent clause to produce a complex sentence.</p> <p>k. identify and correct sentence fragments with either a subject or predicate or both.</p> <p>l. identify and correct run-on sentences by creating two sentences or a compound sentence with a comma and conjunction.</p> <p>m. identify and apply the use of figurative language including onomatopoeia, simile, metaphor, and personification to enhance writing.</p>	<p>h. identify and correct sentence fragments with either a subject or predicate or both.</p> <p>i. identify and correct run-on sentences by creating two sentences or a compound sentence with a comma and conjunction.</p> <p>j. identify and apply the use of figurative language including onomatopoeia, simile, metaphor, and personification to enhance writing.</p>
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Standard 1	WRITING: Apply a writing process to develop a text for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p style="text-align: center;">A</p> <p style="text-align: center;">Prewriting</p>	<p>Follow a writing process to plan a first draft by:</p> <p>a. producing a list of ideas about a chosen topic through brainstorming.</p>	<p>Follow a writing process to plan a first draft by:</p> <p>a. producing a list of ideas about a chosen topic through brainstorming. b. choosing a topic. c. organizing thoughts using a graphic organizer.</p>	<p>Follow a writing process to plan a first draft by:</p> <p>a. brainstorming ideas about a given or chosen topic using a list. b. choosing a topic. c. organizing thoughts using a graphic organizer.</p>	<p>Follow a writing process to plan a first draft by:</p> <p>a. brainstorming a wide variety of ideas and then narrowing ideas for choosing a topic. b. organizing thoughts using a graphic organizer.</p>	<p>Follow a writing process to plan a first draft by:</p> <p>a. brainstorming a wide variety of ideas and then narrowing ideas for choosing a topic. b. organizing thoughts using a graphic organizer.</p>	<p>Follow a writing process to plan a first draft by:</p> <p>a. brainstorming a wide variety of ideas and then narrowing ideas for choosing a topic. b. organizing thoughts and ideas using a graphic organizer. c. recording words and phrases to support topic.</p>

Standard 1	WRITING: Apply a writing process to develop a text for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
B Draft	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. sequencing ideas from list into sentences while staying on topic.</p> <p>b. generating evidence of simple opening and closing sentences.</p>	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. sequencing ideas from plan into clear sentences while staying on topic.</p> <p>b. generating a paragraph with one main idea.</p> <p>c. generating evidence of an opening and closing sentence.</p>	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. sequencing ideas from plan into clear and complete sentences while staying on topic.</p> <p>b. supporting the opening sentence (main idea) with details in the body sentences.</p> <p>c. generating a closing sentence to restate the main idea.</p>	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. addressing an appropriate audience and purpose.</p> <p>b. sequencing ideas from plan into clear and complete sentences while staying on topic.</p> <p>c. supporting the opening sentence (main idea) with details in the body sentences.</p> <p>d. generating a closing sentence to restate the main idea.</p>	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. addressing an appropriate audience and purpose.</p> <p>b. sequencing ideas from plan into clear and complete sentences while staying on topic.</p> <p>c. supporting the opening sentence (main idea) with details in the body sentences.</p> <p>d. generating a closing sentence to restate the main idea.</p>	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. addressing an appropriate audience and purpose.</p> <p>b. sequencing ideas from plan into clear and complete sentences while staying on topic.</p> <p>c. supporting the opening sentence (main idea) with details in the body sentences.</p> <p>d. generating a closing sentence to restate the main idea.</p>

Standard 1	WRITING: Apply a writing process to develop a text for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p style="text-align: center;">C</p> <p style="text-align: center;">Revise</p>		<p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. reading the draft out loud and listening for unclear thoughts.</p> <p>b. adding or changing words to provide more clear and descriptive text.</p>	<p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. reading the draft out loud listening for opportunities to change details, words, or sentences.</p> <p>b. adding descriptive adjectives and action verbs.</p> <p>c. varying the beginnings of sentences.</p>	<p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. reading the draft out loud and searching for opportunities to add or change details, words, or sentences to improve draft.</p> <p>b. adding descriptive adjectives and action verbs.</p> <p>c. varying the beginnings of sentences.</p>	<p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. reading the draft out loud and searching for opportunities to add or change details, words, or sentences to improve draft.</p> <p>b. adding descriptive adjectives and action verbs.</p> <p>c. varying the beginnings of sentences.</p>	<p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. reading the draft out loud and searching for opportunities to add or change details, words, or sentences to improve draft.</p> <p>b. adding descriptive adjectives and action verbs.</p> <p>c. varying the beginnings of sentences.</p>

