

# Essentials in Writing Learning Standards

*Levels 7-12*



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 video lessons 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 throughout each composition within each level and in each subsequent level. The levels correspond to the matching grade level. A Key is provided to explain how to use this document.

### KEY

Standard Number and Name

EIW Levels

Subsection

| Standard 1           | Communicate using conventions of the English Language.   |  |   |  |  |  |
|----------------------|--|--|---|--|--|--|
|                      | Level 7  | Level 8  | Level 9   | Level 10   | Level 11   | Level 12   |
| A<br>Parts of Speech | In writing, apply standard English grammar to:<br>a. identify and use descriptive adjectives to improve sentences.<br>b. identify and use descriptive action verbs to improve sentences. | In writing, apply standard English grammar to:<br>a. identify and use effective prepositional phrases to add details to sentences.<br>b. identify and use appositives in writing to rename nouns and provide more detail or combine sentences. | In writing, apply standard English grammar to:<br>a. identify and use effective prepositional phrases to add details to sentences.<br>b. identify and use appositives in writing to rename nouns and provide more detail or to combine sentences. | In writing, apply standard English grammar to:<br>a. identify and use effective prepositional phrases to add details to sentences.<br>b. identify and use appositives in writing to rename nouns and provide more detail or combine sentences. | In writing, apply standard English grammar to:<br>a. identify and use appositives in writing to rename nouns and provide more detail or combine sentences. | In writing, apply standard English grammar to:<br>a. identify and use appositives in writing to rename nouns and provide more detail or combine sentences. |



| Standard 1                                    | Communicate using conventions of the English Language.   |   |  |   |   |   |
|---|--|---|--|---|---|---|
|   | Level 7  | Level 8   | Level 9  | Level 10  | Level 11  | Level 12  |
| <p><b>A</b></p> <p><b>Parts of Speech</b></p> | <p>In writing, apply standard English grammar to:</p> <p>a. identify and use descriptive adjectives to improve sentences.</p> <p>b. identify and use descriptive action verbs to improve sentences.</p> <p>c. identify and use effective adverbs to create more descriptive sentences.</p> <p>d. identify and use effective prepositional phrases to add details to sentences.</p> <p>e. identify and use gerunds appropriately in sentences.</p> <p>f. combine the use of quality adjectives, action verbs, adverbs, and prepositional phrases to create vivid language for the reader.</p> <p>g. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.</p> | <p>In writing, apply standard English grammar to:</p> <p>a. identify and use effective prepositional phrases to add details to sentences.</p> <p>b. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.</p> <p>c. identify and use descriptive action verbs to improve sentences.</p> | <p>In writing, apply standard English grammar to:</p> <p>a. identify and use effective prepositional phrases to add details to sentences.</p> <p>b. identify and use appositives in writing to rename nouns and provide more detail or to combine sentences.</p> | <p>In writing, apply standard English grammar to:</p> <p>a. identify and use effective prepositional phrases to add details to sentences.</p> <p>b. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.</p> | <p>In writing, apply standard English grammar to:</p> <p>a. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.</p> | <p>In writing, apply standard English grammar to:</p> <p>a. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.</p> |

h. identify and use transitions to move smoothly between thoughts, sentences, and paragraphs.  
i. identify and use pronouns and antecedents correctly in writing.  
j. identify and use correct subject/verb agreement in writing with a focus on the correct use of *don't* and *doesn't*.  
k. identify and correctly use commonly misused homophones in writing.  
l. identify unclear subjects and use specific subjects in writing.



