CASD

K-6
Writing Plan

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K-6
Writing Expectations

Approved May 2010
Effective September 2010

CATASAUQUA AREA SCHOOL DISTRICT
K-6 Writing Plan

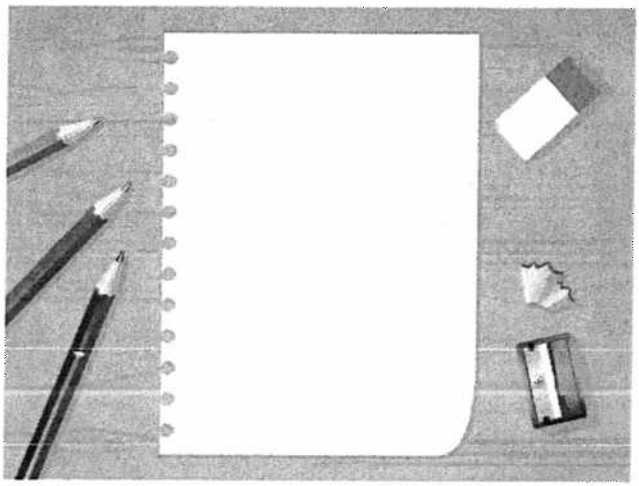
- All grade levels will complete one publishable writing piece per marking period.

- All grade levels will be required to write at least one narrative, one informational, and one persuasive writing piece (in grades 3 – 6 these modes must be completed during the first three marking periods).

- The fourth writing piece may be poetry, fantasy, imaginative, etc.

- Writing pieces will be scored using the PDE mode specific and general writing scoring guidelines.

- Please refer to the Treasures Grammar and Writing Handbook for assistance with the writing process. This should be the guide for planning lessons.



Grade Level	1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period
K	All Modes	All Modes	All Modes	All modes
Dates to review student work:	Ongoing	Ongoing	Ongoing	Ongoing
1	All Modes	All Modes	All Modes	All Modes
Dates to review student work:	Ongoing	Ongoing	Ongoing	Ongoing
2	Personal Narrative	Informational	Persuasive	Report
Dates to review student work:	Ongoing	Ongoing	Ongoing	Ongoing
3	Personal Narrative	Informational "How-To"	Persuasive	Research
Dates to review student work:	Ongoing	Ongoing	Ongoing	Ongoing
4	Personal Narrative	Persuasive	Informational/How To	Research/Informational Narrative
Dates to review student work:	Ongoing	Ongoing	Ongoing	Ongoing
5	Narrative	Informational	Persuasive	Expository / How To Essay Poetry
Dates to review student work:	Ongoing	Ongoing	Ongoing	Ongoing
6	Narrative	Persuasive	Informational	Poetry
Dates to review student work:	Ongoing	Ongoing	Ongoing	Ongoing

Writing Expectations

Grade – Kindergarten

Marking Period 1

Students will demonstrate conventional penmanship including upper and lower case letters, spacing and punctuation.

Students will express ideas in graphic form (using illustrations).

Students will participate in the writing process. (Pre-writing, Draft, Revise, Edit, and Publish)

All students will be exposed to various writing styles (narrative, persuasive and informational) throughout the year.

Marking Period 2

Students will demonstrate conventional penmanship including upper and lower case letters, spacing and punctuation.

Students will express ideas in graphic form (using illustrations).

Students will participate in the writing process. (Pre-writing, Draft, Revise, Edit, and Publish)

Marking Period 3

Students will demonstrate conventional penmanship including upper and lower case letters, spacing and punctuation.

Students will express ideas in graphic form (using illustrations).

Students will identify and write about one specific topic. (Focus)

Frame ideas for writing and identifying appropriate topic-specific content. (Content)

Write a series of thoughts in a logical order. (Organization)

Students will participate in the writing process. (Pre-writing, Draft, Revise, Edit, and Publish)

Marking Period 4

Students will demonstrate conventional penmanship including upper and lower case letters, spacing and punctuation.

Students will express ideas in graphic form (using illustrations).

Students will identify and write about one specific topic. (Focus)

Students will frame ideas for writing and identifying appropriate topic-specific content. (Content)

Students will write a series of thoughts in a logical order. (Organization)

Students will write using illustrations and descriptive words. (Style)

Students will use grade appropriate conventions when writing and editing. (Conventions)

Students will revise writing with guidance.

Students will participate in the writing process. (Pre-writing, Draft, Revise, Edit, and Publish)

By the end of the 4th marking period, students should be able to write their full name, on the line, and use capital letters appropriately.

Writing Expectations

Grade – 1st

Marking Period 1

Students will demonstrate conventional penmanship including lower case letters, spacing within words and punctuation.

Students will express ideas in graphic form (using illustrations).

Students will revise writing with guidance.

Students will participate in the writing process. (Pre-writing, Draft, Revise, Edit, and Publish)

At the end of the first marking period students should be able to write 1 complete sentence based on a topic (Focus). The sentence will have a subject and a predicate and will contain correct beginning capitalization and ending punctuation.