Standard 1	WRITING: Apply a writing process to develop a text for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p style="text-align: center;">D</p> <p style="text-align: center;">Final Draft</p>		<p>Complete final draft of writing:</p> <p>a. using correct capitalization, punctuation, and spelling.</p> <p>b. using neat handwriting to produce final product.</p>	<p>Complete final draft of writing:</p> <p>a. after editing for capitalization, punctuation, and spelling errors.</p> <p>b. using neat handwriting or a word processor to produce a published final product.</p>	<p>Complete final draft of writing:</p> <p>a. after editing for capitalization, punctuation, and spelling errors.</p> <p>b. using neat handwriting or a word processor to produce a published final product.</p>	<p>Complete final draft of writing:</p> <p>a. after editing for capitalization, punctuation, and spelling errors.</p> <p>b. using neat handwriting or a word processor to produce a published final product.</p>	<p>Complete final draft of writing:</p> <p>a. after editing for capitalization, punctuation, and spelling errors.</p> <p>b. using neat handwriting or a word processor to produce a published final product.</p>

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p style="text-align: center;">A</p> <p style="text-align: center;">Expository Writing</p>	<p>Write expository text (simple paragraph and personal letter) that:</p> <p>a. tells about a chosen topic. b. introduces the topic with an opening sentence. c. includes body sentences that stay on topic. d. includes a closing sentence that ends the paragraph.</p>	<p>Write expository text (paragraphs and personal letters) that:</p> <p>a. explains, describes, or informs the audience of something. b. uses descriptive adjectives and action verbs. c. introduces a chosen topic using an opening sentence. d. uses facts/details to develop and support the topic in the body sentences. e. includes a closing sentence that restates the topic.</p>	<p>Write expository text (paragraphs and personal letters) that:</p> <p>a. explains, describes, or informs the audience about a topic. b. uses descriptive adjectives, action verbs, and adverbs when appropriate. c. introduces a chosen topic using an opening sentence. d. uses facts/details to develop and support the topic in body sentences that stay on topic. e. includes a closing sentence that restates the topic.</p>	<p>Write expository text (paragraphs, news articles, and multi-paragraph essays) that:</p> <p>a. explains, describes, or informs the audience about a topic. b. uses strong and descriptive details, facts, and/or examples in the body that stay on topic and support the topic. c. introduces a chosen or given topic with a clear opening sentence/statement. d. includes a closing sentence to bring the writing to a successful close. e. has an overall clear beginning, middle, and end with transition words between details and examples. f. uses vivid language to improve communication.</p>	<p>Write expository text (paragraphs and personal letters) that:</p> <p>a. explains, describes, or informs the audience about a topic. b. uses strong and descriptive details, facts, and/or examples in the body that stay on topic and support the topic. c. introduces a chosen or given topic with a clear opening sentence/statement. d. includes a closing sentence to bring the writing to a successful close. e. has an overall clear beginning, middle, and end with transition words between details and examples. f. uses vivid language to improve communication.</p>	<p>Write expository text (paragraphs and multi-paragraph essays) that:</p> <p>a. explains, describes, or informs the audience about a topic. b. uses strong and descriptive details, facts, and/or examples in the body that stay on topic and support the topic. c. introduces a chosen or given topic with a clear opening sentence/paragraph. d. includes a closing sentence/paragraph to bring the writing to a successful close. e. has an overall clear beginning, middle, and end with transition words between details and examples. f. uses vivid language to improve communication and make descriptions real.</p>

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
C Descriptive Writing			<p>Write descriptive text including a paragraph that:</p> <ul style="list-style-type: none"> a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic. c. uses a variety of sentence structures with varied beginnings in the body of the paragraph and stays on topic. d. includes descriptive adjectives, action verbs, and adverbs when appropriate. e. uses a closing sentence to end the paragraph and restate the topic. 	<p>Write descriptive text including a paragraph that:</p> <ul style="list-style-type: none"> a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses transition words and vivid and/or figurative language in the body of the paragraph and stays on topic. d. includes descriptive adjectives, action verbs, and adverbs when appropriate. e. uses a closing sentence that brings the paragraph to a successful close. 	<p>Write descriptive text including a paragraph that:</p> <ul style="list-style-type: none"> a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses transition words and vivid and/or figurative language in the body of the paragraph and stays on topic. d. includes descriptive adjectives, action verbs, and adverbs when appropriate. e. uses a closing sentence that brings the paragraph to a successful close. 	<p>Write descriptive text including a paragraph that:</p> <ul style="list-style-type: none"> a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses transition words and vivid and/or figurative language in the body of the paragraph and stays on topic. d. includes descriptive adjectives, action verbs, and adverbs when appropriate. e. uses a closing sentence that brings the paragraph to a successful close.

