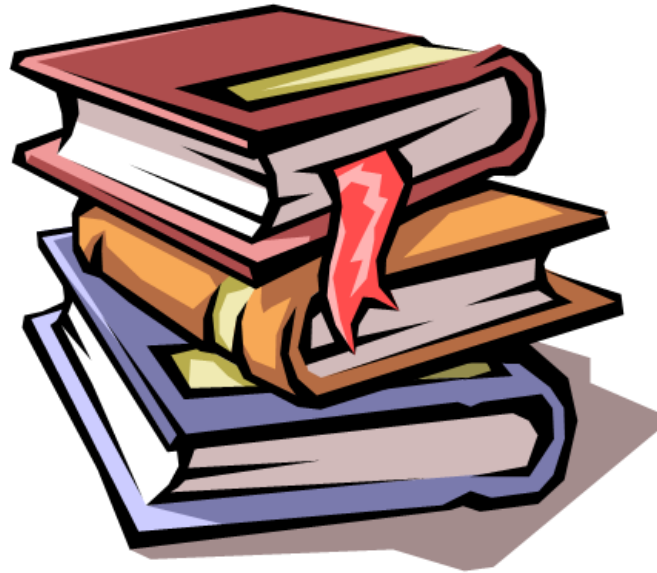


# English/Language Arts Curriculum

# APPENDIX



Revised September 2019

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# Alaska Content Standards English/Language Arts

<http://www.eed.state.ak.us/contentstandards/>

**A** A student should be able to speak and write well for a variety of purposes and audiences.

A student who meets the content standard should:

- 1) apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;
- 2) in writing, demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation;
- 3) in speaking, demonstrate skills in volume, intonation, and clarity;
- 4) write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;
- 5) revise, edit, and publish the student's own writing as appropriate;
- 6) when appropriate, use visual techniques to communicate ideas; these techniques may include role playing, body language, mime, sign language, graphics, Braille, art, and dance;
- 7) communicate ideas using varied tools of electronic technology; and
- 8) evaluate the student's own speaking and writing and that of others using high standards.

**B** A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.

A student who meets the content standard should:

- 1) comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies; these strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening;
- 2) reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature; and
- 3) relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences.

**C** A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively.

A student who meets the content standard should:

- 1) make choices about a project after examining a range of possibilities;
- 2) organize a project by:
  - a. understanding directions;
  - b. making and keeping deadlines; and
  - c. seeking, selecting, and using relevant resources;
- 3) select and use appropriate decision-making processes;
- 4) set high standards for project quality; and
- 5) when working on a collaborative project:
  - a. take responsibility for individual contributions to the project;
  - b. share ideas and workloads;
  - c. incorporate individual talents and perspectives;
  - d. work effectively with others as an active participant and as a responsive audience; and
  - e. evaluate the processes and work of self and others.

**D**

**A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information.**

A student who meets the content standard should:

- 1) develop a position by:
  - a. reflecting on personal experiences, prior knowledge, and new information;
  - b. formulating and refining questions;
  - c. identifying a variety of pertinent sources of information;
  - d. analyzing and synthesizing information; and
  - e. determining an author's purposes;
- 2) evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen;
- 3) give credit and cite references as appropriate; and
- 4) explain and defend a position orally, in writing, and with visual aids as appropriate.

**E**

**A student should understand and respect the perspectives of others in order to communicate effectively.**

A student who meets the content standard should:

- 1) use information, both oral and written, and literature of many types and cultures to understand self and others;
- 2) evaluate content from the speaker's or author's perspective;
- 3) recognize bias in all forms of communication; and
- 4) recognize the communication styles of different cultures and their possible effects on others.

# ALASKA CONTENT STANDARDS

## Technology

**A** A student should be able to operate technology-based tools.

A student who meets the content standard should:

- 1) use a computer to enter and retrieve information;
- 2) use technological tools for learning, communications, and productivity;
- 3) use local and world-wide networks;
- 4) manage and maintain technology tools; and
- 5) diagnose and solve common technology problems.

**B** A student should be able to use technology to locate, select, and manage information.

A student who meets the content standard should:

- 1) identify and locate information sources using technology;
- 2) choose sources of information from a variety of media; and
- 3) select relevant information by applying accepted research methods

**C** A student should be able to use technology to explore ideas, solve problems, and derive meaning.

A student who meets the content standard should:

- 1) use technology to observe, analyze, interpret, and draw conclusions;
- 2) solve problems both individually and with others; and
- 3) create new knowledge by evaluating, combining, or extending information using multiple technologies.

**D** A student should be able to use technology to express ideas and exchange information.

A student who meets the content standard should:

- 1) convey ideas to a variety of audiences using publishing, multi-media, and communications tools;
- 2) use communications technology to exchange ideas and information; and
- 3) use technology to explore new and innovative methods for interaction with others.

**E** A student should be able to use technology responsibly and understand its impact on individuals and society.

A student who meets the content standard should:

- 1) evaluate the potentials and limitations of existing technologies;
- 2) discriminate between responsible and irresponsible uses of technology;
- 3) respect others' rights of privacy in electronic environments;
- 4) demonstrate ethical and legal behavior regarding intellectual property, which is the manifestation of an original idea, such as computer software, music, or literature;
- 5) examine the role of technology in the workplace and explore careers that require the use of technology;
- 6) evaluate ways that technology impacts culture and the environment;
- 7) integrate the use of technology into daily living; and
- 8) recognize the implications of emerging technologies.

# ALASKA CONTENT STANDARDS

## Library/Information Literacy

**A** A student should understand how information and resources are organized.

A student who meets the content standard should:

- 1) recognize that libraries use classification systems to organize, store, and provide access to information and resources;
- 2) understand how library classification and subject heading systems work;
- 3) understand how information in print, non-print, and electronic formats is organized and accessed;
- 4) search for information and resources by author, title, subject, or keyword, as appropriate; and
- 5) identify and use search strategies and terms that will produce successful results.

**B** A student should understand and use research processes necessary to locate, evaluate, and communicate information and ideas.

A student who meets the content standards should:

- 1) state a problem, question, or information need;
- 2) consider the variety of available resources and determine which are most likely to be useful;
- 3) access information;
- 4) evaluate the validity, relevancy, currency, and accuracy of information;
- 5) organize and use information to create a product; and
- 6) evaluate the effectiveness of the product to communicate the intended message.

**C** A student should recognize that being an independent reader, listener, and viewer of material in print, non-print, and electronic formats will contribute to personal enjoyment and lifelong learning.

A student who meets the content standard should:

- 1) read for pleasure and information;
- 2) read, listen, and view a wide variety of literature and other creative expressions; and
- 3) recognize and select materials appropriate to personal abilities and interests.

**D** A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.

A student who meets the content standard should:

- 1) know how to access information through local, national, and international sources in printed and electronic formats;
- 2) recognize the importance of access to information and ideas in a democratic society;
- 3) access information on local, state, national, and world cultures and issues;
- 4) evaluate information representing diverse views in order to make informed decisions; and
- 5) assimilate and understand how newly acquired information relates to oneself and others.

**E** **A student should understand ethical, legal, and social behavior with respect to information resources.**

A student who meets the content standard should:

- 1) use library materials and information resources responsibly;
- 2) understand and respect the principles of intellectual freedom;
- 3) understand and respect intellectual property rights and copyright laws; and
- 4) develop and use citations and bibliographies.

