

# **District K-12 Writing Plan: The Writing/Reading Connection in the K-12 Continuum**

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# Introduction

Writing, especially at the present moment, is complex and difficult to define. It is used for multiple purposes and is addressed to many different audiences. Yet we do know some important things about writing: it is not created by a singular, linear process; it cannot be taught, like bike riding, as a single skill; it changes with shifting technologies—like today’s new media; it can enable and enhance learning; it takes many forms; and it cannot be assessed effectively in a single sitting. All this means that writing can be seen as holistic, authentic, and varied.

Writing instruction needs to help students meet the challenges of writing effectively for many purposes. Yet, current research indicates that over the past decade the instructional time devoted to specific writing instruction and the evaluation of writing has steadily decreased. There has always been a demand for quality writers in the workforce and that demand is on the rise as the world changes and communication via the written word becomes vitally important.

This writing plan was designed to serve as guide for teachers as they navigate through classroom writing instruction and aim at meeting the rigorous needs found in the Language Arts Florida Standards (LAFS) and the Florida Standards Assessment (FSA). Within this plan are instructional strategies for the teaching of writing, pathways for professional learning experiences, writing assessment prompts, cross-curricular connections for writing, information on the reading/writing connection, and resources specifically selected for use in writing instruction.

The K-12 District Writing Plan is a working document. As new resources and information become available, the plan will be updated.

## K-12 District Writing Plan: Year at a Glance—Elementary

Month	Key Instructional Focus	Resources
<b>September</b>	Narrative Writing	Monthly District Prompt Grades K-5 Journeys Unit 1 Lucy Calkins Units of Study
<b>October</b>	Informative/Explanatory Writing	Monthly District Prompt Grades K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Journeys Unit 2 Grade 3 Journeys Unit 3 Lucy Calkins Units of Study
<b>November</b>	Opinion Writing	Monthly District Prompt Grade K Journeys Unit 4 Grade 1 Journeys Unit 6 Grades 2 <sup>nd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> Journeys Unit 3 Grade 3 Journeys Unit 2 Lucy Calkins Units of Study
<b>December</b>	Narrative Writing	Monthly District Prompt Grade K Journeys Unit 3 Grade 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> Journeys Unit 4 Grade 3 Journeys Unit 5 Lucy Calkins Units of Study

<b>January</b>	Informative/Explanatory Writing	<p>Monthly District Prompt</p> <p>Grade K, 2<sup>nd</sup>, &amp; 4<sup>th</sup> Journeys Unit 5  Grade 1 Journeys Unit 3  Grade 3<sup>rd</sup> &amp; 5<sup>th</sup> Journeys Unit 6</p> <p>Lucy Calkins Units of Study</p>
<b>February</b>	Opinion Writing	<p>Monthly District Prompt</p> <p>Grade K Journeys Unit 4  Grade 1 Journeys Unit 6  Grades 2<sup>nd</sup>, 4<sup>th</sup> &amp; 5<sup>th</sup> Journeys Unit 3  Grade 3 Journeys Unit 2  Lucy Calkins Units of Study</p>
<b>March</b>	Informative/Explanatory Writing	<p>Monthly District Prompt</p> <p>Grade K, 2<sup>nd</sup>, &amp; 4<sup>th</sup> Journeys Unit 5  Grade 1 Journeys Unit 3  Grade 3<sup>rd</sup> &amp; 5<sup>th</sup> Journeys Unit 6  Lucy Calkins Units of Study</p>
<b>April</b>	Opinion Writing	<p>Monthly District Prompt</p> <p>Grade K, 1<sup>st</sup>, 2<sup>nd</sup>, &amp; 4<sup>th</sup> Journeys Unit 6  Grade 3 Journeys Unit 4  Grade 5 Journeys Unit 5</p> <p>Lucy Calkins Units of Study</p>
<b>May</b>	Narrative Writing	<p>Monthly District Prompt</p> <p>Grade K Journeys Unit 3  Grade 2<sup>nd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> Journeys Unit 4  Grade 1<sup>st</sup> &amp; 3<sup>rd</sup> Journeys Unit 5  Lucy Calkins Units of Study</p>

