

Language Arts: Writer's Craft

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

Grade Level Competency: Kindergarten Writers will be able to produce informative, creative, and persuasive pieces for a variety of authentic purposes and audiences.				
Criteria	Extending	Proficient	In Progress	Beginning
Focus and Development	<i>I can engage with complex topics, demonstrate originality in analysis, and communicate ideas effectively using writing skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i>	I can construct a complete idea about a topic, opinion, or experience or that of a character, using pictures, my voice or writing.	Given options, I can identify an idea about a topic, opinion, or experience or that of a character, using pictures, my voice or writing.	I can copy an idea about a topic, opinion, or experience or that of a character, using pictures, my voice or writing.
Structure and Organization	<i>I can use my writing skills to communicate and produce work that conveys empathy and sparks an emotional response from my audience by highlighting topics that are important in our world.</i>	<p>I can construct details about a topic or opinion, using my pictures, voice or writing.</p> <p>I can correctly order the beginning, middle, and end of a story or narrative.</p>	<p>Given options, I can identify details about a topic or opinion using my pictures, voice, or writing.</p> <p>I can correctly identify the beginning, middle and end of a story or narrative.</p>	<p>I can copy details about a topic, opinion, or experience or that of a character, using pictures, my voice or writing.</p> <p>I can correctly identify the beginning and end of a story or narrative.</p>
Language Use	<i>I can use my writing skills to express myself by using innovative and creative approaches in my writer's voice to entertain or engage my audience and communicate my exploration of new ideas, concepts, connections, and insights to foster enjoyment, inspiration, and reflection from my audience.</i>	<p>I can use descriptive words to construct my ideas using my voice, pictures, or my writing.</p> <p>I can construct ideas about a topic using a complete sentence.</p>	<p>I can use basic words to construct my ideas using my voice, pictures, or my writing.</p> <p>I can list ideas about a topic.</p>	<p>I can share basic ideas through pictures or words.</p> <p>I can identify a sentence.</p>

MDE benchmarks explicitly in the rubric

- 0.2.2.1- Write routinely (may include a combination of drawing, dictating and writing), with support and guidance.
- 0.2.2.2- Share personal perspective, identity and voice, verbally or visually.
- 0.2.4.1- State a personal opinion for the purpose of sharing, verbally, visually or in written form, with support and guidance.
- 0.2.5.1- Make a statement about a topic and offer one or two details about the topic, verbally, visually or in written form, with support and guidance.
- 0.2.5.2- Verbally or visually respond to a story, with support and guidance.
- 0.2.6.1- Tell a story about a personal experience or that of a character, verbally, visually or in written form.
- 0.2.6.2- Correctly order beginning, middle and end of a story, with support and guidance.

Learning Progression

Kindergarten

- Print many uppercase and lowercase letters (0.2.1.0)
- Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence. (0.2.1.1)

Supporting Benchmarks

Kindergarten

- 0.2.3.1- Plan and draft writing (may include a combination of drawing, dictating and writing) and revise to strengthen writing in a shared setting.
- 0.2.7.1-Ask questions to participate in shared research and writing projects.

Grade Level Competency: Grades 1-2 Writers will be able to produce informative, creative, and persuasive pieces for a variety of authentic purposes and audiences.

