



dodea
English Language Arts Content Standards
Writing

Pre-Kindergarten

Pre-Kindergarten E2 Writing

Preschool children should have opportunities to experiment with writing materials everyday. As their fine motor skills develop their beginning “texts” move from scribbles, to drawings, to scribble-like letters, and finally to familiar words and phrases. They gain exposure to the mechanics of writing by having their own stories recorded by others. They come to appreciate the power and beauty of written language when they understand that print carries meaning.

E2a: Habits and Processes

Learning to speak and write begins with opportunities to engage in conversations with families, other young children, and adults. Preschool children must have multiple opportunities to experiment with using symbols, letters, and a variety of writing materials.

E2a1: The student creates messages by drawing, dictating, and using emergent writing.

E2a2: The student develops competence in the use of writing materials.

E2b: Writing Purposes and Resulting Genres

Learning to write for and speak with others begins with meaningful verbal and written correspondence with families, friends, and teachers. Young children use words and visual representations to help adults understand their needs, recount events, enter into and participate in play with others, create imaginative stories, ask questions, express and understand feelings, and solve problems. Preschool children need to hear language being used for different

purposes; and they need an environment that supports the use of authentic oral and written language.

E2b1: The student demonstrates an understanding of the need to express their ideas in writing.

E2b2: The student writes and speaks for a variety of audiences and purposes.

E2c. Language Use and Conventions

Children naturally acquire numerous grammatical rules as they listen to and use language in daily conversations. They become aware of the rhythm, cadence, and structure of our language as they engage in meaningful discussion with responsive adults. An understanding of how language is used in various social settings is an important foundation for learning the conventions of vocabulary and grammar.

E2c1: The student begins to experiment with basic writing conventions such as grasp, body and paper positioning, and writing progression.

E2c2: The student listens to and experiments with the rhythm, cadence, and structure of language through listening to and experimenting with oral language, as well as, an exposure to written language.

Kindergarten

Kindergarten - E2 Writing

Children should write every day, choosing and developing their topics. Their beginning “texts” may include material that is spoken, drawn and/or acted out along with their attempts to print letters and words. With partners, they respond to one another’s work and help each other - most often by encouraging “add that” – to extend the story and make it more interesting to a reader.

E2a: Habits and Processes

As early as kindergarten, children should write every day, choosing and developing their topics. Their beginning “texts” may include material that is spoken, drawn and acted out along with their attempts to print letters and words.

With partners, they respond to one another’s work and help each other – most often by encouraging “add that” to extend the story and make it more interesting to a reader. Young writers don’t always make the suggested additions in writing because the physical act of forming letters and the concentration required to sound out and spell words tire them out. What appears on the page usually only hints at the rich composing kindergarten children do mentally. By the end of the year, we expect kindergarten students to:

- write daily;
- generate content and topics for writing;
- write without resistance when given the time, place and materials;
- use whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations and other graphic representations, as well as gestures, intonations and role-played voices; and
- make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning.

E2b: Writing Purposes and Resulting Genres

Kindergartners write to understand and make themselves understood and to participate in the grown-up world of written words and communication. Typically, they are determined and inventive in their often hybrid productions of writing. Kindergarten writing is practically a genre unto itself until children learn to control word boundaries.

E2b.1: Sharing Events, Telling Stories: Narrative Writing

By the end of the year, we expect kindergarten students to produce narratives that:

- contain a “story” that may be only a single event or several events loosely linked, which the author may react to, comment on, evaluate, sum up or tie together;
- tell events as they move through time (control for chronological ordering);
- may include gestures, drawing and/or intonations that support meaning; and
- may incorporate storybook language (for example, “and they lived happily ever after”).

E2b.2: Informing Others: Report or Information Writing

Kindergarten writers on target to meet standards usually are full of their own new knowledge, and they delight in reporting it to others. They make lists that tell “all about” a particular topic (for example, “all about my brother”, “about whales”, “about me”) and with prompting can reread these texts, leaving out information that is not about the topic. They may mimic the informational reporting style of books they have encountered in the classroom.

By the end of the year, we expect kindergarten students to:

- gather, collect and share information about a topic;
- maintain a focus – stay on topic; and
- exclude extraneous information when prompted.

E2b.3. Getting Things Done: Functional Writing

Kindergartners should write for functional purposes both within the classroom and outside of school.

Youngsters on their way to meeting standards find innumerable reasons for writing to get things done. A child who has erected a block castle might post a warning to classmates not to wreck it. A student whose birthday is coming up might create invitations to a party.

By the end of the year, we expect kindergarten students to be able to use writing to:

- tell someone what to do (for example, give directions, send messages); and
- name or label objects and places.

E2b.4: Producing and Responding to Literature

Children on target for meeting the standards re-enact, retell, borrow and burrow into all forms of literature, including stories, songs, poems and plays. They do

this both formally and informally throughout the day. Initially, children's engagement with literature is mostly oral. Over the course of the year, children also will respond to literature in writing. It is important to emphasize that children's proficiency at

- create their own stories, poems, plays and songs; and
- use literary forms and language.

E2c: Language Use and Conventions

Kindergartners freely write in whatever manner they can, showing little or no concern for spelling, punctuation, capitalization and other conventions that will become important later. As a result, most of their writing is readable only by the author.

E2c.1: Style and Syntax

Kindergarten is early for young writers to notice conventional elements of style; however, the writings of kindergarten children do have a strong voice, even if it consistently one of naïveté' and wonder. The kindergarten writer's voice usually conveys a sense that the author is central to the message. As children grow, their voices will change; their writing will become easier to read aloud and will sound more like natural or story language.

By the end of the year, we expect kindergarten students to produce writing that:

Use one's own language.

- uses the syntax of oral language so it is easy to read aloud.

Take on language of authors:

- approximates some of the phrasing and rhythms of literacy language.

E2c.2: Vocabulary and Word Choice

Just as kindergarten writers get their sense of syntax from the language they hear spoken, so do they rely on oral language for the vocabulary that captures their ideas.

By the end of the year, we expect kindergarten students to:

Use one's own language:

- use words in their writing that they use in their conversation, usually represented phonetically.

producing literature is dependent upon how deeply they are immersed in literary reading activities. By the end of the year, we expect kindergarten students to:

- re-enact and retell stories;

Take on language of authors:

- use in their writing some words they like from the books read to them.
- make choices about which words to use on the basis of whether they accurately convey the child's meaning.

E2c.3: Spelling

By the end of the year, we expect kindergarten students to:

- independently create text with words that an adult (who is knowledgeable about spelling development and about the content of that child's piece of writing) can decipher.
- reread their own text, with a match between what they say and the words they have written on paper.
- pause voluntarily in the midst of writing to reread what they have written (tracking).
- leave space between words
- control for directionality (left to right, top to bottom).
- represent words frequently with the initial consonant sound.

E2c.4: Punctuation, Capitalization, and Other Conventions

At this stage we do not expect the child to show any regularity in-or even awareness of-punctuation and conventions. Most kindergartners are so preoccupied with the letter-sound puzzle that they literally don't see or react to such marks as capital letters and commas. When they do become aware of punctuation, kindergarten writers frequently use a period as a marker to separate words or designate the end of each line or page. Eventually, they will use the conventional placement of a period at the end of a sentence.