Example:
Topic – Pets

My dog is very funny.

Marking Period 2

Students will demonstrate conventional penmanship including upper and lower case letters, spacing within words and punctuation.

Students will express ideas in graphic form (using illustrations).

Students will revise writing with guidance.

Students will participate in the writing process. (Pre-writing, Draft, Revise, Edit, and Publish)

At the end of the second marking period students should be able to write at least 2 complete sentences based on a topic. (Focus) The sentences will have a subject and a predicate and will contain correct beginning capitalization and ending punctuation.

Example:
Topic – Pets

I have a dog named Rocco.
My dog is very funny.

Marking Period 3

Students will demonstrate conventional penmanship including upper and lower case letters, spacing within words and between words and punctuation.

Students will express ideas in graphic form (using illustrations).

Students will frame ideas for writing and identify appropriate topic-specific content. (Content)

Students will write a few sentences that relate to a topic.

Students will write a series of thoughts in a logical order. (Organization)

Students will revise writing with guidance.

Students will participate in the writing process. (Pre-writing, Draft, Revise, Edit, and Publish)
At the end of the third marking period students should be able to write at least 3 complete sentences based on a topic. The sentences will have a subject and a predicate and will contain correct beginning capitalization and ending punctuation.

Example:
Topic – Best Friends
My best friend is Billy.
He is a nice friend.
I play baseball with him.

Marking Period 4

Students will demonstrate conventional penmanship including upper and lower case letters, spacing within words and between words and punctuation.

Students will express ideas in graphic form (using illustrations).

Students will write using adjectives, precise nouns and action verbs. (Style)

Students will revise writing with guidance.

Students will participate in the writing process. (Pre-writing, Draft, Revise, Edit, and Publish)

At the end of the fourth marking period students should be able to write at least 4 complete sentences based on a topic. The sentences will have a subject and a predicate and will contain correct beginning capitalization and ending punctuation. (Conventions)

Example:
Topic – Summer Vacation

This summer I am going to the beach
I am going to play in the sand.
I want to go in the ocean.
We will go on the rides.
I can't wait to go to the beach.

Writing Expectations

Grade – 2nd

Marking Period 1

The student will demonstrate fluent and accurate formation of letters and writing. (Penmanship – Manuscript)

Students will identify a specific audience and write about one topic. (**Focus**)

Students will frame ideas for writing and identify appropriate topic-specific content that is supported by details. (**Content**)

Students will write a series of sentences that relate to the topic.

Students will write using a variety of sentence structures and descriptive word choices. (e.g. adjectives, nouns, verbs) (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by identifying missing information and improving details.

At the end of the first marking period, students should be able to write a **Personal Narrative**. The narrative should be at least 5 sentences in length. The sentences should have a logical order, contain a subject and a predicate, have correct beginning and ending punctuation, and show accurate spelling patterns. (**Organization, Conventions**)

Marking Period 2

The student will demonstrate fluent and accurate formation of letters and writing. (Penmanship – Manuscript)

Students will identify a specific audience and write about one topic. (**Focus**)

Students will frame ideas for writing and identify appropriate topic-specific content that is supported by details. (**Content**)

Students will write a series of sentences that relate to the topic.

Students will write using a variety of sentence structures and descriptive word choices. (e.g. adjectives, nouns, verbs) (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by identifying missing information and improving details.

At the end of the second marking period, students should be able to write an **Informational paragraph**. The paragraph should be at least 5 sentences in length. The sentences should have a logical order, contain a subject and a predicate, contain correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a Title and indenting. (**Organization, Conventions**)

Marking Period 3

The student will demonstrate fluent and accurate formation of letters and writing. (Penmanship – Manuscript)

Students will identify a specific audience and write about one topic. (**Focus**)

Students will frame ideas for writing and identify appropriate topic-specific content that is supported by details. (**Content**)

Students will write a series of sentences that relate to the topic.

Students will write using a variety of sentence structures and descriptive word choices. (e.g. adjectives, nouns, verbs) (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by identifying missing information and improving details.

At the end of the third marking period, students should be able to write a **Persuasive paragraph**. The paragraph should be at least 5 sentences in length. The sentences should have a logical order, contain a subject and a predicate, contain correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a Title and indenting. (**Organization, Conventions**)

Marking Period 4

The student will demonstrate fluent and accurate formation of letters and writing. (Penmanship – Manuscript)

Students will identify a specific audience and write about one topic. (**Focus**)

Students will frame ideas for writing and identify appropriate topic-specific content that is supported by details. (**Content**)

Students will write a series of sentences that relate to the topic. Students will write using a variety of sentence structures and descriptive word choices. (e.g. adjectives, nouns, verbs) (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by identifying missing information and improving details.

At the end of the fourth marking period, students should be able to write a **Report**. The paragraph should be at least 5 sentences in length. The sentences should have a logical order, contain a subject and a predicate, contain correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a Title and indenting. (**Organization, Conventions**)

Writing Expectations

Grade – 3rd

Marking Period 1

The student will demonstrate fluent and accurate formation of letters and writing. (Penmanship – Manuscript)

Students will identify a specific audience and write about one topic. (**Focus**)

Students will frame ideas for writing and identify appropriate topic-specific content that is supported by details. (**Content**)

Students will write a series of sentences and paragraphs that relate to the topic.