## Year at a Glance: Secondary

Month	Key Instructional Focus	Resources
<b>September</b>	Argumentative Writing	Monthly district prompt  Collections: Interactive Writing Lessons—Writing Arguments Collections: Interactive Writing Lessons—Using Textual Evidence  FYI: For Argument’s Sake
<b>October</b>	Informative Writing	Monthly district prompt  Collections: Interactive Writing Lessons—Writing Informative Texts  Collections: Interactive Writing Lessons—Writing as a Process
<b>November</b>	Argumentative Writing	Monthly district prompt  Collections: Interactive Writing Lessons—Using Textual Evidence  FYI: For Argument’s Sake
<b>December</b>	Informative Writing	Monthly district prompt  Collections: Interactive Writing Lessons—Writing as a Process
<b>January</b>	Argumentative Writing	Monthly district prompt  Collections: Interactive Writing Lessons—Using Textual Evidence  FYI: For Argument’s Sake
<b>February</b>	Informative Writing	Monthly district prompt

		Collections: Interactive Writing Lessons—Producing and Publishing with Technology
<b>March</b>	Argumentative Writing	Monthly district prompt Collections: Interactive Writing Lessons—Producing and Publishing with Technology
<b>April</b>	Narrative Writing	Monthly district prompt Collections: Interactive Writing Lessons—Writing Narratives
<b>May</b>	Narrative Writing	Monthly district prompt Collections: Interactive Writing Lessons—Writing Narratives

**Florida Standards Assessment for English Language Arts – Text-based Writing Component, Grades 4-5**  
**Information Extracted from FLDOE Item Specifications**

<b>Text-based Writing Stimulus and Prompt Specification Guidelines</b>	
Text-based Writing Stimulus and Prompt Guidelines with Prompt Specifications – Informative/Explanatory or Opinion Writing Task	
Grade Levels	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> grade – Paper-Based Assessment</li> <li>• 5<sup>th</sup> grade – Paper-Based Assessment</li> </ul>
Assessment Administration	<ul style="list-style-type: none"> <li>• One assessment session</li> <li>• 90 consecutive minutes, with potential to provide 120 minutes, if needed</li> </ul>
Informative/Explanatory Task OR Opinion Task	<ul style="list-style-type: none"> <li>• Write an informative/explanatory essay to provide information on a topic. OR</li> <li>• Write an opinion essay to take a stance and support an opinion.</li> </ul>
Assessed Standards	<ul style="list-style-type: none"> <li>• LAFS.W.1.1 or LAFS.W.1.2</li> <li>• LAFS.W.2.4</li> <li>• LAFS.W.2.5</li> <li>• LAFS.W.2.6</li> <li>• LAFS.W.3.8</li> <li>• LAFS.W.3.9</li> <li>• LAFS.L.1.1</li> <li>• LAFS.L.1.2</li> <li>• LAFS.L.2.3</li> <li>• LAFS.L.3.4</li> <li>• LAFS.L.3.5</li> <li>• LAFS.L.3.6</li> </ul>
Multiple Texts for Reading	<ul style="list-style-type: none"> <li>• 2-4 Texts with Combined Word Count of approximately 800 - 1300 Words</li> </ul>
Steps in Assessment	<ul style="list-style-type: none"> <li>• Read multiple passages/texts.</li> <li>• Plan a response.</li> <li>• Write a response.</li> <li>• Revise and edit the response.</li> </ul>
Scoring – 10 point Rubric Informative/Explanatory or Opinion Task	<ul style="list-style-type: none"> <li>• Purpose, Focus, and Organization (4-point rubric)</li> <li>• Evidence and Elaboration (4-point rubric)</li> <li>• Conventions of Standard English (2-point rubric)</li> </ul>

**Florida Standards Assessment for English Language Arts – Text-based Writing Component, Grades 6-11  
Information Extracted from FLDOE Item Specifications**