| <b>Standard 1 Communicate using conventions of the English Language.</b> |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
|  | <b>Level 7</b>  | <b>Level 8</b>  | <b>Level 9</b>  | <b>Level 10</b>   | <b>Level 11</b>   | <b>Level 12</b>   |
| <b>B</b>   | In writing, apply standard English grammar to:<br><br>a. identify and use both independent and dependent clauses in sentences.<br>b. identify simple sentences as single independent clauses and compound sentences as two independent clauses joined by a comma and a coordinating conjunction and apply their use in writing.<br>c. identify and correct sentence fragments and run-on sentences in compound sentences in given passages and own writing.<br>d. identify and use complex sentences with an independent clause, a dependent clause, and a subordinator.<br>e. identify and correct sentence fragments and run-on sentences in complex sentences in given passages and own writing. | In writing, apply standard English grammar to:<br><br>a. identify and use both independent and dependent clauses in sentences.<br>b. identify simple sentences as single independent clauses and compound sentences as two independent clauses joined by a comma and a coordinating conjunction and apply their use in writing.<br>c. identify and correct run-on sentences and comma splices in compound sentences in given passages and own writing.<br>d. identify and use complex sentences with an independent clause, a dependent clause, and a subordinator.<br>e. identify and correct sentence fragments and run-on sentences in complex sentences in given passages and own writing.<br>f. identify and use compound-complex sentences containing | In writing, apply standard English grammar to:<br><br>a. identify and use both independent and dependent clauses in sentences.<br>b. identify simple sentences as single independent clauses and compound sentences as two independent clauses joined by a comma and a coordinating conjunction and apply their use in writing.<br>c. identify and correct run-on sentences and comma splices in compound sentences in given passages and own writing.<br>d. identify and use complex sentences with an independent clause, a dependent clause, and a subordinator.<br>e. identify and correct sentence fragments and run-on sentences in complex sentences in given passages and own writing.<br>f. identify and use compound-complex sentences containing two independent | In writing, apply standard English grammar to:<br><br>a. identify and use both independent and dependent clauses in sentences.<br>b. identify simple sentences as single independent clauses and compound sentences as two independent clauses joined by a comma and a coordinating conjunction and apply their use in writing.<br>c. identify and correct run-on sentences and comma splices in compound sentences in given passages and own writing.<br>d. identify and use complex sentences with an independent clause, a dependent clause, and a subordinator.<br>e. identify and correct sentence fragments and run-on sentences in complex sentences in given passages and own writing.<br>f. identify and use compound-complex sentences containing | In writing, apply standard English grammar to:<br><br>a. identify and use both independent and dependent clauses in sentences.<br>b. identify simple sentences as single independent clauses and compound sentences as two independent clauses joined by a comma and a coordinating conjunction and apply their use in writing.<br>c. identify and correct run-on sentences and comma splices in compound sentences in given passages and own writing.<br>d. identify and use complex sentences with an independent clause, a dependent clause, and a subordinator.<br>e. identify and correct sentence fragments and run-on sentences in complex sentences in given passages and own writing.<br>f. identify and use compound-complex sentences containing two independent | In writing, apply standard English grammar to:<br><br>a. identify and use both independent and dependent clauses in sentences.<br>b. identify simple sentences as single independent clauses and compound sentences as two independent clauses joined by a comma and a coordinating conjunction and apply their use in writing.<br>c. identify and correct run-on sentences and comma splices in compound sentences in given passages and own writing.<br>d. identify and use complex sentences with an independent clause, a dependent clause, and a subordinator.<br>e. identify and correct sentence fragments and run-on sentences in complex sentences in given passages and own writing.<br>f. identify and use compound-complex sentences containing two independent |
| <b>Sentence Structure</b>  |   |   |   |   |   |   |

|  |  |   |  |  |   |   |
|--|--|---|--|--|---|---|
|  | <p>f. create sentences using a variety of sentence structures including simple, compound, and complex sentences.</p> | <p>two independent clauses and one or more dependent clause.<br/> g. identify and use figurative language effectively to create vivid language in writing including the use of <i>onomatopoeia</i>, <i>simile</i>, <i>metaphor</i>, <i>personification</i>, and <i>hyperbole</i>.<br/> h. use imagery in writing to make writing come alive in order to show the reader something instead of just telling the reader.</p> | <p>clauses and one or more dependent clause.</p> | <p>two independent clauses and one or more dependent clause.</p> | <p>clauses and one or more dependent clause.<br/> g. identify, use, and punctuate clauses that begin with <i>who</i>, <i>which</i>, or <i>that</i>.</p> | <p>clauses and one or more dependent clause.<br/> g. identify, use, and punctuate clauses that begin with <i>who</i>, <i>which</i>, or <i>that</i>.</p> |
|--|--|---|--|--|---|---|

| Standard 1   | <b>WRITING: Follow a writing process to produce clear and coherent writing in which the development, style, and voice are appropriate to the task, purpose, and audience.</b> |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  | Level 7   | Level 8  | Level 9  | Level 10   | Level 11   | Level 12   |
| <p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Prewriting</b></p> | <p>Follow a writing process to plan a first draft by:</p> <p>a. brainstorming for topics and details.<br/>b. organizing thoughts and ideas using a graphic organizer.</p>     | <p>Follow a writing process to plan a first draft by:</p> <p>a. brainstorming a list of ideas about a given or chosen topic.<br/>b. 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.<br/>b. 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.<br/>b. 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.<br/>b. 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.<br/>b. organizing thoughts using a graphic organizer.</p> |

| Standard 1 |              | WRITING: Apply a writing process to develop a text for audience and purpose.  |   |  |  |  |  |
|------------|--------------|---|---|--|--|--|--|
|            |              | Level 7   | Level 8   | Level 9  | Level 10   | Level 11   | Level 12   |
| <b>B</b>   | <b>Draft</b> | Appropriate to genre type, develop a draft from prewriting by:  | Appropriate to genre type, develop a draft from prewriting by:  | Appropriate to genre type, develop a draft from prewriting by:   | Appropriate to genre type, develop a draft from prewriting by:   | Appropriate to genre type, develop a draft from prewriting by:   | Appropriate to genre type, develop a draft from prewriting by:   |
|            |              | <ul style="list-style-type: none"> <li>a. addressing an appropriate audience and purpose.</li> <li>b. focusing on turning ideas into complete sentences.</li> <li>c. supporting the opening sentence (main idea) with at least 2 details and 2 examples in the body sentences.</li> <li>d. writing an effective closing that restates the main idea.</li> </ul> | <ul style="list-style-type: none"> <li>a. addressing an appropriate audience and purpose.</li> <li>b. focusing on turning ideas into complete sentences.</li> <li>c. supporting the opening sentence (main idea) with at least 2 details and 2 examples in the body sentences.</li> <li>d. writing an effective closing that restates the main idea.</li> </ul> | <ul style="list-style-type: none"> <li>a. addressing an appropriate audience and purpose.</li> <li>b. introducing the topic with a “hook” followed by elaboration and a thesis.</li> <li>c. supporting the opening with at least 2 details and 2 examples.</li> <li>d. generating a closing that restates the thesis and is supported by at least 2 details and a closing sentence.</li> </ul> | <ul style="list-style-type: none"> <li>a. addressing an appropriate audience and purpose.</li> <li>b. introducing the topic with a “hook” followed by elaboration and a thesis.</li> <li>c. supporting the opening with at least 2 details and 2 examples.</li> <li>d. generating a closing that restates the thesis and is supported by at least 3 details and a closing sentence.</li> </ul> | <ul style="list-style-type: none"> <li>a. addressing an appropriate audience and purpose.</li> <li>b. introducing the topic with a “hook” followed by elaboration and a thesis.</li> <li>c. supporting the opening with at least 2 details and 2 examples.</li> <li>d. generating a closing that restates the thesis and is supported by at least 3 details and a closing sentence.</li> </ul> | <ul style="list-style-type: none"> <li>a. addressing an appropriate audience and purpose.</li> <li>b. introducing the topic with a “hook” followed by elaboration and a thesis.</li> <li>c. supporting the opening with at least 2 details and 2 examples.</li> <li>d. generating a closing that restates the thesis and is supported by at least 3 details and a closing sentence.</li> </ul> |