Students will write using a variety of sentence structures and descriptive word choices. (e.g. adjectives, precise nouns, verbs) (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by identifying missing information and improving details.

At the end of the first marking period, students should be able to write **a Personal Narrative**. The report should be at least 1 paragraph in length. The paragraph should be at least 5-7 sentences in length. The sentences should have a logical order, contain a subject and a predicate, contain correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a Title and indenting. (**Organization, Conventions**)

Marking Period 2

The student will demonstrate fluent and accurate formation of letters and writing. (Penmanship – Manuscript)

Students will identify a specific audience and write about one topic. (**Focus**)

Students will frame ideas for writing and identify appropriate topic-specific content that is supported by details. (**Content**)

Students will write a series of sentences and paragraphs that relate to the topic.

Students will write using a variety of sentence structures and descriptive word choices. (e.g. adjectives, precise nouns, verbs) (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by identifying missing information and improving details.

At the end of the second marking period, students should be able to write an **Informational/How To paragraph**. The paragraph should be at least 1 paragraph in length. The paragraph should be at least 5-7 sentences in length. The sentences should have a logical order, contain a subject and a predicate, contain correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a Title and indenting. (**Organization, Conventions**)

Marking Period 3

The student will demonstrate fluent and accurate formation of letters and writing. (Penmanship – Manuscript)

Students will identify a specific audience and write about one topic. (**Focus**)

Students will frame ideas for writing and identify appropriate topic-specific content that is supported by details. (**Content**)

Students will write a series of sentences and paragraphs that relate to the topic.

Students will write using a variety of sentence structures and descriptive word choices. (e.g. adjectives, precise nouns, verbs) (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by identifying missing information and improving details.

At the end of the third marking period, students should be able to write a **Persuasive essay**. The report should be at least 2 paragraphs in length. The paragraphs should be at least 5-7 sentences in length. The sentences should have a logical order, contain a subject and a predicate, contain correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a Title and indenting. (**Organization, Conventions**)

Marking Period 4

The student will demonstrate fluent and accurate formation of letters and writing. (Penmanship – Manuscript)

Students will identify a specific audience and write about one topic. (**Focus**)

Students will frame ideas for writing and identify appropriate topic-specific content that is supported by details. (**Content**)

Students will write a series of sentences and paragraphs that relate to the topic.

Students will write using a variety of sentence structures and descriptive word choices. (e.g. adjectives, precise nouns, verbs) (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by identifying missing information and improving details.

At the end of the fourth marking period, students should be able to write a **Research report**. The report should be at least 2 paragraphs in length. The paragraphs should be at least 5-7 sentences in length. The sentences should have a logical order, contain a subject and a predicate, contain correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a Title and indenting. (**Organization, Conventions**)

Writing Expectations

Grade – 4th

Marking Period 1

Students will write with a clear focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will write a series of paragraphs that relate to the topic.

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, (e.g. adjectives, nouns, verbs and adjectives) and literary devices. (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

At the end of the first marking period, students should be able to write **a Personal Narrative**. The report should be at least 2 paragraphs in length. The paragraphs should be at least 5-7 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and indenting. (**Organization, Conventions**)

Marking Period 2

Students will write with a clear focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will write a series of paragraphs that relate to the topic.

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, (e.g. adjectives, nouns, verbs and adjectives) and literary devices. (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

At the end of the second marking period, students should be able to write a **Persuasive paragraph**. The paragraph should be at least 2 paragraphs in length. The paragraphs should be at least 5-7 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and indenting. (**Organization, Conventions**)

Marking Period 3

Students will write with a clear focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will write a series of paragraphs that relate to the topic.

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, (e.g. adjectives, nouns, verbs and adjectives) and literary devices. (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

At the end of the third marking period, students should be able to write an **Informational/How To paragraph**. The report should be at least 3 paragraphs in length. The paragraphs should be at least 5-7 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and indenting. (**Organization, Conventions**)

Marking Period 4

Students will write with a clear focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will write a series of paragraphs that relate to the topic.

