

Subject	Depth of Knowledge			
	Level 1	Level 2	Level 3	Level 4
<b>English Language Arts- Writing</b>	<p>Requires the student to write or recite simple facts. Students are engaged in listing ideas or words, as in a brainstorming activity prior to written composition. Involves a simple spelling or vocabulary assessment. May include writing simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization, and spelling.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Use punctuation marks correctly</li> <li>• Identify Standard English grammatical structures and refer to resources for correction</li> <li>• Recall information from experiences or gather information from provided sources to answer a question</li> <li>• Use correct grammar, punctuation, capitalization, and spelling to construct simple sentences</li> </ul>	<p>Requires some mental processing. Students are engaged in tasks such as writing first drafts for a limited number of purposes and audiences. Students begin to connect ideas using a simple organizational structure such as note taking, outlining, or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or website.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Construct compound sentences</li> <li>• Use simple organizational strategies to structure written work</li> <li>• Write summaries that contain the main idea of the reading selection and pertinent details</li> <li>• Outline a text, illustrating its key ideas</li> <li>• Use correct grammar, punctuation, capitalization, and spelling to produce a paragraph about an experience or activity</li> </ul>	<p>Requires higher-level mental processing. Students are engaged in developing compositions that include multiple paragraphs. Compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization, and the use of appropriate compositional elements (addressing chronological order in a narrative or including supporting facts and details in an informational report). Students are engaged in editing and revising to improve the quality of the composition.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Support ideas with details and examples</li> <li>• Use transitional words or sentences to tie ideas together in an essay or story</li> <li>• Edit writing to produce a logical progression of ideas associated with a theme</li> <li>• Write arguments to support claims with clear reasons and relevant evidence</li> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons and information</li> </ul>	<p>Requires extended thinking and complex reasoning that may incorporate a multiparagraph composition that demonstrates synthesis and analysis of complex ideas or themes and a deep awareness of purpose and audience (informational papers include hypotheses with supporting evidence). Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Write an analysis of two passages, identifying the common theme and generating a purpose that is appropriate for both</li> <li>• Use voice appropriate to the purpose and audience of an essay</li> <li>• Conduct research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</li> <li>• Gather relevant information from multiple print and digital sources, 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</li> </ul>