

Expressive Writing Grade Level Expectations	
<p>1.1 Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.</p> <p>1.2 Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.</p> <p>1.3 Writers will produce examples that illustrate the following discourse classifications: persuasive, informative, and expressive.</p>	
Expressive Purpose	<ul style="list-style-type: none"> Students understand that expressive writing is author-centered; the most important consideration is the writer's intent to tell a story or make meaning of an experience (reflection, self-discovery), to achieve personal goals, or to create literary pieces.
Expressive Audience	<p>Students understand that writing has an intended audience. In order to meet the needs of that audience, students:</p> <ul style="list-style-type: none"> write in a manner that demonstrates an awareness of the audience (e.g., prior knowledge, motivation) communicate necessary background information and/or definitions acknowledge reader's positions or beliefs about ideas or issues and understand implication for the writer write to audiences that can be increasingly distant (e.g., unknown but familiar personalities/roles such as local politicians, in addition to more familiar "others" from previous grades)
Expressive Form	<p>Expressive Stories Journals Poems Memoir Personal Essays</p>
Expressive Development	<ul style="list-style-type: none"> Develop increasingly more abstract and interesting ideas for writing that are fresh and original Create a title that reflects the subject and engages the reader Use dialogue, description, and narration when appropriate Use vivid sensory images and figurative language to elaborate details that will convey feelings and/or illustrate events and characters Use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate Use strategies such as humor, non-literal language (e.g., idioms, puns, double-meanings) to engage the reader Text-based writing: use text and prior knowledge to elaborate ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic
Expressive Organization	<ul style="list-style-type: none"> Organize writing to engage the reader (e.g., use other forms [essay, poem], use a variety of genres [poetry, drama, prose]) Use paragraphs to transition between ideas and control and enhance message Develop an introduction that hooks the reader and establishes the mood Use transition words/phrases that show increasingly more complex relationships and make connections Use order other than chronological (e.g., flashback, foreshadow, flash-forward) Develop a conclusion that moves beyond summary (e.g., provide resolution/closure, pose purposeful questions to the reader to keep the reader thinking)
Sentence Structure	<p>In order to capture the audience's attention and establish a distinctive style, tone, and voice:</p> <ul style="list-style-type: none"> use complete sentences to express thoughts vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) vary kinds of sentences (declarative, explanatory, interrogative, imperative) vary sentence lengths vary sentence beginnings (experiment with placement of phrases and clauses in sentences) write sentences that create purpose-specific rhythm and flow naturally
Word Choice	<p>Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind. The writer will:</p> <ul style="list-style-type: none"> use more specific, concrete language, and phrasing use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) use action verbs when possible use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment) use a variety of accurate words and phrases that avoid repetition use a purposeful range of formal/informal language depending on the audience use non-literal language (e.g., idioms, slang, figurative language, pun, dialect) use words that have denotations or connotations appropriate for the writing purpose use words that create appropriate mood for the writing occasion
Conventions	Use Standard Written English conventions (e.g., and when appropriate, variations thereof) to achieve

