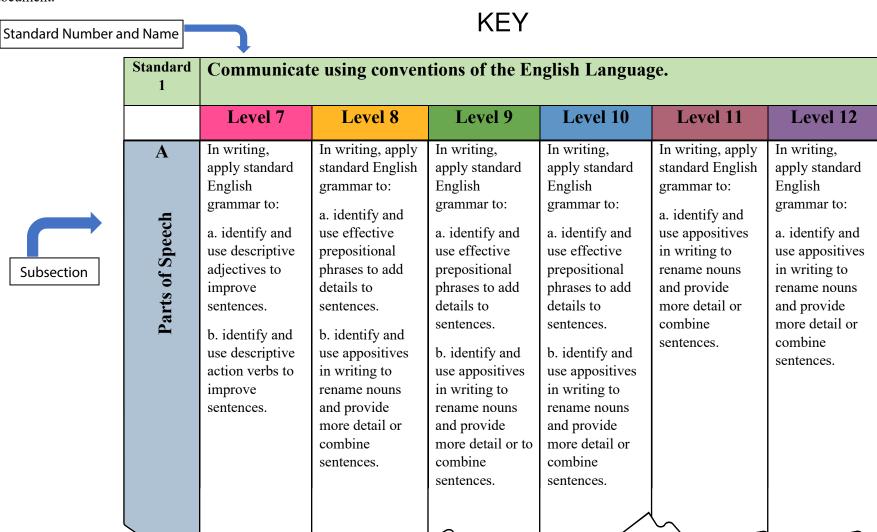
Essentials in Writing Learning Standards

Levels 7-12



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.



EIW Levels

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.			
1. identify unclear			
subjects and use			
specific subjects in			
writing.			

standard English grammar to: a. identify and use both independent and and dependent clauses in sentences. b. identify simple sentences as single independent clauses and compound sentences as two independent clauses in independent clauses indepen	ting, apply and English standa gramm are to: Intify and use both endent and dent clauses in aces. Intify simple because as single endent clauses independent clauses ompound In write standa gramm a. identify and use both endent endent clauses independent clauses ompound	ntify and use both endent and dent clauses in
standard English grammar to: a. identify and use both independent and and dependent clauses in sentences. b. identify simple sentences as single independent clauses and compound sentences as two independent clauses independen	ard English standa gramn ntify and use both endent and dent clauses in aces. senten thify simple aces as single endent clauses ompound standard standard dependences are single senten independence and compound standard	ard English mar to: ntify and use both endent and dent clauses in nces. ntify simple nces as single
both independent and dependent clauses in clauses in sentences. b. identify simple sentences as single independent clauses in independent clauses and compound and compound sentences as two independent clauses independent claus	endent and dependent clauses in dependent clauses in senten b. ider senten independent clauses ompound independent clauses independent clauses ompound independent clauses independent clauses independent clauses in dependent clauses in depen	endent and dent clauses in nees. ntify simple nees as single
and a coordinating conjunction and apply their use in writing. c. identify and correct run-on sentences and compound sentences in given passages and own writing. d. identify and use complex sentences with an independent clause, and a coordinating conjunction and apply their use in writing. d. identify and use complex sentences with an independent clause, and a subordinator. e. identify and correct sentence fragments and run-on sentences in complex sentences with an independent clause, and a coordinating conjunction and apply their use in writing. c. identify and correct run-on sentences and comma splices in compound sentences in given passages and own writing. d. identify and use complex sentences with an independent clause, a dependent clause, and a subordinator. e. identify and correct sentence fragments and run-on sentences in complex sentences in in given passages and own writing. and a coordinating conjunction and apply their use in writing. c. identify and correct run-on sentences and comma splices in common sentences in given passages and own writing. d. identify and use complex sentences with an independent clause, and a subordinator. e. identify and correct sentence in complex sentences in complex sentences in complex sentences in complex sentences in in given passages and own writing. e. identify and use complex sentences with an independent clause, and a subordinator. e. identify and correct sentence sentence fragments and run-on sentences in complex sentences in in given passages and own uniting. c. identify and use complex sentences with an independent clause, and a subordinator. e. identify and use complex sentences in complex sentences in given passages and own uniting. c. identify and use complex sentences in complex sentences in given passages and own uniting. d. identify and use complex sentences in clause, and a subordinat	independent clauses I by a comma and redinating a coordinating a coordinating a coordinating and passages and own g. Interpretation and apply and correct and passages and own g. Interpretation and apply and correct acceptagements and a sentences in passages and own g. Interpretation and apply and correct acceptagements and an sentences in passages and own g. Interpretation and apply and correct acceptagements and an sentences in passages and own g. Interpretation and apply and correct acceptagements and a sentence in passages and own g. Interpretation and apply a coordinating account their uncongulation and account their uncongulation and account their uncongulation and account their uncongulation and account their uncongulation account their	ompound nees as two endent clauses I by a comma and redinating netion and apply use in writing. Intify and correct in sentences and has splices in ound sentences in passages and own g. Intify and use lex sentences with lependent clause, endent clause, and ordinator. Intify and correct has entences in lex sentences in lex sentences in lex sentences in passages and own