<b>Text-based Writing Stimulus and Prompt Specification Guidelines</b>		
Text-based Writing Stimulus and Prompt Guidelines with Prompt Specifications – Informative or Argumentative Writing Task		
Grade Levels	<ul style="list-style-type: none"> <li>6<sup>th</sup> grade through 7<sup>th</sup> grade: Paper-based assessment</li> <li>8<sup>th</sup> grade through 11<sup>th</sup> grade: Computer-based assessment</li> </ul>	
Assessment Administration	<ul style="list-style-type: none"> <li>One assessment session</li> <li>90 consecutive minutes, with potential to provide 120 minutes as needed</li> </ul>	
Informative Task OR Argumentative Task	<ul style="list-style-type: none"> <li>Write an informative essay to provide information on a topic. OR</li> <li>Write an argumentative essay to take a stance and support an opinion.</li> </ul>	
Assessed Standards	<ul style="list-style-type: none"> <li>LAFS.W.1.1 or LAFS.W.1.2</li> <li>LAFS.W.2.4</li> <li>LAFS.W.2.5</li> <li>LAFS.W.2.6</li> <li>LAFS.W.3.8</li> <li>LAFS.W.3.9</li> </ul>	<ul style="list-style-type: none"> <li>LAFS.L.1.1</li> <li>LAFS.L.1.2</li> <li>LAFS.L.2.3</li> <li>LAFS.L.3.4</li> <li>LAFS.L.3.5</li> <li>LAFS.L.3.6</li> </ul>
Multiple Texts for Reading	<ul style="list-style-type: none"> <li>2-4 Texts with Combined Word Count of approximately 1000 - 2000 Words</li> </ul>	
Steps in Assessment	<ul style="list-style-type: none"> <li>Read multiple passages/texts.</li> <li>Plan a response.</li> <li>Write a response.</li> <li>Revise and edit the response.</li> </ul>	For argumentative only: <ul style="list-style-type: none"> <li>Include a claim.</li> <li>Address a counterclaim.</li> <li>Use evidence from multiple sources.</li> <li>Avoid relying on one source.</li> </ul>
Scoring – 10 point Rubric Informative/Explanatory or Opinion Task	<ul style="list-style-type: none"> <li>Purpose, Focus, and Organization (4-point rubric)</li> <li>Evidence and Elaboration (4-point rubric)</li> <li>Conventions of Standard English (2-point rubric)</li> </ul>	



# Text-based Writing Rubrics:

K-12

Narrative

Explanatory/Informative

Opinion/Argumentative

**Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5**

**Narrative Text-Based Writing Rubric, Grades K-2**  
 (Score points within each domain include most of the characteristics below.)

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness. The response includes most the following:</p> <ul style="list-style-type: none"> <li>• Beginning establishes engaging context for story line/events (e.g., asks a question; starts with action or feelings)</li> <li>• Effectively presents and maintains focus (controlling idea) of story line</li> <li>• Has a beginning, middle, and an ending with a sense of closure (e.g., a lesson learned – next time . . . ; he never did that again)</li> <li>• Variety of transitions used appropriately</li> <li>• Chronology is logical</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Relevant, concrete details create vivid images or ideas</li> <li>• Effective use of dialogue, sensory and concrete details, strong verbs to advance the action; or to show characters’ motivation, development, growth, or change</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Uses a combination of drawings, dictation, and writing (grade K)</li> <li>• Event/series of events is supported with key elements (grades K-2)</li> <li>• Has title (grades 1-2) and clear focus (grades K-2)</li> <li>• Clear order of events; provides a reaction (grade K)</li> <li>• Has beginning, middle, and end or problem-solution (grades 1-2)</li> <li>• Uses basic transitions (e.g., before, after, then, next, later) to show event order or chronology (grades 1-2)</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Details include nouns, verbs, and adjectives</li> <li>• May use dialogue, sensory or concrete details for effect (grades 1-2)</li> <li>• Elaborates on actions, reactions, motivations, thoughts, or feelings orally or in writing</li> </ul>	

## Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

<b>Narrative Text-Based Writing Rubric, Grades K-2</b> (Score points within each domain include most of the characteristics below.)			
<b>Score</b>	<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric)</b>
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Beginning has some context (when, why, etc.) for story line/events</li> <li>• Includes key elements (characters, problem or main event) and attempts to establish a central focus</li> <li>• Has beginning, middle, and end, but some parts need work or need more clarity (e.g., may have digressions or gaps in the story, sequence or connection of events is not clear)</li> <li>• Transitions are lacking or cause confusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some elaboration strategies are evident in drawings or writing, or added with support/questioning from peers or adults</li> <li>• Uses some details or dialogue to elaborate on images or ideas (actions, thoughts, feelings)</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Has few or no errors in grammar, word usage, mechanics as appropriate to grade (e.g., uses conventional spelling for words with common patterns)</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Beginning may have confusing context or no context for story line/events</li> <li>• Lacks key elements of the story line/events (character/s, problem, or main event)</li> <li>• Attempts a beginning, middle, and end, but one or more parts are missing or generic (e.g., once upon a time . . . , the end)</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Attempts to add details to drawings or writing are random, generic (e.g., good, nice, pretty), or may seem irrelevant to story line</li> <li>• May identify literary elements (characters, setting, action) without any added description or details</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Uses grade-appropriate basic mechanics and word use with some errors</li> </ul>
0			<p>The response demonstrates a lack of grade-appropriate mechanics, with frequent errors.</p>

## Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

### Informative/Explanatory Text-Based Writing Rubric, Grades K-2 (Score points within each domain include most of the characteristics below.)

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Uses a combination of drawing, dictation, and writing (grade K) to compose</li> <li>• Explains something more about the topic or a connection is made between topic and broader idea/s</li> <li>• Clearly presents the topic and focus/controlling idea</li> <li>• Intro, body, and conclusion support focus</li> <li>• Uses several transitions appropriately (e.g., because, since, and, but, also, for example) to connect or group ideas</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Has a depth of information, insightful</li> <li>• Elaborates using a variety of relevant details, definitions, examples, quotes, text evidence to support focus/concepts</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Uses a combination of drawing, dictation, and writing (grade K) to compose</li> <li>• Topic (context) and focus/controlling idea are clearly stated (grades K-2)</li> <li>• Has overall coherence (grades K-2)</li> <li>• Provides a concluding statement or section (grades 1-2)</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Some authentic details, definitions, facts, text evidence support focus</li> <li>• Adds labels or captions to illustration, drawing, visuals, charts/tables, or diagram to enhance details, facts, and ideas</li> </ul>	

## Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

### Informative/Explanatory Text-Based Writing Rubric, Grades K-2 (Score points within each domain include most of the characteristics below.)

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Uses a combination of drawing, dictation, and writing (grade K) to compose</li> <li>• Has topic and attempts a focus/information, but focus may shift or not be relevant to the topic chosen</li> <li>• Introduction, body, and conclusion are evident, but may lack clarity or coherence (e.g., attempts to connect ideas, but may not be logical or make sense)</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Some elaboration strategies are evident in drawings or writing (grades K-2), or with support/questioning from peers or adults (grades K-1)</li> <li>• Ideas may not be fully elaborated or details may be insufficient to support topic</li> </ul>	<p>The response demonstrates an adequate command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Has few or no errors in grammar, word usage, or mechanics as appropriate to grade</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Uses a combination of drawing, dictation, and writing (grade K) to compose</li> <li>• Attempts to identify a topic but lacks a focus or may have more than one topic or confusing topic as stated</li> <li>• Attempts introduction, body, and conclusion, but one or more parts are missing</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• No details provided or attempts to add details to drawings or writing which may be random, inaccurate, or irrelevant</li> </ul>	<p>The response demonstrates a partial command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Uses grade-appropriate basic mechanics and word use with some errors</li> </ul>
0			<p>The response demonstrates use of below grade-level basic mechanics, with frequent errors.</p>

## Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

### Opinion Text-Based Writing Rubric, Grades K-2 (Score points within each domain include most of the characteristics below.)

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Uses a combination of drawing, dictation, and writing (grade K) to compose</li> <li>• Explains something more about the text/topic</li> <li>• A connection is made between this text and broader idea (e.g., another text by the same author, another text on same topic)</li> <li>• Intro, body, and conclusion support focus and reason/s</li> <li>• Uses several transitions appropriately (e.g., because, since, and, also, for example) to connect ideas</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Elaborates using a variety of relevant text evidence – details, examples, quotes to support focus (opinion) or explain reasons</li> <li>• May use figurative language (e.g., imagery, simile, exaggeration)</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Uses a combination of drawing, dictation, and writing (grade K) to compose</li> <li>• Context includes title of text (grades K-2) and author (grade 2)</li> <li>• Focus/controlling idea (opinion) is clearly stated (grades K-2)</li> <li>• Has intro, body, and concluding statement or section (grades 1-2) that support focus (opinion)</li> <li>• States one or more reasons for opinion (grades 1-2)</li> <li>• Uses transitions (e.g., because, and) to connect ideas (grade 2)</li> </ul>	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Drawings or writing include relevant and descriptive details, labels/captions, facts, or text evidence that support the opinion or reasons</li> <li>• Details are explained, not simply listed</li> </ul>	

## Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

<b>Opinion Text-Based Writing Rubric, Grades K-2</b> (Score points within each domain include most of the characteristics below.)			
<b>Score</b>	<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric)</b>
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Uses a combination of drawing, dictation, and writing (grade K) to compose</li> <li>• Has topic and attempts a focus (opinion), but focus may shift or not be relevant to text</li> <li>• Introduction, body, and conclusion are evident, but may lack clarity or coherence (e.g., attempts to connect opinion to something in the text, but reason may not make sense)</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer’s opinion that includes ineffective use of details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some elaboration strategies are evident in drawings or writing (grades K-2), or added with support/questioning from peers or adults</li> <li>• Ideas may not be fully elaborated or details may be insufficient to support opinion</li> </ul>	<p>The response demonstrates an adequate command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Has few or no errors in grammar, word usage, or mechanics as appropriate to grade</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Uses a combination of drawing, dictation, and writing (grade K) to compose</li> <li>• Lacks a focus (opinion)</li> <li>• Response relies mostly on personal ideas that are not supported with what is in the text</li> <li>• Attempts introduction, body, and conclusion, but one or more parts are missing</li> </ul>	<p>The response provides minimal support/evidence for the writer’s opinion, including little if any use of details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• No details provided or attempts to add details to drawings or writing which may be random, inaccurate, or irrelevant</li> </ul>	<p>The response demonstrates a partial command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Uses grade-appropriate basic mechanics and word use with some errors</li> </ul>
0			<p>The response demonstrates use of below grade-level basic mechanics, with frequent errors.</p>

## Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

<b>Narrative Text-Based Writing Rubric, Grades 3-5</b> (Score points within each domain include most of the characteristics below.)			
<b>Score</b>	<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric)</b>
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Beginning may have engaging context or “hook” for story line (e.g., quote, action, personal remark/reflection, question)</li> <li>• Effectively presents and maintains central focus of story line and theme</li> <li>• Has a cohesive beginning, middle, and ending with a sense of closure (e.g., a lesson learned – next time . . ., he never did that again)</li> <li>• Uses a variety of transitions effectively</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Relevant, concrete details create vivid images or events</li> <li>• Effective use of dialogue, sensory and concrete details, strong verbs to advance the action; or to show characters’ motivation, development, growth, or change</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Establishes adequate context for story line, supported with key elements</li> <li>• Has a clear central focus (controlling idea)</li> <li>• Introduces the narrator</li> <li>• Has overall coherence: beginning, middle, and end or series of events unfold naturally and support the focus</li> <li>• Uses transitions to establish event order and/or pacing</li> <li>• Chronology of events is logical and clear</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Uses narrative strategies (dialogue, sensory or concrete details, description, pacing) to advance the story line</li> <li>• Elaborates sufficiently on actions, reactions, motivations, thoughts, or feelings</li> </ul>	



## Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

<b>Narrative Text-Based Writing Rubric, Grades 3-5</b> (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an inconsistent organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Beginning has some context for story line/events</li> <li>• Includes key elements (setting, situation, character/s, problem/conflict) and attempts to establish a central focus</li> <li>• Has basic organizational structure, but may need work within paragraphs (e.g., topic sentence and supporting details) or more overall clarity (e.g., may have digressions or gaps in the story)</li> <li>• Uses basic transitional words and phrases</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some elaboration strategies are evident</li> <li>• Details or dialogue used may not be sufficient to develop or elaborate on images, actions, event thoughts, or feelings presented</li> </ul>	<p>The response demonstrates an adequate command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Uses resources to edit</li> <li>• Has few or no errors in grammar, word usage, mechanics</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Beginning may have confusing context or no context for story line</li> <li>• Lacks a central focus or some key elements of the story line (setting, situation, character, problem/conflict)</li> <li>• Attempts to establish a series of connected events (beginning, middle, and end), but one or more parts are missing</li> <li>• May seem choppy – events/characters lack overall coherence</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Attempts to add details that are random, generic (e.g., good, nice, pretty), or may seem irrelevant to story line</li> <li>• May identify literary elements (characters, setting, action) without any added description or details</li> </ul>	<p>The response demonstrates a partial command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Uses support/resources to edit</li> <li>• Uses grade-appropriate basic mechanics and word use with minimal errors</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

## Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

### Informative/Explanatory Text-Based Writing Rubric, Grades 3-5 (Score points within each domain include most of the characteristics below.)