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, (e.g. adjectives, nouns, verbs and adjectives) and literary devices. (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

At the end of the fourth marking period, students should be able to write a **Research report**. The report should be at least 3 paragraphs in length. The paragraphs should be at least 5-7 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and indenting. (**Organization, Conventions**)

Writing Expectations

Grade – 5th

Marking Period 1

Students will write with a clear focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, (e.g. adjectives, nouns, verbs and adjectives) and literary devices. (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

At the end of the first marking period, students should be able to write a **Narrative essay**. The report should be at least 3 paragraphs in length. The paragraphs should be at least 5-7 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and indenting. (**Organization, Conventions**)

Marking Period 2

Students will write with a clear focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, (e.g. adjectives, nouns, verbs and adjectives) and literary devices. (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

At the end of the second marking period, students should be able to write an **Informational essay**. The paragraphs should be at least 3 paragraphs in length. The paragraph should be at least 5-7 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and indenting. (**Organization, Conventions**)

Marking Period 3

Students will write with a clear focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, (e.g. adjectives, nouns, verbs and adjectives) and literary devices. (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

At the end of the third marking period, students should be able to write a **Persuasive essay**. The report should be at least 4 paragraphs in length. The paragraphs should be at least 5-7 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and indenting. (**Organization, Conventions**)

Marking Period 4

Students will write with a clear focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, (e.g. adjectives, nouns, verbs and adjectives) and literary devices. (**Style**)

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

At the end of the fourth marking period, students should be able to write an **Expository / How-To report**. The report should be at least 5 paragraphs in length. The paragraphs should be at least 5-7 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and indenting. (**Organization, Conventions**)

Students will also participate in writing different forms of poetry.

Writing Expectations

Grade – 6th

Marking Period 1

Students will write with a sharp, distinct focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will use the introduction to establish the purpose.

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, and literary devices. (**Style**)

Students will use socially and academically appropriate writing conventions in a variety of formal and informal communication.

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

At the end of the first marking period, students should be able to write a **Narrative essay**. The essay should include: characters, setting, a conflict and resolution and optional dialogue. The paragraphs should be at least 5-8 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and justified left. (**Organization, Conventions**)

Marking Period 2

Students will write with a sharp, distinct focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will use the introduction to establish the purpose.

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, and literary devices. (**Style**)

Students will use socially and academically appropriate writing conventions in a variety of formal and informal communication.

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

At the end of the third marking period, students should be able to write a **Persuasive essay**. The essay should be at least 4-5 paragraphs in length. The paragraph should be at least 5-8 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and justified left. (**Organization, Conventions**)

Marking Period 3

Students will write with a sharp, distinct focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will use the introduction to establish the purpose.

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, and literary devices. (**Style**)

Students will use socially and academically appropriate writing conventions in a variety of formal and informal communication.

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.
At the end of the second marking period, students should be able to write an **Informational essay**. The paragraphs should be at least 5 paragraphs in length. The paragraph should be at least 5-8 sentences in length. The sentences should have a logical order; contain an introduction, body and conclusion with appropriate transitions within sentences and or paragraphs. Sentences must contain a subject and a predicate, exhibit correct beginning and ending punctuation, and show accurate spelling patterns. The piece of writing should also include proper format including a title and justified left. (**Organization, Conventions**)

Marking Period 4

Students will write with a sharp, distinct focus, identifying topic, purpose and audience. (**Focus**)

Students will develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (**Content**)

Students will use the introduction to establish the purpose.

Students will write to create style and voice using a variety of sentence structures, descriptive word choices, (e.g. adjectives, nouns, verbs, adverbs and adjectives) and literary devices. (**Style**)

Students will use socially and academically appropriate writing conventions in a variety of formal and informal communication.

Students will **APPLY** the writing process to develop a piece of work and revise by improving details by making words more exact, examining the logical flow of information and varying sentence length and structure.

Students will also participate in writing different forms of poetry.

There are no specific writing pieces assigned during the 4th marking period in 6th grade.

Curriculum Framework ELL Overlay

The Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

Curriculum Framework Definitions:

- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do, key skills, as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

To view the curriculum framework, select a subject area and grade level or a course, and then click Search.

Search Curriculum Frameworks by Subject Area and Grade Level

Select a Subject Area: Writing

Select a Grade Level: Kindergarten

Search

Search Curriculum Frameworks by Course

Select a Course: Select a Course

Search

Click on a **Big Idea** below to see the related essential questions, concepts, competencies, standards and eligible content.

Hide Essential Questions | Hide Concepts

Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Writing is a means of documenting thinking	What role does writing play in our lives?	Writing is a skill that involves fine-motor ability and language skills.	Demonstrate conventional penmanship, including using upper and lower-case letters, spacing and punctuation	
Writing is a recursive process that conveys ideas, thoughts and feelings	How do we develop into effective writers?	Writing is a skill that involves fine-motor ability and language skills.	Express and translate ideas in graphic forms (e.g. pictures/illustrations)	
Purpose, topic and audience guide types of writing	To what extent does the writing process contribute to the quality of writing?	Characteristics of effective writing work together to impact quality	Identify and write about one specific topic (focus).	
		Characteristics of effective writing work together to impact quality	Frame ideas for writing and identify appropriate topic-specific content. (content)	
		Characteristics of effective writing work together to impact quality	Write a series of simple thoughts in a logical order.(organization)	
		Characteristics of effective writing work together to impact quality	Write using illustrations and descriptive words. (style)	
		Characteristics of effective writing work together to impact quality	Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)	1.5.3.F, 1.5.4.F, 1.5.5.F, 1.5.7.F, 1.5.8.F, 1.5.C.F

Writing improves through the recursive process of revising and editing	Participates in the writing process.(i.e. pre-write, draft, revise, edit and publish)
Writing improves through the recursive process of revising and editing	Revise writing by adding details or missing information with guidance.