# Continuum of Possible Activities in the Domains of Writing

DOMAIN	Kindergarten	Grade 1	Grade 2
<b>Sensory / Descriptive</b>	<ul style="list-style-type: none"> <li>▪ Tells about experiences in the five sensory areas of seeing, hearing, tasting, touching, and smelling</li> <li>▪ Uses words to describe colors</li> <li>▪ Uses words to describe shapes and sizes</li> <li>▪ Begins to use words that describe people and their characteristics</li> <li>▪ Begins to use language to identify sounds and noises</li> <li>▪ Begins to use language to designate location</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses descriptive language to tell about experiences and impressions for each of the five senses: seeing, hearing, tasting, touching, and smelling</li> <li>▪ Uses specific language relating to colors</li> <li>▪ Uses specific language to describe sizes and shapes</li> <li>▪ Begins to use language of comparison</li> <li>▪ Uses specific words to describe people and animals, their characteristics, and their actions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expands use of specific words that relate to the sensory impressions</li> <li>▪ Expands use of language relating to colors</li> <li>▪ Expands use of words in describing sizes and shapes</li> <li>▪ Increases use of vocabulary in describing location</li> <li>▪ Expands use of comparative language</li> <li>▪ Uses language of contrasts</li> <li>▪ Expands use of language to describe people, animals, their characteristics, and their actions</li> </ul>
<b>Imaginative / Narrative</b>	<ul style="list-style-type: none"> <li>▪ Begins to identify and participate orally in simple nursery rhymes, limericks, and jingles</li> <li>▪ Begins to dictate stories</li> <li>▪ Begins to create fanciful characters</li> <li>▪ Begins to tell stories in own words</li> <li>▪ Begins to create simple stories</li> <li>▪ Begins to create imaginary animals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begins to identify and create simple rhymes, limericks, and jingles</li> <li>▪ Begins to dictate and write experiences and stories</li> <li>▪ Begins to dictate and write words for simple songs</li> <li>▪ Begins to create characters, lifelike or fanciful, and to dictate or write stories about them</li> <li>▪ Begins to dictate endings for stories</li> <li>▪ Begins to dictate and write original stories</li> <li>▪ Begins to describe imaginary animals</li> <li>▪ Begins to use personification in dictating or writing a story</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes endings for stories</li> <li>▪ Writes simple summary of story heard</li> <li>▪ Writes new endings for familiar stories</li> <li>▪ Writes about imaginary animals, people, and objects</li> <li>▪ Begins to use personification in writing original stories</li> <li>▪ Dictates and writes new endings for limericks and poems</li> </ul>
<b>Practical / Informative</b>	<ul style="list-style-type: none"> <li>▪ Dictates notes</li> <li>▪ Dictates simple stories about experiences</li> <li>▪ Dictates signs, labels, and captions</li> <li>▪ Dictates invitations</li> <li>▪ Dictates greetings</li> <li>▪ Identifies own name</li> <li>▪ Writes own name</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes letters of the alphabet</li> <li>▪ Begins to write simple notes</li> <li>▪ Begins to write invitations</li> <li>▪ Begins to write signs, labels, and captions</li> <li>▪ Begins to dictate and write friendly letters, using simplified letter format</li> <li>▪ Begins to dictate and write simple greetings</li> <li>▪ Begins to write one or two facts about an event or special interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes own name and the names of others in manuscript letter forms</li> <li>▪ Writes simple notes</li> <li>▪ Writes invitations</li> <li>▪ Writes signs, labels, and phrases for captions</li> <li>▪ Writes simple, friendly letters and greetings</li> <li>▪ Writes lists</li> <li>▪ Writes one or more facts about an event or area of interest</li> </ul>
<b>Analytical / Expository / Persuasive</b>	<ul style="list-style-type: none"> <li>▪ Begins to tell about a series of pictures</li> <li>▪ Begins to summarize a story</li> <li>▪ Begins to explain an incident or event</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begins to organize a series of pictures in sequence</li> <li>▪ Begins to organize a series of sentences in a logical sequence</li> <li>▪ Begins to categorize items</li> <li>▪ Begins to collect information</li> <li>▪ Begins to summarize a story in appropriate sequence</li> <li>▪ Becomes aware of and begins to use a variety of sentence types or patterns in dictating and beginning writing</li> <li>▪ Begins to write one- and two- sentence accounts of an experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes one or more sentences about a picture or series of pictures</li> <li>▪ Sorts and lists items in two categories</li> <li>▪ Collects and organizes information</li> <li>▪ Summarizes a story in sequence</li> <li>▪ Uses more than one kind of sentence in writing about an event or experience</li> <li>▪ Writes two or more sentences about a single idea, event, or experience</li> </ul>



DOMAIN	Grade 3	Grade 4
<b>Sensory / Descriptive</b>	<ul style="list-style-type: none"> <li>▪ Writes about experiences and impressions in the areas of each of the five senses</li> <li>▪ Uses specific language to describe colors and shades of colors</li> <li>▪ Uses specific language to describe sizes and shapes in writing</li> <li>▪ Continues to expand use of comparative language</li> <li>▪ Expands use of contrastive language</li> <li>▪ Selects and uses words to describe emotions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expands use of vocabulary relating to sensory impressions</li> <li>▪ Expands use of language relating to colors and shades of colors</li> <li>▪ Expands use of language relating to sizes and shapes</li> <li>▪ Adds to vocabulary of contrastive language</li> <li>▪ Begins to write personal sketches</li> <li>▪ Selects and creates specific words to describe emotions</li> </ul>
<b>Imaginative / Narrative</b>	<ul style="list-style-type: none"> <li>▪ Writes simple rhymes</li> <li>▪ Writes new endings for limericks and poems</li> <li>▪ Begins to write haiku and other forms of poetry</li> <li>▪ Writes original fairy tales and tall tales</li> <li>▪ Begins to keep a class journal</li> <li>▪ Begins to prepare a personal journal</li> <li>▪ Rewrites in own words fairy tales, tall tales, myths, fables, and folk tales</li> <li>▪ Composes original fairy tales, fables, and tall tales</li> <li>▪ Writes simple lyrics for songs</li> <li>▪ Adds episodes to stories</li> <li>▪ Begins to write short plays</li> <li>▪ Writes a new plot for a familiar story</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creates and writes rhymes</li> <li>▪ Writes original riddles and limericks</li> <li>▪ Writes haiku and other forms of poetry</li> <li>▪ Composes and writes original myths and legends</li> <li>▪ Writes puppet plays and vignettes</li> <li>▪ Writes original stories</li> <li>▪ Writes original lyrics for known songs</li> <li>▪ Creates new names for known things</li> </ul>
<b>Practical / Informative</b>	<ul style="list-style-type: none"> <li>▪ Writes invitations and greetings</li> <li>▪ Writes signs, labels, and sentences for captions</li> <li>▪ Writes titles for stories</li> <li>▪ Writes personal letters and notes</li> <li>▪ Writes addresses and return addresses on envelopes and postcards</li> <li>▪ Begins to write reports</li> <li>▪ Records telephone messages</li> <li>▪ Fills in application for library card</li> <li>▪ Begins to prepare book reviews</li> <li>▪ Begins to chart information</li> <li>▪ Prepares group reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes friendly letters</li> <li>▪ Writes simple business letters</li> <li>▪ Writes original invitations and greetings</li> <li>▪ Writes addresses and return addresses on envelopes and postcards</li> <li>▪ Writes short reports</li> <li>▪ Records telephone messages containing one or more facts</li> <li>▪ Charts information</li> <li>▪ Writes simple news articles of one or more sentences</li> <li>▪ Fills in various forms such as library card application and front of test answer sheet</li> <li>▪ Writes sentences for news items on bulletin board</li> <li>▪ Writes individual report</li> </ul>
<b>Analytical / Expository / Persuasive</b>	<ul style="list-style-type: none"> <li>▪ Writes about events in sequence of ideas</li> <li>▪ Begins to write articles for class newspaper</li> <li>▪ Begins to collect facts on a selected topic and writes an explanation using them</li> <li>▪ Begins to select and use exact words in writing a description</li> <li>▪ Begins to write simple dialogues about events</li> <li>▪ Begins to write simple explanations</li> <li>▪ Begins to use outline form in writing explanations</li> <li>▪ Begins to use paragraphs in writing when interpreting a sequence of pictures, explaining a picture, or describing a happening</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes an account of an experience or event in sequence</li> <li>▪ Arranges a series of facts and writes them in chronological order</li> <li>▪ Selects and uses specific words in writing a description or explanation</li> <li>▪ Writes an account of an event from a simple outline</li> <li>▪ Writes simple explanations</li> <li>▪ Uses an outline as basis for writing explanation</li> <li>▪ Develops and writes a paragraph as a unit with a main idea and supporting facts</li> <li>▪ Begins to expand ideas in written form</li> </ul>