Grade 1

Grade 1 - E2 Writing

First-grade students write every day, either independently and with a partner or partners. When given blocks of time for writing, students take responsibility for choosing a topic and developing text around it. Students work for more than a single day on creating a piece of writing. Taking selected pieces of their work through the process of planning, drafting, getting response, revising and editing is very much the norm for first-grade writers.

E2a: Habits and Processes

Polished pieces are placed on display, read aloud, presented to someone the child cares about or acknowledged in some public way. Such displays are important ways of recognizing young writers' accomplishments. By the end of the year, we expect first-grade students to:

- write daily;
- generate topics and content for writing;
- reread their work often with the expectation that others will be able to read it;
- solicit and provide responses to writing;
- revise, edit and proofread as appropriate;
- apply a sense of what constitutes good writing (that is, apply some commonly agreed-upon criteria to their own work); and
- polish at least 10 pieces throughout the year.

E2b: Writing Purposes and Resulting Genres

Written and oral work are done with more elaboration and confidence than was evidenced in kindergarten. As writers, many begin to show an intention to really connect with a reader.

E2b.1: Sharing Events, Telling Stories: Narrative Writing

By the end of the year, we expect first-grade students to:

- evidence a plan in their writing, including making decisions about where in a sequence of events they should enter;
- develop a narrative or retelling containing two or more appropriately sequenced events that readers can reconstruct easily, which the author then often reacts to, comments on, evaluates, sums up or ties together;
- frequently incorporate drawings, diagrams or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions;

- demonstrate a growing awareness of author's craft by employing some writing strategies; and providing some sense of closure;
- imitate narrative elements and derive stories from books they have read or had read to them; and
- in some cases, begin to recount not just events but also reactions, signaled by phrases like "I wondered," "I noticed," "I thought" or "I said to myself."

E2b.2: Informing Others: Report or Informational Writing

By the end of the year, we expect first-grade students to:

- gather information pertinent to a topic, sort it into major categories – possibly using headings or chapters – and report it to others;
- independently recognize and exclude or delete extraneous information according to appropriate standards governing what "fits."; and
- demonstrate a growing desire and ability to communicate with readers by using details to develop their points; sometimes including pictures, diagrams, maps and other graphics that enhance the reader's understanding of the text; and paying attention to signing off.

E2b.3: Getting Things Done: Functional Writing

By the end of the year, we expect first-grade students to:

- give instructions;
- describe, in appropriate sequence and with few details, the steps one must take to make or do a particular thing; and
- claim, mark or identify objects and places.

E2b.4: Producing and Responding to Literature

By the end of the year, we expect first-grade students to:

- write stories, memoirs, poems, songs and other literacy forms;
- demonstrate not only an awareness of but also an ability to reproduce some of the literacy

language and styles they hear and read in the classroom;

- imitate a text or write in a genre when they respond to it;
- re-enact and retell stories, songs, poems;
- plays and other literacy works they encounter;
- produce simple evaluative expressions about the text;
- make simple comparisons of the story to events or people in their own lives;
- compare two books by the same author;
- discuss several books on the same themes;
- make explicit reference to parts of the text when presenting or defending a claim; and
- present a plausible interpretation of a book.

E2c: Language Use and Conventions

First graders still write mostly in their own language, producing text that mirrors the sentence structure and vocabulary of their speech. Although they are beginning to develop a sense of writing for a reader, their writers' voices still are mostly egocentric. They can make more choices about which words to use, in which form and in what order. They also may produce text containing fragments of the language of other writers or speakers.

E2c.1: Style and Syntax

By the end of the year, we expect first-grade students to:

Take on language of authors:

- vary sentence openers instead of relying on the same sentence stem;
- use a wide range of the syntactic patterns typical of spoken language;
- embed literacy language where appropriate; and
- sometimes mimic sentence structures from various genres they are reading.

E2c.2: Vocabulary and Word Choice

By the end of the year, we expect first-grade students to:

- produce writing that uses the full range of words in their speaking vocabulary;
- select a more precise word when prompted; and
- use newly learned words they like from their reading, the books they hear read, words on the classroom wall and talk.

E2c.3: Spelling

By the end of the year, we expect first-grade students to:

- produce writing that contains a large proportion of correctly spelled, high frequency words;
- write text that usually can be read by the child and others – regardless of the scarcity of correctly spelled words – because most of the perceived sounds in unfamiliar words are phonetically represented;
- draw on a range of resources for deciding how to spell unfamiliar words; and
- automatically spell some familiar words and word endings correctly.

E2c.4: Punctuation, Capitalization and Other Conventions

Although first-grade students will not have consistent control over punctuation, capitalization and other conventions, by the end of the year, we expect first-grade students to:

- demonstrate interest and awareness by approximating the use of some punctuation, including exclamation points, quotation marks, periods, question marks, ellipses, colons, and capitalization of proper names and sentence beginnings.
- use punctuation accurately and sometimes use conventions that are borrowed from a favorite author to add emphasis, suggest mood, be clear and direct readers to use particular intonations.

Grade 2 – E2 Writing

Second graders need large blocks of time for writing so they can sustain their work longer, say more and provide more detail than they have in the past. They use specific criteria to decide what to write about – what is important to them, what they know something about, what will yield a good product and what will reach the audience. They reread their writing, get help from their teachers or peers and revise and adjust to make their writing understandable to their audience.

E2a: Habits and Processes

If second graders are to develop the expected levels of proficiency as writers, their daily writing habits must continue and expand. Working independently, second-grade children who are meeting standards make plans for their writing. They understand there are choices about how to write about a topic, and they are able to select a genre, develop an angle or conjure a vision to frame their writing.

By the end of the year, we expect second-grade students to:

- write daily;
- generate their own topics and make decisions about which pieces to work on over several days or longer;
- extend pieces of writing by, (for example, turning a narrative into a poem or a short description into a long report;
- regularly solicit and provide useful feedback;
- routinely reread, revise, edit and proofread their work;
- take on strategies and elements of author’s craft that the class has discussed in their study of literary works;
- apply commonly agreed upon criteria and their own judgment to assess the quality of their own work; and
- polish at least 10 pieces throughout the year.

E 2b: Writing Purposes and Resulting Genres

For second graders who are progressing according to standards, writing has become a meaningful activity with myriad purposes. More than ever, these children write to communicate with other people, to learn new things and to give evidence of their understanding. By the time they leave second grade, they have experimented with and produced many kinds of writing, including narrative account, response to literature, report and narrative procedure.

E 2b.1: Sharing Events, Telling Stories: Narrative Writing

By the end of the year, second-graders should move beyond simply describing a sequence of events. The structure for extended pieces may be built around a cluster of memorable events (episodic memoirs), around problems and solutions, or around a central idea or a theme running through events.

Second graders should be able to set the action of a narrative in a context that could include setting relationships among characters, motives and moods-perhaps beginning with a classic story opening (for example, “Once there was a girl...”, or “It was a dark, dark night when...”). Second graders should begin to use strategies for building pace and tension, such as giving more attention to some events than others, summarizing or skipping some events, and creating anticipation.

By the end of the year, we expect second-grade students to produce fictional and autobiographical narratives in which they:

- incorporate some literary or “writing;” language that does not sound like speech;
- create a believable world and introduce characters, rather than simply recount a chronology of events, using specific details about characters and settings and developing motives and moods;
- develop internal events as well as external ones;
- write in first and third person; and
- use dialogue effectively.

