



## Language Arts: Writer’s Craft: Creative/Narrative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Kindergarten				
Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can write with a focus from beginning to end.  My writing is fully developed so my reader understands.	I can write with a focus that is apparent in some parts of my writing.  I can write details that support my focus.	I can write with a topic that is apparent to me in some parts of my writing.  I can list limited details or words related to my topic.
<b>Structure/Organization</b>		I can organize my writing in a clear sequence of events or ideas. My writing leaves the reader with a sense of closure.	I can organize my writing in a way that sometimes conveys my ideas.	I can share my ideas using pictures and words.
<b>Language Use</b>		I can use descriptive words and phrases to describe actions, thoughts and feelings to create a mood in my writing.	I can use descriptive words to describe actions, thoughts or feelings in my writing .	I can use basic descriptive words in my writing.
<b>MDE grade level benchmarks embedded explicitly in the rubric</b>				
<b>Kindergarten</b> 0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				



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Grade Level Competency: Grades 1-2				
Writers will be able to produce creative and narrative texts to develop a well-elaborated real or imagined event or experience using descriptive details to describe actions, thoughts, and feelings, clear sequences, literary techniques, and crafting of language.				
Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can write with a focus from beginning to end. My writing is fully developed so my reader understands. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can write with a focus that is apparent in some parts of my writing. I can write details that support my focus. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can write with a topic that is apparent to me in some parts of my writing. I can list limited details or words related to my topic. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
<b>Structure/Organization</b>		I can organize my writing in a clear sequence of events or ideas. My writing leaves the reader with a sense of closure. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can organize my writing in a way that sometimes conveys my ideas. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can share my ideas using pictures and words. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
<b>Language Use</b>		I can use descriptive words and phrases to describe actions, thoughts and feelings to create a mood in my writing. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can use descriptive words to describe actions, thoughts or feelings in my writing. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can use basic descriptive words in my writing. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2



## Language Arts: Writer's Craft: Creative/Narrative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 3-4

Writers will be able to produce creative and narrative texts to develop a well-elaborated real or imagined event or experience using descriptive details to describe actions, thoughts, and feelings, clear sequences, literary techniques, and crafting of language.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can write with a focus from beginning to end.</p> <p>I can use the forms and features of genre in my own writing.</p> <p>My writing is fully developed so my reader understands my message.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can write with a focus that is apparent in some parts of my work.</p> <p>I can replicate forms and features in my writing.</p> <p>My writing is mostly developed so that the reader can understand my overall writing.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I start to introduce a focus, and it makes sense to me.</p> <p>My writing is somewhat developed but leaves the reader not fully understanding my writing.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
<b>Structure/Organization</b>		<p>I can organize my writing in a structure that conveys my ideas.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can organize my writing in a sequence of events or ideas that at times is not clear to others.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I attempt to sequence events or ideas in my writing, but apply sequence inconsistently.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4

<b>Language Use</b>		<p>I can use powerful descriptive words and phrases to create a feeling or mood.</p> <p>I can use some descriptive words and phrases in my writing.</p> <p><input type="checkbox"/> Grade 3</p> <p><input type="checkbox"/> Grade 4</p>	<p>I can use descriptive words and phrases to create a feeling or mood in my writing. I can use some descriptive words and phrases in my writing.</p> <p><input type="checkbox"/> Grade 3</p> <p><input type="checkbox"/> Grade 4</p>	<p>I can use some descriptive words and phrases in my writing. I can use some descriptive words and phrases in my writing.</p> <p><input type="checkbox"/> Grade 3</p> <p><input type="checkbox"/> Grade 4</p>
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## Language Arts: Writer’s Craft: Creative/Narrative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 5-6:

Writers will be able to produce creative and narrative texts to fully develop real or imagined events or experiences using relevant descriptive detail, well-structured sequences, literary techniques, and conscious crafting of language.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can write with a clear focus that is consistent from beginning to end.</p> <p>I can use the forms and features in my own writing.</p> <p>My writing is fully developed from the beginning to the end.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can write with a focus that is apparent in some parts of my work.</p> <p>I can replicate forms and features in my writing.</p> <p>My writing is mostly developed so that the reader can understand my overall story.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can convey my intended focus.</p> <p>I can write using a given formula.</p> <p>My writing is somewhat developed but leaves the reader with questions.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>
<b>Structure/Organization</b>		<p>I can organize my entire writing in a structure that best conveys my ideas.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can replicate an entire text structure to convey my ideas.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I apply text structures inconsistently in my writing.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>
<b>Language Use</b>		<p>I can use figurative and sensory language to create a feeling or mood.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can use figurative or sensory language in my writing.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can use descriptive words and phrases in my writing.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>