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
D Persuasive/Opinion Writing			<p>Write persuasive text, including a paragraph and personal letter, that:</p> <p>a. uses persuasion to convince the reader to either believe or not believe something OR to either do or not do something.</p> <p>b. supports the writer’s opinion using facts and/or examples.</p> <p>c. includes an opening sentence that introduces the writer’s persuasive opinion.</p> <p>d. includes three or more body sentences, with varied beginnings, that use details to support the writer’s opinion and stay on topic.</p> <p>e. uses descriptive adjectives, action verbs, and adverbs when appropriate.</p> <p>f. includes a closing sentence to end the topic.</p>	<p>Write persuasive text appropriate to audience and purpose, including a paragraph and personal letter, that:</p> <p>a. uses persuasion to convince the reader to either believe or not believe something OR to either do or not do something.</p> <p>b. supports the writer’s opinion using facts and/or examples.</p> <p>c. includes an opening sentence that introduces the writer’s persuasive opinion.</p> <p>d. includes body sentences containing argumentative details with examples to support the topic.</p> <p>e. includes a clear beginning, middle, and end with transitions between details and examples.</p> <p>f. uses vivid language to improve communication.</p> <p>g. includes a closing sentence that brings the writing to a successful close.</p>	<p>Write persuasive text appropriate to audience and purpose, including a paragraph and multi-paragraph essay, that:</p> <p>a. uses persuasion to convince the reader to either believe or not believe something OR to either do or not do something.</p> <p>b. supports the writer’s opinion using facts and/or examples.</p> <p>c. includes an opening sentence that introduces the writer’s opinion and attempts to persuade the reader.</p> <p>d. includes body sentences containing argumentative details with examples to support the topic.</p> <p>e. includes a clear beginning, middle, and end with transitions between details and examples.</p> <p>f. uses vivid language to improve communication.</p> <p>g. includes a closing sentence that brings the writing to a successful close.</p>	<p>Write persuasive text appropriate to audience and purpose, including a paragraph and personal letter, that:</p> <p>a. uses persuasion to convince the reader to either believe or not believe something OR to either do or not do something.</p> <p>b. supports the writer’s opinion using facts and/or examples.</p> <p>c. includes an opening sentence that begins with a “hook,” captures the reader’s attention, and introduces the writer’s opinion with an attempt to persuade the reader.</p> <p>d. includes body sentences containing argumentative details with examples to support the topic.</p> <p>e. includes a clear beginning, middle, and end with transitions between details and examples.</p> <p>f. uses vivid language to improve communication.</p> <p>g. includes a closing sentence that brings the writing to a successful close.</p>

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
E Summary Writing					Write summary text by: a. using key words and phrases that capture the main ideas. b. using only the most important details of the larger work. c. using logical order of ideas and/or events.	Write summary text by: a. using key words and phrases that capture the main ideas. b. using only the most important details of the larger work. c. using logical order of ideas and/or events.

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
F Compare/Contrast Writing					<p>Write appropriate text to compare and contrast that:</p> <p>a. includes an introduction of both the similarities and differences of the topic.</p> <p>b. includes a body with strong details and facts to support the similarities and differences and stays on topic.</p> <p>c. uses a clear beginning, middle, and end with transition words between paragraphs.</p> <p>d. includes a closing that brings both the compare and contrast paragraphs to a successful close.</p>	<p>Write appropriate text to compare and contrast that:</p> <p>a. includes an introduction of both the similarities and differences of the topic.</p> <p>b. includes a body with strong details and facts to support the similarities and differences and stays on topic.</p> <p>c. uses a clear beginning, middle, and end with transition words between paragraphs.</p> <p>d. includes a closing that brings both the compare and contrast paragraphs to a successful close.</p>

Standard 3	Gather, analyze, evaluate, and use information from a variety of sources.					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Research Process			<p>Apply a research process to:</p> <ul style="list-style-type: none"> a. brainstorm a list of topics and narrow the ideas down to choose a topic. b. create questions about the chosen topic. c. decide what sources of information to use to answer these questions. d. locate and gather information from the internet, books, magazines, or other quality sources. e. record information from the sources to answer research questions using one’s own words. f. record where information was located and create a bibliography. g. present the information in a visual presentation. 	<p>Apply a research process to:</p> <ul style="list-style-type: none"> a. brainstorm a list of topics and narrow the ideas down to choose a topic. b. create questions about the chosen topic. c. decide what sources of information to use to answer these questions. d. locate and gather information from the internet, books, magazines, or other quality sources. e. record information from the sources to answer research questions using one’s own words. f. record where information was located and create a bibliography. g. present the information in a visual presentation. 	<p>Apply a research process to:</p> <ul style="list-style-type: none"> a. brainstorm a list of topics and narrow the ideas down to choose a topic. b. create questions about the chosen topic. c. decide what quality sources of information to use to answer these questions. d. locate and gather information from the internet, books, magazines, or other quality sources. e. record information from the sources to answer research questions using one’s own words. f. record where information was located and create a bibliography. g. present the information in a visual presentation, informational booklet, or report. 	<p>Apply a research process to:</p> <ul style="list-style-type: none"> a. brainstorm a list of topics and narrow the ideas down to choose a topic. b. create questions about the chosen topic to guide the research. c. decide what quality sources of information to use to answer these questions. d. locate and gather information from the internet, books, magazines, or other quality sources. e. record information from the sources to answer research questions using own words. f. record where information was located and create a bibliography. g. present the information in a visual presentation, informational booklet, or report.