E2b.2: Informing Others: Report or Informational Writing

By the end of the year, we expect second-grade students to produce reports that:

- have an obvious organizational structure;
- communicate big ideas, insights or theories that have been elaborated on or illustrated

through facts, details, quotations, statistics and information;

- usually have a concluding sentence or section; and
- use diagrams, charts or illustrations as appropriate to the text.

E 2b.3: Getting Things Done: Functional and Procedural Writing

By the end of the year, we expect second-grade students to produce narrative procedures that:

- establish a context for the piece;
- identify the topic;
- show the steps in an action in enough detail to follow them;
- include relevant information;
- use language that is straightforward and clear; and
- frequently use pictures to illustrate steps in the procedure.

E 2b.4: Producing and Responding to Literature

By the end of the year, we expect second-grade students to:

Producing literature:

- write stories, memoirs, poems, songs and dramas – conforming to appropriate expectations for each form;
- write a story using styles learned from studying authors and genres; and
- write poetry using techniques they observe through a study of the genre.

By the end of the year, we expect second-grade students to:

Responding to literature:

- provide a retelling;
- write letters to the author, telling what they thought or asking questions;
- make a plausible claim about what they have read;
- write variations on texts they have read telling the story from a new point of view, putting in a new setting, altering a crucial character or rewriting the ending; and
- make connections between the text and their own ideas and lives.

E2c: Language Use and Conventions

Second graders should be developing fluency as writers, producing longer, more detailed texts and crafting stories to achieve an effect, as their control over the conventions of language increases. Some of their sentences still echo their oral language patterns, while others show their awareness of literary style and other generic

forms. Conventions appear more regularly: periods, capital letters, quotation marks and exclamation points frequently are used correctly.

E2c.1: Style and Syntax

By using a variety of sentence structures, second-grade writers show their ability to handle subordination of thought by subordination of structures. While punctuation of such sentences may be erratic or uneven, the sentences themselves show children's increasing proficiency in realizing their thoughts in writing. By the end of the year, we expect second-grade students to:

Using one's own language:

- use all sentence patterns typical of spoken language;
- incorporate transition words and phrases; and
- use various embeddings as well as coordination and subordination.

Taking on language of authors:

- use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;
- embed literacy language where appropriate; and
- reproduce sentence structures found in the various genres they are reading.

E2c.2: Vocabulary and Word Choice

By the end of the year, we expect second-grade students to:

Using one's own language:

- use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion; and
- make word choices that reveal they have a large enough vocabulary to exercise options in word choice.

Taking on language of authors:

- make choices about which words to use on the basis of whether they accurately convey the intended meaning; and
- extend their writing vocabulary by using specialized words related to the topic or setting of their writing.

E2c.3: Spelling

Second-grade writers on target for meeting standards are beginning to control for spelling. That is, they correctly spell words that they have studied, words that they encounter frequently as readers and words that they regularly employ as writers. They also should spell correctly some high-frequency words with unpredictable spelling patterns that must be memorized (for

example, *of, have, the*). At the same time, their incorrect spellings become less random because a clear logic is at work (for example, *used to* is frequently spelled as *yousto*).

By the end of the year, we expect second-grade students to:

- use a discernible logic to guide their spelling of unfamiliar words, making incorrect spellings less random;
- produce writing in which most high-frequency words are spelled correctly;
- correctly spell most words with regularly spelled patterns;
- correctly spell most inflectional endings, including plurals and verb tenses; and
- use correct spelling patterns and rules most of the time.

In addition, we expect these students to:

- use specific spelling strategies during the writing process (for example, consult the word wall to check a spelling, think about the base and prefixes and suffixes they know); and
- engage in the editing process, perhaps with a partner, to correct spelling errors.

E2c.4: Punctuation, Capitalization and Other Conventions

Children should leave second grade with a good sense of how beginning capitalization and end punctuation are applied conventionally, though they may continue their creative use of capital letters (for example, “the dog was HUGE”) and exaggerated punctuation (for example, “he bit me!!!”)

Second graders meeting standards may not have consistent control over punctuation, but they show their understanding by incorporating all the commonly used punctuation marks to some degree in their writing.

By the end of the year, we expect second-grade students to:

- use capital letters at the beginnings of sentences;
- use periods to end sentences;
- approximate the use of quotation marks;
- use capital letters and exclamation marks for emphasis;
- use question marks; and
- use common contractions.

Grade 3 - E2 Writing

Third graders on target to meet the standard know how to decide what to write about and how to learn more about the topics they select. They have facility in extending a piece of writing and can say more or edit out whole sections for effect. Literate third graders understand the concept of audience. They know when to stop and share their writing. They count on their classmates to listen, tell them what they do not understand, ask questions that will help clarify or add details that will make the writing more meaningful to others. Proficient third-grade writers keep writing even when they do not know how to spell a word. They know that they can come back to the spelling problem, get help from teachers or peers, and make the corrections that will make the writing understandable to the audience.

E2a: Habits and Processes

The writing habits and processes we expect in third grade are similar to those we expect in second grade. What differs is the work students produce. Third graders write longer, more complex and more varied pieces than they did in second grade, showing their deepening understanding of genres and their increasing control of written language and its conventions.

By the end of the year, we expect third-grade students to:

- write daily;
- generate their own topics and spend the necessary amount of time to revisit and refine their writing;
- extend and rework pieces of writing (for example, turn a paragraph from a memoir into a fully developed piece);
- routinely rework, revise, edit and proofread their work;
- over the course of the year, polish at least 12 pieces for an audience in and beyond the classroom;
- write for specific purposes of their own (for example, writing a thank-you letter or a birthday card for a parent or friend);
- consciously appropriate specific elements of a favorite author's craft to refine the quality of their own work; and
- apply criteria (both public and personal) to judge the quality of their writing.

E2b: Writing Purposes and Resulting Genres

Third graders meeting standards have a well-defined sense of themselves as writers. They know their strengths as poets, as fiction writers, as memoir writers, as experts about various nonfiction forms. They can talk knowledgeably about their writing and about the strategies of their favorite published writers.

Once these third-graders plan what to write about, often drawing inspiration from notebooks, they can choose from several genres a form that will allow them to develop effectively what they have to say.

E2b.1: Sharing Events, Telling Stories:

In a typical third-grade narrative, the student shows a developing sense of story. Autobiographical pieces - frequently memoirs - are drawn from important memories, and their significance often is described. Building on the skills they developed in second grade, third-grade writers are able to infuse their stories with mood and to create pace and tension. They use details carefully to create believable worlds in which their events unfold naturally, and they employ dialogue to reveal character, to advance the action and to provide readers with important understandings.

By the end of the year, we expect third-grade students to produce narrative accounts (fictional or autobiographical) that:

- orient or engage the reader (set the time, indicate the location where the story takes place, introduce the character or enter immediately into the story line);
- create a believable world and introduce characters through the precise choice of detail;
- create a sequence of events that unfold naturally;
- provide pacing;
- develop a character, often by providing motivation for action and having the character solve the problem;
- develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies;
- add reflective comments (especially in an autobiographical narrative); and
- provide some kind of conclusion.