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- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

To view the curriculum framework, select a subject area and grade level or a course, and then click Search.

Search Curriculum Frameworks by Subject Area and Grade Level

Select a Subject Area: Writing

Select a Grade Level: 1st Grade

Search

Search Curriculum Frameworks by Course

Select a Course: Select a Course

Search

Click on a **Big Idea** below to see the related essential questions, concepts, competencies, standards and eligible content.

Hide Essential Questions | Hide Concepts

Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Writing is a means of documenting thinking	What role does writing play in our lives?	Writing is a skill that involves fine-motor ability and language skills.	✓ Demonstrate conventional penmanship, including using upper and lower-case letters, spacing and punctuation	
Writing is a recursive process that conveys ideas, thoughts and feelings	How do we develop into effective writers?	Writing is a skill that involves fine-motor ability and language skills.	✓ Express and translate ideas in graphic forms (e.g. pictures/illustrations)	
Purpose, topic and audience guide types of writing	To what extent does the writing process contribute to the quality of writing?	Characteristics of effective writing work together to impact quality	✓ Identify and write about one specific topic (focus).	
		Characteristics of effective writing work together to impact quality	✓ Frame ideas for writing and identify appropriate topic-specific content. (content)	
		Characteristics of effective writing work together to impact quality	✓ Write a few sentences that relate to the topic.	
		Characteristics of effective writing work together to impact quality	✓ Write a series of simple sentences in a logical order. (organization)	
		Characteristics of effective writing work together to impact quality	✓ Write using adjectives, precise nouns and action verbs. (style)	
		Characteristics of effective writing work together to impact quality	✓ Use grade appropriate conventions of written language when writing and editing.(i.e. spelling, capitalization, punctuation, grammar and sentence formation) (conventions)	

Writing improves through the recursive process of revising and editing	✓ Participates in the writing process.(i.e. pre-write, draft, revise, edit and publish)
Writing improves through the recursive process of revising and editing	✓ Revise writing by adding details or missing information.

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Curriculum Framework Definitions:

- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
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- **Competencies:** Describe what students should be able to do, key skills, as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

To view the curriculum framework, select a subject area and grade level or a course, and then click Search.

Search Curriculum Frameworks by Subject Area and Grade Level

Select a Subject Area: Writing

Select a Grade Level: 2nd Grade

Search

Search Curriculum Frameworks by Course

Select a Course: Select a Course

Search

Click on a **Big Idea** below to see the related essential questions, concepts, competencies, standards and eligible content.

Hide Essential Questions | Hide Concepts

Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Writing is a means of documenting thinking	What role does writing play in our lives?	Writing requires accurate and fluent motor and language skills.	Demonstrates fluent and accurate formation (e.g. penmanship) of letters and writing.	
Writing is a recursive process that conveys ideas, thoughts and feelings	How do we develop into effective writers?	Focus, content, organization, style, and conventions work together to impact writing quality	Identify a specific audience and write about one topic (focus)	1.5.3.A
Purpose, topic and audience guide types of writing	To what extent does the writing process contribute to the quality of writing?	Focus, content, organization, style, and conventions work together to impact writing quality	Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)	1.5.3.B
	How does a writer create narrative and informative pieces that demonstrate an awareness of purpose and audience?	Focus, content, organization, style, and conventions work together to impact writing quality	Write a series of sentences that relate to the topic.	
		Focus, content, organization, style, and conventions work together to impact writing quality	Organize and sustain writing in a logical order, including a beginning, middle and end, with appropriate transitions within sentences. (organization)	1.5.3.C
		Focus, content, organization, style, and conventions work together to impact writing quality	Write using a variety of sentence structures and descriptive word choices. (e.g. adjectives, nouns, verbs) (style)	
		Focus, content, organization, style, and conventions work together to impact writing quality	Use grade appropriate conventions of written language when writing and editing.(i.e. spelling, capitalization, punctuation, grammar and sentence formation) (conventions)	

Focus, content, organization, style, and conventions work together to impact writing quality	Develop accurate and automatic spelling of letter patterns and words. (conventions)	
Writing improves through the recursive process of revising and editing	Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish)	1.5.3.E
Writing improves through the recursive process of revising and editing	Revise writing by identifying missing information, examining logical flow of information and improving details.	

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To view the curriculum framework, select a subject area and grade level or a course, and then click Search.

Search Curriculum Frameworks by Subject Area and Grade Level

Select a Subject Area: Writing

Select a Grade Level: 3rd Grade

Search

Search Curriculum Frameworks by Course

Select a Course: Select a Course

Search

Click on a **Big Idea** below to see the related essential questions, concepts, competencies, standards and eligible content.