DOMAIN	Grade 5	Grade 6
<b>Sensory / Descriptive</b>	<ul style="list-style-type: none"> <li>▪ Creates sensory images through word choices</li> <li>▪ Creates language relating to colors and shades of colors</li> <li>▪ Creates language relating to sizes and shapes</li> <li>▪ Extends use of vocabulary of contrast</li> <li>▪ Writes personal sketches</li> <li>▪ Begins to write biographies and autobiographies</li> <li>▪ Identifies, selects, and uses synonyms, antonyms, homonyms, and homographs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes personal sketches</li> <li>▪ Writes to express feelings and actions</li> <li>▪ Writes personal essays</li> <li>▪ Creates sensory images through choice of words</li> <li>▪ Writes and creates images through use of language comparisons of many kinds of things</li> <li>▪ Writes factual description in imaginative ways using descriptive and specific language</li> <li>▪ Writes descriptions of characters</li> <li>▪ Uses and writes with synonyms, antonyms, homographs, and words with multiple meanings</li> </ul>
<b>Imaginative / Narrative</b>	<ul style="list-style-type: none"> <li>▪ Creates and writes rhymes in more than one pattern</li> <li>▪ Writes original riddles, limericks, and poems</li> <li>▪ Writes haiku, cinquain, and other forms of poetry</li> <li>▪ Begins to write a log</li> <li>▪ Writes simple short plays and vignettes</li> <li>▪ Continues to write original myths and legends</li> <li>▪ Writes interpretations of old sayings</li> <li>▪ Writes original songs</li> <li>▪ Expands known stories</li> <li>▪ Writes original stories</li> <li>▪ Writes poems about historical events and others based on scientific topics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes rhymes in a variety of patterns</li> <li>▪ Increases ability to write original riddles, limericks, and poems</li> <li>▪ Writes short stories</li> <li>▪ Writes biographies</li> <li>▪ Writes an autobiography</li> <li>▪ Writes various kinds of poetry</li> <li>▪ Writes ballads</li> <li>▪ Writes and keeps a journal</li> <li>▪ Writes and keeps a log</li> <li>▪ Creates and writes original dialogue</li> <li>▪ Creates and writes plays and vignettes</li> <li>▪ Creates and writes original folk tales and tall tales</li> <li>▪ Creates and writes original myths and legends</li> <li>▪ Writes conversations</li> <li>▪ Writes new twists for old sayings</li> <li>▪ Writes interpretations of figurative language</li> <li>▪ Writes continuing stories</li> <li>▪ Writes original scripts for films and filmstrips</li> </ul>
<b>Practical / Informative</b>	<ul style="list-style-type: none"> <li>▪ Writes friendly letters of more than one paragraph</li> <li>▪ Writes business letters</li> <li>▪ Writes invitations, greetings, acceptances, thank you notes, and notes of congratulations</li> <li>▪ Takes and records telephone messages</li> <li>▪ Writes directions and recipes</li> <li>▪ Records and organizes notes</li> <li>▪ Writes reports based on interviews</li> <li>▪ Writes more than one kind of newspaper article</li> <li>▪ Fills in various forms</li> <li>▪ Writes reports based on reading and on spoken reports by others</li> <li>▪ Writes simple announcements and explanations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes friendly letters and business letters using proper format</li> <li>▪ Writes invitations, acceptances, thank you notes, and letters of congratulations</li> <li>▪ Records telephone messages with exact facts</li> <li>▪ Writes directions, recipes, and steps in making a product</li> <li>▪ Takes and organizes notes</li> <li>▪ Writes reports based on facts</li> <li>▪ Writes reports based on spoken reports, interviews, and readings</li> <li>▪ Writes a variety of news articles</li> <li>▪ Writes comparisons</li> <li>▪ Writes concise titles and captions</li> <li>▪ Writes simple original commercials for original products or existing products for television time slots</li> </ul>
<b>Analytical / Expository</b>	<ul style="list-style-type: none"> <li>▪ Writes a paragraph account of a sequence of events</li> <li>▪ Writes directions with increasing precision in selection of vocabulary</li> <li>▪ Selects and uses exact words in writing an explanation or description</li> <li>▪ Uses transition words, phrases, and sentences</li> <li>▪ Uses an outline as basis for writing</li> <li>▪ Expands ideas</li> <li>▪ Develops and writes one or more paragraphs as units, each paragraph having a main idea</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes more than one paragraph in an account of an event or experience, a description of a favorite food or sport, or an explanation of how something works</li> <li>▪ Expands use of transition words, phrases, and sentences in writing an explanation</li> <li>▪ Uses supporting facts in writing a report</li> <li>▪ Takes notes, organizes them, and expands them for a report</li> <li>▪ Uses outline form in writing</li> <li>▪ Writes opinion supporting a point of view</li> <li>▪ Writes persuasive papers</li> <li>▪ Writes comparisons to clarify meaning</li> <li>▪ Writes contrasts in sentences and paragraphs</li> <li>▪ Analyzes characters and events</li> <li>▪ Develops ideas in depth</li> </ul>

## English /Language Arts Pathway Options: Grades 9-12

Graduation Requirements: 4 credits

Grade	Option 1		Option 2		Option 3 (Standard)		Option 4 (Honors/AP)				
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2			
9 <sup>th</sup>	English 9 ELL (semesters 1 & 2)		English 9 Classics (semesters 1 & 2)		English 9 (semesters 1 & 2)		English 9 Honors (semesters 1 & 2)				
	May also take English 9 Workshop Elective (semesters 1 & 2)		May also take English 9 Workshop Elective (semesters 1 & 2)		eLearning English 9 (semesters 1 & 2)						
10 <sup>th</sup>	English 10 ELL (semesters 1 & 2)		English 10 Classics (semesters 1 & 2)		English 10 (semesters 1 & 2)		English 10 Honors (semesters 1 & 2)				
	May also take English 10 Workshop Elective (semesters 1 & 2)		May also take English 10 Workshop Elective (semesters 1 & 2)		AP European History & Literature (semesters 1 & 2)		College Preparatory Composition	Analysis of Literature			
					eLearning English 10 (semesters 1 & 2)						
11 <sup>th</sup>	American Literature ELL	English Elective	American Literature Classics	English Elective	American Writers	English Elective or	American Writers Honors	Advanced Composition			
	Make also take English 11 Workshop Elective				Early American Literature		American Literature Honors	English Elective			
					Modern American Literature		Modern American Literature Honors				
					eLearning English 11 (semesters 1 & 2)		AP English Language & American Literature (semesters 1 & 2)				
							AP English Language & Composition (semesters 1 & 2)				
							eLearning AP English Language & Composition (semesters 1 & 2)				
12 <sup>th</sup>	World Literature ELL	English Elective	Shakespeare Classics	English Elective	Survey of British Literature	English Elective or	Survey of British Literature Honors	English Elective			
	Make also take English 12 Workshop Elective				Early British Literature		Early British Literature Honors				
	or	Modern British Literature			Modern British Literature Honors						
	Advanced Reading & Writing ELL	World Literature			World Literature Honors						
	Make also take English 12 Workshop Elective	Advanced Reading & Writing ELL			eLearning English 12 (semesters 1 & 2)		AP Literature & Composition (semesters 1 & 2)				
							eLearning English Literature & Composition (semesters 1 & 2)				

<b>ENGLISH ELECTIVES</b>			
Advanced Composition	African American Literature	Analysis of Literature	College Preparatory Composition
Composition	Creative Writing	eLearning Creative Writing	English 9 Workshop
English 10 Workshop	English 11 Workshop	English 12 Workshop	Holocaust Studies
Journalism: Beginning	Journalism: Intermediate	Journalism: Advanced A/B	Media Literacy
eLearning Media Literacy	Native American Literature	New Comer English (ELL)	New Comer English II (ELL)
Non-Fiction Writing	Philosophy & Language	Popular Novels	Reading for Meaning
Reading & Writing Skills Development	Research & Inquiry	Speech & Debate	Sports Literature
Technical Drama & Theater	Theatre Performance I	Theatre Performance II	Vocabulary Development

