

WRITING



ELAR TEKS Vertical Alignment

Grades K–English IV

The *English Language Arts and Reading (ELAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *ELAR TEKS* document. After kindergarten, the *ELAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–English IV, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

WRITING

Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

Guide to the ELAR TEKS Writing Strand Across Grade Levels

| Tagline and Applicable Grade Level | Knowledge and Skills Statement | CCRS Standard |
|---|---|---|
| Writing Process <div> <div>K123456789101112</div> </div> | Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. | E/LAS (English/Language Arts Standards): Writing: A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. CDS (Cross-Disciplinary Standards): II. Foundational Skills. B. Writing across the curriculum |
| Literary Texts <div> <div>K123456789101112</div> </div> | Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (Courses Eng. I–IV) Students are responsible for at least two forms of literary writing. | E/LAS: Writing: A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. CDS: II. Foundational Skills. B. Writing across the curriculum |
| Personal (unofficial tag line) <div> <div>K123456789101112</div> </div> | Students write about their own experiences. | E/LAS: Writing: A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. CDS: II. Foundational Skills. B. Writing across the curriculum |

| Tagline and Applicable Grade Level | | | | | | | | | | | | | Knowledge and Skills Statement | CCRS Standard |
|--|---|---|---|---|---|---|---|---|---|----|----|----|---|--|
| Expository and Procedural Texts | | | | | | | | | | | | | Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. | E/LAS: Writing: A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. CDS: II. Foundational Skills. B. Writing across the curriculum |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Persuasive Texts | | | | | | | | | | | | | Grades 2–6: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Grades 7–8: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays to the appropriate audience. Courses Eng. I–II: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience. Courses Eng. III–IV: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience. | |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
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| | | | | | | | | | | | | | | |