Hide Essential Questions | Hide Concepts

Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Writing is a means of documenting thinking	What role does writing play in our lives?	Writing requires accurate and fluent motor and language skills.	Demonstrates fluent and accurate formation (e.g. penmanship) of letters and writing.	
Writing is a recursive process that conveys ideas, thoughts and feelings	How do we develop into effective writers?	Focus, content, organization, style, and conventions work together to impact writing quality	Identify a specific audience and write about one topic (focus)	1.5.3.A
Purpose, topic and audience guide types of writing	To what extent does the writing process contribute to the quality of writing?	Focus, content, organization, style, and conventions work together to impact writing quality	Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)	1.5.3.B
		Focus, content, organization, style, and conventions work together to impact writing quality	Write a series of sentences or paragraphs that relate to the topic.	1.5.3.B
		Focus, content, organization, style, and conventions work together to impact writing quality	Organize and sustain writing in a logical order, including a beginning, middle and end, with appropriate transitions within sentences. (organization)	1.5.3.C
		Focus, content, organization, style, and conventions work together to impact writing quality	Write, developing an awareness of style, using a variety of sentence structures and descriptive word choices. (e.g. adjectives, precise nouns, verbs) (style)	1.5.3.D
		Focus, content, organization, style, and conventions work together to impact writing quality	Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)	1.5.3.F, 1.5.4.F, 1.5.5.F, 1.5.7.F, 1.5.8.F, 1.5.C.F

Focus, content, organization, style, and conventions work together to impact writing quality	Develop accurate and automatic spelling of letter patterns and words.(conventions)	
Writing improves through the recursive process of revising and editing	Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish)	1.5.3.E
Writing improves through the recursive process of revising and editing	Revise writing by identifying missing information, examining the logical flow of information and improving details.	1.5.3.E

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Curriculum Framework ELL Overlay

The Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

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To view the curriculum framework, select a subject area and grade level or a course, and then click Search.

Search Curriculum Frameworks by Subject Area and Grade Level

Select a Subject Area: Writing

Select a Grade Level: 4th Grade

Search

Search Curriculum Frameworks by Course

Select a Course: Select a Course

Search

Click on a **Big Idea** below to see the related essential questions, concepts, competencies, standards and eligible content.

Hide Essential Questions | Hide Concepts

Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Writing is a means of documenting thinking	What role does writing play in our lives?	Focus, content, organization, style, and conventions work together to impact writing quality	Write with a clear focus, identifying topic, purpose and audience (focus)	1.5.4.A, 1.5.5.A
Writing is a recursive process that conveys ideas, thoughts and feelings	How do we develop into effective writers?	Focus, content, organization, style, and conventions work together to impact writing quality	Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content)	1.5.4.B, 1.5.5.B, 1.5.7.B, 1.5.8.B, 1.5.C.B
Purpose, topic and audience guide types of writing	To what extent does the writing process contribute to the quality of writing?	Focus, content, organization, style, and conventions work together to impact writing quality	Write one or more paragraphs that relate to the topic.	1.5.4.B
		Focus, content, organization, style, and conventions work together to impact writing quality	Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within sentences and between paragraphs. (organization)	1.5.4.C, 1.5.5.C
		Focus, content, organization, style, and conventions work together to impact writing quality	Write to create style and voice using a variety of sentence structures, descriptive word choices. (e.g. adjectives, nouns, verbs, adverbs), and literary devices (style)	1.5.4.D
		Focus, content, organization, style, and conventions work	Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)	1.5.3.F, 1.5.4.F, 1.5.5.F, 1.5.7.F, 1.5.8.F, 1.5.C.F

together to impact writing quality		
Focus, content, organization, style, and conventions work together to impact writing quality	Develop accurate and automatic spelling of words. (conventions)	
Writing improves through the recursive process of revising and editing	Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish)Revise writing by: • improving details by making words more exact • examining the logical flow of information• varying sentence length and structure.	1.5.4.E

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To view the curriculum framework, select a subject area and grade level or a course, and then click Search.

Search Curriculum Frameworks by Subject Area and Grade Level

Select a Subject Area: Writing

Select a Grade Level: 5th Grade

Search

Search Curriculum Frameworks by Course

Select a Course: Select a Course

Search

Click on a **Big Idea** below to see the related essential questions, concepts, competencies, standards and eligible content.

Hide Essential Questions | Hide Concepts

Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Writing is a means of documenting thinking	What role does writing play in our lives?	Focus, content, organization, style, and conventions work together to impact writing quality	Write with a clear focus, identifying topic, purpose and audience (focus)	1.5.4.A, 1.5.5.A
Writing is a recursive process that conveys ideas, thoughts and feelings	How do we develop into effective writers?	Focus, content, organization, style, and conventions work together to impact writing quality	Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content)	1.5.4.B, 1.5.5.B, 1.5.7.B, 1.5.8.B, 1.5.C.B
Purpose, topic and audience guide types of writing	To what extent does the writing process contribute to the quality of writing?	Focus, content, organization, style, and conventions work together to impact writing quality	Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within sentences and between paragraphs. (organization)	1.5.4.C, 1.5.5.C
		Focus, content, organization, style, and conventions work together to impact writing quality	Write to create style, tone and voice using a variety of sentence structures, descriptive word choices. (e.g. adjectives, nouns, verbs, adverbs), and literary devices (style)	1.5.5.D
		Focus, content, organization, style, and conventions work together to impact writing quality	Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)	1.5.3.F, 1.5.4.F, 1.5.5.F, 1.5.7.F, 1.5.8.F, 1.5.C.F
		Focus, content, organization, style, and conventions work	Develop accurate and automatic spelling of words. (conventions)	