# English/Language Arts Rubrics

## 5-Point Beginning Writer's Rubric

	1. EXPERIMENTING	2. EMERGING	3. DEVELOPING	4. CAPABLE	5. EXPERIENCED
	<b>Ideas</b>	<b>Ideas</b>	<b>Ideas</b>	<b>Ideas</b>	<b>Ideas</b>
	Big Idea is unclear; print sense is just beginning	Big Idea is conveyed in a general way through text, labels, symbols	Big Idea is stated in text	Big Idea is clear, but general—a simple story or explanation	Big Idea is clear; topic is narrow, fresh, and original
A	Details are missing, or if present, are unclear	Few details are present	Details are relevant to topic and support Big Idea	Details are telling, and sometimes specific to Big Idea	Details are accurate, relevant, high-quality, and support or enrich Big Idea
B	Experience with topic is unclear	Some experience with topic is demonstrated	Experience with topic is obvious	Experience with topic is supported by text	Experience with topic is demonstrated clearly
C	Pictures, if present, are unclear	Pictures, if present, connect to a few words	Pictures, if present, support topic	Pictures, if present, add descriptive details to topic	Pictures, if present, clarify, enrich, and enhance topic
Key question: Does the writer stay focused and share original and fresh information or perspective about the topic?					
	<b>Organization</b>	<b>Organization</b>	<b>Organization</b>	<b>Organization</b>	<b>Organization</b>
	Beginning/ending is absent	A bare beginning is present	Beginning and middle are present, but no ending	Beginning, middle, and predictable ending are present	Beginning attracts, middle works, ending is present
A	Transitions are not present	Transitions are starting to emerge	Transitions rely on connective “and”	Transitions work in predictable fashion	Transitions are somewhat varied
B	Sequencing is not present	Sequencing is limited or confusing	Sequencing is adequate	Sequencing is sound	Sequencing is purposeful from start to finish
C	Pacing is not evident	Pacing is predictable, monotonous	Pacing is adequate	Pacing moves reader through piece	Pacing is purposeful
D	Title (if required) is missing	Title (if required) is attempted	Simple title (if required) works	Title (if required) fits content	Title (if required) is engaging
E	Structure is random	Structure is unclear or only starting to emerge	Structure is present and works	Structure matches purpose	Structure clarifies topic
Key question: Does the organizational structure enhance the ideas and make the piece easier to understand?					
	<b>Voice</b>	<b>Voice</b>	<b>Voice</b>	<b>Voice</b>	<b>Voice</b>
	Individual expression is not present	Individual expression is emerging	Individual expression is present	Individual expression is supported by text	Individual expression reflects unique tone
A	Writing for audience is not evident	Writing starts to address audience	Writing addresses audience in a general way	Writing connects to audience	Writing clearly engages audience
B	Voice is not discernible	Voice is emerging in pictures and/or text	Voice is present	Voice supports writer's purpose	Voice is engaging and enthusiastic for purpose
C	Risk-taking is not evident	Risk-taking is limited to “safe” choices	Risk-taking reveals moments of sparkle	Risk-taking uncovers individual perspective	Risk-taking reveals person behind words
Key question: Would you keep reading this piece if it were longer?					

	1. EXPERIMENTING	2. EMERGING	3. DEVELOPING	4. CAPABLE	5. EXPERIENCED
	Ideas	Ideas	Ideas	Ideas	Ideas
	Big Idea is unclear; print sense is just beginning	Big Idea is conveyed in a general way through text, labels, symbols	Big Idea is stated in text	Big Idea is clear, but general—a simple story or explanation	Big Idea is clear; topic is narrow, fresh, and original
A	Details are missing, or if present, are unclear	Few details are present	Details are relevant to topic and support Big Idea	Details are telling, and sometimes specific to Big Idea	Details are accurate, relevant, high-quality, and support or enrich Big Idea
B	Experience with topic is unclear	Some experience with topic is demonstrated	Experience with topic is obvious	Experience with topic is supported by text	Experience with topic is demonstrated clearly
C	Pictures, if present, are unclear	Pictures, if present, connect to a few words	Pictures, if present, support topic	Pictures, if present, add descriptive details to topic	Pictures, if present, clarify, enrich, and enhance topic
Key question: Does the writer stay focused and share original and fresh information or perspective about the topic?					
	Organization	Organization	Organization	Organization	Organization
	Beginning/ending is absent	A bare beginning is present	Beginning and middle are present, but no ending	Beginning, middle, and predictable ending are present	Beginning attracts, middle works, ending is present
A	Transitions are not present	Transitions are starting to emerge	Transitions rely on connective “and”	Transitions work in predictable fashion	Transitions are somewhat varied
B	Sequencing is not present	Sequencing is limited or confusing	Sequencing is adequate	Sequencing is sound	Sequencing is purposeful from start to finish
C	Pacing is not evident	Pacing is predictable, monotonous	Pacing is adequate	Pacing moves reader through piece	Pacing is purposeful
D	Title (if required) is missing	Title (if required) is attempted	Simple title (if required) works	Title (if required) fits content	Title (if required) is engaging
E	Structure is random	Structure is unclear or only starting to emerge	Structure is present and works	Structure matches purpose	Structure clarifies topic
Key question: Does the organizational structure enhance the ideas and make the piece easier to understand?					
	Voice	Voice	Voice	Voice	Voice
	Individual expression is not present	Individual expression is emerging	Individual expression is present	Individual expression is supported by text	Individual expression reflects unique tone
A	Writing for audience is not evident	Writing starts to address audience	Writing addresses audience in a general way	Writing connects to audience	Writing clearly engages audience
B	Voice is not discernible	Voice is emerging in pictures and/or text	Voice is present	Voice supports writer’s purpose	Voice is engaging and enthusiastic for purpose
C	Risk-taking is not evident	Risk-taking is limited to “safe” choices	Risk-taking reveals moments of sparkle	Risk-taking uncovers individual perspective	Risk-taking reveals person behind words
Key question: Would you keep reading this piece if it were longer?					

1. EXPERIMENTING		2. EMERGING		3. DEVELOPING		4. CAPABLE		5. EXPERIENCED	
Word Choice		Word Choice		Word Choice		Word Choice		Word Choice	
	No words are present—only letters strung together or scribbles	Words are difficult to decode; some are recognizable	General or ordinary words convey message	Favorite words are used correctly	Specific, accurate words are used well				
	Word patterns are imitated	Environmental words are used correctly	New words are attempted but don't always fit	New and different words are used with some success	Precise, fresh, original words linger in reader's mind				
	Vocabulary relies upon environmental print	Vocabulary includes phrases, clichés	Vocabulary is limited to safe, known words	Vocabulary is expanding	Vocabulary is natural, effective, and targets audience				
	No awareness of parts of speech exists	Nouns emerge as main word choice	Basic verbs and nouns dominate piece	Modifiers add to mix of words	Variety of parts of speech adds depth				
	Words do not convey meaning of piece	Words begin to convey single idea or topic	Words are mundane, normal, generic for topic	Words clarify topic and convey meaning	Words enhance, enrich, and/or showcase meaning				
E	Words do not create mental imagery	Words begin to create mental imagery	Words are grouped in ways that create general mental imagery	Phrases, word groups create specific mental imagery	Strong attempts at figurative language create clear mental imagery				
Key question: Do the words and phrases create vivid pictures and linger in your mind?									
Sentence Fluency		Sentence Fluency		Sentence Fluency		Sentence Fluency		Sentence Fluency	
	Letters and words are scribbled across page	Words are strung together into phrases	Simple sentences are used to convey meaning	Simple and compound sentences strengthen piece	Consistently varied sentence construction enhances piece				
	Sentences are not used, but instead random words or marks	Sentence parts are present, but not complete	Most simple sentence parts are present; variety in beginnings or length exists	Sentence structure varies; variety in beginnings and length exists	Sentences vary in structure, as well as beginnings and length				
	Connective words do not exist	Connective words may appear in sentence parts	Connective words, mostly "and," serve as links between phrases	Connective words are more varied	Connective words work smoothly and enrich fluency				
	Rhythm is not evident	Rhythm is choppy and repetitive	Rhythm is more mechanical than fluid	Rhythm is more fluid than mechanical and is easy to read aloud	Rhythm is fluid and pleasant to read aloud				
Key question: Can you feel the words and phrases flow together as you read it aloud?									

