**1.3 Organization**

\_\_ Chooses organizational structure based on structure of own

ideas.

\_\_ Uses authentic organizational structures, avoids inauthentic "recipe" and "fill-in" approaches.

\_\_ Creates effective beginnings that catch the audience's attention

and make them want to read more.

\_\_ Creates effective endings that feel finished and give the audience something to think about.

\_\_ Determines sequencing based on the logical progression of ideas and the needs of the audience.

\_\_ Paces writing effectively, spends the right amount of time on each part.

\_\_ Produces writing that is easy to follow from section to section.

**1.4 Voice**

\_\_ Chooses own topics.

\_\_ Cares about own writing.

\_\_ Takes ownership of own writing.

\_\_ Writes in ways that make readers care.

\_\_ Respects the needs of the audience.

\_\_ Writes with honest statements and strong feelings.

\_\_ Shows own personality in appropriate ways.

\_\_ Writes with energy under thoughtful control.

\_\_ Uses humor appropriately.

\_\_ Takes risks with writing that lead to new learning.

\_\_ Demonstrates an understanding of the connection between voice and choice.

\_\_ Consistently asserts personal preferences in ways that make own writing more effective.

\_\_ Produces writing that shows evidence of originality and uniqueness.

\_\_ Attempts to develop and assert a personal writing style.

**1. Quality**

*What is good writing? What does it look like? How can we describe it*

*in words? What criteria do we use to say that some pieces are better*

*than others? How do we justify our judgments and support our*

*analyses?*

*The goal of this area of the writing curriculum is to provide students*

*with an effective vocabulary that matches real world standards for*

*appreciating the quality of a piece of writing and identifying opportunities*

*for improvement.*

**1.1 General**

\_\_ Uses a shared language of quality to express judgments in

ways that others understand.

\_\_ Knows that different quality standards apply in different situations.

\_\_ Knows that some traits are more important than others.

\_\_ Knows that some traits are more important in some forms.

\_\_ Understands how the traits interact, knows that strengths and

weaknesses in one trait may be linked with other traits.

\_\_ Knows that Voice is the most important trait.

\_\_ Knows that, in general, the communication of ideas is more important than correctness, but also understands community values

with regard to conventions and strives to meet this standard.

\_\_ Knows that success in all traits is required in order to produce

successful writing.

**1.2 Ideas**

\_\_ Defines and develops an important main idea.

\_\_ Supports ideas with interesting and relevant details.

\_\_ Uses "showing" or "descriptive" detail effectively.

\_\_ Produces writing that demonstrates a clear and consistent sense

of purpose.

\_\_ Occasionally includes something unusual or unexpected that is

appropriate and effective.

\_\_ Produces writing that displays insight, knowledge, experience,

and depth of thought.

\_\_ Produces writing that makes sense.

\_\_ Values the meaning of ideas over organizational structure.

**1.5 Word Choice**

\_\_ Uses language that is appropriate to content, purpose, audience,

and form.

\_\_ Uses strong verbs effectively.

\_\_ Produces writing that includes memorable words and phrases.

\_\_ Uses appropriate grammar.

\_\_ Demonstrates an understanding of the difference in vocabulary

between formal and informal writing.

\_\_ Uses colloquial language effectively and appropriately.

\_\_ Engages in word play.

\_\_ Demonstrates a basic understanding of etymology.

**1.6 Sentence Fluency**

\_\_ Displays effective variety in sentence beginnings.

\_\_ Displays effective variety in sentence lengths.

\_\_ Produces writing that is easy to read expressively.

\_\_ Uses rhythm, rhyme, alliteration and other "sound" effects appropriately.

\_\_ Constructs sentences in ways that make them easy to understand.

\_\_ Modifies sentence structure for audience.

**1.7 Conventions**

\_\_ Applies conventions in ways that makes sense to the audience.

\_\_ Alters writing conventions appropriately according to content,

purpose, audience, and form.

\_\_ Understands the vocabulary of writing conventions and uses

terms appropriately.

\_\_ Uses marks of terminal punctuation—periods, question marks,

and exclamation marks—to indicate the ends of statements,

\_\_ Uses marks of internal punctuation—commas, colons, semicolons, dashes, and parentheses—to improve readability and enhance meaning by indicating clause boundaries and logical relationships.

\_\_ Uses quotation marks to indicate dialog, to indicate an uncommon

use of a word or phrase, and to signal irony.

\_\_ Uses paragraphs to indicate groups of related ideas and to signal a new speaker when writing dialog; indents or skips a line between paragraphs according to appropriate style.

**1.8 Presentation**

\_\_ Produces work that is visually appealing.

\_\_ Uses appropriate margins.

\_\_ Uses layout techniques that increase readability and visual appeal.

\_\_ Uses effective illustrations and other visual components such asdiagrams, tables, charts, photographs, etc.

**2.6 Editing**

\_\_ Finds own errors.

\_\_ Corrects own writing.