	<p>purpose and create effective style and voice. Deviations from SWE should have a specific rhetorical function (e.g., dialect, slang). In addition to standard punctuation:</p> <ul style="list-style-type: none">• use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, colon for lists, parentheses, appositives, semicolon)• use punctuation for rhetorical effect (e.g., parallel structure) <p>In addition to standard grammar and usage rules:</p> <ul style="list-style-type: none">• control agreement of subject/verb, pronoun/antecedent• control verb and pronoun use (e.g., consistency with verb tense, number, pronoun gender) <p>Use conventional spellings with:</p> <ul style="list-style-type: none">• commonly misspelled words• homophones, homographs, homonyms• frequently used words
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Informative Writing Grade Level Expectations	
<p>1.1 Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.</p> <p>1.2 Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.</p> <p>1.3 Writers will produce examples that illustrate the following discourse classifications: persuasive, informative, and expressive.</p>	
Informative Purpose	<ul style="list-style-type: none"> • Students understand that informative writing is subject-centered; the need to communicate information clearly so that the audience can understand the content/subject is the most important consideration.
Informative Audience	<p>Students understand that writing has an intended audience. In order to meet the needs of that audience, students:</p> <ul style="list-style-type: none"> • write in a manner that demonstrates an awareness of the audience (e.g., prior knowledge, motivation) • communicate necessary background information and/or definitions • acknowledge reader's positions or beliefs about ideas or issues and understand implication for the writer • write to audiences that can be increasingly distant (e.g., unknown but familiar personalities/roles such as local politicians, in addition to more familiar "others" from previous grades)
Informative Form	<p>Informative</p> <p>Letters (to appropriate individuals/organizations (e.g., editor, boards, businesses, personnel))</p> <p>Summaries</p> <p>Reports (e.g., book report, research reports)</p> <p>Essays</p> <p>Articles (e.g., newspaper article, magazine)</p> <p>Messages/memos and notices</p> <p>Biography and Autobiography</p> <p>Reviews</p> <p>Proposals</p>
Informative Development	<ul style="list-style-type: none"> • Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment • Write an effective title, when appropriate • Provide relevant information, reasons, and/or details to elaborate or clarify the subject (e.g., personal opinion based on experience/observation, verifiable facts, examples, explanations, definitions) • Analyze and use information from multiple primary and secondary sources to support theses and to generate new ideas and/or perspectives, avoiding plagiarism • Text-based writing: combine information from text and prior knowledge to elaborate ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic
Informative Organization	<ul style="list-style-type: none"> • Present information in a logical order (e.g., most important to least important information, general to specific) • Organize writing by selecting text structures that clarify or explain the subject • Develop an introduction/hook that presents a thesis that goes beyond the obvious and provides necessary background • Use subtle transition words/phrases that show increasingly more abstract relationships and make connections • Develop a conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues)
Sentence Structure	<p>In order to capture the audience's attention and establish a distinctive style, tone, and voice:</p> <ul style="list-style-type: none"> • use complete sentences to express thoughts • vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) • vary kinds of sentences (declarative, explanatory, interrogative, imperative) • vary sentence lengths • vary sentence beginnings (experiment with placement of phrases and clauses in sentences) • write sentences that create purpose-specific rhythm and flow naturally
Word Choice	<p>Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind. The writer will:</p> <ul style="list-style-type: none"> • use more specific, concrete language, and phrasing • use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) • use action verbs when possible • use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment)

	<ul style="list-style-type: none"> • use a variety of accurate words and phrases that avoid repetition • use a purposeful range of formal/informal language depending on the audience • use non-literal language (e.g., idioms, slang, figurative language, pun, dialect) • use words that have denotations or connotations appropriate for the writing purpose • use words that create appropriate mood for the writing occasion
<p>Conventions</p>	<p>Use Standard Written English conventions (e.g., and when appropriate, variations thereof) to achieve purpose and create effective style and voice. Deviations from SWE should have a specific rhetorical function (e.g., dialect, slang). In addition to standard punctuation:</p> <ul style="list-style-type: none"> • use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, colon for lists, parentheses, appositives, semicolon) • use punctuation for rhetorical effect (e.g., parallel structure) <p>In addition to standard grammar and usage rules:</p> <ul style="list-style-type: none"> • control agreement of subject/verb, pronoun/antecedent • control verb and pronoun use (e.g., consistency with verb tense, number, pronoun gender) <p>Use conventional spellings with:</p> <ul style="list-style-type: none"> • commonly misspelled words • homophones, homographs, homonyms • frequently used words