1. EXPERIMENTING		2. EMERGING		3. DEVELOPING		4. CAPABLE		5. EXPERIENCED	
Conventions		Conventions		Conventions		Conventions		Conventions	
	Nearly every convention requires editing	Some conventions are correct, most are not	Half of conventions are correct and half need editing	More conventions are correct than not	Conventions require little editing to be published				
A	Spelling is not evident, only strings of letters	Semiphonetic spelling is attempted	Phonetic spelling is used; high-frequency words are still spotty	Spelling is usually accurate for grade-level words	High-frequency words are spelled correctly; spelling is very close on others				
B	No sense of punctuation exists	Random punctuation exists	End punctuation is usually correct; experiments with other punctuation	End punctuation is correct; some other punctuation is correct	Punctuation is usually correct and/or sometimes even creative				
C	Print sense is still emerging	Upper and lowercase letters are randomly used	Capitals are inconsistent but begin most sentences and some proper nouns	Capitals are more consistent and begin sentences and most proper nouns	Capitals are consistently accurate for sentence beginnings, proper nouns, and titles				
D	No awareness of grammar and/or usage exists	Part of a grammatical construction is present	A grammatical construction is present	Subject/verb agreement, proper tense are present but the rest is still spotty	Some control is shown over basic grade-level grammar				
Key question: How much editing would have to be done to be ready to share with an outside source? (Expectations should be based on grade level and include only skills that have been taught.)									
Presentation		Presentation		Presentation		Presentation		Presentation	
	No formatting clues are present; placement of text and pictures is totally random	Formatting of text and pictures is starting to come together	Formatting of text and pictures is generally correct	Formatting of text and pictures is clear and thoughtful	Formatting of text and pictures assists comprehension				
A	Only scribbles are present	Handwriting shows letters beginning to take shape, though random in placement	Handwriting includes few discrepancies in letter shape; shapes are easily identifiable	Handwriting reveals proper manuscript, spaced and written appropriately	Handwriting is neat and easy to read; proper manuscript or cursive is used				
B	Letters and/or words are strung together with no spacing	Spacing between letters and words is attempted	Spacing of words is mostly correct	Words, sentences, and paragraphs have proper spacing	White space is used well within piece and to frame text				
C	If pictures are present, they are randomly placed	Pictures are placed appropriately	Pictures fit with text	Pictures add detail, support piece, and are appropriate	Pictures are “balanced” with text and match content				
D	No identifiable markers (title, heading, bullets, page numbers) exist	Markers are present but not connected to text	Some markers match some text	Markers clarify, organize, and define text	Markers enrich, enhance, and/or help showcase text				
E	No charts, tables, graphs are evident	Charts, tables, graphs are attempted but randomly placed	Charts, tables, graphs match text and are placed properly	Charts, tables, graphs match and clarify text; are placed together properly	Charts, tables, graphs match, clarify, and enrich text and are placed properly				
Key question: Is the finished piece easy to read, polished in presentation, and pleasing to the eye?									



# 5-Point 3-12 Writer's Rubric

## IDEAS

**5** This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.

- A. The topic is **narrow** and **manageable**.
- B. **Relevant, showing vs. telling, quality details** give the reader important information that **goes beyond the obvious** or predictable.
- C. **Accurate details** are present to support the main ideas.
- D. The writer seems to be writing from **knowledge or experience**; the ideas are **fresh** and **original**.
- E. The reader's questions are **anticipated and answered**.
- F. **Insight**—an understanding of life and a knack for picking out what is significant—is an indicator of high level performance, though not required.

**3** The writer is beginning to define the topic, even though development is still basic or general.

- A. The topic is fairly broad; however, you can see where the writer is headed.
- B. Support is attempted but doesn't go far enough yet in fleshing out the key issues or story line.
- C. Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in-depth understanding or a strong sense of purpose.
- D. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics.
- E. The reader is left with questions. More information is needed to "fill in the blanks."
- F. The writer generally stays on the topic but does not develop a clear theme. The writer has not yet focused the topic past the obvious.

**1** As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:

- A. The writer is still in search of a topic, brainstorming, or has not yet decided what the main idea of the piece will be.
- B. Information is limited or unclear or the length is not adequate for development.
- C. The idea is a simple restatement of the topic or an answer to the question with little or no attention to detail.
- D. The writer has not begun to define the topic in a meaningful, personal way.
- E. Everything seems as important as everything else; the reader has a hard time sifting out what is important.
- F. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point.

## **ORGANIZATION**

**5** The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.

- A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.
- B. **Thoughtful transitions** clearly show how ideas connect.
- C. Details seem to fit where they're placed; **sequencing is logical and effective**.
- D. **Pacing is well controlled**; the writer knows when to slow down and elaborate, and when to pick up the pace and move on.
- E. The **title**, if desired, is **original** and captures the central theme of the piece.
- F. The choice of structure matches the **purpose and audience**, with effective paragraph breaks.

**3** The organizational structure is strong enough to move the reader through the text without too much confusion.

- A. The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie-up all loose ends.
- B. Transitions sometimes work, at other times, connections between ideas are unclear.
- C. Sequencing shows some logic, but not under control enough that it consistently supports the development of ideas. The structure may be predictable taking attention away from the content.
- D. Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.
- E. A title (if desired) is present, although it may be uninspired or an obvious restatement of the prompt or topic.
- F. The organization sometimes supports the main point or story line, with an attempt at paragraphing.

**1** The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:

- A. There is no real lead to set-up what follows, no effective conclusion to wrap things up.
- B. Connections between ideas are confusing or absent.
- C. Sequence is random and needs lots of work.
- D. Pacing feels awkward; the writer slows to a crawl when the reader wants to move on, and vice versa.
- E. No title is present (if requested) or, if present, does not reflect the content.
- F. Problems with organization make it hard for the reader to understand the main point or story line, with little or no attempt at paragraph breaks.

## VOICE

**5** The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.

- A. The writer connects strongly with the **audience** through the intriguing focus of the topic, selection of relevant details, and the use of natural, engaging language.
- B. The **purpose** of the writing is accurately reflected in the writer’s choice of individual and compelling content, and the arrangement of ideas.
- C. The writer takes a **risk** by the inclusion of personal details that reveal the person behind the words.
- D. **Expository or persuasive** writing reflects a strong commitment to the topic by the careful selection of ideas that show why the reader needs to know this.
- E. **Narrative** writing is personal and engaging, and makes you think about the author’s ideas or point of view.

**3** The writer seems sincere, but not fully engaged or involved. The writing has discernable purpose but is not compelling.

- A. The writing attempts to connect with the audience in an earnest, pleasing, but impersonal manner
- B. The writer seems aware of a purpose and attempts to select content and structures that reflect it.
- C. The writer occasionally reveals personal details, but primarily avoids risk.
- D. Expository or persuasive writing lacks consistent engagement with the topic and fails to use ideas to build credibility.
- E. Narrative writing is sincere but does not reflect a unique or individual perspective on the topic.

**1** The writer seems indifferent to the topic and the content. The writing lacks purpose and audience engagement.

- A. The writer’s ideas and language fail to connect with the audience.
- B. The writer has no clear purpose, and the chosen style does not match the content or ideas.
- C. The writing is risk free and reveals nothing about the author.
- D. Expository or persuasive writing is lifeless and mechanical or lacks accurate information.
- E. Narrative: The development of the topic is so limited that no point of view is discernable.

## **WORD CHOICE**

**5** Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.

- A. Words are **specific** and **accurate**. It is easy to understand just what the writer means.
- B. **Striking words and phrases** often catch the reader's eye and linger in the reader's mind.
- C. Language and phrasing are **natural, effective, and appropriate** for the audience.
- D. **Lively verbs** add energy while **specific nouns** and **modifiers** add depth.
- E. Choices in language enhance the meaning and clarify understanding.
- F. **Precision** is obvious. The writer has taken care to put just the right word or phrase in just the right spot.

**3** The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.

- A. Words are adequate and correct in a general sense, and they support the meaning by not getting in the way.
- B. Familiar words and phrases communicate but rarely capture the reader's imagination.
- C. Attempts at colorful language show a willingness to stretch and grow but sometimes reach beyond the audience (thesaurus overload!).
- D. Despite a few successes, the writing is marked by passive verbs, everyday nouns, and mundane modifiers.
- E. The words and phrases are functional with only one or two fine moments.
- F. The words may be refined in a couple of places, but the language looks more like the first thing that popped into the writer's mind.

**1** The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.

- A. Words are so nonspecific and distracting that only a very limited meaning comes through.
- B. Problems with language leave the reader wondering. Many of the words just don't work in this piece.
- C. Audience has not been considered. Language is used incorrectly making the message secondary to the misfires with the words.
- D. Limited vocabulary and/or misused parts of speech seriously impair understanding.
- E. Words and phrases are so unimaginative and lifeless that they detract from the meaning.
- F. Jargon or clichés distract or mislead. Redundancy may distract the reader.

## **SENTENCE FLUENCY**

**5** The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.

- A. Sentences are constructed in a way that underscores and enhances the **meaning**.
- B. Sentences **vary in length as well as structure**. Fragments, if used, add style. Dialogue, if present, sounds natural.
- C. **Purposeful** and **varied sentence beginnings** add variety and energy.
- D. The use of **creative and appropriate connectives** between sentences and thoughts shows how each relates to, and builds upon, the one before it.
- E. The writing has **cadence**; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.