| Standard 1                    |   | WRITING: Apply a writing process to develop a text for audience and purpose.   |   |   |   |   |
|-------------------------------|---|--|---|---|---|---|
|                               | Level 7   | Level 8  | Level 9   | Level 10  | Level 11  | Level 12  |
| <b>C</b><br><br><b>Revise</b> | <p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. reading the draft out loud and touching every word.<br/>b. using stronger action verbs and replacing words with better word choices.<br/>c. changing sentence structure to create variety.<br/>d. checking for the use of transitions.</p> | <p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. looking for opportunities to add adjectives and adverbs and to replace weak verbs with stronger ones.<br/>b. using a variety of sentence structures.<br/>c. adding purposeful dialogue to make the story come alive and reveal character personality.<br/>d. using transitions to show chronological order.</p> | <p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. revising for word choice.<br/>b. changing sentence structure to create a variety of sentences.<br/>c. revising content to ensure positive communication with the reader.</p> | <p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. revising for word choice.<br/>b. changing sentence structure to create a variety of sentences.<br/>c. revising content to ensure positive communication with the reader.</p> | <p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. revising for word choice.<br/>b. changing sentence structure to create a variety of sentences.<br/>c. revising content to ensure positive communication with the reader.</p> | <p>Revise draft to make writing clearer and more descriptive by:</p> <p>a. revising for word choice.<br/>b. changing sentence structure to create a variety of sentences.<br/>c. revising content to ensure positive communication with the reader.</p> |

| Standard 1                         |  | WRITING: Apply a writing process to develop a text for audience and purpose.   |   |   |   |   |
|------------------------------------|--|--|---|---|---|---|
|                                    | Level 7  | Level 8  | Level 9   | Level 10  | Level 11  | Level 12  |
| <b>D</b><br><br><b>Final Draft</b> | <p>Complete the final draft of writing:</p> <p>a. using correct capitalization, punctuation, and spelling.<br/>b. using neat handwriting or a word processor to produce a published final product.</p> | <p>Complete the final draft of writing:</p> <p>a. using correct capitalization, punctuation, and spelling.<br/>b. using neat handwriting or a word processor to produce a published final product.</p> | <p>Complete the final draft of writing:</p> <p>a. after editing for capitalization, punctuation, and spelling errors.<br/>b. using a word processor to produce a published final product.</p> | <p>Complete the final draft of writing:</p> <p>a. after editing for capitalization, punctuation, and spelling errors.<br/>b. using a word processor to produce a published final product.</p> | <p>Complete the final draft of writing:</p> <p>a. after editing for capitalization, punctuation, and spelling errors.<br/>b. using a word processor to produce a published final product.</p> | <p>Complete the final draft of writing:</p> <p>a. after editing for capitalization, punctuation, and spelling errors.<br/>b. using a word processor to produce a published final product.</p> |