together to impact writing quality		
Writing improves through the recursive process of revising and editing	Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish)Revise writing by: • improving word choice• checking the logic for the order of ideas• varying sentence length and structure	1.5.5.E
Focus, content, organization, style, and conventions work together to impact writing quality	Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content)	1.5.4.B, 1.5.5.B, 1.5.7.B, 1.5.8.B, 1.5.C.B

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To view the curriculum framework, select a subject area and grade level or a course, and then click Search.

Search Curriculum Frameworks by Subject Area and Grade Level

Select a Subject Area: Writing

Select a Grade Level: 6th Grade

Search

Search Curriculum Frameworks by Course

Select a Course: Select a Course

Search

Click on a **Big Idea** below to see the related essential questions, concepts, competencies, standards and eligible content.

Hide Essential Questions | Hide Concepts

Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Writing is a means of documenting thinking	What role does writing play in our lives?	Focus, content, organization, style, and conventions work together to impact writing quality	Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus)	1.5.7.A, 1.5.8.A, 1.5.9.A, 1.5.10.A, 1.5.C.A, 1.5.C.B
Writing is a recursive process that conveys ideas, thoughts and feelings	How do we develop into effective writers?	Focus, content, organization, style, and conventions work together to impact writing quality	Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content)	1.5.4.B; 1.5.5.B, 1.5.7.B, 1.5.8.B, 1.5.C.B
Purpose, topic and audience guide types of writing	To what extent does the writing process contribute to the quality of writing?	Focus, content, organization, style, and conventions work together to impact writing quality	Write a series of paragraphs with topic sentences and supporting details that are relevant to the focus.	1.5.6.A, 1.5.6.B
		Focus, content, organization, style, and conventions work together to impact writing quality	Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within and between paragraphs. (organization)	1.5.7.C, 1.5.8.C, 1.5.C.C
		Focus, content, organization, style, and conventions work together to impact writing quality	Use the introduction to establish the purpose.	1.5.6.C
		Focus, content, organization, style, and conventions work	Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices. (style)	1.5.7.D, 1.5.8.D, 1.5.C.D

	together to impact writing quality		
	Focus, content, organization, style, and conventions work together to impact writing quality	Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)	1.5.3.F, 1.5.4.F, 1.5.5.F, 1.5.7.F, 1.5.8.F, 1.5.C.F
	Focus, content, organization, style, and conventions work together to impact writing quality	Use socially and academically appropriate writing conventions in a variety of formal and informal communication.	
	Writing improves through the recursive process of revising and editing	Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: • examining how the questions of purpose, audience, and genre have been addressed• examining and improving style, word choice, sentence variety and subtlety of meaning	1.5.9.E, 1.5.10.E, 1.5.C.E

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CATASAUQUA AREA SCHOOL DISTRICT
Narrative Writing Scoring Guidelines

	FOCUS		CONTENT		ORGANIZATION		STYLE		CONVENTIONS/ PRESENTATION	
	The single controlling point made with an awareness of task (mode) about a specific topic.		**The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.**		**The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.**		**The choice, use and arrangement of words and sentence structures that create tone and voice.**		**The use of grammar, mechanics, spelling, usage and sentence formation.**	
4	Sharp, distinct controlling point or theme with evident awareness of the narrative.		Strong story line with illustrative details that addresses a complex idea or examines a complex experience. Thoroughly elaborated narrative sequence that employs narrative elements as appropriate.		Skillful narrative pattern with clear and consistent sequencing of events, employing a beginning, middle, and an end. Minor interruptions to the sequence may occur.		Precise control of language, literary devices, and sentence structures that creates a consistent and effective point of view and tone.		Thorough control of sentence formation. Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning. Exceptional presentation.	
3	Clear controlling point or theme with general awareness of the narrative.		Story line with details that addresses an idea or examines an experience. Sufficiently elaborated narrative sequence that employs narrative elements as appropriate		Narrative pattern with generally consistent sequencing of events, employing a beginning, middle, and an end. Interruptions to the sequence may occur.		Appropriate control of language, literary devices, and sentence structures that creates a consistent point of view and tone.		Adequate control of sentence formation. Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present interfere with meaning. Satisfactory presentation.	
2	Vague evidence of a controlling point or theme with inconsistent awareness of the narrative.		Inconsistent story line that inadequately addresses an idea or examines an experience. Insufficiently elaborated narrative sequence that may employ narrative elements.		Narrative pattern with generally inconsistent sequencing of events that may employ a beginning, middle, and an end. Interruptions to the sequence may interfere with meaning.		Limited control of language and sentence structures that creates interference with point of view and tone.		Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and some of the errors may interfere with meaning. Fair presentation.	
1	Little or no evidence of a controlling point or theme with minimal awareness of the narrative.		Insufficient story line that minimally addresses an idea or examines an experience. Unelaborated narrative that may employ narrative elements		Narrative pattern with little or no sequencing of events. Interruptions to the sequence interfere with meaning.		Minimal control of language and sentence structures that creates an inconsistent point of view and tone.		Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors may be present in grammar, usage, spelling and punctuation, and many of those errors interfere with meaning. Unsatisfactory presentation.	
Total Points										/20

