

Learning Progression for Narrative Writing

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
STRUCTURE								
Overall	The writer told a story with pictures and some “writing.”	The writer told, drew, and wrote a whole story.	The writer wrote about when she did something.	The writer wrote about <i>one time</i> when he did something.	The writer told the story bit by bit.	The writer wrote the important part of an event bit by bit and took out unimportant parts.	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	The writer wrote a story that had tension, resolution, and realistic characters and conveyed an idea or lesson.
Lead	The writer started by drawing or saying something.	The writer had a page that showed what happened first.	The writer tried to make a beginning for his story.	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	The writer wrote a beginning in which he not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	The writer wrote a beginning in which she not only set the plot or story in motion, but also hinted at the larger meaning the story would convey.
Transitions	The writer kept on working.	The writer put his pages in order.	The writer put her pages in order. She used words such as <i>and</i> and <i>then, so</i> .	The writer told the story in order by using words such as <i>when, then, and after</i> .	The writer told her story in order by using phrases such as <i>a little later</i> and <i>after that</i> .	The writer showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile, at the same time</i>) or flashback and flash-forward (<i>early that morning, three hours later</i>).	The writer used transitional phrases to connect what happened to why it happened such as <i>If he hadn't... he might not have... because of... although... and little did she know that...</i>
Ending	The writer’s story ended.	The writer had a page that showed what happened last in her story.	The writer found a way to end his story.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close.	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. The writer gave readers a sense of closure.	The writer wrote an ending that connected to what the story was really about. The writer gave readers a sense of closure by showing a new realization or insight or a change in a character or narrator.
Organization	On the writer’s paper, there was a place for drawing and a place where she tried to write words.	The writer’s story had a page for the beginning, a page for the middle, and a page for the end.	The writer wrote her story across three or more pages.	The writer wrote a lot of lines on a page and wrote across a lot of pages.	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	The writer used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	The writer used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers. He created a sequence of events that was clear.
DEVELOPMENT								
Elaboration	The writer put more and then more on the page.	The writer’s story indicated who was there, what they did, and how the characters felt.	The writer put the picture from his mind onto the page. He had details in pictures and words.	The writer tried to bring her characters to life with details, talk, and actions.	The writer worked to show what was happening to (and in) his characters.	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	The writer developed characters, setting, and plot throughout his story, especially the heart of the story. To do this, he used a blend of description, action, dialogue, and thinking.	The writer developed realistic characters and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.

Learning Progression for Narrative Writing (continued)

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
DEVELOPMENT								
Craft	In the writer's story, she told and showed what happened.	The writer drew and wrote some details about what happened.	The writer used labels and words to give details.	The writer chose strong words that would help readers picture his story.	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	<p>The writer showed <i>why</i> characters did what they did by including their thinking.</p> <p>The writer made some parts of the story go quickly, some slowly.</p> <p>The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life.</p> <p>The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.</p>	<p>The writer showed <i>why</i> characters did what they did by including their thinking and their responses to what happened.</p> <p>The writer slowed down the heart of the story. She made less important parts shorter and less detailed and blended storytelling and summary as needed.</p> <p>The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. She used some objects or actions as symbols to bring forth her meaning.</p> <p>The writer varied her sentences to create the pace and tone of her narrative.</p>	<p>The writer developed character traits and emotions through what characters said and did. He developed some relationships among characters to show <i>why</i> they acted and spoke as they did. He told the internal as well as the external story.</p> <p>The writer chose several key parts to stretch out and several to move through more quickly.</p> <p>The writer wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events and to bring forth meaning.</p> <p>The writer not only varied his sentences to create the pace and tone of his narrative and to engage his readers, but also used language that fit his story's meaning, for example, in parts that had dialogue, different characters used different kinds of language.</p>
LANGUAGE CONVENTIONS								
Spelling	<p>The writer could read his pictures and some of his words.</p> <p>The writer tried to make words.</p>	<p>The writer could read her writing.</p> <p>The writer wrote a letter for the sounds she heard.</p> <p>The writer used the word wall to help her spell.</p>	<p>The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell.</p> <p>The writer spelled all the word wall words right and used the word wall to help him spell other words.</p>	<p>To spell a word, the writer used what she knew about spelling patterns (<i>tion, er, ly, etc.</i>).</p> <p>The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.</p>	<p>The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft.</p> <p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p>	<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.</p>	<p>The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.</p>	<p>The writer used resources to be sure the words in her writing were spelled correctly.</p>
Punctuation	<p>The writer could label pictures.</p> <p>The writer could write her name.</p>	<p>The writer put spaces between words.</p> <p>The writer used lowercase letters unless capitals were needed.</p> <p>The writer wrote capital letters to start every sentence.</p>	<p>The writer ended sentences with punctuation.</p> <p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>	<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as <i>can't</i> and <i>don't</i>, he used the apostrophe.</p>	<p>The writer punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p>	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>	<p>The writer used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i>; she also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i></p>	<p>The writer used punctuation to help set a mood, convey meaning, and/or build tension in his story.</p>