| Standard 2   | Writing: Compose well-developed writing texts for audience and purpose.   |   |  |  |   |   |
|--|---|---|--|--|---|---|
|  | Level 7   | Level 8   | Level 9  | Level 10   | Level 11  | Level 12  |
| <p style="text-align: center;"><b>A</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Expository Writing</b></p> | <p>Write expository text (paragraphs and multi-paragraph essays) that:</p> <p>a. explains, describes, or informs the audience about a topic.</p> <p>b. opens with a “hook” to capture the reader’s attention and a thesis statement to state the main idea.</p> <p>c. includes details and examples within the body.</p> <p>d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement and providing details to support the thesis.</p> <p>e. has a clear beginning, middle, and end with transition words between sentences and/or paragraphs.</p> | <p>Write expository text (paragraphs and personal letters) that:</p> <p>a. explains, describes, or informs the audience about a topic.</p> <p>b. opens with a “hook” to capture the reader’s attention and a thesis statement to state the main idea.</p> <p>c. includes details and examples within the body.</p> <p>d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement.</p> <p>e. has a clear beginning, middle, and end with transition words between sentences and/or paragraphs.</p> | <p>Write expository text (paragraphs and personal letters) that:</p> <p>a. explains, describes, or informs the audience about a topic.</p> <p>b. opens with a “hook” to capture the reader’s attention, followed by elaboration and, finally, a thesis statement to state the main idea.</p> <p>c. includes effective details and examples within the body.</p> <p>d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement.</p> <p>e. has a clear beginning, middle, and end with effective transition words between sentences and/or paragraphs.</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.</p> <p>b. opens with a “hook” to capture the reader’s attention, followed by elaboration and, finally, a thesis statement to state the main idea.</p> <p>c. includes effective details and examples within the body.</p> <p>d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement and providing details to support the thesis.</p> <p>e. has a clear beginning, middle, and end with effective transition words between sentences and/or paragraphs.</p> | <p>Write expository text (paragraphs and personal letters) that:</p> <p>a. explains, describes, or informs the audience about a topic with a focus on cause/effect writing.</p> <p>b. opens with a “hook” to capture the reader’s attention, followed by elaboration and, finally, a thesis statement to state the main idea.</p> <p>c. includes effective details and examples within the body.</p> <p>d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement and providing details to support the thesis.</p> <p>e. has a clear beginning, middle, and end with</p> | <p>Write expository text (paragraphs and multi-paragraph essays) that:</p> <p>a. explains, describes, or informs the audience about a topic.</p> <p>b. opens with a “hook” to capture the reader’s attention, followed by elaboration and, finally, a thesis statement to state the main idea.</p> <p>c. includes effective details and examples within the body.</p> <p>d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement and providing details to support the thesis.</p> <p>e. has a clear beginning, middle, and end with effective transition</p> |

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|--|--|--|--|--|---|--|
|  |  |  |  |  | effective transition words between sentences and/or paragraphs. | words between sentences and/or paragraphs. |
|  |  |  |  |  |   |  |

| Standard 2 |                          | Writing: Compose well-developed writing texts for audience and purpose.  |   |  |  |                           |                           |
|------------|--------------------------|--|---|--|--|---------------------------|---------------------------|
|            |                          | Level 7  | Level 8   | Level 9  | Level 10   | Level 11                  | Level 12                  |
| <b>B</b>   | <b>Narrative Writing</b> | Write a personal narrative that:   | Write a personal narrative that:  | Write a personal narrative that:   | Write a personal narrative that:   | Not addressed in Level 11 | Not addressed in Level 12 |
|            |                          | <p>a. includes a beginning that has a “hook” to grab the reader’s attention and introduce the topic.</p> <p>b. uses chronological order to tell a story with a clear beginning, middle, and end.</p> <p>c. uses transition words to show the flow of time.</p> <p>d. includes an opening sentence that introduces the topic and grabs the reader’s attention.</p> <p>e. uses purposeful dialogue to make the story come alive and reveal character personality.</p> <p>f. uses an effective closing paragraph to successfully end the story.</p> | <p>a. includes a beginning that has a “hook” to grab the reader’s attention and introduce the topic.</p> <p>b. uses chronological order to tell a story with a clear beginning, middle, and end.</p> <p>c. uses transition words to show the order of events.</p> <p>d. includes an opening sentence that introduces the topic and grabs the reader’s attention.</p> <p>e. uses purposeful dialogue to make the story come alive and reveal character personality.</p> <p>f. uses an effective closing paragraph to successfully end the story.</p> | <p>a. includes a beginning that has a “hook” to grab the reader’s attention and introduce the topic clearly.</p> <p>b. uses transition words or phrases to connect the sequence of events, show how ideas are related, and give the writing flow and clear direction.</p> <p>c. uses strong, supportive details about the events and vivid language to make the story real.</p> <p>d. has a clear beginning, middle, and end that stay on topic.</p> <p>e. includes a closing paragraph that restates the thesis and provides supporting details with an effective closing sentence.</p> | <p>a. includes a beginning that has a “hook” to grab the reader’s attention and introduce the topic clearly.</p> <p>b. uses transition words or phrases to connect the sequence of events, show how ideas are related, and give the writing flow and clear direction.</p> <p>c. uses strong, supportive details about the events and vivid language to make the story real.</p> <p>d. has a clear beginning, middle, and end that stay on topic.</p> <p>e. includes a closing paragraph that restates the thesis and provides supporting details with an effective closing sentence.</p> |                           |                           |