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Strongly maintained controlling idea with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Relevant evidence integrated smoothly and thoroughly with references to sources</li> <li>• Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Maintained controlling idea, though some loosely related material may be present</li> <li>• Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

**Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5**

**Informative/Explanatory Text-Based Writing Rubric, Grades 3-5**  
 (Score points within each domain include most of the characteristics below.)

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Partially focused controlling idea, but insufficiently sustained or unclear</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources and erratic or irrelevant references</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Inappropriate or ineffective domain-specific vocabulary</li> <li>• Sentences possibly limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage, but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Confusing or ambiguous ideas</li> <li>• Frequent extraneous ideas impeding understanding</li> <li>• Few or no transitional strategies</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant evidence from the source material</li> <li>• Expression of ideas that is vague, lacks clarity, or is confusing</li> <li>• Limited or inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

**Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5**

<b>Opinion Text-Based Writing Rubric, Grades 3-5</b> (Score points within each domain include most of the characteristics below.)			
<b>Score</b>	<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric)</b>
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Strongly maintained opinion with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Relevant evidence integrated smoothly and thoroughly with references to sources</li> <li>• Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• A maintained opinion, though some loosely related material may be present</li> <li>• Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

## Text-Based Writing Rubrics for Narrative, Informative/Explanatory, Opinion, Grades K-2, 3-5

<b>Opinion Text-Based Writing Rubric, Grades 3-5</b> (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Partially focused opinion but insufficiently sustained or unclear</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer’s opinion that includes ineffective use of sources, facts, and details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources and erratic or irrelevant references</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Inappropriate or ineffective domain-specific vocabulary</li> <li>• Sentences possibly limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Absent, confusing, or ambiguous opinion</li> <li>• Frequent extraneous ideas impeding understanding</li> <li>• Few or no transitional strategies</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the writer’s opinion, including little if any use of sources, facts, and details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant evidence from the source material</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> <li>• Limited or inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

FINAL

English Language Arts  
Text-based Writing Rubrics  
Grades 6–11: Argumentation



<b>Grades 6–11</b>			
<b>Argumentation Text-based Writing Rubric</b>			
<b>(Score points within each domain include most of the characteristics below.)</b>			
<b>Score</b>	<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric begins at score point 2)</b>
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Strongly maintained claim with little or no loosely related material</li> <li>• Clearly addressed alternate or opposing claims*</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>• Appropriate style and tone established and maintained</li> </ul>	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>• Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Maintained claim, though some loosely related material may be present</li> <li>• Alternate or opposing claims included but may not be completely addressed*</li> <li>• Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> <li>• Appropriate style and tone established</li> </ul>	<p>The response provides adequate support, citing evidence for the writer’s claim that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

*Continued on the following page*

FINAL ELA Text-based Writing Rubrics, Grades 6–11: Argumentation  
 Florida Standards Assessments

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Focused claim but insufficiently sustained or unclear</li> <li>• Insufficiently addressed alternate or opposing claims*</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Some use of inappropriate domain-specific vocabulary</li> <li>• Most sentences limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible claim and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Absent, confusing, or ambiguous claim</li> <li>• Missing alternate or opposing claims*</li> <li>• Few or no transitional strategies</li> <li>• Frequent extraneous ideas that impede understanding</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the writer’s claim, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant evidence or citations from the source material</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> <li>• Limited and often inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

\*Not applicable at grade 6



FINAL

English Language Arts  
Text-based Writing Rubrics  
Grades 6–11: Informative/Explanatory



<b>Grades 6-11</b>			
<b>Informative/Explanatory Text-based Writing Rubric</b>			
<b>(Score points within each domain include most of the characteristics below.)</b>			
<b>Score</b>	<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric begins at score point 2)</b>
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Strongly maintained controlling idea with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>• Appropriate style and objective tone established and maintained</li> </ul>	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>• Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Maintained controlling idea, though some loosely related material may be present</li> <li>• Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> <li>• Appropriate style and objective tone established</li> </ul>	<p>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