Learning Progression for Information Writing

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
STRUCTURE								
Overall	The writer told and drew pictures about a topic she knew.	The writer told, drew, and wrote about a topic.	The writer taught readers about a topic.	The writer taught readers some important points about a subject.	The writer taught readers information about a subject. He put in ideas, observations, and questions.	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	The writer conveyed ideas and information about a subject. Sometimes he incorporated essays, explanations, stories, or procedural passages into his writing.
Lead	The writer started by drawing or saying something.	The writer told what her topic was.	The writer named his topic in the beginning and got the readers' attention.	The writer wrote a beginning in which he named a subject and tried to interest readers.	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would develop later as well as the sequence.	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She may have included her own ideas about the topic. She let readers know the subtopics that she would develop later and how her text would unfold.
Transitions	The writer kept on working.	The writer put different things he knew about the topic on his pages.	The writer told different parts about her topic on different pages.	The writer used words such as <i>and</i> and <i>also</i> to show she had more to say.	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . He also used words to show what did not fit such as <i>however</i> and <i>but</i> .	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If he organized the section in kinds or parts, he used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	When the writer wrote about results, she used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When she compared information, she used phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, she used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . If she wrote sections that stated an opinion, she used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	The writer used transition words to help his readers understand how different bits of information and different parts of his writing fit together. The writer used transitions such as <i>for instance</i> , <i>in addition</i> , <i>therefore</i> , <i>such as</i> , <i>because of</i> , <i>as a result</i> , <i>in contrast to</i> , <i>unlike</i> , <i>despite</i> , and <i>on the other hand</i> to help connect ideas, information, and examples and to compare, contrast, and imply relationships.
Ending	After the writer said, drew, and "wrote" all he could about his topic, he ended it.	The writer had a last part or page.	The writer wrote an ending.	The writer wrote some sentences or a section at the end to wrap up his piece.	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.	The writer wrote a conclusion in which she restated her important ideas and offered a final insight or implication for readers to consider.
Organization	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	The writer told, drew, and wrote information across pages.	The writer told about her topic part by part.	The writer's writing had different parts. Each part told different information about the topic.	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	The writer used subheadings and/or clear introductory transitions to separate his sections. The writer made deliberate choices about how to order sections and information within sections. He chose structures and text features to help emphasize key points. The writer used transitions, introductions, and topic sentences to pop out his main points. He wrote multiple paragraphs in some sections.
DEVELOPMENT								
Elaboration	The writer put more and then more on the page.	The writer drew and wrote some important things about the topic.	The writer put facts in his writing to teach about his topic.	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples.	The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing.	The writer chose a focused subject, included a variety of information, and organized her points to best inform her readers. The writer used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography.

Learning Progression for Information Writing (continued)