**3** The text hums along with a steady beat but tends to be more pleasant or businesslike than musical, more mechanical than fluid.

- A. Although sentences may not seem artfully crafted or musical, they get the job done in a routine fashion.
- B. Sentences are usually constructed correctly; they hang together; they are sound.
- C. Sentence beginnings are not ALL alike; some variety is attempted.
- D. The reader sometimes has to hunt for clues (e.g., connecting words and phrases like however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although, etc.) that show how sentences interrelate.
- E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.

**1** The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:

- A. Sentences are choppy, incomplete, rambling or awkward; they need work. Phrasing does not sound natural. The patterns may create a sing-song rhythm, or a chop-chop cadence that lulls the reader to sleep.
- B. There is little to no “sentence sense” present. Even if this piece was flawlessly edited, the sentences would not hang together.
- C. Many sentences begin the same way—and may follow the same patterns (e.g., subject-verb- object) in a monotonous pattern.
- D. Endless connectives (and, and so, but then, because, and then, etc.) or a complete lack of connectives create a massive jumble of language.
- E. The text does not invite expressive oral reading.

## **CONVENTIONS**

**5** The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.

- A. Spelling is generally correct, even on more difficult words.
- B. The punctuation is accurate, even creative, and guides the reader through the text.
- C. A thorough understanding and consistent application of **capitalization** skills are present.
- D. **Grammar and usage are correct** and contribute to clarity and style.
- E. **Paragraphing tends to be sound** and reinforces the organizational structure.
- F. The writer **may manipulate conventions** for stylistic effect—and it works! The piece is very close to being **ready to publish**.

**3** The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.

- A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic.
- B. End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing/wrong.
- C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty.
- D. Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time.
- E. Paragraphing is attempted but may run together or begin in the wrong places.
- F. Moderate editing would be required to polish the text for publication.

**1** Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems:

- A. Spelling errors are frequent, even on common words.
- B. Punctuation (including terminal punctuation) is often missing or incorrect.
- C. Capitalization is random and only the easiest rules show awareness of correct use.
- D. Errors in grammar or usage are very noticeable, frequent, and affect meaning.
- E. Paragraphing is missing, irregular, or so frequent (every sentence) that it has no relationship to the organizational structure of the text.
- F. The reader must read once to decode, then again for meaning. Extensive editing (virtually every line) would be required to polish the text for publication

*Expectations should be based on grade level and include only skills that have been taught*

## PRESENTATION

### **5** The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.

- A. If handwritten (either cursive or printed), the **slant is consistent**, letters are clearly formed, **spacing is uniform** between words, text is easy to read.
- B. If word-processed, there is **appropriate use of fonts and font sizes** which invites the reader into the text.
- C. The use of **white space** (spacing, margins, etc.) allows the reader to easily focus on the text and message without distractions. There is just the right amount of balance of white space and text on the page. The formatting suits the purpose for writing.
- D. The use of a **title, side heads, page numbering, bullets**, and evidence of correct use of a style sheet (when appropriate) makes it easy for the reader to access the desired information and text. These markers allow the hierarchy of information to be clear to the reader.
- E. When appropriate to the purpose and audience, there is **effective integration** of text and **illustrations, graphs, maps, tables, etc.** There is clear alignment between the text and visuals. Visuals support and clarify important information or key points made in the text.

### **3** The writer’s message is understandable in this format.

- A. Handwriting is readable, although there may be discrepancies in letter shape and form, slant, and spacing. Some words or passages are easier to read than others.
- B. Experimentation with fonts and font sizes is successful in some places but begins to get fussy and cluttered in others. The effect is not consistent throughout the text.
- C. While margins may be present, some text may crowd the edges. Consistent spacing is applied, although a different choice may make text more accessible (e.g., single, double, or triple spacing).
- D. Although some markers are present (titles, numbering, bullets, side heads, etc.), they are not used to their fullest potential to access the greatest meaning from the text.
- E. An attempt is made to integrate visuals and text although the connections may be limited.

### **1** The reader receives a garbled message due to problems relating to the presentation of the text.

- A. Letters are irregularly slanted, formed inconsistently, or incorrectly, and the spacing is unbalanced or not even present, it is very difficult to read and understand the text.
- B. The writer has gone wild with multiple fonts and font sizes. It is a major distraction to the reader.
- C. The spacing is random and confusing to the reader. There may be little or no white space on the page.
- D. Lack of markers (title, page numbering, bullets, side heads, etc.) leave the reader wondering how one section connects to another and why the text is organized in this manner on the page.
- E. Visuals do not support or further illustrate key ideas presented in the text. They may be misleading, indecipherable, or too complex to be understood.

# Alaska Comprehensive System of Student Assessment

## 4-Point Extended-Constructed Response (ECR) Scoring Rubric for Grade 3 Writing

<p><b>4 Points</b> <i>An effective, well-developed paragraph that fulfills the assigned purpose</i></p> <ul style="list-style-type: none"><li>• Specific details support ideas</li><li>• Organizational plan is logical, with effective sequencing</li><li>• Word choices are effective and precise</li><li>• Transitions and sentence structure are purposeful and varied</li><li>• Few errors are present in grammar, usage, spelling, and punctuation</li><li>• Errors do not interfere with meaning</li></ul>	<p><b>3 Points</b> <i>A complete paragraph that addresses the assigned purpose</i></p> <ul style="list-style-type: none"><li>• Details support ideas</li><li>• Organizational plan has predictable sequencing</li><li>• Word choices are purposeful, but pedestrian</li><li>• Transitions and sentence structures are simple, but accurate</li><li>• Some errors may be present in grammar, usage, spelling, and punctuation</li><li>• Few errors may interfere with meaning</li></ul>
<p><b>2 Points</b> <i>An oversimplified paragraph that addresses the assigned purpose</i></p> <ul style="list-style-type: none"><li>• Some details support ideas</li><li>• Organizational plan has lapses; may be a list</li><li>• Word choices are basic or predictable</li><li>• Transitions and sentence structures are repetitive</li><li>• Many errors may be present in grammar, usage, spelling, and punctuation</li><li>• Few errors may interfere with meaning</li></ul>	<p><b>1 Point</b> <i>A deficient paragraph that attempts to address the assigned purpose</i></p> <ul style="list-style-type: none"><li>• Few or no details support ideas; ideas may be random, confusing, repetitious, or consist of a bare list</li><li>• Organizational plan and sequencing are weak; may be a brief list</li><li>• Word choices are confusing and/or immature</li><li>• Sentence structures are repetitive and fragmented, with few or no transitions</li><li>• Predominant errors may be present in grammar, usage, spelling, and punctuation</li><li>• Errors may interfere with meaning</li></ul>