Criteria	Extending	Proficient	In Progress	Beginning
Focus and Development	<p><i>I can engage with complex topics, demonstrate originality in analysis, and communicate ideas effectively using writing skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i></p> <p><i>I can use my writing skills to communicate and produce work that conveys empathy and sparks an emotional response from my audience by highlighting topics that are important in our world.</i></p> <p><i>I can use my writing skills to express myself by using innovative and creative approaches in my writer's voice to entertain or engage my audience and communicate my exploration of new ideas, concepts, connections, and insights to foster enjoyment, inspiration, and reflection from my audience.</i></p>	<p>I can write with a focus from beginning to end.</p> <p>I can write details and/or evidence to develop a topic, opinion, or experience.</p>	<p>I can write about an idea with a focus in the beginning.</p> <p>I can write details or evidence that are connected to my topic.</p>	<p>I can write an idea.</p> <p>I can label details about my idea.</p>
Structure and Organization		<p>I can organize my writing and use transitions so that the information makes sense to my audience.</p> <p>I can organize my writing in a clear sequence of events or ideas.</p> <p>I can include an introduction and leave the reader with a sense of closure.</p>	<p>I can use transitions in my writing.</p> <p>I can write a beginning, middle, and end using pictures and words.</p> <p>I can write an introduction.</p>	<p>Given ideas, I can identify transitions to use in my writing.</p> <p>I can write a beginning and ending using pictures and labels.</p> <p>Given ideas, I can write an introduction.</p>
Language Use		<p>I can use precise vocabulary and descriptive words/phrases related to the topic.</p> <p>I can write using complete sentences.</p>	<p>I can use basic vocabulary to provide details about a topic.</p> <p>I can write using phrases and sentences.</p>	<p>I can list words and phrases related to the topic.</p> <p>I can write an idea.</p>

MDE grade level benchmarks explicitly in the rubric

Grade 1

- 1.2.2.1-Write routinely, through a combination of writing, drawing and speaking.
- 1.2.2.2- Share personal perspective, identity, and voice, verbally, visually or in writing.
- 1.2.4.1- Write to state a personal opinion, and provide one or two reasons for the opinion.
- 1.2.5.1- Write to inform or explain, identifying a topic and stating facts about the topic.
- 1.2.5.2- Write to respond to a story
- 1.2.6.1- Write to tell a story, creating details about a character and setting.
- 1.2.6.2- Include details in a written story in an order that makes sense.
- 1.2.7.2- Plan and conduct research from teacher recommended sources and share findings in writing, with support and guidance (e.g., encyclopedias, informational texts).

Grade 2

- 2.2.2.1- Write routinely, including illustration, for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks).
- 2.2.2.2- Write to express ideas representing personal perspective, identity and voice, as a part of a group.
- 2.2.4.1- Write to state a personal opinion, provide several reasons for the opinion, and include introductory and concluding statements.
- 2.2.5.1- Write to inform or explain, using details to show understanding of the topic and including
- 2.2.5.2- Write to respond to characters, setting and conflict in a story.
- 2.2.6.1- Write to tell a story, introducing conflict to a character and setting.
- 2.2.6.2- Use words that signal changes in situation in written narratives, poetry or other creative text (e.g., next, surprisingly).
- 2.2.7.2- Plan and conduct research from a variety of sources, vetted by teacher, and share findings in writing (e.g., search terms, choosing relevant sources).

Learning Progression

Grade 1

- Print all uppercase and lowercase letters. (1.2.1.0)
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (1.2.1.1)
- Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words. (1.2.1.2)
- Identify which words belong to an author and which words are student's own. (1.2.8.1)

Grade 2

- Use correct punctuation (end punctuation) and capitalization (first word in sentence and proper nouns) authentically in writing. (2.2.1.1)
- Use correct spelling (high frequency words) authentically in writing. (2.2.1.1)
- Apply spelling patterns and rules to spell words with consonant and vowel digraphs and diphthongs, six syllable types, and inflectional suffixes authentically in writing. (2.2.1.2)
- Demonstrate a basic understanding of and respect for the rights and obligations of using and sharing intellectual property and avoiding plagiarism (e.g., What work is yours? What work is someone else's?). (2.2.8.1)

Supporting Benchmarks

Grades 1

- 1.2.1.3- Use frequently-occurring nouns, verbs and prepositions in simple sentences authentically in writing.
- 1.2.3.1- Plan, draft and revise to strengthen writing in a shared setting.
- 1.2.7.1- Ask and answer questions to participate in shared research and writing projects.

Grade 2

- 2.2.1.3- Use nouns (common, proper, possessive and plural), verbs (regular and irregular), and frequently occurring adjectives, conjunctions and prepositions in simple sentences authentically in writing.
- 2.2.3.1- Plan, draft, revise, edit and publish writing, using self reflection and teacher guidance.
- 2.2.7.1- Ask and answer on-topic questions to research background information using resources vetted by teacher.

