

Writing/Language Checklist – ALL GENRES - Common Core Standards 6-8



- Choose a different color highlighter for each trimester.
- Highlight skills as they are mastered as indicated by writing samples put into portfolio
- Track progress with writing toward grade-level achievement over the course of one or more years.

W Writing Standards		3-5	
Standard 1 Argument Text overview for writing	Grade 6 Write arguments to support claims with clear reasons and relevant evidence. - introduce claim(s); organize reasons/evidence clearly -support claims with clear reasons and relevant evidence; demonstrate understanding of topic -use words/phrases/clauses to create cohesion and clarify relationships among claims/reasons -establish and maintain a formal style; provide a concluding statement or section.	Grade 7 -same, plus... - introduce claim(s); acknowledge/address alternate/opposing claims -support claims/counter arguments with logical reasoning, accurate, credible sources	Grade 8 ...(same-plus) -acknowledge and distinguish claims from alternate or opposing claims
Standard 2 Explanatory Text overview for writing	Grade 6 Write to examine a topic, convey ideas/concepts & information clearly thru selection, organization & analysis of relevant content. Introduce topic/thesis statement; organize ideas/concepts/information – use strategies: definition, classification, compare/contrast, cause/effect – include formatting, graphics, tables, charts to aid comprehension. Develop topic with relevant facts, definitions, concrete details, quotations & other examples. Use appropriate transitions to clarify relationships among ideas & concepts. Use precise language, domain-specific vocabulary to inform/explain. Establish and maintain a formal style; provide a concluding statement or section.	Grade 7 ---same plus... introduce topic/thesis...previewing what is to follow.	Grade 8 -Same, plus...including career development documents (job applications, business letters)
Standard 3 Narrative Text overview for writing	Grade 6 Write about real/imagined experiences/events – using effective technique, relevant descriptive details, and well-structured event sequences. Engage/orient reader by establishing context and introducing narrator/characters; organize event sequence that unfolds naturally & logically. Use narrative techniques - dialogue, pacing, description to develop events or characters. Use a variety of transitional words/phrases and clauses convey sequence & signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.	Grade 7	Grade 8
Standard 4 Mostly Organization	Grade 6	Grade 7	Grade 8
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
Standard 5 Writing Process including Revision and Editing	Grade 6 With guidance and support from peers and adults , develop and strengthen writing as needed by planning, revising, and editing rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards to grade level.)	Grade 7	Grade 8
Same, plus - focusing on how well purpose and audience have been addressed.			
Standard 6 Technology	Grade 6 With guidance and support from adults , use technology to produce and publish writing as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Grade 7 Same, plus - and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Grade 8 Same, plus - and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Standard 7 Research	Grade 6 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Grade 7 Same, plus... to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Grade 8 Same, plus... (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Standard 8 Gather information from multiple sources	Grade 6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Grade 7 Same, plus... using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Grade 8
Standard 9 Draw evidence from literary or informational texts (apply reading standards) to support analysis, reflection, and research. Apply grade level reading standards to...	Grade 6 ...literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). ... literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Grade 7 ... literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	Grade 8 ... literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). ...literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Standard 10: is writing routinely over longer and shorter term tasks (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. – all grades			

L LANGUAGE STANDARDS: Conventions of Standard English		3-5	
Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grade 6 Ensure that pronouns are in the proper case (subjective, objective, possessive). -Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>) correctly. CA Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Grade 7 Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Grade 8 Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.*
Standard 3 Using language and conventions in writing, speaking, reading, or listening	Grade 6 Vary sentence patterns for meaning, reader/ listener interest, and style.* Maintain consistency in style and tone.*	Grade 7 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Grade 8 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).