\_\_ Helps other writers edit their writing.

\_\_ Asks for specific help with specific conventions.

\_\_ Finds and fixes one type of error at a time when engaged in formal

proofreading.

\_\_ Makes several "passes" over a piece to insure correctness.

\_\_ Asks others to review own writing for correctness, accepts feedback

and applies it.

\_\_ Expends reasonable effort to make writing as correct as it can be

using all available resources and strategies.

**2.7 Publishing**

\_\_ Publishes writing regularly.

\_\_ Illustrates work when appropriate using drawings, photographs,

graphics, artwork, etc.

\_\_ Types and formats own writing using a computer or typewriter.

\_\_ Keeps a portfolio of work.

**2. Process**

*How do writers write? What stages do they go through to turn raw*

*ideas into polished pieces? What do writers attempt to accomplish ateach stage? How do writers develop and refine their own writing*

*process?*

*The goal of this part of the writing curriculum is to help students develop*

*an effective and reliable process for creating finished pieces.*

**2.1 General**

\_\_ Knows the stages of the "generic" writing process—pre-writing,

drafting, revising, editing, publishing.

\_\_ Understands the purpose of each stage in the writing process.

\_\_ Understands the cyclical nature of the writing process.

\_\_ Develops and uses own writing process.

**2.2 Pre-writing**

\_\_ Pre-writes when necessary.

\_\_ Uses a variety of pre-writing strategies,.

\_\_ Selects appropriate pre-writing strategies for specific situations.

\_\_ Saves pre-writing materials for use at other times.

\_\_ Develops own pre-writing strategies.

\_\_ Saves pre-writing material for later use.

\_\_ Devotes an appropriate amount of time to pre-writing.

**2.3 Drafting**

\_\_ Makes use of pre-writing to generate material.

\_\_ Writes fluently for sustained periods of time with reasonable production.

\_\_ Handles writer's block effectively.

\_\_ Expresses self freely and unselfconsciously.

\_\_ Puts thoughts into words comfortably and naturally.

\_\_ Demonstrates a willingness to take risks.

\_\_ Writes until ideas are thoroughly expressed, not for word or page

counts, arbitrary periods of time, or other quantitative measures.

**2.4 Sharing**

\_\_ Shares regularly at all stages of the writing process.

\_\_ Acknowledges feedback.

\_\_ Understands feedback, asks for clarification or elaboration when

confused.

\_\_ Demonstrates an understanding of the value of sharing to self,

others, and the writing community as a whole.

**2.5 Revising**

\_\_ Uses specific revision strategies to solve common problems.

\_\_ Regular revises beginnings and endings.

\_\_ Applies feedback from sharing to improve writing; makes good

decisions about when and when not to apply feedback.

\_\_ Often makes more than one revision pass.

\_\_ Revises to meet the needs of an authentic audience.

\_\_ Adds material when needed based on own analysis or the requests

of others.

\_\_ Re-organizes material to improve sequencing.

\_\_ Deletes material when it is unnecessary or when length requirements

apply.

\_\_ Spends more time in revision than in other stages.

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**3.8 Note Taking**

\_\_ Takes notes in ways that are useful at a later time.

\_\_ Saves notes for later use.

**3.9 Fiction**

\_\_ Occasionally attempts, but may not always finish, short fiction.

\_\_ Demonstrates a familiarity with strategies for creating stories, developing

characters, constructing plots, etc.

\_\_ Demonstrates an understanding of how fiction works.

**3.10 Other Forms**

\_\_ Has attempted the common forms of newspaper and magazine

journalism—straight news, feature story, interview, commentary,

editorial, etc.

\_\_ Has attempted to write poetry, songs, and drama.

\_\_ Has attempted technical writing.

\_\_ Has written a resume.

\_\_ Writes successfully in forms that match a personal interest but

may not be taught in school: sports writing, travel writing, restaurant

and movie reviews, spiritual writing, interactive writing, television

and movie scripts, e-mail and instant messaging, etc.

**4. Strategies**

*The goal of this area of the writing curriculum is to provide students with a large repertoire of reliable techniques for solving the common problems writers face and to expose students to the idea of thinking*

*strategically about writing.*

**4.1 General**

\_\_ Develops a repertoire of strategies for elements in the criteria for quality, for each stage in the writing process, and for relevant

forms.

\_\_ Uses many strategies for selecting effective topics, knows what a

good topic is.

\_\_ Uses at least one strategy for creating or refining a main idea, knows what a main idea is and how it functions in a piece of writing.

\_\_ Uses many strategies for creating effective beginnings, often tries several different beginnings for a piece.

\_\_ Uses many strategies for creating effective endings, often tries several different endings for a piece.

\_\_ Uses strategies to identify and correct errors in writing conventions.

\_\_ Uses strategies for effective summarizing.

\_\_ Thinks strategically about writing.