E2b.2: Informing Others: Report or Informational Writing

Reports are a favorite form of writing for many third graders, who love looking things up or going places and writing down what they have seen. By the end of the year, we expect third-grade students to produce reports that:

- introduce the topic, sometimes providing a context;
- have an organizational structure that is useful to the reader;
- communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;
- use diagrams, charts or illustrations appropriate to the text;
- have a concluding sentence or section; and
- employ a straightforward tone of voice.

E2b.3: Getting Things Done: Functional and Procedural Writing

Functional materials are important elements in developing third-graders' own skills and in sharing their skills with others. The process of explaining the steps in how to do something has strong real-world applications. Third graders should be able to take a process apart, look at the steps involved and explain to someone else how to do it.

By the end of the year, we expect third-grade students to produce functional writings that:

- engage the reader by establishing a context for the piece;
- identify the topic;
- provide a guide to actions;
- show the steps in an action in considerable detail;
- include relevant information;
- use language that is straightforward and clear; and
- may use illustrations detailing steps in the procedure.

E2b.4: Producing and Responding to Literature

The literature that third graders write reflects what they have learned in their genre studies of poetry, memoir, fiction and nonfiction. They have developed a repertoire of writing strategies and can identify specific elements of particular genres. They read and understand the variety of possibilities within a genre, and they discuss what strategies an author has used and whether these strategies work. All of this knowledge contributes to their writing repertoire.

By the end of the year, we expect third-grade students to:

Produce literature:

- write stories, memoirs, poems, songs and dramas – conforming to appropriate expectations for each form;

- produce a piece that incorporates elements appropriate to the genre after engaging in a genre study; and
- build on the thread of a story by extending or changing the story line;

Respond to literature:

- support an interpretation by making specific references to the text;
- provide enough detail from the text so the reader can understand the interpretation;
- go beyond retelling;
- compare two works by an author;
- discuss several works that have a common idea or theme; and
- make connections between the text and their own ideas and lives.

E2c: Language Use and Conventions

Control of conventions is an important issue for third graders who want their writing to be read appropriately. Third graders recognize the relationship between syntax and having readers read with the correct expression. They are able to explore a variety of syntactic patterns to create rhythm and tone that support meaning in their writing. They are equally adept with word choice – often reaching for words that they only partly control but that reflect a desire to give their writing substance and style.

E2c.1: Style and Syntax

Students meeting standards when they leave third grade have a strong “sentence sense.” They use more “writerly writing,” modeling and responding to the increasingly complex kinds of reading they are doing. Their style and syntax show an awareness of the choices a writer makes to produce a particular effect or to produce a certain kind of reading.

By the end of the year, we expect third-grade students to:

Use one's own language:

- use appropriately a variety of syntactic patterns (for example, equal weight in compound sentences) to show relationships of ideas;
- incorporate transition words and phrases appropriate to thinking;
- embed phrases and modifiers that make their writing lively and graphic;

Take on the language of the author:

- use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;
- embed literary language where appropriate; and
- reproduce sentence structures from various genres they are reading.

E2c.2: Vocabulary and Word Choice

By the end of the year, we expect third-grade students to:

Use one's own language:

- use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion;
- make word choices that reveal they have a large enough vocabulary to exercise options in word choice (for example, more precise and vivid words); and

Take on the language of the author:

- extend their writing vocabulary by using specialized words related to the topic or setting of their writing.

E2c.3 Spelling

By the end of third grade, students should have a strong enough base of spelling knowledge that the rules are starting to make sense to them and they can catch on to spelling instruction. These children use phonetic spelling correctly for regular and irregular words most of the time. They know and use word chunks, word families, spelling patterns and basic spelling rules to generate conventional or close-to-conventional spellings.

By the end of the year, we expect third-grade students to:

- notice when words do not look correct and use strategies to correct the spelling;
- correctly spell all familiar high-frequency words;

- correctly spell words with short vowels and common endings;
- correctly spell most inflectional endings, including plurals and verb tenses;
- use correct spelling patterns and rules such as consonant doubling, dropping *e* and changing *y* to *i*; and
- correctly spell most derivational words (for example, *-tion*, *-ment*, *-ly*).

E2c.4: Punctuation, Capitalization and Other Conventions

By the end of third grade, children should be using punctuation that makes sense, even if it is not always completely correct.

By the end of the year, we expect third-grade students to:

- use capital letters at the beginnings of sentences;
- use periods and other end punctuation correctly nearly all of the time;
- approximate the use of quotation marks;
- approximate the use of commas;
- use question marks;
- use capital and lowercase letters; and
- use contraction

Grade 4 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:

E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2 develops a controlling idea that conveys a perspective on the subject;

E2a.3 creates an organizing structure appropriate to a specific purpose, audience and context;

E2a.4 includes appropriate facts and details;

E2a.5 excludes extraneous and inappropriate information;

E2a.6 uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;

E2a.7 provides a sense of closure to the writing.

Examples of reports include:

- An informative report.*
- An attribute book (a book on a single subject not necessarily developed by chapters, sometimes called an “all-about,” e.g., “all about whales,” “all about earthquakes”).*
- A chapter book.*

E2b The student produces a response to literature that:

E2b.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;

E2b.3 supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

E2b.4 demonstrates an understanding of the literary work;

E2b.5 provides a sense of closure to the writing.

Examples of responses to literature include:

- A literary response paper.*
- A book review.*
- A parody.*
- A literary analysis paper.*
- A comparison of a children’s classic with a televised version of the same work.*

E2c The student produces a narrative account (fictional or autobiographical) that:

E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

E2c.2 establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);

E2c.3 creates an organizing structure;

E2c.4 includes sensory details and concrete language to develop plot and character;

E2c.5 excludes extraneous details and inconsistencies;

E2c.6 develops complex characters;

E2c.7 uses a range of appropriate strategies, such as dialogue and tension or suspense;

E2c.8 provides a sense of closure to the writing.

Examples of narrative accounts include:

- An autobiographical account.*
- An imaginative story.*
- A narrative picture book.*
- A retelling of a traditional tale from an alternative point of view.*

E2d The student produces a narrative procedure that:

E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2 provides a guide to action that anticipates a reader’s needs, creates expectations through predictable structures, e.g., headings, and provides transitions between steps;

E2d.3 makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4 includes relevant information;

E2d.5 excludes extraneous information;

E2d.6 anticipates problems, mistakes, and misunderstandings that might arise for the reader;

E2d.7 provides a sense of closure to the writing.

Examples of narrative procedures include:

- A set of rules for organizing a class meeting.*
- A chapter book developed around procedures; e.g., how to have a safe vacation, with chapters*

on safe swimming, safe games, and other issues of safety.

- *A how to report to accompany a board game.*

- *A set of procedures for accessing information in the library.*

- *A rewrite of video game instructions for a younger reader.*

Grade 5 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:

- E2a.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2a.2:** develops a controlling idea that conveys a perspective on the subject;
- E2a.3:** creates an organizing structure appropriate to a specific purpose, audience and context;
- E2a.4:** includes appropriate facts and details;
- E2a.5:** excludes extraneous and inappropriate information;
- E2a.6:** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;
- E2a.7:** provides a sense of closure to the writing.

Examples of reports include:

- An informative report.*
- An attribute book (a book on a single subject not necessarily developed by chapters, sometimes called an “all-about,” e.g., “all about whales,” “all about earthquakes”).*
- A chapter book.*
- A Power Point presentation using research gained from print and other media sources.*

E2b: The student produces a response to literature that:

- E2b.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2b.2:** advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b.3:** supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- E2b.4:** demonstrates an understanding of the literary work;
- E2b.5:** provides a sense of closure to the writing.