Grade Level Competency: Grades 3-4 Writers will be able to produce informative, creative, and persuasive pieces for a variety of authentic purposes and audiences.

Criteria	Extending	Proficient	In Progress	Beginning
Focus and Development	<i>I can engage with complex topics, demonstrate originality in analysis, and communicate ideas effectively using writing skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i>	<p>I can maintain focus throughout my writing from beginning to end.</p> <p>I can write using details and evidence to elaborate on <i>my topic, opinion, experience, or response to a text</i>, including making comparisons.</p>	<p>I can write details that support my focus.</p> <p>I can write using details to support <i>my topic, opinion, experience, or response to a text</i>.</p>	<p>I can write a beginning and an end.</p> <p>I can identify details to support <i>my topic, opinion, experience, or response to a text</i>.</p>
Structure and Organization	<p><i>I can use my writing skills to communicate and produce work that conveys empathy and sparks an emotional response from my audience by highlighting topics that are important in our world.</i></p> <p><i>I can use my writing skills to express myself by using innovative and creative approaches in my writer's voice to entertain or engage my audience and communicate my exploration of new ideas, concepts, connections, and insights to foster enjoyment, inspiration, and reflection from my audience.</i></p>	<p>I can construct my writing using a structure that conveys my ideas.</p> <p>I can use introductions, conclusions and transitions in my writing to help my audience understand my ideas.</p>	<p>I can organize my writing using a structure.</p> <p>I can use transitions in my writing.</p>	<p>I can write down my ideas.</p> <p>I can use transitions repetitively in my writing.</p>
Language Use		<p>I can use precise vocabulary, powerful and descriptive words, phrases and punctuation.</p>	<p>I can use basic vocabulary, descriptive words, and punctuation.</p>	<p>I can use descriptive words, phrases and punctuation.</p>

MDE grade level benchmarks explicitly in the rubric

Grade 3

- 3.2.2.1 - Write routinely for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks)
- 3.2.2.2-Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
- 3.2.3.2- Use words and phrases for effect, differentiating between conventions of spoken and written English.
- 3.2.4.1 - Write to argue, providing and organizing evidence for supporting points and using linking words and phrases.
- 3.2.4.2 - Write to persuade, blending opinion and facts that support the opinion.
- 3.2.5.1 - Write to inform or explain, selecting and organizing relevant details to show and understanding of the topic, building on skills from previous years.
- 3.2.5.2 - Write to respond to thoughts and feelings of characters in literacy text.
- 3.2.6.1 - Write to tell a story, describing thoughts and feelings to develop characters as they interact with conflict.
- 3.2.6.2 - Use dialogue and descriptive words, in written narratives, poetry or other creative text.
- 3.2.7.2 - Plan and conduct research, following a detailed research plan to build understanding of digital footprint, and share findings in writing.

Grade 4

- 4.2.2.1- Write routinely for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks)
- 4.2.2.2-Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
- 4.2.3.2- Use words, phrases and punctuation to convey ideas precisely in formal and informal writing contexts
- 4.2.4.1- Write to argue, including an introduction and conclusion, building on skills from previous years.
- 4.2.4.2- Write to persuade, including an introduction and conclusion, building on skills from previous years
- 4.2.5.1-Write to inform or explain, organizing and presenting ideas clearly, using precise, domain-specific vocabulary and a variety of text structures, and including an introduction and
- 4.2.5.2- Write to respond to the conclusion of a literary text.
- 4.2.6.1- Write to create, developing literary elements including character, setting, conflict and resolution with detail in a variety of literary forms (e.g., poetry, stories, plays).
- 4.2.6.2- Describe sensory detail in written narratives, poetry or other creative text.
- 4.2.7.2- Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility and relevance of information, avoiding plagiarism, and share findings in writing