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
DEVELOPMENT								
						<p>The writer got her information from talking to people, reading books, and from her own knowledge and observations.</p> <p>The writer made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.</p>	<p>The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information. He let readers know when he was discussing facts and when he was offering his own thinking.</p>	<p>The writer worked to make her information understandable and interesting. To do this, she may have referred to earlier parts of her text, summarized background information, raised questions, and considered possible implications.</p> <p>The writer might have used different organizational structures within her piece including stories, essays, and how-to sections.</p>
Craft	<p>The writer said, drew, and "wrote" things she knew about the topic.</p>	<p>The writer told, drew, and wrote some details about the topic.</p>	<p>The writer used labels and words to give facts.</p>	<p>The writer tried to include the words that showed she was an expert on the subject.</p>	<p>The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.</p>	<p>The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic.</p> <p>When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points.</p> <p>The writer made choices about which information was best to include or not include.</p> <p>The writer used a teaching tone. To do so, he may have used phrases such as <i>that means . . .</i>, <i>what that really means is . . .</i>, and <i>let me explain. . .</i></p>	<p>The writer made deliberate word choices to have an effect on her readers. She used the vocabulary of experts and explained key terms.</p> <p>The writer worked to include the exact phrase, comparison, or image that would explain information and concepts.</p> <p>The writer not only made choices about which details and facts to include but also made choices about how to convey her information so it would make sense to readers. She blended storytelling, summary, and other genres as needed and used text features.</p> <p>The writer used a consistent, inviting, teaching tone and varied her sentences to help readers take in and understand the information.</p>	<p>The writer chose his words carefully to explain his information and ideas and have an effect on his readers. He incorporated domain-specific vocabulary and explained these terms to readers.</p> <p>The writer worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts to keep readers engaged.</p> <p>The writer chose how to present his information to clearly convey why and how the information supported his points.</p> <p>The writer supported readers' learning by shifting within a consistent teaching tone as appropriate. He used language and sentence structure that matched with his teaching purpose throughout his piece.</p>
LANGUAGE CONVENTIONS								
Spelling	<p>The writer could read his pictures and some of his words.</p> <p>The writer tried to make words.</p>	<p>The writer could read her writing.</p> <p>The writer wrote a letter for the sounds she heard.</p> <p>The writer used the word wall to help her spell.</p>	<p>The writer used all he knew about words and chunks (<i>at, op, it, etc.</i>) to help him spell.</p> <p>The writer spelled the word wall words right and used the word wall to help him spell other words.</p>	<p>The writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>) to spell a word.</p> <p>The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.</p>	<p>The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft.</p> <p>The writer got help from others to check her spelling and punctuation before she wrote her final draft.</p>	<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.</p>	<p>The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.</p>	<p>The writer used resources to be sure the words in her writing were spelled correctly, including technical vocabulary.</p>
Punctuation	<p>The writer could label pictures.</p> <p>The writer could write her name.</p>	<p>The writer wrote spaces between words.</p> <p>The writer used lowercase letters unless capitals were needed.</p> <p>The writer wrote capital letters to start every sentence.</p>	<p>The writer ended sentences with punctuation.</p> <p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>	<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as <i>can't</i> and <i>don't</i>, she put in the apostrophe.</p>	<p>The writer punctuated dialogue correctly, with commas and quotation marks.</p> <p>The writer put punctuation at the end of every sentence while writing.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p>	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>	<p>The writer used commas to set off introductory parts of sentences (for example, <i>As you might know,</i>).</p> <p>The writer used a variety of punctuation to fix any run-on sentences. She used punctuation to cite her sources.</p>	<p>The writer used punctuation such as dashes, parentheses, colons, and semicolons to help him include extra information and explanation in some of his sentences.</p>

Learning Progression for Opinion Writing

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
STRUCTURE								
Overall	The writer told about something she liked or disliked with pictures and some “writing.”	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	The writer wrote her opinion or her likes and dislikes and said why.	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.	The writer made a claim about a topic or a text and tried to support her reasons.	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	The writer not only staked a position that could be supported by a variety of trustworthy sources, but also built his argument and led to a conclusion in each part of his text.
Lead	The writer started by drawing or saying something.	The writer wrote her opinion in the beginning.	The writer wrote a beginning in which he got readers’ attention. He named the topic or text he was writing about and gave his opinion.	The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.	The writer wrote a beginning in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated his claim.	The writer wrote an introduction that led to a claim or thesis and got her readers to care about her opinion. She got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state her claim; she let readers know the reasons she would develop later.	The writer wrote an introduction that helped readers to understand and care about the topic or text. She thought backward between the piece and the introduction to make sure that the introduction fit with the whole. The writer not only clearly stated her claim, but also named the reasons she would develop later. She also told her readers how her text would unfold.
Transitions	The writer kept on working.	The writer wrote his idea and then said more. He used words such as <i>because</i> .	The writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .	The writer connected parts of her piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	The writer connected his ideas and reasons with his examples using words such as <i>for example</i> and <i>because</i> . He connected one reason or example using words such as <i>also</i> and <i>another</i> .	The writer used words and phrases to glue parts of her piece together. She used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when she wanted to shift from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when she wanted to make a new point.	The writer used transition words and phrases to connect evidence back to his reasons using phrases such as <i>this shows that</i> The writer helped readers follow his thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . To show what happened he used phrases such as <i>consequently</i> and <i>because of</i> . The writer used words such as <i>specifically</i> and <i>in particular</i> to be more precise.	The writer used transitional phrases to help readers understand how the different parts of his piece fit together to support his argument.
Ending	The writer ended working when he had said, drawn, and “written” all he could about his opinion.	The writer had a last part or page.	The writer wrote an ending for his piece.	The writer wrote an ending in which he reminded readers of his opinion.	The writer worked on an ending, perhaps a thought or comment related to her opinion.	The writer wrote an ending for his piece in which he restated and reflected on his claim, perhaps suggesting an action or response based on what he had written.	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	The writer wrote a conclusion in which she restated the main points of her essay, perhaps offering a lingering thought or new insight for readers to consider. Her ending added to and strengthened the overall argument.
Organization	On the writer’s paper, there was a place for the drawing and a place where she tried to write words.	The writer told his opinion in one place and in another place he said why.	The writer wrote a part where she got readers’ attention and a part where she said more.	The writer’s piece had different parts; she wrote a lot of lines for each part.	The writer wrote several reasons or examples why readers should agree with his opinion and wrote at least several sentences about each reason. The writer organized his information so that each part of his writing was mostly about one thing.	The writer separated sections of information using paragraphs.	The writer grouped information and related ideas into paragraphs. He put the parts of his writing in the order that most suited his purpose and helped him prove his reasons and claim.	The writer arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another. He wrote more than one paragraph to develop a claim or reason.