CATASAUQUA AREA SCHOOL DISTRICT
Informational Writing Scoring Guidelines

	FOCUS		CONTENT		ORGANIZATION		STYLE		CONVENTIONS/ PRESENTATION	
	The single controlling point made with an awareness of task (mode) about a specific topic		**The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.**		**The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.**		**The choice, use and arrangement of words and sentence structures that create tone and voice.**		**The use of grammar, mechanics, spelling, usage and sentence formation.**	
4	Sharp, distinct controlling point made about a single topic with evident awareness of task and audience.		Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details.		Effective organizational strategies and structures, such as local order and transitions, which develop a controlling idea		Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.		Thorough control of sentence formation. Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning. Exceptional presentation.	
3	Clear controlling point made about a single topic with general awareness of task and audience.		Adequate, specific, and/or illustrative content that demonstrates a clear understanding of the purpose. Sufficient elaboration with clearly presented information supported with well-chosen details.		Organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.		Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.		Adequate control of sentence formation. Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present interfere with meaning. Satisfactory presentation.	
2	Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience.		Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitive elaboration with inconsistently supported information. May be an extended list.		Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea.		Limited control of language and sentence structures that creates interference with tone.		Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and some of the errors may interfere with meaning. Fair presentation.	
1	Little or no evidence of a controlling point made about a single topic with minimal awareness of task and audience.		Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, undeveloped writing with little or no support. May be a bare list.		Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea.		Minimal control of language and sentence structures that creates an inconsistent tone.		Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors may be present in grammar, usage, spelling and punctuation, and many of those errors interfere with meaning. Unsatisfactory presentation.	
Total Points										/20

CATASAUQUA AREA SCHOOL DISTRICT
Persuasive Writing Scoring Guidelines

	FOCUS		CONTENT		ORGANIZATION		STYLE		CONVENTIONS/ PRESENTATION	
	The single controlling point made with an awareness of task (mode) about a specific topic		**The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.**		**The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.**		**The choice, use and arrangement of words and sentence structures that create tone and voice.**		**The use of grammar, mechanics, spelling, usage and sentence formation.**	
4	Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.		Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.		Effective organizational strategies and structures, such as local order and transitions, to develop a position supported with a purposeful presentation of content.		Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.		Thorough control of sentence formation. Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning. Exceptional presentation.	
3	Clear controlling presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience.		Adequate, specific and/or illustrative content that demonstrates an understanding of purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.		Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.		Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.		Adequate control of sentence formation. Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present interfere with meaning. Satisfactory presentation.	
2	Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.		Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.		Inconsistent organizational strategies and struts, such as logical order and transitions, to develop a position with inadequate presentation of content.		Limited control of language and sentence structures that creates interference with tone.		Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and some of the errors may interfere with meaning. Fair presentation.	
1	Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.		Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.		Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.		Minimal control of language and sentence structures that creates an inconsistent tone.		Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors may be present in grammar, usage, spelling and punctuation, and many of those errors interfere with meaning. Unsatisfactory presentation.	
Total Points										/20

CATASAUQUA AREA SCHOOL DISTRICT
General Writing Scoring Guidelines

	FOCUS		CONTENT		ORGANIZATION		STYLE		CONVENTIONS/ PRESENTATION	
	The single controlling point made with an awareness of task (mode) about a specific topic		**The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations**		**The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.**		**The choice, use and arrangement of words and sentence structures that create tone and voice**		**The use of grammar, mechanics, spelling, usage and sentence formation.**	
4	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode).		Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas.		Sophisticated arrangement of content with evident and/or subtle transitions.		Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience.		Evident control of grammar, mechanics, spelling, usage and sentence formation.	
3	Apparent point made about a single topic with sufficient awareness of task (mode).		Sufficiently developed content with adequate elaboration or explanation.		Functional arrangement of content that sustains a logical order with some evidence of transitions.		Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience.		Sufficient control of grammar, mechanics, spelling, usage, and sentence formation.	
2	No apparent point but evidence of a specific topic.		Limited content with inadequate elaboration or explanation.		Confused or inconsistent arrangement of content with or without attempts at transition.		Limited word choice and control of sentence structures that inhibit voice and tone.		Limited control of grammar, mechanics, spelling, usage, and sentence formation.	
1	Minimal evidence of a topic.		Superficial and/or minimal content.		Minimal control of content arrangement.		Minimal variety in word choice and minimal control of sentence structures.		Minimal control of grammar, mechanics, spelling, usage, and sentence formation.	
Total Points										/20