Learning Progression

Grade 3

Grade 4

- Use correct punctuation (including commas in series and apostrophes) and capitalization authentically in writing. (3.2.1.1)
- Use correct grammar authentically in writing. (3.2.1.1)
- Apply spelling patterns and rules to spell multisyllabic words, high-frequency words authentically in writing. (3.2.1.1 and 3.2.1.2)
- Use and cite two or more sources on a topic, both quoting and summarizing sources, avoiding plagiarism. (3.2.8.1)

- Use correct punctuation (including punctuation of dialogue and commas with clauses), authentically in writing. (4.2.1.1)
- Use correct grammar authentically in writing. (4.2.1.1)
- Apply spelling patterns and rules to spell words authentically in writing. (4.2.1.1 and 4.2.1.2)
- Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism. (4.2.8.1)

Supporting Benchmarks

Grades 3

Grade 4

- 3.2.1.3 - Use nouns (collective and irregular plural), verbs, frequently used adjectives and adverbs, conjunctions, prepositions, and pronouns (including reflexive pronouns and male, female and non-binary gender pronouns) in simple and compound sentences authentically in writing.
- 3.2.3.1- Plan, draft, revise, edit and publish writing, using self-reflection, guidance and support from peers and educators.
- 3.2.7.1- Ask relevant questions to distinguish fact from opinion.

- 4.2.3.1- Plan and draft multiple pieces of writing; self-select which of them to revise, edit and publish.
- 4.2.7.1- Ask relevant questions to guide inquiry.
- 4.2.1.3- Demonstrate subject-verb and pronoun-antecedent agreement in simple, compound, and complex sentences authentically in writing.

Grade Level Competency: Grades 5-6 Writers will be able to produce writing that is developed, focused, and language is crafted for a variety of authentic purposes and audiences.

Criteria	Extending	Proficient	In Progress	Beginning
Focus/Development	<i>I can engage with complex topics, demonstrate originality in analysis, and communicate ideas effectively using writing skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i>	<p>I can develop a theme, claim, or thesis in my writing.</p> <p>I can write using relevant, specific details and evidence to respond, explain information, support my claim and acknowledge an opposing claim, or reflect/share my perspective and ideas, as well as perspectives of others.</p>	<p>I can include a theme, claim, or thesis in my writing .</p> <p>I can write using relevant details and evidence to respond, explain information, support my claim and acknowledge an opposing claim, or reflect/share my perspective and ideas.</p>	<p>I can identify a theme, claim, or thesis.</p> <p>I can write using details to respond, explain information, support my claim and acknowledge an opposing claim, or reflect/share my perspective and ideas.</p>
Structure/Organization	<p><i>I can use my writing skills to communicate and produce work that conveys empathy and sparks an emotional response from my audience by highlighting topics that are important in our world.</i></p> <p><i>I can use my writing skills to express myself by using innovative and creative approaches in my writer's voice to entertain or engage my audience and communicate my exploration of new ideas, concepts, connections, and insights to foster enjoyment, inspiration, and reflection from my audience.</i></p>	<p>I can organize my writing using a structure for my purpose.</p> <p>I can use a variety of transitions and features so that the audience can make sense of my work.</p>	<p>I can organize my writing using a structure.</p> <p>I can use transitions and features so that the audience can make sense of my work.</p>	<p>I can write down my ideas in a way that can be followed.</p> <p>I can use transitions so that the audience can make sense of my work.</p>
Language Use		I can choose precise and varied word choices, figurative language, phrasing and sentence structures.	I can choose varied word choices, figurative language, phrasing and sentence structures.	I can vary my word choices.