| Standard 2  | Writing: Compose well-developed writing texts for audience and purpose.  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   | Level 7  | Level 8  | Level 9  | Level 10   | Level 11   | Level 12   |
| <p style="text-align: center;"><b>C</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Descriptive Writing</b></p> | <p>Write descriptive text, including a paragraph and a descriptive personal letter, that:</p> <p>a. uses sensory details to describe someone or something.</p> <p>b. includes an opening that introduces the topic clearly and with description.</p> <p>c. uses vivid language and varied sentence structure to improve communication.</p> <p>d. includes transitions between details and examples.</p> <p>e. includes a closing that restates the topic and brings the writing to a successful close.</p> | <p>Write descriptive text, including a paragraph, that:</p> <p>a. uses sensory details to describe someone or something.</p> <p>b. includes an opening that introduces the topic clearly and with description.</p> <p>c. uses vivid language and varied sentence structure to improve communication.</p> <p>d. includes transitions between details and examples.</p> <p>e. includes a closing that restates the topic and brings the writing to a successful close.</p> | <p>Write descriptive text, including a paragraph, that:</p> <p>a. uses sensory details to describe someone or something.</p> <p>b. includes an opening sentence that introduces the topic clearly and with description.</p> <p>c. uses vivid language and varied sentence structure to improve communication.</p> <p>d. includes descriptive adjectives, adverbs, and other words that create imagery.</p> <p>e. includes transitions between details and examples.</p> <p>f. includes a closing that restates the topic and brings the writing to a successful close.</p> | <p>Write descriptive text, including a paragraph, that:</p> <p>a. uses sensory details to describe someone or something.</p> <p>b. includes an opening sentence that introduces the topic clearly and with description.</p> <p>c. uses vivid language and varied sentence structure to improve communication.</p> <p>d. includes descriptive adjectives, adverbs, and other words to create imagery.</p> <p>e. includes transitions between details and examples.</p> <p>f. includes a closing that restates the topic and brings the writing to a successful close.</p> | <p>Write descriptive text, including a paragraph, that:</p> <p>a. uses sensory details to describe someone or something.</p> <p>b. includes an opening sentence that introduces the topic clearly and with description.</p> <p>c. uses vivid language and varied sentence structure to improve communication.</p> <p>d. includes descriptive adjectives, adverbs, and other words to create imagery.</p> <p>e. includes transitions between details and examples.</p> <p>f. includes a closing that restates the topic and brings the writing to a successful close.</p> | <p>Write descriptive text, including a paragraph, that:</p> <p>a. uses sensory details to describe someone or something.</p> <p>b. includes an opening sentence that introduces the topic clearly and with description.</p> <p>c. uses vivid language and varied sentence structure to improve communication.</p> <p>d. includes descriptive adjectives, adverbs, and other words to create imagery.</p> <p>e. includes transitions between details and examples.</p> <p>f. includes a closing that restates the topic and brings the writing to a successful close.</p> |

| Standard 2   | Writing: Compose well-developed writing texts for audience and purpose.  |   |  |  |   |  |
|--|--|---|--|--|---|--|
|  | Level 7  | Level 8   | Level 9  | Level 10   | Level 11  | Level 12   |
| <p style="text-align: center;"><b>D</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Persuasive/Opinion Writing</b></p> | <p>Write persuasive text, including a paragraph and a business letter, that:</p> <p>a. uses facts and examples to convince the reader to agree with an opinion or to take action for something.</p> <p>b. considers the audience and purpose.</p> <p>c. uses strong, decisive words and phrases to call the reader to action.</p> <p>d. uses the bandwagon effect to convince the reader that an opinion is accepted by everyone else.</p> <p>e. appeals to the reader's feelings.</p> | <p>Write persuasive text, appropriate to audience and purpose, including a paragraph and a multi-paragraph essay, that:</p> <p>a. attempts to convince the reader to agree with a position or act upon a recommendation.</p> <p>b. supports the writer's opinion using facts and/or examples.</p> <p>c. includes an opening that has a hook, other introductory statements, and a thesis statement.</p> <p>d. includes body sentences/paragraphs that use facts and examples to support the topic.</p> <p>e. uses a closing sentence/paragraph that restates the main idea or argument and a call to action when necessary.</p> | <p>Write persuasive text, appropriate to audience and purpose, including a paragraph and a multi-paragraph essay, that:</p> <p>a. attempts to convince the reader to take action or agree with the writer's point of view.</p> <p>b. supports the writer's opinion using facts and/or examples.</p> <p>c. includes an opening that has a hook, other introductory statements, and a thesis statement.</p> <p>d. includes body sentences/paragraphs that use facts and examples to support the topic.</p> <p>e. uses a closing sentence/paragraph that restates the thesis statement and uses other closing statements, which may include a call to action.</p> | <p>Write persuasive text appropriate to audience and purpose, including a paragraph and a multi-paragraph essay, that:</p> <p>a. attempts to convince the reader to take action or agree with the writer's point of view.</p> <p>b. supports the writer's opinion using facts and/or examples.</p> <p>c. includes an opening that has a hook, other introductory statements, and a thesis statement.</p> <p>d. includes body sentences/paragraphs containing argumentative details with examples to support the topic.</p> <p>e. uses a closing sentence/paragraph that restates the thesis statement and uses other closing statements, which may include a call to action.</p> | <p>Write persuasive text appropriate to audience and purpose, including a paragraph and a multi-paragraph essay, that:</p> <p>a. uses persuasion to convince the reader of the writer's argument regarding a debatable issue.</p> <p>b. supports the writer's opinion using facts and/or examples.</p> <p>c. includes an opening that has a hook, other introductory statements, and a thesis statement.</p> <p>d. includes body sentences/paragraphs containing argumentative details with examples and explanations to support the topic.</p> <p>e. uses a closing sentence/paragraph that restates the thesis statement and uses other closing statements, which may include a call to action.</p> | <p>Write persuasive text, appropriate to audience and purpose, including a paragraph and a multi-paragraph essay, that:</p> <p>a. uses persuasion to convince the reader of the writer's argument regarding a debatable issue.</p> <p>b. supports the writer's opinion using facts and/or examples.</p> <p>c. includes an opening that has a hook, other introductory statements, and a thesis statement.</p> <p>d. includes body sentences/paragraphs containing argumentative details with examples and explanations to support the topic.</p> <p>e. uses a closing sentence/paragraph that restates the thesis statement and uses other closing statements, which may include a call to action.</p> |