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

Standard 1	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.							
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12		
A	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:		
Prewriting	a. brainstorming for topics and details. b. organizing thoughts and ideas using a graphic organizer.	a. brainstorming a list of ideas about a given or chosen topic. b. organizing thoughts using a graphic organizer.	a. brainstorming ideas about a given or chosen topic. b. organizing thoughts using a graphic organizer.	a. brainstorming ideas about a given or chosen topic. b. organizing thoughts using a graphic organizer.	a. brainstorming ideas about a given or chosen topic. b. organizing thoughts using a graphic organizer.	a. brainstorming ideas about a given of chosen topic. b. organizing thoughts using a graphic organizer.		

Standard 1			ocess to develop a			
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Draft B	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. focusing on turning ideas into complete sentences. c. supporting the opening sentence (main idea) with at least 2 details and 2 examples in the body sentences. d. writing an effective closing that restates the main idea.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. focusing on turning ideas into complete sentences. c. supporting the opening sentence (main idea) with at least 2 details and 2 examples in the body sentences. d. writing an effective closing that restates the main idea.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. introducing the topic with a "hook" followed by elaboration and a thesis. c. supporting the opening with at least 2 details and 2 examples. d. generating a closing that restates the thesis and is supported by at least 2 details and a closing sentence.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. introducing the topic with a "hook" followed by elaboration and a thesis. c. supporting the opening with at least 2 details and 2 examples. d. generating a closing that restates the thesis and is supported by at least 3 details and a closing sentence.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. introducing the topic with a "hook" followed by elaboration and a thesis. c. supporting the opening with at least 2 details and 2 examples. d. generating a closing that restates the thesis and is supported by at least 3 details and a closing sentence.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience an purpose. b. introducing the topic with a "hook" followed by elaboration and a thesis. c. supporting the opening with at least 2 details and 2 examples. d. generating a closing that restates the thesis and is supported by at least 3 details and a closing sentence.

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

Standard 1	WRITING: App	oly a writing proc	ess to develop a te	xt for audience an	d purpose.	
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
D	Complete the final draft of writing:	Complete the final draft of writing:	Complete the final draft of writing:	Complete the final draft of writing:	Complete the final draft of writing:	Complete the final draft of writing:
Final Draft	a. using correct capitalization, punctuation, and spelling. b. using neat handwriting or a word processer to produce a published final product.	a. using correct capitalization, punctuation, and spelling. b. using neat handwriting or a word processer to produce a published final product.	a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product.	a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product.	a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product.	a. after editing for capitalization, punctuation, and spelling errors. b. using a word processer to produce a published final product.