ELAR TEKS Writing Strand Vertical Alignment

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
|--|---|---|---|-------|--|-------|-------|--|---|--------|---------|---|
| Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: | | | | | | | | | | | | |
| 13(A) plan a first draft by generating ideas for writing through class discussion (with adult assistance); | 17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas); | 17(A) | 17(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); | 15(A) | 15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; | 14(A) | 14(A) | 14(A) | 13(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; | 13(A) | 13(A) | 13(A) |
| 13(B) develop drafts by sequencing the action or details in the story (with adult assistance); | 17(B) develop drafts by sequencing ideas through writing sentences; | 17(B) | 17(B) develop drafts by categorizing ideas and organizing them into paragraphs; | 15(B) | 15(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; | 14(B) | 14(B) | 14(B) | 13(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning; | 13(B) | 13(B) | 13(B) |
| 13(C) revise drafts by adding details or sentences (with adult assistance); | 17(C) revise drafts by adding or deleting a word, phrase, or sentence; | 17(C) revise drafts by adding or deleting words, phrases, or sentences; | 17(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; | 15(C) | 15(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; | 14(C) | 14(C) | 14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed; | 13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; | 13(C) | 13(C) | 13(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; |
| 13(D) edit drafts by leaving spaces between letters and words (with adult assistance); | 17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; | 17(D) | 17(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; | 15(D) | 15(D) edit drafts for grammar, mechanics, and spelling; | 14(D) | 14(D) | 14(D) | 13(D) | 13(D) | 13(D) | 13(D) |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
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| Writing/Writing Process (cont.) | | | | | | | | | | | | |
| 13(E) share writing with others (with adult assistance). | 17(E) publish and share writing with others. | 17(E) | 17(E) publish written work for a specific audience. | 15(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience. | 15(E) | 14(E) | 14(E) | 14(E) | 13(E) | 13(E) | 13(E) | 13(E) |
| revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. | | | | | | | | | | | | |
| Writing/Literary Texts. (Grades K–8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: (Courses Eng I–IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to: | | | | | | | | | | | | |
| 14(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; | 18(A) write brief stories that include a beginning, middle, and end; | 18(A) | 18(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; | 16(A) | 15(A) write imaginative stories that include: | 15(A) | 15(A) write an imaginative story that: | 14(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot; | 14(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone; | 14(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone; | 14(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone; | 14(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone; |
| | | | | | (i) a clearly defined focus, plot, and point of view; | (i) | | (i) sustains reader interest; | | | | |
| | | | | | | | (ii) includes well-paced action and an engaging story line; | (ii) | | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
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| Writing/Literary Texts (cont.) | | | | | | | | | | | | |
| | | | | | 16(A)(ii) a specific, believable setting created through the use of sensory details; | 15(A)(ii) a specific, believable setting created through the use of sensory details; | 15(A)(iii) creates a specific, believable setting through the use of sensory details; | 15(A)(iii) creates a specific, believable setting through the use of sensory details; | | | | |
| | | | | | (iii) dialogue that develops the story; | (iii) dialogue that develops the story; | | | | | | |
| | | | | | | | (iv) develops interesting characters; | (iv) develops interesting characters; | | | | |
| | | | | | | | (v) uses a range of literary strategies and devices to enhance the style and tone; | (v) uses a range of literary strategies and devices to enhance the style and tone; | | | | |
| 14(B) write short poems. | 18(B) write short poems that convey sensory details. | 18(B) | 18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse). | 16(B) | 16(B) write poems using: | 15(B) | 15(B) write a poem using: | 15(B) | 14(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); | 14(B) | 14(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); | 14(B) |
| | | | | | (i) poetic techniques (e.g., alliteration, onomatopoeia); | (i) poetic techniques (e.g., alliteration, onomatopoeia); | (i) poetic techniques (e.g., rhyme scheme, meter); | (i) poetic techniques (e.g., rhyme scheme, meter); | | | | |
| | | | | | (ii) figurative language (e.g., similes, metaphors); | (ii) figurative language (e.g., similes, metaphors); | (ii) figurative language (e.g., personification, idioms, hyperbole); | (ii) figurative language (e.g., personification, idioms, hyperbole); | | | | |
| | | | | | (iii) graphic elements (e.g., capital letters, line length). | (iii) graphic elements (e.g., capital letters, line length). | (iii) graphic elements (e.g., word position). | (iii) graphic elements (e.g., word position). | | | | |
| | | | | | | | | | 14(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone. | 14(C) | 14(C) write a script with an explicit or implicit theme, using a variety of literary techniques. | 14(C) |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV | | | | |
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| Writing. Students write about their own experiences. Students are expected to: | | | | | | | | | | | | | | | | |
| | | | 19(A) write about important personal experiences. | 17(A) | 17(A) write a personal narrative that conveys thoughts and feelings about an experience. | 16(A) | 16(A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences. | 16(A) write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences. | | | | | | | | |
| Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: | | | | | | | | | | | | | | | | |
| 15(A) dictate or write information for lists, captions, or invitations. | 19(A) write brief compositions about topics of interest to the student; | 19(A) | 20(A) create brief compositions that: | 18(A) | 18(A) create multi-paragraph essays to convey information about the topic that: | 17(A) | 17(A) write a multi-paragraph essay to convey information about a topic that: | 17(A) | 15(A) write an analytical essay of sufficient length that includes: | 15(A) | 15(A) | 15(A) | | | | |
| | | | (i) establish a central idea in a topic sentence; | (i) establish a central idea in a topic sentence; | | | | | | | | | | | | |
| | | | (iii) contain a concluding statement; | (iii) contain a concluding statement; | (i) present effective introductions and concluding paragraphs; | (i) present effective introductions and concluding paragraphs; | (i) presents effective introductions and concluding paragraphs; | (i) presents effective introductions and concluding paragraphs; | | | | | (i) effective introductory and concluding paragraphs and a variety of sentence structures; | (i) effective introductory and concluding paragraphs and a variety of sentence structures; | (i) effective introductory and concluding paragraphs and a variety of sentence structures; | (i) effective introductory and concluding paragraphs and a variety of sentence structures; |
| | | | | | (ii) guide and inform the reader’s understanding of key ideas and evidence; | (ii) guide and inform the reader’s understanding of key ideas and evidence; | (ii) contains a clearly stated purpose or controlling idea; | (ii) contains a clearly stated purpose or controlling idea; | | | | | (iii) a controlling idea or thesis | (iii) a thesis or controlling idea | (iii) a clear thesis statement or controlling idea | (iii) a clear thesis statement or controlling idea |
| | | | (ii) include supporting sentences with simple facts, details, and explanations; | (ii) include supporting sentences with simple facts, details, and explanations; | (iii) include specific facts, details, and examples in an appropriately organized structure; | (iii) include specific facts, details, and examples in an appropriately organized structure; | (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; | (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; | | | | | (iv) an organizing structure appropriate to purpose, audience, and context; | (iv) an organizing structure appropriate to purpose, audience, and context; | (iv) a clear organizational schema for conveying ideas; | (iv) a clear organizational schema for conveying ideas; |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
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| Writing/Expository and Procedural Texts (cont.) | | | | | | | | | | | | |
| | | | | | 18(A)(iv) use a variety of sentence structures and transitions to link paragraphs; | 17(A)(iv) use a variety of sentence structures and transitions to link paragraphs; | 17(A)(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; | 17(A)(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; | 15(A)(ii) rhetorical devices, and transitions between paragraphs; | 15(A)(ii) rhetorical devices, and transitions between paragraphs; | 15(A)(ii) rhetorical devices, and transitions between paragraphs; | 15(A)(ii) rhetorical devices, and transitions between paragraphs; |
| | | | | | | | (iv) accurately synthesizes ideas from several sources; | (iv) accurately synthesizes ideas from several sources; | | | | |
| | | | | | | | | | (v) relevant information and valid inferences; | (v) relevant evidence and well-chosen details; | (v) relevant and substantial evidence and well-chosen details; | (v) relevant and substantial evidence and well-chosen details; |
| | | | | | | | | | | (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement; | (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources; | (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; |
| | | | | | | | | | | | | (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it; |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
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| Writing/Expository and Procedural Texts (cont.) | | | | | | | | | | | | |
| | 19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); | 19(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); | 20(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); | 18(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); | 17(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); | 17(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context; | 17(B) | 17(B) | 15(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: | 15(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: | 15(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: | 15(B) |
| | | | | | | | | | (i) organized and accurately conveyed information; | (i) organized and accurately conveyed information; | (v) appropriate organizational structures supported by facts and details (documented if appropriate); | (v) appropriate organizational structures supported by facts and details (documented if appropriate); |
| | | | | | | | | | | | (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; | (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; |
| | | | | | | | | | (ii) reader-friendly formatting techniques; | (ii) reader-friendly formatting techniques; | (ii) appropriate formatting structures (e.g., headings, graphics, white space); | (ii) appropriate formatting structures (e.g., headings, graphics, white space); |
| | | | | | | | | | | (iii) anticipation of readers' questions; | (iii) relevant questions that engage readers and address their needs; | (iii) relevant questions that engage readers and address their potential problems and misunderstandings; |
| | | | | | | | | | | | (iv) accurate technical information in accessible language; | (iv) accurate technical information in accessible language; |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
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| Writing/Expository and Procedural Texts (cont.) | | | | | | | | | | | | |
| | 19(C) write brief comments on literary or informational texts. | 19(C) write responses to literary or expository texts that demonstrate an understanding of the text. | 20(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding. | 18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding. | 18(C) | 17(C) | 17(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; | 17(C) | 15(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that: | 15(C) write an interpretation of an expository or a literary text that: | 15(C) | 15(C) |
| | | | | | | | | | (i) extends beyond a summary and literal analysis; | (i) extends beyond a summary and literal analysis; | | |
| | | | | | | | | | | | (i) advances a clear thesis statement; | (i) advances a clear thesis statement; |
| | | | | | | | | | (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; | (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; | (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; | (ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text; |
| | | | | | | | | | (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; | (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; | (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; | (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; |
| | | | | | | | | | | | (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; | (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; |
| | | | | | | | | | | | (v) anticipates and responds to readers' questions or contradictory information, | (v) anticipates and responds to readers' questions and contradictory information; |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
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| Writing/Expository and Procedural Texts (cont.) | | | | | | | | | | | | |
| | | | | | | 17(D) produce a multimedia presentation involving text and graphics using available technology. | 17(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology. | 15(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience. | 15(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view. | | | |
| Writing/Persuasive Texts. (Grades 2–6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7–8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes: | | | | | | | | | | | | |
| | | 20(A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community. | 21(A) write persuasive essays for appropriate audiences that establish a position and use supporting details. | 19(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives. | 18(A) establishes a clear thesis or position; | 18(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; | 16(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs; | 16(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs; | 16(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs; | | | |