MDE grade level benchmarks explicitly in the rubric

Grade 5

- 5.2.2.2 Write to reflect how personal identity has developed over time.
- 5.2.3.2 Use words, phrases, punctuation and sentences to convey ideas precisely, appropriate to intended audience and context
- 5.2.4.1 Write to argue, situating argument in an explanation of a broad topic, building on skills from previous years.
- 5.2.4.2 Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration), building on skills from previous years
- 5.2.5.1 Write to inform or explain, using precise, domain specific vocabulary, developing subtopics, and grouping related information logically in chosen text structure, including using formatting (e.g., headings) and visuals when useful to aid comprehension, building on skills from previous years.
- 5.2.5.2 Write to respond to the style, tone and plot of a literary text (e.g., writing personal reactions, analysis, and interpretation of text).
- 5.2.6.1 Write to create, using basic literary techniques including figurative language, hyperbole and personification to impact style, tone and plot in various literary forms (e.g., poetry, stories, plays).
- 5.2.6.2 Use structure appropriate to chosen style and tone in written narratives, poetry or other creative text (e.g., chapters, stanzas, scenes).
- 5.2.7.2 Plan and conduct independent research using sources to build and share knowledge of a topic, and share findings in writing.

Grade 6

- 6.2.2.2 Write to reflect how personal perspective, identity and voice have developed over time.
- 6.2.3.2 Vary word choice, showing understanding of denotation and connotation, phrases, and sentence structures as applicable to context, to convey ideas precisely and engage intended audience.
- 6.2.4.1 Write to argue, articulating both an argument and a counter-argument, building on skills from previous years.
- 6.2.4.2 Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.
- 6.2.5.1 Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain-specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
- 6.2.5.2 Write to respond to a literary text, demonstrating understanding of character complexity (e.g., writing personal reactions, analysis, and interpretation of text).
- 6.2.6.1 Write to create, portraying complexity in characters or self-expression in various literary forms (e.g., complex emotions, motivations, experiences and characters who change over time).
- 6.2.6.2 Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
- 6.2.7.2 Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.

Learning Progression

Grade 5

- Use correct punctuation (including semicolons and colons) and capitalization authentically in writing. (5.2.1.1)
- Use correct grammar authentically in writing. (5.2.1.1)
- Apply spelling patterns and rules to spell words authentically in writing (5.2.1.1 and 5.2.1.2)
- Use nouns, verbs, adjectives, adverbs (including relative adverbs) and pronouns (including relative pronouns) in sentences authentically in writing, building on skills from previous years. (5.2.1.3)
- Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts (e.g., copyright, fair use, creating commons). (5.2.8.1)

Grade 6

- Use correct punctuation (including dashes, hyphens and ellipses) and capitalization authentically in writing. (6.2.1.1)
- Use correct grammar authentically in writing. (6.2.1.1)
- Apply spelling patterns and rules to spell words authentically in writing. (6.2.1.1 and 6.2.1.2)
- Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years. (6.2.1.3)
- Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism. (6.2.8.1)

Supporting Benchmarks

Grades 5

- 5.2.3.1 Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit and publish.
- 5.2.7.1 Formulate questions independently and in collaboration with peers to guide inquiry.
- 5.2.2.1 Write routinely for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks).

Grade 6

- 6.2.3.1 Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
- 6.2.7.1 Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate.
- 6.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.

Grade Level Competency: Grades 7-8 Writers will be able to produce writing that is developed, focused, and language is crafted for a variety of authentic purposes and audiences.

Criteria	Extending	Proficient	In Progress	Beginning
Focus & Development	<p><i>I can engage with complex topics, demonstrate originality in analysis, and communicate ideas effectively using career and real-world writing skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i></p> <p><i>I can use my writing skills to communicate and produce work that conveys empathy and sparks an emotional response from my audience by highlighting emerging and ongoing ethical, social, and global topics that are important in our world.</i></p>	<p>I can maintain focus throughout my writing in order to develop a theme, claim or thesis.</p> <p>I can use features of the genre (<i>persuasive, argumentative, informative, narrative, written response, reflect/share my perspective</i>) to convey ideas.</p> <p>I include sufficient details and evidence so that my audience can understand my purpose.</p>	<p>I can maintain focus throughout my writing.</p> <p>I can use some features of the genre (<i>persuasive, argumentative, informative, narrative, written response, reflect/share my perspective</i>) to convey ideas.</p> <p>I include details and evidence so that my audience can understand my purpose.</p>	<p>I can write with a focus.</p> <p>I can write to convey my ideas.</p> <p>I include details in my writing.</p>
Structure/ Organization	<p><i>I can use my writing skills to express myself by using innovative and creative approaches in my writer's voice to entertain or engage my audience and communicate my exploration of new ideas, concepts, connections, and insights to foster enjoyment, inspiration, and reflection from my audience.</i></p>	<p>I can organize and develop a structure that fits my purpose.</p> <p>I can use transitions and organizational features appropriate for the genre (<i>persuasive, argumentative, informative, narrative, poetry</i>) so that the audience can build a deeper understanding.</p>	<p>I can organize a structure that fits my purpose.</p> <p>I can use transitions and organizational features appropriate for the genre (<i>persuasive, argumentative, informative, narrative, poetry</i>).</p>	<p>I can use a structure.</p> <p>I can use transitions in my writing.</p>
Language Use		<p>I can use precise and varied word choices, carefully chosen phrasing and sentence structure, and literary devices .</p>	<p>I can use varied word choices, phrasing and sentence structure, and literary devices</p>	<p>I can vary my word choices.</p>