## Language Arts: Writer's Craft: Creative/Narrative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 7-8

Writers will be able to produce creative and narrative texts to fully develop real or imagined events or experiences using relevant descriptive detail, well-structured sequences, literary techniques, and conscious crafting of language.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	<p>A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.</p>	<p>I can write in such a way that the theme is apparent.</p> <p>I can consistently use features of the form and genre.</p> <p>My writing is fully developed and descriptive so that my audience can understand my story or emotions.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can write in such a way that the theme is apparent in some parts of the work.</p> <p>I know the common features of the form and genre and can sometimes incorporate them into my writing.</p> <p>My writing is mostly developed and includes enough description to understand some of my story or emotions.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I have started to develop a theme in my work.</p> <p>I know the common features of the form and genre.</p> <p>My writing is somewhat developed and complete but leaves many questions for the reader.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
<b>Structure/Organization</b>		<p>I can structure and organize my writing so that it best fits my purpose throughout the entire piece.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can structure and organize my writing with consistency but it may not be the best choice for my purpose.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can begin with a structure or organization but may not use it consistently throughout the piece.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>

<b>Language Use</b>		I can use effective and varied word choices, sensory language, sentence structures, and/or literary devices to create a feeling or mood.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can vary my word and language choice, sentence structures, and/or literary devices to make my work more interesting.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can choose words, language, sentence structures and/or literary devices that readers can understand.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8
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## Language Arts: Writer’s Craft: Creative/Narrative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 9-10

Writers will be able to produce creative and narrative texts to effectively develop real or imagined experiences or events using well-chosen details, well-structured sequences, literary techniques, and conscious crafting of language for effect.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can write in such a way that the theme is apparent to the target audience and consistently maintained.	I can write in such a way where the theme is apparent to the target audience, but it may be intermittently maintained.	I can write in such a way that is original and appropriate for the task. I can explain the theme, but it may not be apparent to the target audience.
<b>Structure/Organization</b>		I can effectively use features of the form and/or genre. I include sufficient details to create a feeling of completion in the audience.	I can use basic features of the form and/or genre. Sometimes I include sufficient details, and other times I include limited details, which results in the audience having some questions.	I can use some of the basic features of the form and/or genre. I include limited details, which results in the audience having many questions.
<b>Language Use</b>		I can effectively use structural features typical of the form and/or genre with a logical, cohesive progression of ideas.	I can craft language by using effective word choices and devices to entertain and/or share human experiences with the audience.	I can use some basic structural features typical of the form and/or genre with a logical progression of ideas.





## Language Arts: Writer's Craft: Creative/Narrative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 11-12

Writers will be able to produce creative and narrative texts to effectively develop real or imagined experiences or events using well-chosen details, well-structured sequences, literary techniques, and conscious crafting of language for effect.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can write in such a way that the theme is apparent to the target audience and consistently maintained.	I can write in such a way where the theme is apparent to the target audience, but it may be intermittently maintained.	I can write in such a way that is original and appropriate for the task. I can explain the theme, but it may not be apparent to the target audience.
<b>Structure/Organization</b>		I can consistently and effectively use features of the form and/or genre. I include sufficient details to answer most audience questions.	I can use some of the basic features of the form and/or genre. Sometimes I include sufficient details, and other times I include limited details, which results in the audience having some questions.	I can use a few basic features of the form and/or genre. I include limited details, which results in the audience having many questions.
<b>Language Use</b>		I can effectively use a range of structural features typical of the form and/or genre at the sentence, paragraph, and whole-piece level with a logical, cohesive progression of ideas.	I can craft language by using effective, varied, and sophisticated word choices (diction) and devices to entertain and/or share human experiences with the audience.	I can effectively use structural features typical of the form and/or genre with a logical, cohesive progression of ideas.