Examples of responses to literature include:

- A literary response paper.*
- A book review.*
- A parody.*
- A literary analysis paper.*
- A comparison of a children’s literary classic with a televised version of the same work.*
- A brochure.*

- A journal.*

E2c: The student produces a narrative account (fictional or autobiographical) that:

- E2c.1:** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- E2c.2:** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- E2c.3:** creates an organizing structure;
- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;
- E2c.6:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue and tension or suspense;
- E2c.8:** provides a sense of closure to the writing.

Examples of narrative accounts include:

- An autobiographical account.*
- An imaginative story.*
- A fiction or non-fiction story.*
- A narrative picture book.*
- A retelling of a traditional story from an alternative point of view, e.g., a tall tale.*

E2d: The student produces a narrative procedure that:

- E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action that anticipates a reader’s needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- E2d.3:** makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** excludes extraneous information;
- E2d.6:** anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- E2d.7:** provides a sense of closure to the writing.

Examples of narrative procedures include:

- A set of rules for organizing a class meeting.*

- ❑ *A chapter book developed around procedures, e.g., how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety.*
- ❑ *A how to report to accompany a board game.*
- ❑ *A set of procedures for accessing information in the library.*
- ❑ *A rewrite of video game instructions for a younger reader.*

E2e: The student produces a persuasive essay that:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2: develops a controlling idea;

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4: includes appropriate information and arguments;

E2e.5: excludes information and arguments that are irrelevant;

E2e.6: anticipates reader concerns and counter-arguments;

E2e.7: provides a sense of closure to the writing.

Examples of persuasive essays include:

- ❑ *A position paper.*
- ❑ *An account of a rating given to a product or policy.*
- ❑ *A letter to an official to support an opinion.*
- ❑ *A speech for a student running for a school office.*
- ❑ *A Power Point presentation based on a text read.*
- ❑ *An advertisement.*
- ❑ *A commercial script.*

Grade 6 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2: develops a controlling idea that conveys a perspective on the subject;

E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;

E2a.4: includes appropriate facts and details;

E2a.5: excludes extraneous and inappropriate information;

E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;

E2a.7: provides a sense of closure to the writing.

Examples of reports include:

- ❑ *An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two civilizations).*
- ❑ *A chapter book.*
- ❑ *A multimedia presentation using research gained from print and other media sources.*
- ❑ *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- ❑ *A report of information on an item of personal interest or experience.*

E2b: The student produces a response to literature that:

E2b.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2b.2: advances a judgment that is interpretive, analytic, evaluative, or reflective;

E2b.3: supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

E2b.4: demonstrates an understanding of the literary work;

E2b.5: anticipates and answers a reader's questions;

E2b.6: provides a sense of closure to the writing.

Examples of responses to literature include:

- ❑ *A literary response paper.*
- ❑ *A book review.*
- ❑ *A parody.*
- ❑ *A literary analysis paper.*

❑ *A comparison of a children's literary classic with a televised version of the same work.*

❑ *A brochure.*

❑ *A journal*

❑ *A newspaper or magazine article.*

E2c: The student produces a narrative account (fictional or autobiographical) that:

E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

E2c.2: establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);

E2c.3: creates an organizing structure;

E2c.4: includes sensory details and concrete language to develop plot and character;

E2c.5: excludes extraneous details and inconsistencies;

E2c.6: develops complex characters;

E2c.7: uses a range of appropriate strategies, such as dialogue and tension or suspense;

E2c.8: provides a sense of closure to the writing.

Examples of narrative accounts include:

❑ *A biographical account.*

❑ *A problem-solution essay.*

❑ *A fiction or non-fiction story.*

❑ *A personal narrative.*

❑ *A historical account.*

❑ *A news account of an event, fiction or non-fiction.*

❑ *A videotape presentation.*

❑ *An observational writing.*

E2d: The student produces a narrative procedure that:

E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2: provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;

E2d.3: makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4: includes relevant information;
E2d.5: excludes extraneous information;
E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader.
E2d.7: provides a sense of closure to the writing.

Examples of narrative procedures include:

- ❑ *A set of rules for organizing a class meeting.*
- ❑ *A chapter book developed around procedures, e.g., how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety.*
- ❑ *A set of instructions for using media technology.*
- ❑ *An explanation of a mathematical procedure.*
- ❑ *A report of information explaining steps and/or procedures for a familiar activity.*

E2e: The student produces a persuasive essay that:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2: develops a controlling idea;

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a

specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4: includes appropriate information and arguments;

E2e.5: excludes information and arguments that are irrelevant;

E2e.6: anticipates reader concerns and counter-arguments;

E2e.7: provides a sense of closure to the writing.

Examples of persuasive essays include:

- ❑ *A position paper.*
- ❑ *An evaluation of a product or policy.*
- ❑ *A letter to an official that uses arguments to support an opinion.*
- ❑ *A speech for a candidate for school or public office.*
- ❑ *A multimedia presentation based on a text read.*
- ❑ *An advertisement.*
- ❑ *A commercial script.*

Grade 7 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2: develops a controlling idea that conveys a perspective on the subject;

E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;

E2a.4: includes appropriate facts and details;

E2a.5: excludes extraneous and inappropriate information;

E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations;

E2a.7: provides a sense of closure to the writing.

Examples of reports include:

- An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two or more countries).*
- A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- A chapter book.*
- A multimedia presentation using research gained from print and other media sources.*
- A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- A report of information on an item of personal interest or experience*

E2b: The student produces a response to literature that:

E2b.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2b.2: advances a judgment that is interpretive, analytic, evaluative, or reflective;

E2b.3: supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

E2b.4: demonstrates an understanding of the literary work;

E2b.5: anticipates and answers a reader's questions;

E2b.6: provides a sense of closure to the writing.

Examples of responses to literature include:

- A literary response paper.*
- A book or movie review.*
- A literary analysis paper.*
- A comparison of a piece of literature with its media presentation.*
- An interpretation of a narrative poem.*
- A pamphlet.*
- A diary.*
- A newspaper or magazine article.*

E2c: The student produces a narrative account (fictional or autobiographical) that:

E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

E2c.2: establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);

E2c.3: creates an organizing structure;

E2c.4: includes sensory details and concrete language to develop plot and character;

E2c.5: excludes extraneous details and inconsistencies;

E2c.6: develops complex characters;

E2c.7: uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions;

E2c.8: provides a sense of closure to the writing.

Examples of narrative accounts include:

- A biographical account.*
- A problem-solution essay.*
- A fiction or non-fiction story.*
- A personal narrative.*
- A historical account.*
- A news account of an event, fiction or non-fiction.*
- A summary of text read.*
- An observational writing.*

E2d: The student produces a narrative procedure that:

E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2: provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;

E2d.3: makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4: includes relevant information;

E2d.5: excludes extraneous information;

E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader;

E2d.7: provides a sense of closure to the writing.