*Continued on the following page*

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Focused controlling idea but insufficiently sustained or unclear</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Some use of inappropriate domain-specific vocabulary</li> <li>• Most sentences limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Confusing or ambiguous ideas</li> <li>• Few or no transitional strategies</li> <li>• Frequent extraneous ideas that impede understanding</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant evidence or citations from the source material</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> <li>• Limited and often inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

# **The Reading/Writing Connection**

## The Reading/Writing Connection

“In order to help inexperienced readers and writers develop confidence and competence, the teacher needs to introduce students to and provide them with guided practice in the habits of mind demonstrated by more engaged readers and writers. Through explicit instruction, the teacher can clarify the cognitive strategies that underlie the reading and writing processes so that students know what strategies to choose as well as how, why, and when to use them.” --Carol Booth Olson

Reading and writing make a powerful combination when taught in connection with each other because they engage students in a greater use and variety of cognitive strategies than do reading and writing taught separately (Tierney & Shanahan, 1991). Students become better readers when they look critically at texts with the eyes of an astute writer. Similarly, students become better writers when they compose their own text with the eyes of a critical reader.

The chart below demonstrates the reading/writing connection based on a variety of purposes for both areas. Additionally, it contains discussion starters that teachers may use in the classroom to make that connection with students.

<b>Purpose for Reading or Writing</b>	<b>Reading</b>	<b>Writing</b>	<b>Connection Discussion Prompt</b>
<b>Planning and Goal Setting</b>	Knowing why I’m reading	Knowing why I’m writing	<ul style="list-style-type: none"> <li>• My purpose is...</li> <li>• My top priority is...</li> <li>• To accomplish my goal, I plan to...</li> </ul>
<b>Making Connections</b>	Connecting the text with my experiences	Using my experiences to create text	<ul style="list-style-type: none"> <li>• This reminds me of...</li> <li>• This relates to...</li> <li>• I can write about this because...</li> <li>• I can draw on ___ experience to write...</li> </ul>
<b>Asking Questions</b>	Questioning what is happening in the text	Questioning whether I am expressing my ideas well	<ul style="list-style-type: none"> <li>• I wonder why...</li> <li>• What if...</li> <li>• How come...</li> </ul>

			<ul style="list-style-type: none"> <li>• What if I write about...</li> <li>• What I'm trying to say here is...</li> </ul>
<b>Predicting</b>	Guessing what the author may describe or present next	Guessing how the reader might respond to what I've written	<ul style="list-style-type: none"> <li>• I'll bet that...</li> <li>• I think...</li> <li>• If ____, then...</li> <li>• If I write this, the reader will think...</li> </ul>
<b>Visualizing</b>	Picturing the characters, setting, and action	Picturing people and events so that I can describe them well	<ul style="list-style-type: none"> <li>• I can picture...</li> <li>• In my mind, I see...</li> <li>• If this were a movie...</li> <li>• I want to add sensory details about...</li> </ul>
<b>Forming Interpretations</b>	Stopping to consider what I think the author is saying	Stopping to consider what I'm really trying to say	<ul style="list-style-type: none"> <li>• What this means to me is...</li> <li>• I think that this represents...</li> <li>• The idea I'm getting at is...</li> <li>• I realize what I'm trying to say is...</li> </ul>
<b>Monitoring</b>	Being aware of how well I'm comprehending the text	Being aware of how well I'm getting my ideas across	<ul style="list-style-type: none"> <li>• I got lost here because...</li> <li>• I need to reread the part where...</li> <li>• I know I'm on the right track because...</li> <li>• What I'm really trying to say here is...</li> </ul>
<b>Clarifying</b>	Realizing I need more information to understand this	Realizing I need to give more information to the reader	<ul style="list-style-type: none"> <li>• To understand, I need to know more about...</li> <li>• Something that is still not clear is...</li> <li>• I'm guessing that this means ____, but I need</li> </ul>