Standard 2	Writing: Compos	se well-developed	d writing texts for	audience and purp	ose.	
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A	Write expository text (paragraphs and multi-paragraph essays) that:	Write expository text (paragraphs and personal letters) that:	Write expository text (paragraphs and personal letters) that: a. explains, describes,	Write expository text (paragraphs, news articles, and multi- paragraph essays) that:	Write expository text (paragraphs and personal letters) that:	Write expository text (paragraphs and multi-paragraph essays) that:
Expository Writing	a. explains, describes, or informs the audience about a topic. b. opens with a "hook" to capture the reader's attention and a thesis statement to state the main idea. c. includes details and examples within the body. 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. e. has a clear beginning, middle, and end with transition words between sentences and/or paragraphs.	a. explains, describes, or informs the audience about a topic. b. opens with a "hook" to capture the reader's attention and a thesis statement to state the main idea. c. includes details and examples within the body. d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement. e. has a clear beginning, middle, and end with transition words between sentences and/or paragraphs.	a. explains, describes, or informs the audience about a topic. b. opens with a "hook" to capture the reader's attention, followed by elaboration and, finally, a thesis statement to state the main idea. c. includes effective details and examples within the body. d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement. e. has a clear beginning, middle, and end with effective transition words between sentences and/or paragraphs.	a. explains, describes, or informs the audience about a topic. b. opens with a "hook" to capture the reader's attention, followed by elaboration and, finally, a thesis statement to state the main idea. c. includes effective details and examples within the body. 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. e. has a clear beginning, middle, and end with effective transition words between sentences and/or paragraphs.	a. explains, describes, or informs the audience about a topic with a focus on cause/effect writing. b. opens with a "hook" to capture the reader's attention, followed by elaboration and, finally, a thesis statement to state the main idea. c. includes effective details and examples within the body. 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. e. has a clear beginning, middle, and end with	a. explains, describes, or informs the audience about a topic. b. opens with a "hook" to capture the reader's attention, followed by elaboration and, finally, a thesis statement to state the main idea. c. includes effective details and examples within the body. 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. e. has a clear beginning, middle, and end with effective transition

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

Standard 2	Writing: Compose	well-developed wri	ting texts for audie	nce and purpose.		
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Descriptive Writing	Write descriptive text, including a paragraph and a descriptive personal letter, that: a. uses sensory details to describe someone or something. b. includes an opening that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes transitions between details and examples. e. includes a closing that restates the topic and brings the writing to a successful close.	Level 8 Write descriptive text, including a paragraph, that: a. uses sensory details to describe someone or something. b. includes an opening that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes transitions between details and examples. e. includes a closing that restates the topic and brings the writing to a successful close.	Write descriptive text, including a paragraph, that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes descriptive adjectives, adverbs, and other words that create imagery. e. includes transitions between details and examples. f. includes a closing	Level 10 Write descriptive text, including a paragraph, that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes descriptive adjectives, adverbs, and other words to create imagery. e. includes transitions between details and examples. f. includes a closing	Level 11 Write descriptive text, including a paragraph, that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes descriptive adjectives, adverbs, and other words to create imagery. e. includes transitions between details and examples.	Level 12 Write descriptive text, including a paragraph, that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes descriptive adjectives, adverbs, and other words to create imagery. e. includes transitions between details and examples. f. includes a closing
			that restates the topic and brings the writing	that restates the topic and brings the writing	f. includes a closing that restates the topic	that restates the topic and brings the writing
			to a successful close.	to a successful close.	and brings the writing to a successful close.	to a successful close.

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

	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
E	Write summary text,	Write summary text,	Write summary text,	Write summary text,	Not addressed in	Not addressed in
	including a paragraph,	including a paragraph,	including a paragraph,	including a paragraph, that:	Level 11	Level 12
	that:	that:	that:			
				a. reduces the details to		
	a. uses paraphrasing	a. reduces the details to	a. reduces the details	main points.		
	techniques to	main points.	to main points.	b. keeps the text organized		
b.0	communicate the	b. keeps the text	b. keeps the text	as it is in the work being		
Summary Writing	meaning in a shorter	organized as it is in the	organized as it is in	summarized.		
Ξ	way.	work being	the work being	c. uses very little		
٧r	b. reduces the details to	summarized.	summarized.	descriptive language.		
>	main points.	c. uses very little	c. uses very little	d. uses compound and		
	c. uses very little	descriptive language.	descriptive language.	complex sentences.		
na	descriptive language.	d. uses compound and	d. uses compound and	e. uses original sentences		
Ħ	d. puts the title, author,	complex sentences.	complex sentences.	and does not copy from the		
_5	and date of publication,	e. uses original	e. uses original	original text.		
%	when available, in the	sentences and does not	sentences and does not	f. includes an opening		
	opening line of the	copy from the original	copy from the original	sentence that explains what		
	summary.	text.	text.	the entire article is about.		
	e. uses the same order	f. includes an opening	f. includes an opening			
	or balance of the	sentence that explains	sentence that explains			
	original work.	what the entire article is	what the entire article			
		about.	is about.			