MDE grade level benchmarks explicitly in the rubric

Grade 7

- 7.2.2.2 Write to reflect how personal perspective and identity have developed in relation to self and others.
- 7.2.3.2 Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
- 7.2.4.1 Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years.
- 7.2.4.2 Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years.
- 7.2.5.1 Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
- 7.2.5.2 Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
- 7.2.6.1 Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
- 7.2.6.2 Apply structural elements characteristic of the literary genre in written narratives, poetry or other creative text (e.g., chapters, stanzas, scenes).
- 7.2.7.2 Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing

Grade 8

- 8.2.2.2 Write to reflect how personal perspective and identity have developed in relation to social or cultural groups.
- 8.2.3.2 Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 8.2.4.1 Write to argue, clarifying the relationship among claims and evidence in both argument and counterargument, building on skills from previous years.
- 8.2.4.2 Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years.
- 8.2.5.1 Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years
- 8.2.5.2 Write to respond to a literary text, demonstrating understanding of style, mood and tone (e.g., writing personal reactions, analysis, and interpretation of text).
- 8.2.6.1 Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
- 8.2.6.2 Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
- 8.2.7.2 Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).

Learning Progression

Grade 7

- Consistently write and edit work for correct punctuation and capitalization. (7.2.1.1)
- Consistently write and edit work for grammar. (7.2.1.1)
- Apply knowledge of words and edit spelling authentically in writing. (7.2.1.1 and 7.2.1.2)
- Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences (7.2.1.3)
- Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism (7.2.8.1)

Grade 8

- Consistently write and edit work for correct punctuation and capitalization. (8.2.1.1)
- Consistently write and edit work for correct grammar. (8.2.1.1)
- Consistently write and edit work for correct spelling. (8.2.1.1)
- Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years. (8.2.1.2)
- Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism. (8.2.8.1)

Supporting Benchmarks

Grades 7

- 7.2.3.1 Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
- 7.2.7.1 Formulate self-generated questions that narrow or broaden the inquiry when appropriate.
- 7.2.2.1 Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

Grade 8

- 8.2.3.1 Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
- 8.2.7.1 Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
- 8.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

Grade Level Competency: Grades 9-10 Writers will be able to craft texts that convey complex ideas and use language for effect for a variety of authentic purposes and audiences at a college and career level.