# Alaska Comprehensive System of Student Assessment

## 6-Point Extended Constructed Response (ECR) Instructional Rubric for Grades 4-9 Writing

	6 Points	5 Points	4 Points	3 Points	2 Points	1 Point
<b>Ideas and Content</b>	<ul style="list-style-type: none"> <li>Effective, well-developed composition that fulfills the assigned purpose</li> <li>Uses specific and relevant details to enhance ideas</li> <li>Support and elaboration are complete and insightful</li> <li>Demonstrates exceptional analytical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Well-developed composition that fulfills the assigned purpose</li> <li>Uses specific and relevant details to develop ideas</li> <li>Support and elaboration are thorough</li> <li>Demonstrates sound analytical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Complete composition that addresses the assigned purpose</li> <li>Uses details to develop ideas</li> <li>Support and elaboration may be uneven</li> <li>Demonstrates adequate analytical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Oversimplified or incomplete composition that addresses the assigned purpose</li> <li>Uses some details in an attempt to develop ideas</li> <li>Support is incomplete or unclear</li> <li>Demonstrates uneven analytical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Simple or incomplete composition that attempts to address the assigned purpose</li> <li>Uses few details in an attempt to develop ideas</li> <li>Support is incomplete and unclear</li> <li>Demonstrates poor analytical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Deficient composition that attempts to address the assigned purpose</li> <li>Little or no development</li> <li>Ideas may be random, confusing, repetitious, or consist of a bare list</li> <li>Demonstrates little or no analytical thinking</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Logical, clearly focused plan that enhances the composition's meaning</li> <li>Uses sophisticated introduction, conclusion, and transitional devices</li> <li>Logical and effective sequencing and pacing</li> </ul>	<ul style="list-style-type: none"> <li>Logical, coherent plan</li> <li>Uses effective introduction, conclusion, and transitional devices</li> <li>Logical sequencing and pacing</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains plan</li> <li>Uses appropriate introduction, conclusion, and transitional devices</li> <li>Predictable sequencing and pacing</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to establish and maintain a plan</li> <li>May use introduction, conclusion, and transitional devices</li> <li>Lapses evident in sequencing and pacing</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to establish a plan</li> <li>Introduction, conclusion, and transitional devices are generally absent</li> <li>Minimal evidence of sequencing and pacing</li> </ul>	<ul style="list-style-type: none"> <li>No plan evident</li> <li>Introduction, conclusion, and transitional devices are absent</li> <li>No evidence of sequencing or pacing</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>Evocative voice</li> <li>Demonstrates an interactive attention to audience</li> </ul>	<ul style="list-style-type: none"> <li>Distinctive voice</li> <li>Demonstrates a detailed attention to audience</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent voice</li> <li>Demonstrates attention to audience</li> </ul>	<ul style="list-style-type: none"> <li>Indistinct voice</li> <li>Demonstrates some attention to audience</li> </ul>	<ul style="list-style-type: none"> <li>Minimal voice</li> <li>Demonstrates limited attention to audience</li> </ul>	<ul style="list-style-type: none"> <li>No voice</li> <li>Demonstrates little or no attention to audience</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>Vivid, appealing word choices</li> <li>Language is sophisticated, purposeful, and natural</li> </ul>	<ul style="list-style-type: none"> <li>Precise word choices</li> <li>Language is effective and purposeful</li> </ul>	<ul style="list-style-type: none"> <li>Pedestrian word choices</li> <li>Language is appropriate and familiar</li> </ul>	<ul style="list-style-type: none"> <li>Basic or predictable word choices</li> <li>Language is familiar with some lapses in communication</li> </ul>	<ul style="list-style-type: none"> <li>Limited or immature word choices</li> <li>Language is vague and may be redundant</li> </ul>	<ul style="list-style-type: none"> <li>Immature word choices</li> <li>Language is inaccurate and confusing</li> </ul>
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>Sentences are purposeful and make meaning clear</li> <li>Sentences demonstrate cadence and a variety of lengths and structures</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are purposeful and provide clarity</li> <li>Sentences vary in length and structure</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are grammatically correct</li> <li>Some variation in sentence length and structure</li> </ul>	<ul style="list-style-type: none"> <li>Sentences may be uneven and have grammatical lapses</li> <li>Little variation in sentence length and structure</li> </ul>	<ul style="list-style-type: none"> <li>Sentences may be incomplete or fragmented</li> <li>Sentence structure is awkward and may be missing transitions</li> </ul>	<ul style="list-style-type: none"> <li>Sentences may be cumbersome and fragmented with no variety in structure</li> <li>Transitions are absent</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>Few errors, if any, in grammar, usage, spelling, and punctuation</li> <li>Errors do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors in grammar, usage, spelling, and punctuation</li> <li>Errors do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>May have some errors in grammar, usage, spelling, and punctuation</li> <li>Few errors interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>May have many errors in grammar, usage, spelling, and punctuation</li> <li>Few errors interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>May have conspicuous errors in grammar, usage, spelling, and punctuation</li> <li>Errors may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>May be riddled with errors in grammar, usage, spelling, and punctuation</li> <li>Errors may interfere with meaning</li> </ul>

# English Language Learner Program

ELL Program Tutor/Instructors have specialized training and experience in second language acquisition and academic language development. Below are suggested Tutor/Instructor activities that will support you in teaching the ELL students in your class.

**Please note: In all cases, the teacher determines the specific standards based instructional activities undertaken by the Tutor/Instructor as well as the use of supplemental materials.**

## Preview Vocabulary and Content Material with Students

- \_\_\_\_\_ Preview specific vocabulary in literature and/or content areas
- \_\_\_\_\_ Preview specific themes in literature and/or content areas
- \_\_\_\_\_ Pre-read books/chapters

## Retrieve and Provide Supplemental Materials

- \_\_\_\_\_ Supplemental language development materials (e.g., Rosetta Stone computer program, audio books)
- \_\_\_\_\_ Alternative content area materials
- \_\_\_\_\_ Language support materials (picture dictionaries, translation dictionaries)

## Tutor Using Supplemental Materials

- \_\_\_\_\_ Facilitate student use of language development materials (Rosetta Stone, audio books)
- \_\_\_\_\_ Facilitate student use of alternative content area materials
- \_\_\_\_\_ Facilitate student use of language support materials

## Cooperative Learning/Differentiated Instruction

- \_\_\_\_\_ Prep materials for cooperative learning activities (e.g., task cards as might be required using Kagan© structures)
- \_\_\_\_\_ Prep hands-on models
- \_\_\_\_\_ Facilitate simplified language tasks such as listening to oral reports in lieu of written reports
- \_\_\_\_\_ Assist student with written reports, allowing for extensive use of graphics
- \_\_\_\_\_ Support prep for SIOP (e.g., language objectives)
- \_\_\_\_\_ Support and utilize Thinking Maps□

## Review

- \_\_\_\_\_ Review content with student in preparation for tests and quizzes
- \_\_\_\_\_ Review and correct completed tests and quizzes as needed

## Parent Contact

- \_\_\_\_\_ Coordinate parent meetings including making arrangements for language interpreter services
- \_\_\_\_\_ Attend parent meetings
- \_\_\_\_\_ Make phone contact with parents as needed

## ELL Support Services Plan

Tutor/Instructors and Classroom Teachers:

- \_\_\_\_\_ Collaborate on creating an ELL Support Services Plan for each ELL student using the State of Alaska's *English Language Proficiency Standards, Grade Level Expectations*, etc.
- \_\_\_\_\_ Review and revise support services plan as student makes progress

# Tier I/Core Instructional Strategies for ELL Students

ELL students receive instruction throughout the day in the Tier I general education environment. High quality Tier I instruction for ELL students requires thoughtful, deliberate differentiation. ELL Program support staff is assigned to schools to assist teachers with consistent implementation of differentiation strategies.

	<b>Teaching Strategies &amp; Teacher Actions</b>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ Identify academic vocabulary</li> <li>✓ Anticipate the need to explicitly teach academic vocabulary</li> <li>✓ Pre-read materials</li> <li>✓ Preview materials using sources with lower level vocabulary to develop background knowledge</li> <li>✓ Identify cognates between English and the student's L1</li> <li>✓ Use Word Sift <a href="http://www.wordsift.com/">http://www.wordsift.com/</a> to identify multiple academic functions for words</li> </ul>
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>✓ Use Kagan cooperative learning structures to create frequent opportunities for ELL students to speak in class on academic topics</li> <li>✓ Provide supportive environment for ELL students to use language orally (peer to peer and student to teacher)</li> <li>✓ Have students retell, sequence or explain their understanding using academic vocabulary</li> <li>✓ Readers theater</li> <li>✓ Guided interaction/cooperative learning</li> </ul>
<b>Culturally Responsive &amp; Background Knowledge</b>	<ul style="list-style-type: none"> <li>✓ Recognize and acknowledge student's prior experiences</li> <li>✓ Make explicit connections between new content information and student's prior experience or knowledge</li> <li>✓ Recognize and acknowledge student's learning style</li> </ul>
<b>Comprehensible Input</b>	<ul style="list-style-type: none"> <li>✓ Scaffolding</li> <li>✓ Provide bilingual materials: side by side L1/English materials, simultaneously or pre-read a novel in L1, review and reference multilingual math glossaries</li> <li>✓ Use simplified English</li> <li>✓ Realia and picture support</li> <li>✓ Modeling, demonstrations, hands-on</li> <li>✓ Thinking Map® organizers</li> <li>✓ Language Objectives</li> <li>✓ Content Objectives</li> <li>✓ Reduce number of pronouns in speech and writing</li> <li>✓ Slower rate of speech</li> <li>✓ Clear enunciation, simplified sentence structures</li> <li>✓ Minimize use of idioms</li> </ul>
<b>Additional Time</b>	<ul style="list-style-type: none"> <li>✓ Allow additional processing time; provide sufficient wait time for oral responses</li> <li>✓ Allow additional time to complete written tasks</li> <li>✓ Allow additional time to complete tests</li> </ul>