| <b>Standard 2</b>      |   | <b>Writing: Compose well-developed writing texts for audience and purpose.</b>  |   |   |                           |                           |
|------------------------|---|---|---|---|---------------------------|---------------------------|
|                        | <b>Level 7</b>  | <b>Level 8</b>  | <b>Level 9</b>  | <b>Level 10</b>   | <b>Level 11</b>           | <b>Level 12</b>           |
| <b>E</b>               | Write summary text, including a paragraph, that:<br><br>a. uses paraphrasing techniques to communicate the meaning in a shorter way.<br>b. reduces the details to main points.<br>c. uses very little descriptive language.<br>d. puts the title, author, and date of publication, when available, in the opening line of the summary.<br>e. uses the same order or balance of the original work. | Write summary text, including a paragraph, that:<br><br>a. reduces the details to main points.<br>b. keeps the text organized as it is in the work being summarized.<br>c. uses very little descriptive language.<br>d. uses compound and complex sentences.<br>e. uses original sentences and does not copy from the original text.<br>f. includes an opening sentence that explains what the entire article is about. | Write summary text, including a paragraph, that:<br><br>a. reduces the details to main points.<br>b. keeps the text organized as it is in the work being summarized.<br>c. uses very little descriptive language.<br>d. uses compound and complex sentences.<br>e. uses original sentences and does not copy from the original text.<br>f. includes an opening sentence that explains what the entire article is about. | Write summary text, including a paragraph, that:<br><br>a. reduces the details to main points.<br>b. keeps the text organized as it is in the work being summarized.<br>c. uses very little descriptive language.<br>d. uses compound and complex sentences.<br>e. uses original sentences and does not copy from the original text.<br>f. includes an opening sentence that explains what the entire article is about. | Not addressed in Level 11 | Not addressed in Level 12 |
| <b>Summary Writing</b> |   |   |   |   |                           |                           |

| Standard 2 |                          | Writing: Compose well-developed writing texts for audience and purpose.   |   |  |  |   |  |
|------------|--------------------------|---|---|--|--|---|--|
|            |                          | Level 7   | Level 8   | Level 9  | Level 10   | Level 11  | Level 12   |
| F          | Compare/Contrast Writing | Write appropriate text, including a paragraph, that:  | Write appropriate text, including a paragraph and a business letter, that:  | Write appropriate text, including a paragraph and a multi-paragraph essay, that:   | Write appropriate text, including a paragraph and a multi-paragraph essay, that:   | Write appropriate text, including a paragraph, that:  | Write appropriate text, including a paragraph and a multi-paragraph essay, that:   |
|            |                          | <p>a. explores the similarities and/or differences between two or more things.</p> <p>b. uses clear connecting and transitioning terms when comparing or contrasting two or more things.</p> <p>c. includes an opening that introduces the main topic for comparison or contrast.</p> <p>d. includes body sentences with strong details and examples that explain the similarities and/or differences.</p> <p>e. includes a closing sentence that brings the paragraph to a successful close.</p> | <p>a. explores the similarities and/or differences between two or more things.</p> <p>b. uses clear connecting and transitioning terms when comparing or contrasting two or more things.</p> <p>c. includes an opening that introduces the main topic for comparison or contrast.</p> <p>d. includes a body with strong details and examples that explain the similarities and/or differences.</p> <p>e. includes a closing that brings the paragraph to a successful close.</p> <p>f. uses professional language in the business letter.</p> | <p>a. explores the similarities or differences between two or more people, things, or ideas.</p> <p>b. uses clear connecting and transitioning terms when comparing or contrasting two or more things.</p> <p>c. includes an opening that introduces the main topic with an introductory statement, hook, and thesis statement.</p> <p>d. includes a body with strong details and examples that explain the similarities and/or differences.</p> <p>e. includes a closing that restates the thesis statement and brings the writing to a successful close.</p> | <p>a. explores the similarities or differences between two or more people, things, or ideas.</p> <p>b. uses clear connecting and transitioning terms when comparing or contrasting two or more things.</p> <p>c. includes an opening that introduces the main topic with an introductory statement, hook, and thesis statement.</p> <p>d. includes a body with strong details and examples that explain the similarities and/or differences.</p> <p>e. includes a closing that restates the thesis statement and brings the writing to a successful close.</p> | <p>a. explores the similarities or differences between two or more people, things, or ideas.</p> <p>b. includes a quality topic sentence that introduces the topic clearly.</p> <p>c. includes a body with examples or explanations of each detail to communicate information.</p> <p>d. includes effective transitions between details and/or examples.</p> <p>e. includes a closing sentence that effectively closes the topic presented.</p> <p>f. presents information in a logical sequence.</p> | <p>a. explores the similarities or differences between two or more people, things, or ideas.</p> <p>b. uses clear connecting and transitioning terms when comparing or contrasting two or more things.</p> <p>c. includes an opening that introduces the main topic with an introductory statement, hook, and thesis statement.</p> <p>d. includes a body with strong details and examples that explain the similarities and/or differences.</p> <p>e. includes a closing that restates the thesis statement and brings the writing to a successful close.</p> |