Learning Progression for Opinion Writing (continued)

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
DEVELOPMENT								
Elaboration	The writer put more and then more on the page.	The writer put everything she thought about the topic (or book) on the page.	The writer wrote at least one reason for his opinion.	The writer wrote at least two reasons and wrote at least a few sentences about each one.	The writer not only named her reasons to support her opinion, but also wrote more about each one.	The writer gave reasons to support his opinion. He chose the reasons to convince his readers. The writer included examples and information to support his reasons, perhaps from a text, his knowledge, or his life.	The writer gave reasons to support her opinion that were parallel and did not overlap. She put them in an order that she thought would be most convincing. The writer included evidence such as facts, examples, quotations, micro-stories, and information to support her claim. The writer discussed and unpacked the way that the evidence went with the claim.	The writer included and arranged a variety of evidence to support her reasons. The writer used trusted sources and information from authorities on the topic. The writer explained how her evidence strengthened her argument. She explained exactly which evidence supported which point. The writer acknowledged different sides to the argument.
Craft	The writer said, drew, and “wrote” some things about what she liked and did not like.	The writer had details in pictures and words.	The writer used labels and words to give details.	The writer chose words that would make readers agree with her opinion.	The writer not only told readers to believe him, but also wrote in ways that got them thinking or feeling in certain ways.	The writer made deliberate word choices to convince her readers, perhaps by emphasizing or repeating words that made readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make her points and used figurative language to draw readers into her line of thought. The writer made choices about which evidence was best to include or not include to support her points. The writer used a convincing tone.	The writer made deliberate word choices to have an effect on his readers. The writer reached for the precise phrase, metaphor, or image that would convey his ideas. The writer made choices about how to angle his evidence to support his points. When it seemed right to do so, the writer tried to use a scholarly voice and varied his sentences to create the pace and tone of the different sections of his piece.	The writer chose words deliberately to be clear and to have an effect on his readers. The writer reached for precise phrases, metaphors, analogies, or images that would help to convey his ideas and strengthen his argument. The writer chose <i>how</i> to present evidence and explained why and how the evidence supported his claim. The writer used shifts in his tone to help readers follow his argument; he made his piece sound serious.
LANGUAGE CONVENTIONS								
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	To spell a word, the writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	The writer used what she knew about word families and spelling rules to help her spell and edit. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	The writer used what she knew about word patterns to spell correctly and she used references to help her spell words when needed. She made sure to correctly spell words that were important to her topic.	The writer used resources to be sure the words in her writing were spelled correctly, including returning to sources to check spelling.
Punctuation	The writer could label pictures. The writer could write her name.	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix her run-on sentences.	The writer used commas to set off introductory parts of sentences, for example, <i>At this time in history</i> , and <i>it was common to</i> The writer used a variety of punctuation to fix any run-on sentences. The writer used punctuation to cite his sources.	The writer used punctuation such as dashes, colons, parentheses, and semicolons to help him include or connect extra information in some of his sentences.