Examples of narrative procedures include:

- A set of rules for organizing a class meeting.*
- A set of instructions for playing computer games.*
- A set of instructions for using media technology.*
- An explanation of a mathematical procedure.*
- A report of information explaining steps and/or procedures for a familiar activity.*
- A storyboard.*

E2e: The student produces a persuasive essay that:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2: develops a controlling idea that makes a clear and knowledgeable judgment;

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4: includes appropriate information and arguments;

E2e.5: excludes information and arguments that are irrelevant;

E2e.6: anticipates and addresses reader concerns and counter-arguments;

E2e.7: supports arguments with detailed evidence, citing sources of information as appropriate;

E2e.8: provides a sense of closure to the writing.

Examples of persuasive essays include:

- A position paper.*
- An evaluation of a product or policy.*
- An editorial on a current issue that uses reasoned arguments to support an opinion.*
- A speech for a candidate for school or public office.*
- A multimedia presentation based on a text read.*
- An informational web site.*
- A commercial script*

Grade 8 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2: develops a controlling idea that conveys a perspective on the subject;

E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;

E2a.4: includes appropriate facts and details;

E2a.5: excludes extraneous and inappropriate information;

E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations;

E2a.7: provides a sense of closure to the writing.

Examples of reports include:

- An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two or more countries).*
- A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- A chapter book.*
- A multimedia presentation using research gained from print and other media sources.*
- A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- A report of information on an item of personal interest or experience.*

E2b: The student produces a response to literature that:

E2b.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2b.2: advances a judgment that is interpretive, analytic, evaluative, or reflective;

E2b.3: supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

E2b.4: demonstrates an understanding of the literary work.

E2b.5: anticipates and answers a reader's questions;

E2b.6: provides a sense of closure to the writing.

Examples of responses to literature include:

- A literary response paper.*
- A book or movie review.*
- A literary analysis paper.*
- A comparison of a piece of literature with its media presentation.*
- An interpretation of a narrative poem.*
- A pamphlet.*
- A diary.*
- A newspaper or magazine article.*

E2c: The student produces a narrative account (fictional or autobiographical) that:

E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

E2c.2: establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);

E2c.3: creates an organizing structure;

E2c.4: includes sensory details and concrete language to develop plot and character;

E2c.5: excludes extraneous details and inconsistencies;

E2c.6: develops complex characters;

E2c.7: uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions;

E2c.8: provides a sense of closure to the writing.

Examples of narrative accounts include:

- A biographical account.*
- A problem-solution essay.*
- A fiction or non-fiction story.*
- A personal narrative.*
- A historical account.*
- A news account of an event, fiction or non-fiction.*

E2d: The student produces a narrative procedure that:

E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2: provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;

E2d.3: makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4: includes relevant information;

E2d.5: excludes extraneous information;

E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader;

E2d.7: provides a sense of closure to the writing.

Examples of narrative procedures include:

- A set of rules for organizing a class meeting.*
- A set of instructions for playing computer games.*
- A set of instructions for using media technology.*
- An explanation of a mathematical procedure.*
- A report of information explaining steps and/or procedures for a familiar activity.*
- A storyboard.*

E2e: The student produces a persuasive essay that:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2: develops a controlling idea that makes a clear and knowledgeable judgment;

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4: includes appropriate information and arguments;

E2e.5: excludes information and arguments that are irrelevant;

E2e.6: anticipates and addresses reader concerns and counter-arguments;

E2e.7: supports arguments with detailed evidence, citing sources of information as appropriate;

E2e.8: provides a sense of closure to the writing.

Examples of persuasive essays include:

- A position paper.*
- An evaluation of a product or policy.*
- An editorial on a current issue that uses reasoned arguments to support an opinion.*
- A speech for a candidate for school or public office.*
- A multimedia presentation based on a text read.*
- An informational web site.*
- A commercial script.*

Grade 9 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance

E2a: The student produces a report that:

E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2 develops a controlling idea that conveys a perspective on the subject;

E2a.3 creates an organizing structure appropriate to purpose, audience, and context;

E2a.4 includes appropriate facts and details;

E2a.5 excludes extraneous and inappropriate information;

E2a.6 uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;

E2a.7 provides a sense of closure to the writing.

Examples of reports include:

- ❑ *An I-search essay (an essay that details a student's search for information as well as the information itself; I-search papers are developed through a variety of means, e.g. interviews, observation, internet, as well as traditional library research).*
- ❑ *A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time.)*
- ❑ *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- ❑ *An informal research paper.*
- ❑ *An investigative report.*
- ❑ *A report of information on an item of personal interest or experience.*

E2b: The student produces a response to literature that:

E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;

E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;

E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;

E2b.5 anticipates and answers a reader's questions;

E2b.6 recognizes possible ambiguities, nuances, and complexities;

E2b.7 provides a sense of closure to the writing.

Examples of responses to literature include:

- ❑ *An evaluation of a piece of literature or several pieces of literature.*
- ❑ *A comparison of a piece of literature with its media (video, tape, radio, television, ballet, artistic) presentation.*
- ❑ *A personal response to a literary work.*
- ❑ *An analysis of the significance of a section of a novel in terms of its significance to the novel as a whole.*
- ❑ *An evaluation of the role played by setting or character in novel.*
- ❑ *An analysis of the effect of a minor character on the plot of a novel.*
- ❑ *An explanation or interpretation of a recurring motif in a novel, short story, or a play.*
- ❑ *A comparison of two literary works.*

E2c: The student produces a narrative (fictional or autobiographical) account that:

E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

E2c.2 establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);

E2c.3 creates an organizing structure;

E2c.4 includes sensory details and concrete language to develop plot and character;

E2c.5 excludes extraneous details and inconsistencies;

E2c.6 develops complex characters;

E2c.7 uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g.; movement, gestures, expressions;

E2c.8 provides a sense of closure to the writing.

Examples of narrative accounts include:

- ❑ *A biographical account.*

- ❑ *A fiction or non-fiction story.*
- ❑ *A personal narrative.*
- ❑ *A narrative poem or song based on a hero.*
- ❑ *An historical account.*
- ❑ *A parody of a particular narrative style; e.g. fable, soap opera.*
- ❑ *A response to an autobiographical incident prompt.*

E2d: The student produces a narrative that:

E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2 provides a guide to action to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g. headings; and provides smooth transitions between steps;

E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4 includes relevant information;

E2d.5 excludes extraneous information;

E2d.6 anticipates problems, mistakes, and misunderstandings that might arise for the reader;

E2d.7 provides a sense of closure to the writing.

Examples of narrative procedures include:

- ❑ *A set of rules for organizing a class meeting.*
- ❑ *A set of instructions for playing computer games.*
- ❑ *A set of instructions for using media technology.*
- ❑ *A report of a mathematical investigation.*
- ❑ *A set of instructions for evaluating searches on the web.*

E2e: The student produces a persuasive essay that:

E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;

E2e.3 creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4 includes appropriate information and arguments;

E2e.5 excludes information and arguments that are irrelevant;

E2e.6 anticipates and addresses reader concerns and counter-arguments;

E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;

E2e.8 uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;

E2e.9 provides a sense of closure to the writing.

Examples of persuasive essays include:

- ❑ *A position paper.*
- ❑ *A problem-solution paper.*
- ❑ *An opening statement for a debate.*
- ❑ *An evaluation of a product or a policy.*
- ❑ *A critique of a public policy.*
- ❑ *An editorial on a current issue that uses reasoned arguments to support an opinion.*

E2f: The student produces a reflective essay that:

E2f.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2f.2 analyzes a condition or situation of significance;

E2f.3 develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;

E2f.4 creates an organizing structure appropriate to purpose and audience;

E2f.5 uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;

E2f.6 provides a sense of closure to the writing.