## Resources:

- *Making Content Comprehensible for English Learners; the SIOP Model*; Jana Echevarria, MaryEllen Vogt, Deborah Short
- *RTI Answer Book-English Language Learners and RTI* (Chapter 16); 2009 LRP Publications; Janette K. Klingner & Brooke M. Prichard
- *Response to Intervention and English Learners*, CREATE Brief (Center for Research on the Educational Achievement and Teaching of English Language Learners-[www.cal.org/create](http://www.cal.org/create)); July 2009; Jana Echevarria and Jan Hasbrouck
- Kagan Cooperative Learning
- Thinking Maps®

# WIDA English Language Proficiency Standards

<http://www.wida.us/standards/elp.aspx>

Figure 2A: The English Language Proficiency Standards and their Abbreviations

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners <b>communicate for Social and Instructional</b> purposes within the school setting	Social and Instructional <b>language</b>
English Language Proficiency Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The <b>language</b> of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The <b>language</b> of Mathematics
English Language Proficiency Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The <b>language</b> of Science
English Language Proficiency Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The <b>language</b> of Social Studies

# Fine Motor/Sensory Activities

1. Working with play dough – pinching, squeezing, rolling, making balls of different sizes.
2. Pegboards – large and small ones. Color matching and identification can be worked on at the same time.
3. Pinching clothespins – can hang things on line or put on rim of can or bowl.
4. Sprayer bottles – play in tub, use spray glass cleaner to do windows and mirrors.
5. Paper punching – through tag board for increased strength. Lace around the border of a figure through the holes.
6. Eyedropper art – use watery tempera paint or food coloring on paper towels, tissue paper or other absorbent paper.
7. Screwing and unscrewing lids of different sizes, or nuts and bolts.
8. Duplos, Legos, Lincoln Logs, and Tinker Toys.
9. Finger painting with Ivory Snow, chocolate syrup, marshmallow cream, pudding – use your imagination! Messy tactile activities are good for all children.
10. Paper tearing – can use torn pieces for art projects.
11. Picking up small objects using tweezers – there are large tweezers available.
12. Stringing beads, macaroni, cheerios, fruit loops, lifesavers, etc.
13. Crayon, marker, or pencil activities such as tracing, dot-to-dots, mazes, and copying shapes.
14. Dressing and undressing dolls – buttoning, zipping, snapping, lacing.
15. Puzzles.
16. Building with blocks; copying block patterns.
17. Clapping games, finger plays – set to music or a beat for added difficulty.
18. Games like Hi-Q, Connect Four, Pick-Up Sticks, Chinese Checkers, and Mousetrap.

# Helpful Hints for Struggling Readers

1. Read “just right” books (students should read books with at least 90% accuracy).
2. Use metacognition and think-alouds to help readers understand the reading process.
3. Read more (struggling readers need to more than double the amount they are reading).
4. Repeated readings to build fluency and comprehension.
5. Partner read.

# Modified Cloze Activity

1. Write some sentences or a paragraph related to something students are studying, or some topic of interest.
2. Select a word to cover with adhesive notes.
3. In order for the strategy to be most effective, each covered word should be one for which more than one word makes sense in the sentence.
4. Read each sentence aloud and have students make three or four guesses without any letters revealed.
5. Remove the note that covers all the beginning letters (up to the first vowel).
6. Make additional guesses that make sense and have all the right beginning letters, and the correct word length.
7. Reveal the rest of the word and see if the correct word was guessed.

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It's pitch-black. I am walking through a forest in Central America. The jungle is so thick that the treetops block light from the stars and moon.

Flicking on my headlamp, I start walking down a path. In daylight, I've seen birds and monkeys here. Now I want to see the animals that come out at night.

Many animals are active during the day. But some come out only after the sun sets. Animals that are active at night are nocturnal.

I have to be careful as I walk down the path. My light shines on the ground. I am searching for snakes. Many nocturnal snakes in the area are venomous, or poisonous.

# Most Common Phonograms

A phonogram, or rime, is usually a vowel sound plus a consonant sound, but it is often less than a syllable and therefore less than a word. When a consonant sound is added at the beginning, or at the onset, the two form many recognizable words. Adding single consonants or consonant blends to common phonograms is an excellent way to quickly build reading and spelling vocabulary.

This list includes the most common phonograms ranked in the order of the number of words they can form.

Rime	Example Words					Rime	Example Words				
<b>-ay</b>	jay	say	pay	day	play	<b>-ug</b>	rug	bug	hug	dug	tug
<b>-ill</b>	hill	Bill	will	fill	spill	<b>-op</b>	mop	cop	pop	top	hop
<b>-ip</b>	dip	ship	tip	skip	trip	<b>-in</b>	pin	tin	win	chin	thin
<b>-at</b>	cat	fat	bat	rat	sat	<b>-an</b>	pan	man	ran	tan	Dan
<b>-am</b>	ham	jam	dam	ram	Sam	<b>-est</b>	best	nest	pest	rest	test
<b>-ag</b>	bag	rag	tag	wag	sag	<b>-ink</b>	pink	sink	rink	link	drink
<b>-ack</b>	back	sack	Jack	black	track	<b>-ow</b>	low	slow	grow	show	snow
<b>-ank</b>	bank	sank	tank	blank	drank	<b>-ew</b>	new	few	chew	grew	stew
<b>-ick</b>	sick	Dick	pick	quick	chick	<b>-ore</b>	more	sore	tore	store	score
<b>-ell</b>	bell	sell	fell	tell	yell	<b>-ed</b>	bed	red	fed	led	Ted
<b>-ot</b>	pot	not	hot	dot	got	<b>-ab</b>	cab	dab	jab	lab	crab
<b>-ing</b>	ring	sing	king	wing	thing	<b>-ob</b>	cob	job	Rob	Bob	knob
<b>-ap</b>	cap	map	tap	clap	trap	<b>-ock</b>	sock	rock	lock	dock	block
<b>-unk</b>	bunk	sunk	junk	skunk	trunk	<b>-ake</b>	cake	lake	make	take	brake
<b>-ail</b>	pail	jail	nail	sail	tail	<b>-ine</b>	line	nine	pine	fine	shine
<b>-ain</b>	rain	pain	main	chain	plain	<b>-ight</b>	light	night	right	fight	sight
<b>-eed</b>	feed	seed	weed	need	freed	<b>-im</b>	him	Kim	rim	grim	brim
<b>-y</b>	my	by	dry	try	fly	<b>-uck</b>	duck	luck	buck	truck	stuck
<b>-out</b>	pout	trout	scout	shout	spout	<b>-um</b>	gum	bum	hum	drum	plum

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











# Portfolios

**A** showcase portfolio is a purposeful collection of student writing aligned to the Alaska Content and Performance Standards. The author selects the pieces for inclusion in the portfolio using guidelines established by the teacher. A variety of forms is typically required. It is a good idea to include at least one piece that shows the complete writing process from brainstorming through the final draft. Often an “on-demand” writing, a composition completed in school without outside help, is included as a required work. A list of books read during the past year is also often included.

Typically, portfolios contain a reflective cover letter by the author stating the contents of the portfolio along with a brief description of each piece. Students analyze their own writing by describing the strengths and weaknesses of individual selections in the portfolio.

Portfolio selections should be limited in number and quality to only the best pieces produced during the year. Not every piece in the portfolio should necessarily be evaluated; a cross section of the overall portfolio may receive individual evaluation. All or part of the six traits rubric may be used to evaluate pieces as well as other rubrics appropriate for writing. The author, the teacher, other students, parents, or community members outside the school will evaluate the portfolio.

# Proof Reader's Marks

Mark	Meaning	Use
1. 	Make this letter upper case.	Her name is <u>ann</u> .
2. 	Make this letter lower case.	That is <del>My</del> frog.
3. 	Correct the spelling.	Look at that <u>picture</u> .
4. 	Add a period.	It is snowing outside  .
5. 	Add a comma.	She said <sup>^</sup> "That's mine!"
6. 	Take it out.	My dad is <del>a</del> here.
7. 	Trade places.	We <u>go</u> can, too.
8. 	Indent paragraph.	 A light came on as I walked by the house. I smiled at the face behind the window.
9. 	Close up.	Bar <u>ry</u> Lane is cool. ..... ..
10. 	Add letter or word.	John Fox <sup>^</sup> can really write.