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Eng I | Eng II | Eng III | Eng IV |
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| Writing/Persuasive Texts (cont.) | | | | | | | | | | | | |
| | | | | | | | 18(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; | 18(B) | 16(B) consid- eration of the whole range of information and views on the topic and accurate and honest repre- sentation of these views; | 16(B) consid- eration of the whole range of informa- tion and views on the topic and accurate and honest representa- tion of these views (i.e., in the author's own words and not out of context); | 16(B) accurate and honest representa- tion of divergent views (i.e., in the author's own words and not out of context); | 16(B) |
| | | | | | | | | | 16(C) counter-arguments based on evidence to anticipate and address objections; | 16(C) | 16(D) information on the complete range of relevant perspectives; | 16(D) |
| | | | | | | | 18(C) includes evidence that is logi- cally organized to support the author's viewpoint and that differentiates between fact and opinion. | 18(C) | 16(D) an organizing structure appro- priate to the purpose, audience, and context; | 16(D) | 16(C) an organizing structure appro- priate to the purpose, audience, and context; | 16(C) |
| | | | | | | | | | 16(E) an analysis of the relative value of specific data, facts, and ideas. | 16(E) | 16(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; | 16(E) |
| | | | | | | | | | | 16(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations). | 16(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetori- cal devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs). | 16(F) |
| | | | | | | | | | | | | 16(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone. |