Examples of reflective essays include:

- ❑ *An analysis of the significance of a proverb or quotation.*
- ❑ *A report about a concrete occasion and its implications over time.*
- ❑ *An essay comparing a school issue to broader societal concerns.*
- ❑ *A paper explaining how some experiences, conditions, or concerns have universal significance.*
- ❑ *A self-reflective essay evaluating a portfolio to be submitted.*
- ❑ *A comparison of a scene from a work of fiction with a lesson learned from a personal experience.*
- ❑ *A paper about a common childhood experience from a more adult perspective.*

Grade 10 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:

E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2 develops a controlling idea that conveys a perspective on the subject;

E2a.3 creates an organizing structure appropriate to purpose, audience, and context;

E2a.4 includes appropriate facts and details;

E2a.5 excludes extraneous and inappropriate information;

E2a.6 uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;

E2a.7 provides a sense of closure to the writing.

Examples of reports include:

- ❑ *An I-search essay (an essay that details a student's search for information as well as the information itself; I-search papers are developed through a variety of means, e.g., interviews, observation, as well as traditional library research).*
- ❑ *A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- ❑ *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- ❑ *A formal or informal research paper.*
- ❑ *An investigative report for a newspaper.*
- ❑ *A report of information on an item of personal interest or experience*

E2b: The student produces a response to literature that:

E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;

E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;

E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;

E2b.5 anticipates and answers a reader's questions;

E2b.6 recognizes possible ambiguities, nuances, and complexities;

E2b.7 provides a sense of closure to the writing.

Examples of responses to literature include:

- ❑ *An evaluation of a piece of literature or several pieces of literature.*
- ❑ *A comparison of a piece of literature with its media presentation.*
- ❑ *A response that focuses on personalizing the theme of a literary work.*
- ❑ *An analysis of the significance of a section of a novel in terms of its significance to the novel as a whole.*
- ❑ *An evaluation of the role played by setting in a novel.*
- ❑ *An analysis of the effect of a minor character on the plot of a novel.*
- ❑ *An interpretation of a recurring motif in a novel or a play.*
- ❑ *A comparison of two critical interpretations of a poem or work of fiction.*

E2c: The student produces a narrative (fictional or autobiographical) account that:

E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

E2c.2 establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);

E2c.3 creates an organizing structure;

E2c.4 includes sensory details and concrete language to develop plot and character;

E2c.5 excludes extraneous details and inconsistencies;

E2c.6 develops complex characters;

E2c.7 uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g.; movement, gestures, expressions;

E2c.8 provides a sense of closure to the writing.

Examples of narrative accounts include:

- ❑ *A biographical account.*
- ❑ *A fiction or non-fiction story.*
- ❑ *A personal narrative.*

- ❑ *A narrative poem or song based on a modern hero.*
- ❑ *An historical account.*
- ❑ *A parody of a particular narrative style e.g. fable, soap opera.*

E2d: The student produces a narrative that:

E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2 provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g. headings; and provides smooth transitions between steps;

E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4 includes relevant information;

E2d.5 excludes extraneous information;

E2d.6 anticipates problems, mistakes, and misunderstandings that might arise for the reader;

E2d.7 provides a sense of closure to the writing.

Examples of narrative procedures include:

- ❑ *A set of rules for organizing a class meeting.*
- ❑ *A set of instructions for playing computer games.*
- ❑ *A set of instructions for using media technology.*
- ❑ *A report of a mathematical investigation.*
- ❑ *A set of instructions for conducting searches on the web.*

E2e: The student produces a persuasive essay that:

E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;

E2e.3 creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4 includes appropriate information and arguments;

E2e.5 excludes information and arguments that are irrelevant;

E2e.6 anticipates and addresses reader concerns and counter-arguments;

E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;

E2e.8 uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;

E2e.9 provides a sense of closure to the writing.

Examples of persuasive essays include:

- ❑ *A position paper.*
- ❑ *A problem-solution paper.*
- ❑ *Opening statement for a debate.*
- ❑ *An evaluation of a product or a policy.*
- ❑ *A critique of a public policy.*
- ❑ *An editorial on a current issue that uses reasoned arguments to support an opinion.*

E2f: The student produces a reflective essay that:

E2f.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2f.2 analyzes a condition or situation of significance;

E2f.3 develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;

E2f.4 creates an organizing structure appropriate to purpose and audience;

E2f.5 uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;

E2f.6 provides a sense of closure to the writing.

Examples of reflective essays include:

An analysis of the significance of a proverb or quotation.

- ❑ *A report about a concrete occasion and its implications over time.*
- ❑ *An essay comparing a school issue to broader societal concerns.*
- ❑ *A paper explaining how some experiences, conditions, or concerns have universal significance.*
- ❑ *A self-reflective essay evaluating a portfolio to be submitted.*
- ❑ *A comparison of a scene from a work of fiction with a lesson learned from a personal experience.*
- ❑ *A paper about a common childhood experience from a more adult perspective.*

Grade 11 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:

E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2 develops a controlling idea that conveys a perspective on the subject;

E2a.3 creates an organizing structure appropriate to purpose, audience, and context;

E2a.4 includes appropriate facts and details;

E2a.5 excludes extraneous and inappropriate information;

E2a.6 uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;

E2a.7 provides a sense of closure to the writing.

Examples of reports include:

- ❑ *An I-search essay (an essay that details a student's search for information as well as the information itself; I-search papers are developed through a variety of means, e.g. interviews, observation, internet, as well as traditional library research).*
- ❑ *A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- ❑ *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- ❑ *A thesis based research paper.*
- ❑ *An investigative report presented in a multi-media format.*
- ❑ *A cross-curricular report about an American author or American time period.*
- ❑ *A report of information on a topic of personal interest or experience.*

E2b: The student produces a response to literature that:

E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;

E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;

E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;

E2b.5 anticipates and answers a reader's questions;

E2b.6 recognizes possible ambiguities, nuances, complexities, and analogies;

E2b.7 provides a sense of closure to the writing.

Examples of responses to literature include:

- ❑ *An evaluation of a piece of American literature or several pieces of American literature.,*
- ❑ *A comparison of a piece of American literature with its media (video, tape, radio, television, ballet, artistic) presentation.*
- ❑ *A response that focuses on personalizing the theme of an American literary work.*
- ❑ *An analysis of the significance of a section of an American novel in terms of its significance to the novel as a whole.*
- ❑ *An evaluation of the role played by setting in an American novel.*
- ❑ *An analysis of the effect of a minor character on the plot of an American novel.*
- ❑ *An analysis of a recurring motif in an American novel, short story, or a play.*
- ❑ *A comparison of two critical interpretations of an American poem or a work of fiction.*
- ❑ *A literary interpretation that explicates the multiple layers of meaning in a poem or work of fiction.*

E2c: The student produces a narrative (fictional or autobiographical) account that:

E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

E2c.2 establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);

E2c.3 creates an organizing structure;

E2c.4 includes sensory details and concrete language to develop plot and character;

E2c.5 excludes extraneous details and inconsistencies;

E2c.6 develops complex characters;

E2c.7 uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g.; movement, gestures, expressions;

E2c.8 provides a sense of closure to the writing.