Criteria	Extending	Proficient	In Progress	Beginning
<p>Focus/Development</p>	<p><i>I can engage with complex topics, demonstrate originality in analysis, and communicate ideas effectively using career and real-world writing skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i></p> <p><i>I can use my writing skills to communicate and produce work that conveys empathy and sparks an emotional response from my audience by highlighting emerging and ongoing ethical, social, and global topics that are important in our world.</i></p> <p><i>I can use my writing skills to express myself by using innovative and creative approaches in my writer's voice to entertain or engage my audience and communicate my exploration of new ideas, concepts, connections, and insights to foster enjoyment, inspiration, and reflection from my audience.</i></p>	<p>I can write with a clear purpose and distinct focus that is consistently maintained and supported in order to clearly communicate a theme, claim, or thesis that sparks the interest of the reader.</p> <p>I can effectively and consistently use features of the genre (<i>persuasive, argumentative, informative, narrative, reflect/share my perspective</i>) to make stylistic choices in my writing to create a lasting impact.</p> <p>I can include sufficient details and evidence with critical justifications and reasoning for my purpose to answer most audience questions.</p>	<p>I can write with a purpose and focus that is consistently maintained in order to communicate a theme, claim, or thesis that is clear to the reader.</p> <p>I can consistently use features of the genre (<i>persuasive, argumentative, informative, narrative, reflect/share my perspective</i>) for my purpose.</p> <p>I include supporting details and evidence for my ideas to create a feeling of completion in the audience.</p>	<p>I can write with a purpose and a focus in order to communicate a theme, claim, or thesis that the reader understands.</p> <p>I can use features of the genre (<i>persuasive, argumentative, informative, narrative reflect/share my perspective</i>).</p> <p>I include evidence to support my ideas and create a feeling of completion in the audience.</p>

Structure/Organization		<p>I can effectively develop a structure with features typical of a specific genre (<i>persuasive, argumentative, informative, narrative</i>) of text at the sentence, paragraph, and whole-piece level with a logical, cohesive progression of complex ideas.</p>	<p>I can develop a structure for a specific genre (<i>persuasive, argumentative, informative, narrative</i>) of text at the sentence, paragraph, and whole-piece level with a logical progression of ideas.</p>	<p>I can identify a structure for a specific genre (<i>persuasive, argumentative, informative, narrative</i>) of text at the sentence, paragraph, and whole-piece level with a clear progression of ideas.</p>
Language Use		<p>I can craft language by using effective and varied word choices (diction), sentence structures (syntax), and literary and rhetorical devices to create an impression as a writer.</p>	<p>I can craft language by using varied word choices (diction), sentence structures (syntax), and/or literary and rhetorical devices.</p>	<p>I can craft language by using varied word choices (diction), sentence structures (syntax).</p>

MDE grade level benchmarks explicitly in the rubric

Grade 9

- 9.2.3.2 Vary word usage and sentence structure for effect, considering audience and context.
- 9.2.4.1 Write to argue, basing argument and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.
- 9.2.4.2 Write to persuade, considering and addressing other perspectives, building on skills from previous years.
- 9.2.5.1 Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
- 9.2.5.2 Write to respond to a literary text, including analysis of narrative elements (e.g., writing personal reactions, analysis, and interpretation of text).
- 9.2.7.2 Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
- 9.2.2.2 Write to reflect how personal identities and the intersection of identities inform perspective.
- 9.2.6.1 Write to create, applying basic and advanced literary techniques, as observed in mentor texts, to various tasks and purposes in various literary forms.
- 9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audio visual elements) when applicable.
- 9.2.6.2 Model use of structural elements of mentor texts in written narratives, poetry or other creative texts.

Grade 10

- 10.2.6.2 Use structure appropriate to task and purpose in written narratives, poetry or other creative text.
- 10.2.3.2 Make effective word use and sentence structure choices for meaning or style, considering audience and context.
- 10.2.4.2 Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.
- 10.2.4.1 Write to argue, basing argument and counterargument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.
- 10.2.7.2 Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
- 10.2.5.1 Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
- 10.2.5.2 Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements.
- 10.2.2.2 Write to represent personal perspective, identity and voice as a member of a global community.
- 10.2.6.1 Write to create, applying basic and advanced literary techniques and a variety of creative skills to various tasks and purposes in various literary forms.
- 10.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g. illustrations, charts, tables, audiovisual elements) when applicable.

Learning Progression

Grade 9

- Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance. (9.2.1.1)
- Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance. (9.2.8.1)
- Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement). (9.2.1.2)
- Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication. (9.2.3.1)

Grade 10

- Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance. (10.2.1.1)
- Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance. (10.2.8.1)
- Write with command of grammar and mechanics to influence voice and style. (10.2.1.2)

Supporting Benchmarks

Grades 9

- 9.2.7.1 Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.