| Standard 2   | Writing: Compose well-developed writing texts for audience and purpose. |                          |                          |                           |  |  |
|--|---|--------------------------|--------------------------|---------------------------|--|--|
|  | Level 7   | Level 8                  | Level 9                  | Level 10                  | Level 11   | Level 12   |
| <p style="text-align: center;"><b>G</b></p> <p style="text-align: center;"><b>Cause/Effect Writing</b></p> | Not addressed in Level 7  | Not addressed in Level 8 | Not addressed in Level 9 | Not addressed in Level 10 | <p>Write appropriate text, including a paragraph, that:</p> <ul style="list-style-type: none"> <li>a. explores the connections between an event and what caused it.</li> <li>b. explores the effects of any particular cause.</li> <li>c. includes a quality topic sentence that introduces the topic clearly.</li> <li>d. includes a body with supporting details that relate to the topic and explore causes and/or effects.</li> <li>e. includes effective transitions between ideas.</li> <li>f. includes a closing sentence that effectively closes the topic presented.</li> <li>g. presents information in a logical sequence.</li> </ul> | <p>Write appropriate text, including a paragraph, that:</p> <ul style="list-style-type: none"> <li>a. explores the connections between an event and what caused it.</li> <li>b. explores the effects of any particular cause.</li> <li>c. includes a quality topic sentence that introduces the topic clearly.</li> <li>d. includes a body with supporting details that relate to the topic and explore causes and/or effects.</li> <li>e. includes effective transitions between ideas.</li> <li>f. includes a closing sentence that effectively closes the topic presented.</li> <li>g. presents information in a logical sequence.</li> </ul> |

| Standard 2   | Writing: Compose well-developed writing texts for audience and purpose. |                                 |                                 |                                  |  |  |
|--|---|---------------------------------|---------------------------------|----------------------------------|--|--|
|  | Level 7   | Level 8                         | Level 9                         | Level 10                         | Level 11   | Level 12   |
| <p style="text-align: center;"><b>H</b></p> <p style="text-align: center;"><b>Response to Literature</b></p> | <p>Not addressed in Level 7</p>   | <p>Not addressed in Level 8</p> | <p>Not addressed in Level 9</p> | <p>Not addressed in Level 10</p> | <p>Write appropriate text, including a multi-paragraph essay, that:</p> <ul style="list-style-type: none"> <li>a. includes the writer’s point of view or critique of a novel or story and uses evidence from the novel or story as a defense.</li> <li>b. uses an opening with a strong hook, elaboration, and a thesis statement.</li> <li>c. contains details from the reading that address all parts of a given prompt.</li> <li>d. uses effective transitions between details/examples and paragraphs.</li> <li>e. restates the thesis in the closing and brings the essay to an effective close.</li> </ul> | <p>Write appropriate text, including a multi-paragraph essay, that:</p> <ul style="list-style-type: none"> <li>a. includes the writer’s point of view or critique of a novel or story and uses evidence from the novel or story as a defense.</li> <li>b. uses an opening with a strong hook, elaboration, and a thesis statement.</li> <li>c. contains details from the reading that address all parts of a given prompt.</li> <li>d. uses effective transitions between details/examples and paragraphs.</li> <li>e. restates the thesis in the closing and brings the essay to an effective close.</li> </ul> |

| Standard 2   | Writing: Compose well-developed writing texts for audience and purpose. |                          |                          |                           |  |                           |
|--|---|--------------------------|--------------------------|---------------------------|--|---------------------------|
|  | Level 7   | Level 8                  | Level 9                  | Level 10                  | Level 11   | Level 12                  |
| <p style="text-align: center;"><b>I</b></p> <p style="text-align: center;"><b>Process Analysis</b></p> | Not addressed in Level 7  | Not addressed in Level 8 | Not addressed in Level 9 | Not addressed in Level 10 | <p>Write appropriate text, including a multi-paragraph essay, that:</p> <ul style="list-style-type: none"> <li>a. presents essential steps of a process in logical order.</li> <li>b. explains the steps in detail.</li> <li>c. includes an opening with a strong hook, introductory statements, and a thesis statement.</li> <li>d. uses clear details about the process in the body with examples of each detail.</li> <li>e. uses effective transitions between details/examples and paragraphs.</li> <li>f. restates the thesis in the closing and brings it to a successful close.</li> </ul> | Not addressed in Level 12 |