Persuasive Writing Grade Level Expectations	
<p>1.1 Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.</p> <p>1.2 Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.</p> <p>1.3 Writers will produce examples that illustrate the following discourse classifications: persuasive, informative, and expressive.</p>	
Persuasive Purpose	<ul style="list-style-type: none"> • Students understand that persuasive writing is audience-centered; the needs of the intended audience are the most important consideration. Students understand that persuasive writing involves taking a position on a debatable issue to convince an audience.
Persuasive Audience	<p>Students understand that writing has an intended audience. In order to meet the needs of that audience, students:</p> <ul style="list-style-type: none"> • write in a manner that demonstrates an awareness of the audience (e.g., prior knowledge, motivation) • communicate necessary background information and/or definitions • acknowledge reader's positions or beliefs about ideas or issues and understand implication for the writer • write to audiences that can be increasingly distant (e.g., unknown but familiar personalities/roles such as local politicians, in addition to more familiar "others" from previous grades)
Persuasive Form	<p>Persuasive Letters to appropriate individuals/organizations (e.g., editor, boards, business, personnel) Persuasive Essay Advertisements Editorials Reviews Proposals</p>
Persuasive Development	<ul style="list-style-type: none"> • Present a clear defensible position that supports or opposes a debatable issue or question • Support the position with reasons that could include relevant facts, statistics, credible personal and expert opinions, examples, and/or insightful commentary • Acknowledge and evaluate readers' anticipated position(s) on the issue and/or anticipated opposition (e.g., acknowledge alternative view points, propose solutions, make concessions) • Choose an original (e.g., beyond the obvious) and effective title, when appropriate • Use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate • Avoid unsupported reasons (e.g., begging, "it's not fair", circular reasoning, partial truths, jumping to conclusions, jargon, faulty cause/effect statements) • Use persuasive and propaganda techniques (e.g. appeal to emotion, name calling, exaggeration/hyperbole, bandwagon, transfer, testimonial) when appropriate • Identify and use primary and secondary sources when appropriate, avoiding plagiarism • Text-based writing: combine information from text and prior knowledge to elaborate ideas in writing (text-to self, text-to-text, text-to world connections) that reveal to the reader the writer's depth of understanding of the issue
Persuasive Organization	<ul style="list-style-type: none"> • Present reasons in a logical order (weakest to strongest argument, strongest to weakest argument) • Organize writing by selecting text structures that strengthen the argument • Develop an introduction that presents a simple thesis and: <ul style="list-style-type: none"> _ takes a clear position _ clarifies the issue in a way that clearly establishes a need for solution/action _ provides necessary background _ commands readers' attention (e.g., invokes or appeals to reader) when appropriate • Use subtle transition words/phrases that show increasingly more abstract relationships and make connections • Develop a conclusion that moves beyond summary (e.g., "call to action" or "next step", answers the "so what?" question about the significance of the issue, raises related issues or consequence of non-action)
Sentence Structure	<p>In order to capture the audience's attention and establish a distinctive style, tone, and voice:</p> <ul style="list-style-type: none"> • use complete sentences to express thoughts • vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) • vary kinds of sentences (declarative, explanatory, interrogative, imperative) • vary sentence lengths • vary sentence beginnings (experiment with placement of phrases and clauses in sentences) • write sentences that create purpose-specific rhythm and flow naturally
Word Choice	<p>Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind. The writer will:</p> <ul style="list-style-type: none"> • use more specific, concrete language, and phrasing • use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) • use action verbs when possible • use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment)

	<ul style="list-style-type: none"> • use a variety of accurate words and phrases that avoid repetition • use a purposeful range of formal/informal language depending on the audience • use non-literal language (e.g., idioms, slang, figurative language, pun, dialect) • use words that have denotations or connotations appropriate for the writing purpose • use words that create appropriate mood for the writing occasion
<p>Conventions</p>	<p>Use Standard Written English conventions (e.g., and when appropriate, variations thereof) to achieve purpose and create effective style and voice. Deviations from SWE should have a specific rhetorical function (e.g., dialect, slang). In addition to standard punctuation:</p> <ul style="list-style-type: none"> • use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, colon for lists, parentheses, appositives, semicolon) • use punctuation for rhetorical effect (e.g., parallel structure) <p>In addition to standard grammar and usage rules:</p> <ul style="list-style-type: none"> • control agreement of subject/verb, pronoun/antecedent • control verb and pronoun use (e.g., consistency with verb tense, number, pronoun gender) <p>Use conventional spellings with:</p> <ul style="list-style-type: none"> • commonly misspelled words • homophones, homographs, homonyms • frequently used words