Grade 10

- 10.2.3.1 Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
- 10.2.7.1 Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation

Grade Level Competency: Grades 11-12 Writers will be able to craft texts that convey complex ideas and use language for effect for a variety of authentic purposes and audiences at a college and career level.

Criteria	Extending	Proficient	In Progress	Beginning
Focus/Development	<p><i>I can engage with complex topics, demonstrate originality in analysis, and communicate ideas effectively using career and real-world writing skills. The emphasis is on critical thinking, creativity, and the ability to apply knowledge in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i></p> <p><i>I can use my writing skills to communicate and produce work that conveys empathy and sparks an emotional response from my audience by highlighting emerging and ongoing ethical, social, and global topics that are important in our world.</i></p>	<p>I can write with a clear purpose and distinct focus that is consistently maintained and supported in order to clearly communicate a theme, claim, or thesis that sparks the interest of the reader.</p> <p>I can consistently and effectively use features of the genre (<i>persuasive, argumentative, informative, narrative</i> reflect/share my perspective) to make stylistic choices in my writing to create a lasting impact.</p> <p>I include sufficient details and evidence supported by critical justifications and reasoning to create a feeling of completion in the audience and convey complex ideas .</p>	<p>I can write with a purpose and focus that is consistently maintained in order to communicate a theme, claim, or thesis that is clear to the reader.</p> <p>I can consistently use features of the genre (<i>persuasive, argumentative, informative, narrative</i> reflect/share my perspective) to achieve my purpose.</p> <p>I include details and evidence with supporting reasons for my purpose to answer audience questions.</p>	<p>I can write with a purpose and a focus in order to communicate a theme, claim, or thesis that the reader understands.</p> <p>I can use features of the genre (<i>persuasive, argumentative, informative, narrative</i> reflect/share my perspective).</p> <p>I include evidence for my purpose to try to answer most of the audience questions.</p>
Structure/Organization	<p><i>I can use my writing skills to express myself by using innovative and creative approaches in my writer's voice to entertain or engage my audience and communicate my exploration of new ideas, concepts, connections, and insights to foster enjoyment, inspiration , and reflection from my audience.</i></p>	<p>I can effectively use a range of structural features typical of the genre (<i>persuasive, argumentative, informative, narrative</i>) at the sentence, paragraph, and whole-piece level with a logical, cohesive progression of complex ideas.</p>	<p>I can use a range of structural features typical of the genre (<i>persuasive, argumentative, informative, narrative</i>) at the sentence, paragraph, and whole-piece level with a logical progression of ideas.</p>	<p>I can use structural features typical of the genre (<i>persuasive, argumentative, informative, narrative</i>) at the sentence, paragraph, and whole-piece level with a clear progression of ideas.</p>
Language Use		<p>I can craft language by using effective, varied, and sophisticated word choices (diction), sentence structures (syntax), and literary and rhetorical devices to create a lasting impression as a writer.</p>	<p>I can craft language by using varied word choices (diction), sentence structures (syntax), and literary and/or rhetorical devices.</p>	<p>I can craft language by using varied word choices (diction) and sentence structures (syntax).</p>

MDE grade level benchmarks explicitly in the rubric

Grades 11-12

11.2.5.1 Write to inform or explain, comparing, integrating and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.

11.2.5.2 Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.

11.2.7.2 Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing.

11.2.4.1 Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.

11.2.4.2 Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years

11.2.6.1 Write to create, engaging and orienting the reader, establishing context and narrative point of view, and applying basic and advanced literary techniques in various literacy forms, including, but not limited to, personal or autobiographical essays, building on skills learned in previous years.

11.2.3.2 Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

11.2.2.2 Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

11.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audiovisual elements) when applicable.

Learning Progression

Grades 11-12

- Apply structural elements characteristic of the personal essay or autobiographical essay. (11.2.6.2)
- Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose. (11.2.8.1)
- Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose. (11.2.1.1)
- Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan. (11.2.1.2)

Supporting Benchmarks

Grades 11-12

- 11.2.3.1 Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise and edit work, considering the publishing plan.
- 11.2.7.1 Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.