Examples of narrative accounts include:

- ❑ *A biographical account.*
- ❑ *A fiction or non-fiction story.*
- ❑ *A personal narrative.*
- ❑ *A narrative poem or song based on an American hero.*
- ❑ *A historical account.*
- ❑ *A parody of a particular narrative style; e.g., fable, soap opera.*

E2d: The student produces a narrative that:

E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2 provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g. headings; and provides smooth transitions between steps;

E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4 includes relevant information;

E2d.5 excludes extraneous information;

E2d.6 anticipates problems, mistakes, and misunderstandings that might arise for the reader;

E2d.7 provides a sense of closure to the writing.

Examples of narrative procedures include:

- ❑ *A set of rules for organizing a class meeting.*
- ❑ *A set of instructions for playing computer games.*
- ❑ *A set of instructions for using media technology.*
- ❑ *A report of a mathematical investigation.*
- ❑ *A set of instructions for evaluating searches on the web.*

E2e: The student produces a persuasive essay that:

E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;

E2e.3 creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4 includes appropriate information and arguments;

E2e.5 excludes information and arguments that are irrelevant;

E2e.6 anticipates and addresses reader concerns and counter-arguments;

E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;

E2e.8 uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;

E2e.9 provides a sense of closure to the writing.

Examples of persuasive essays include:

- ❑ *A position paper.*
- ❑ *A problem-solution paper.*
- ❑ *An opening and closing statement for a debate.*
- ❑ *An evaluation of a product or a policy.*
- ❑ *A critique of a public policy.*
- ❑ *An editorial on a current issue that uses reasoned arguments to support an opinion.*

E2f: The student produces a reflective essay that:

E2f.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2f.2 analyzes a condition or situation of significance;

E2f.3 develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;

E2f.4 creates an organizing structure appropriate to purpose and audience;

E2f.5 uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;

E2f.6 provides a sense of closure to the writing.

Examples of reflective essays include:

- ❑ *An analysis of the significance of an American literary work.*
- ❑ *A report about a concrete occasion and its implications over time.*
- ❑ *An essay comparing a school issue to broader societal concerns.*
- ❑ *A paper explaining how some experiences, conditions, or concerns have universal significance.*
- ❑ *A self-reflective essay evaluating a portfolio to be submitted.*
- ❑ *A comparison of a scene from a work of fiction with a lesson learned from a personal experience.*
- ❑ *A paper about a common childhood experience from a more adult perspective.*
- ❑ *A college entrance essay based on a significant personal experience.*

Grade 12 - E2 Writing

Writing is a process through which a written shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:

E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2 develops a controlling idea that conveys a perspective on the subject;

E2a.3 creates an organizing structure appropriate to purpose, audience, and context;

E2a.4 includes appropriate facts and details;

E2a.5 excludes extraneous and inappropriate information;

E2a.6 uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;

E2a.7 provides a sense of closure to the writing.

Examples of reports include:

- ❑ *An I-search essay (an essay that details a student's search for information as well as the information itself; I-search papers are developed through a variety of means; e.g., interviews, observation, internet, as well as traditional library research).*
- ❑ *A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- ❑ *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- ❑ *A thesis-based research paper.*
- ❑ *An investigative report presented in multi-media format.*
- ❑ *A cross-curricular report about a British author or American time period.*

E2b The student produces a response to literature that:

E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;

E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;

E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;

E2b.5 anticipates and answers a reader's questions;

E2b.6 recognizes possible ambiguities, nuances, complexities, and analogies;

E2b.7 provides a sense of closure to the writing.

Examples of responses to literature include:

- ❑ *An evaluation of a piece of literature or several pieces of British literature.*
- ❑ *A comparison of a piece of British literature with its media (video, tape, radio, television, ballet, artistic) presentation.*
- ❑ *A response that focuses on personalizing the theme of a British literary work.*
- ❑ *An analysis of the significance of a section of a British novel in terms of its significance to the novel as a whole.*
- ❑ *An evaluation of the role played by setting in a British novel.*
- ❑ *An analysis of the effect of a minor character on the plot of a British novel.*
- ❑ *An evaluation of a recurring motif in a British novel, short story, or a play.*
- ❑ *A comparison of two critical interpretations of a British poem or a work of fiction.*
- ❑ *A literary interpretation that explicates the multiple layers of meaning in a poem or work of fiction based on two expert interpretations.*

E2c: The student produces a narrative (fictional or autobiographical) account that:

E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;

E2c.2 establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);

E2c.3 creates an organizing structure;

E2c.4 includes sensory details and concrete language to develop plot and character;

E2c.5 excludes extraneous details and inconsistencies;

E2c.6 develops complex characters;

E2c.7 uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and

specific narrative action, e.g., movement, gestures, expressions;

E2c.8 provides a sense of closure to the writing.

Examples of narrative accounts include:

- ❑ *A biographical account.*
- ❑ *A fiction or non-fiction story.*
- ❑ *A personal narrative.*
- ❑ *A narrative poem or song based on a British hero.*
- ❑ *A historical account.*
- ❑ *A parody of a particular narrative style; e.g., fable, soap opera.*

E2d: The student produces a narrative that:

E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2 provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures; e.g., headings; and provides smooth transitions, between steps;

E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4 includes relevant information;

E2d.5 anticipates problems, mistakes, and misunderstandings that might arise for the reader;

E2d.7 provides a sense of closure to the writing.

Examples of narrative procedures include:

- ❑ *A set of rules for organizing a class meeting.*
- ❑ *A set of instructions for playing computer games.*
- ❑ *A set of instructions for using media technology.*
- ❑ *A report of a mathematical investigation.*
- ❑ *A set of instructions for evaluating searches on the web.*

E2e: The student produces a persuasive essay that:

E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;

E2e.3 creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4 includes appropriate information and arguments;

E2e.5 excludes information and arguments that are irrelevant;

E2e.6 anticipates and addresses reader concerns and counter-arguments;

E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;

E2e.8 uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;

E2e.9 provides a sense of closure to the writing.

Examples of persuasive essays include:

- ❑ *A position paper.*
- ❑ *A problem-solution paper.*
- ❑ *Opening and closing statements for a debate.*
- ❑ *An evaluation of a product or a policy.*
- ❑ *A critique of a public policy.*
- ❑ *An editorial on a current issue that uses reasoned arguments to support an opinion.*

E2f: The student produces a reflective essay that:

E2f.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2f.2 analyzes a condition or situation of significance;

E2f.3 develops a commonplace, concrete occasion as the basis for the reflection; e.g., personal observation or experience;

E2f.4 creates an organizing structure appropriate to purpose and audience;

E2f.5 uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;

E2f.6 provides a sense of closure to the writing.

Examples of reflective essays include:

- ❑ *An analysis of the significance of a British literary work.*
- ❑ *A report about a concrete occasion and its implications over time.*
- ❑ *An essay comparing a school issue to broader societal concerns.*
- ❑ *A paper explaining how some experiences, conditions, or concerns have universal significance.*
- ❑ *A self-reflective essay evaluating a portfolio to be submitted.*
- ❑ *A comparison of a scene from a work of fiction with a lesson learned from a personal experience.*
- ❑ *A paper about a common childhood experience from a more adult perspective.*
- ❑ *A college entrance essay based on a significant personal experience.*