**3. Forms**

*The goal of this area of the writing curriculum is to expose students to*

*the most common authentic forms of writing that exist in the world*

*today and to help them develop competence in those forms that are*

*most valuable to them.*

**3.1 General**

\_\_ Uses a variety of authentic forms to express ideas, to demonstrate

learning, and to clarify and formalize thinking.

\_\_ Chooses own forms.

\_\_ Expresses personal preferences about forms, has favorite forms.

\_\_ Knows different forms have different requirements.

\_\_ Can identify key elements that make one form different from another.

\_\_ Understands the connection between content, purpose, audience,

and form.

\_\_ Uses all modes of argument (narrative, expository, persuasive,

descriptive) effectively, can mix and move between them effectively

in the same piece.

**3.2 Personal Narrative**

\_\_ Writes accurately and honestly from own experience.

\_\_ Draws connections in personal narrative writing between own experience

and the experiences of others.

\_\_ Interprets events, draws meaningful conclusions, explores life lessons.

\_\_ Relates personal experiences naturally in ways the audience can

appreciate.

\_\_ Draws on a variety of experiences for material.

**3.3 Informational and Expository**

\_\_ Selects own topics for research based on personal interest within

the framework of the curriculum.

\_\_ Produces writing with a clear and well-defined thesis.

\_\_ Focuses on a narrowly defined topic area or small set of questions.

\_\_ Constructs logical arguments that are sound, meaningful, and effective.

\_\_ Supports conclusions with reasons and evidence.

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**3.4 Persuasive**

\_\_ Demonstrates strong belief in positions.

\_\_ Understands the perspective of the audience.

\_\_ Anticipates and handles all reasonable objections.

\_\_ Argues respectfully.

\_\_ Supports opinions with ample detail.

\_\_ Asserts positions with clarity.

\_\_ Uses credible and effective evidence to sustain arguments.

\_\_ Demonstrates thoroughness by dealing with all relevant aspects

of a given issue.

\_\_ Occasionally succeeds in persuading some readers.

**3.5 Book Reviews and Literary Criticism**

\_\_ Selects own texts to be reviewed.

\_\_ Assesses the quality of the text.

\_\_ Draws meaningful connections and comparisons within and

across texts.

\_\_ Summarizes effectively.

\_\_ Offers thoughtful commentary and original insights based on

thorough analysis.

\_\_ Provides sufficient information to allow others to decide if they

would like to read a text.

\_\_ Sites sections of the text to support opinions.

**3.6 Journaling**

\_\_ Uses journaling as an opportunity for personal reflection.

\_\_ Uses journaling as a means of saving thoughts for use in other

writings.

\_\_ Uses journaling to record and track progress.

\_\_ Uses journaling to increase fluency.

**3.7 Correspondence**

\_\_ Demonstrates an understanding of the formal conventions of

various kinds of correspondence.

\_\_ Writes letters regularly, replies when written to.

\_\_ Demonstrates an understanding of e-mail and instant message

etiquette.

\_\_ Writes letters of inquiry for research topics and other needs.

\_\_ Writes letters to family and friends.

\_\_ Writes letters to express opinions about school, community, and

the world.

\_\_ Writes "thank you" letters.

\_\_ Demonstrates familiarity with common business correspondence

**6. Connection**

*The goal of this area of the writing curriculum is to help students use*

*the knowledge and skills of reading to improve their knowledge and*

*skills in writing and vice versa.*

**6.1 General**

\_\_ Identifies forms and analyzes their components.

\_\_ Applies writing strategies in reverse to improve reading comprehension.

\_\_ Demonstrates an understanding of the connection between expressive

reading, sentence fluency, and writing conventions.

\_\_ Reads own writing thoroughly.

**5. Community**

*What is a writing community? What value is there in working with*

*other writers when learning to write? How do we create and sustain*

*a supportive environment for writing? What rules or other agreements*

*should we follow so that all writers have an opportunity to*

*learn? What format or structure should we use in our writing classroom?*

*The goal of this area of the writing curriculum is to provide students*

*with the knowledge and abilities they need to work together effectively*

*as writers and to establish guidelines that assure the success of all*

*participants and the teacher.*

**5.1 General**

\_\_ Contributes to the success of the writing community.

\_\_ Shares regularly.

\_\_ Provides helpful responses to other writers.

\_\_ Conferences regularly with the teacher.

\_\_ Applies conference suggestions offered by the teacher.

\_\_ Peer conferences effectively.

\_\_ Participates effectively in small group sharing.

\_\_ Requests specific feedback and incorporates it as needed.

\_\_ Moves from stage to stage in the writing process independently.

\_\_ Makes good decisions about when to move on to a new piece.

\_\_ Functions independently when required.

\_\_ Requests specific help and applies it effectively.

\_\_ Knows which writers to ask for certain kinds of help.

\_\_ Makes deadlines.

\_\_ Helps others.

\_\_ Participates appropriately.

\_\_ Shares "status" when asked.

\_\_ Works well during work time.

\_\_ Attends well to mini-lessons.

\_\_ Applies lesson content.