			<p>to...</p> <ul style="list-style-type: none"> <li>• At first I thought ____, but now I...</li> <li>• My latest thought about this is...</li> </ul>
<b>Summarizing</b>	Restating in a brief way the author's main points	Restating in a brief way my main points	<ul style="list-style-type: none"> <li>• The basic idea is...</li> <li>• The key information is...</li> <li>• This is saying that ...</li> <li>• The main points I've made thus far are...</li> </ul>
<b>Analyzing the Author's Craft</b>	Noting how the author uses word choice, voice, syntax, and tone	Being aware of how I use word choice, voice, syntax, and tone	<ul style="list-style-type: none"> <li>• A special line or phrase for me is...</li> <li>• This word/phrase stands out for me because...</li> <li>• I like how the author uses ____ to show...</li> <li>• I would like to use another word...</li> <li>• In this part I sound...</li> </ul>
<b>Reflecting and Relating</b>	After reading, thinking about my understanding and connections	After writing, rereading to see what ideas and connections I think I made for the reader	<ul style="list-style-type: none"> <li>• So, the big idea is...</li> <li>• A conclusion I'm drawing is...</li> <li>• This is relevant to my life because...</li> <li>• I think now that I should rewrite...</li> <li>• What I seem to be saying is...</li> </ul>
<b>Evaluating</b>	Deciding how well I thought the writer expressed his/her ideas or has moved me	Deciding how well I expressed my ideas or moved the reader	<ul style="list-style-type: none"> <li>• I don't like ____ because...</li> <li>• This could be more effective if...</li> <li>• The author's most important message is...</li> <li>• My most important point is...</li> <li>• I feel ____ about this piece because...</li> </ul>

# **The Integrated Literacy Model**



# Integrated Literacy Model

“Writing is often recommended as a tool for improving reading. In Reading Next (Biancarosa and Snow, 2004), intensive writing was identified as a critical element of an effective adolescent literacy program. Reading Next stated that writing instruction improves reading comprehension and that the teaching of writing skills such as grammar and spelling reinforces reading skills. It is also believed that writing about a text improves comprehension, as it helps students make connections between what they read, know, understand, and think (Carr, 2002).”

--Writing to Read

The Teacher’s Role	What it Looks Like	Example
<b>Have students write about the texts they read</b>	<ul style="list-style-type: none"> <li>• Respond to a text in writing (writing personal reactions, analyzing and interpreting the text)</li> <li>• Write summaries of a text</li> <li>• Write notes about a text</li> <li>• Answer questions about a text in writing, or create and answer written questions about a text</li> <li>• Develop a claim based on evidence.</li> <li>• Use evidence from texts to support analysis, reflection, and research</li> </ul>	<ul style="list-style-type: none"> <li>• Structured note taking involves creating a written organizational structure for material read. With one approach, students are taught how to create an organizer resembling a flow chart, depicting changes in the events of a story over time.</li> <li>• Answering questions in writing involves writing responses to questions inserted</li> <li>• Create a claim and counterclaim based on relevant data and evidence</li> <li>• Respond to a DBQ</li> <li>• Write a Historical Paper based on History Fair requirements</li> </ul>
<b>Teach students the writing skills and processes that go into creating texts</b>	<ul style="list-style-type: none"> <li>• Teach the process of writing, text structures for writing, paragraph/sentence construction skills (improves</li> </ul>	<ul style="list-style-type: none"> <li>• Write an explanation of a historical event using details from evidence, domain specific vocabulary, facts and/or quotes</li> </ul>

	<p>reading comprehension)</p> <ul style="list-style-type: none"> <li>• Teach sentence construction skills in context (improves reading fluency)</li> <li>• Teach spelling skills in context (improves word reading skills)</li> <li>• Teach how to write an information text that includes the narration of history</li> <li>• Teach students to maintain the flow of ideas, avoiding plagiarism and reliance on one source using proper citation methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to s DBQ (Document-based Question)</li> </ul>
<b>Increase how much students write and read</b>	<ul style="list-style-type: none"> <li>• Teach how to do a short or extensive research project</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct short or extensive research project (History Fair, research papers in Social Studies classes)</li> </ul>
<b>Provide regular opportunities for students to complete integrated reading/writing activities</b>	<ul style="list-style-type: none"> <li>• Teach how to create arguments based on social studies content</li> <li>• Utilize technology and teach students how to use technology to produce and/or publish writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use primary and secondary sources as well as other informational text to write an argument</li> <li>• Create a writing product using technology</li> </ul>