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

Standard 2	Writing: Com	pose well-develop	ped writing texts	for audience and	purpose.	
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Cause/Effect Writing					Level 11 Write appropriate text, including a paragraph, that: a. explores the connections between an event and what caused it. b. explores the effects of any particular cause. c. includes a quality topic sentence that introduces the topic clearly. d. includes a body with	Write appropriate text including a paragraph that: a. explores the connections between event and what cause it. b. explores the effects of any particular cause c. includes a quality topic sentence that introduces the topic clearly. d. includes a body with the control of the
Cause/I					supporting details that relate to the topic and explore causes and/or effects. e. includes effective transitions between ideas. f. includes a closing sentence that effectively closes the topic presented. g. presents information in a logical sequence.	supporting details that relate to the topic and explore causes and/or effects. e. includes effective transitions between ideas. f. includes a closing sentence that effectively closes the topic presented. g. presents information in a logical sequence.

Standard 2	Writing: Com	pose well-develor	oed writing texts	for audience and	purpose.	
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
Response to Literature	Not addressed in Level 7	Not addressed in Level 8	Not addressed in Level 9	Not addressed in Level 10	Write appropriate text, including a multiparagraph essay, that: 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. b. uses an opening with a strong hook, elaboration, and a thesis statement. c. contains details from the reading that address all parts of a given prompt. d. uses effective transitions between details/examples and paragraphs. e. restates the thesis in the closing and brings the essay to an effective close.	Write appropriate text, including a multiparagraph essay, that: 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. b. uses an opening with a strong hook, elaboration, and a thesis statement. c. contains details from the reading that address all parts of a given prompt. d. uses effective transitions between details/examples and paragraphs. e. restates the thesis in the closing and brings the essay to an effective close.

Standard 2	Writing: Comp	ose well-develop	ed writing texts f	or audience and	purpose.	
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
_	Not addressed in Level 7	Not addressed in Level 8	Not addressed in Level 9	Not addressed in Level 10	Write appropriate text, including a multiparagraph essay, that: a. presents essential steps of a process in logical order. b. explains the steps in detail. c. includes an opening with a strong hook, introductory statements, and a thesis statement. d. uses clear details about the process in the body with examples of each detail. e. uses effective transitions between details/examples and paragraphs. f. restates the thesis in the closing and brings it to a successful close.	Not addressed in Level 12

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

contains a hook, an
introduction to the
research project, and
a clearly stated
thesis.
i. draft a closing
paragraph that
begins with a
restatement of the
thesis statement.
j. present the final
draft on a
presentation board or
as a written report.
k. create a
bibliography that
shows where
information was
obtained and gives
credit to the authors.

a hook, an introduction to the research project, and a clearly stated thesis. i. draft a closing

paragraph that begins with a restatement of the thesis statement.
j. present the final draft as a written report.
k. draft a title page and outline.

1. create a works cited page that shows where information was obtained and gives credit to the authors. and information that is connected to the thesis statement.

i. draft an opening paragraph that contains a hook, an introduction to the research project, and a clearly stated thesis.
j. draft a closing

paragraph that begins with a restatement of the thesis statement. k. present the final draft as a written report.

l. create a works cited page that shows where information was obtained and gives credit to the authors.

a hook, an introduction to the research project, and a clearly stated thesis.

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l. create a works cited page that shows where information was obtained and gives credit to the authors. a hook, an introduction to the research project, and a clearly stated thesis.

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