

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 Parts of Speech	In writing, apply standard English grammar to: a. identify and use descriptive adjectives to improve sentences. b. identify and use descriptive action verbs to improve sentences.	In writing, apply standard English grammar to: a. identify and use effective prepositional phrases to add details to sentences. b. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.	In writing, apply standard English grammar to: a. identify and use effective prepositional phrases to add details to sentences. 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: a. identify and use effective prepositional phrases to add details to sentences. b. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.	In writing, apply standard English grammar to: a. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.	In writing, apply standard English grammar to: a. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.



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.



Standard 1 Communicate using conventions of the English Language.						
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
B	In writing, apply standard English grammar to: a. identify and use both independent and dependent clauses in sentences. 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. c. identify and correct sentence fragments and run-on sentences 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 given passages and own writing.	In writing, apply standard English grammar to: a. identify and use both independent and dependent clauses in sentences. 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. 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 given passages and own writing. f. identify and use compound-complex sentences containing	In writing, apply standard English grammar to: a. identify and use both independent and dependent clauses in sentences. 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. 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 given passages and own writing. f. identify and use compound-complex sentences containing two independent	In writing, apply standard English grammar to: a. identify and use both independent and dependent clauses in sentences. 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. 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 given passages and own writing. f. identify and use compound-complex sentences containing	In writing, apply standard English grammar to: a. identify and use both independent and dependent clauses in sentences. 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. 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 given passages and own writing. f. identify and use compound-complex sentences containing two independent	In writing, apply standard English grammar to: a. identify and use both independent and dependent clauses in sentences. 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. 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 given passages and own writing. f. identify and use compound-complex sentences containing two independent
Sentence Structure						

	<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. 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>. 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. 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. g. identify, use, and punctuate clauses that begin with <i>who</i>, <i>which</i>, or <i>that</i>.</p>
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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
<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. brainstorming for topics and details. 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. 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. 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. 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. 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. 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	Draft	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"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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
C	Revise	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 make writing clearer and more descriptive by:
		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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
D	Final Draft	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:
		<ul style="list-style-type: none"> a. using correct capitalization, punctuation, and spelling. b. using neat handwriting or a word processor to produce a published final product. 	<ul style="list-style-type: none"> a. using correct capitalization, punctuation, and spelling. b. using neat handwriting or a word processor to produce a published final product. 	<ul style="list-style-type: none"> a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product. 	<ul style="list-style-type: none"> a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product. 	<ul style="list-style-type: none"> a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product. 	<ul style="list-style-type: none"> a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product.

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;">A</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expository Writing</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>

					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	Narrative Writing	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;">C</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Descriptive Writing</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
D Persuasive/Opinion Writing	<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>

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

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;">F</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Compare/Contrast Writing</p>	<p>Write appropriate text, including a paragraph, that:</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 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>Write appropriate text, including a paragraph and a business letter, that:</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>Write appropriate text, including a paragraph and a multi-paragraph essay, that:</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>Write appropriate text, including a paragraph and a multi-paragraph essay, that:</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>Write appropriate text, including a paragraph, that:</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>Write appropriate text, including a paragraph and a multi-paragraph essay, that:</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;">G</p> <p style="text-align: center;">Cause/Effect Writing</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"> 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 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. 	<p>Write appropriate text, including a paragraph, that:</p> <ul style="list-style-type: none"> 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 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.

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	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
<p style="text-align: center;">H</p> <p style="text-align: center;">Response to Literature</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> <p>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.</p> <p>b. uses an opening with a strong hook, elaboration, and a thesis statement.</p> <p>c. contains details from the reading that address all parts of a given prompt.</p> <p>d. uses effective transitions between details/examples and paragraphs.</p> <p>e. restates the thesis in the closing and brings the essay to an effective close.</p>	<p>Write appropriate text, including a multi-paragraph essay, that:</p> <p>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.</p> <p>b. uses an opening with a strong hook, elaboration, and a thesis statement.</p> <p>c. contains details from the reading that address all parts of a given prompt.</p> <p>d. uses effective transitions between details/examples and paragraphs.</p> <p>e. restates the thesis in the closing and brings the essay to an effective 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;">I</p> <p style="text-align: center;">Process Analysis</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"> 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 information from a variety of sources.						
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A	<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>
Research Process						

	<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>
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