| <b>Standard 3 Gather, analyze, evaluate, and use information from a variety of sources.</b> |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
|   | <b>Level 7</b>   | <b>Level 8</b>  | <b>Level 9</b>   | <b>Level 10</b>  | <b>Level 11</b>  | <b>Level 12</b>  |
| <b>A</b>  | <p>Apply a research process to:</p> <p>a. brainstorm a list of ideas and narrow the ideas down to choose a topic.</p> <p>b. create clear research questions to guide research.</p> <p>c. choose quality sources that provide factual information and evaluate online sources.</p> <p>d. create source cards for a variety of sources including books, articles, and the internet.</p> <p>e. record useful information on note cards using paraphrasing techniques to avoid plagiarism.</p> <p>f. organize information by category or topic and create a thesis statement.</p> <p>g. draft body paragraphs with a clearly stated topic and information that is connected to the thesis statement.</p> <p>h. draft an opening paragraph that</p> | <p>Apply a research process to:</p> <p>a. brainstorm a list of ideas and narrow the ideas down to choose a topic.</p> <p>b. create clear research questions to guide research.</p> <p>c. choose quality sources that provide factual information and evaluate online sources.</p> <p>d. create source cards for a variety of sources including books, articles, and the internet.</p> <p>e. record useful information on note cards using paraphrasing techniques to avoid plagiarism.</p> <p>f. organize information by category or topic and create a thesis statement.</p> <p>g. draft body paragraphs with a clearly stated topic and information that is connected to the thesis statement.</p> <p>h. draft an opening paragraph that contains</p> | <p>Apply a research process to:</p> <p>a. choose a topic and narrow the topic to keep it from being too broad.</p> <p>b. create clear research questions to guide research.</p> <p>c. choose quality, up-to-date sources that provide factual information.</p> <p>d. create source cards for a variety of sources including books, articles, and the internet.</p> <p>e. record useful information on note cards using paraphrasing techniques to avoid plagiarism.</p> <p>f. organize information by category or topic and create a thesis statement.</p> <p>g. organize information with an outline.</p> <p>h. draft body paragraphs with a clearly stated topic</p> | <p>Apply a research process to:</p> <p>a. choose a topic and narrow the topic to keep it from being too broad.</p> <p>b. create clear research questions to guide research.</p> <p>c. choose quality, up-to-date sources that provide factual information.</p> <p>d. create source cards for a variety of sources including books, articles, and the internet.</p> <p>e. record useful information on note cards using paraphrasing techniques to avoid plagiarism.</p> <p>f. organize information by category or topic and create a thesis statement.</p> <p>g. organize information with an outline.</p> <p>h. draft body paragraphs with a clearly stated topic and information that is connected to the thesis statement.</p> <p>i. draft an opening paragraph that contains</p> | <p>Apply a research process to:</p> <p>a. choose a topic and narrow the topic to keep it from being too broad.</p> <p>b. create clear research questions to guide research.</p> <p>c. choose quality, up-to-date sources that provide factual information.</p> <p>d. create source cards for a variety of sources including books, articles, and the internet.</p> <p>e. record useful information on note cards using paraphrasing techniques to avoid plagiarism.</p> <p>f. organize information by category or topic and create a thesis statement.</p> <p>g. organize information with an outline.</p> <p>h. draft body paragraphs with a clearly stated topic and information that is connected to the thesis statement.</p> <p>i. draft an opening paragraph that contains</p> | <p>Apply a research process to:</p> <p>a. choose a topic and narrow the topic to keep it from being too broad.</p> <p>b. create clear research questions to guide research.</p> <p>c. choose quality, up-to-date sources that provide factual information.</p> <p>d. create source cards for a variety of sources including books, articles, and the internet.</p> <p>e. record useful information on note cards using paraphrasing techniques to avoid plagiarism.</p> <p>f. organize information by category or topic and create a thesis statement.</p> <p>g. organize information with an outline.</p> <p>h. draft body paragraphs with a clearly stated topic</p> |
| <b>Research Process</b>   |  |   |  |  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  | <p>contains a hook, an introduction to the research project, and a clearly stated thesis.</p> <p>i. draft a closing paragraph that begins with a restatement of the thesis statement.</p> <p>j. present the final draft on a presentation board or as a written report.</p> <p>k. create a bibliography that shows where information was obtained and gives credit to the authors.</p> | <p>a hook, an introduction to the research project, and a clearly stated thesis.</p> <p>i. draft a closing paragraph that begins with a restatement of the thesis statement.</p> <p>j. present the final draft as a written report.</p> <p>k. draft a title page and outline.</p> <p>l. create a works cited page that shows where information was obtained and gives credit to the authors.</p> | <p>and information that is connected to the thesis statement.</p> <p>i. draft an opening paragraph that contains a hook, an introduction to the research project, and a clearly stated thesis.</p> <p>j. draft a closing paragraph that begins with a restatement of the thesis statement.</p> <p>k. present the final draft as a written report.</p> <p>l. create a works cited page that shows where information was obtained and gives credit to the authors.</p> | <p>a hook, an introduction to the research project, and a clearly stated thesis.</p> <p>j. draft a closing paragraph that begins with a restatement of the thesis statement.</p> <p>k. present the final draft as a written report.</p> <p>l. create a works cited page that shows where information was obtained and gives credit to the authors.</p> | <p>a hook, an introduction to the research project, and a clearly stated thesis.</p> <p>j. draft a closing paragraph that begins with a restatement of the thesis statement.</p> <p>k. present the final draft as a written report.</p> <p>l. create a works cited page that shows where information was obtained and gives credit to the authors.</p> | <p>and information that is connected to the thesis statement.</p> <p>i. draft an opening paragraph that contains a hook, an introduction to the research project, and a clearly stated thesis.</p> <p>j. draft a closing paragraph that begins with a restatement of the thesis statement.</p> <p>k. present the final draft as a written report.</p> <p>l. create a works cited page that shows where information was obtained and gives credit to the authors.</p> |
|--|--|--|--|--|--|--|