**ELA Writing Progression**

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| **K –** Writes words phonetically.**1 –** Writes clear stories and short informational texts about familiar events and experiences in a minimum of five sentences. |
| **2 –** Writes groups of clear sentences that develop a central idea in a richly detailed paragraph of six sentences.**3 –** Writes 3-paragraph thoughtful and detailed compositions (short report, procedure, poem, story – personal) that describe and explain familiar objects, events, and experiences |
| **4 –** Writes descriptions and narratives (3-5 paragraphs) that relate observations and recollections of an event or experience and use sensory details Writes information reports (3-5 paragraphs) that focus on a central question about an issue or situation, include relevant facts and details and draw from more than one source of information**5 –** Write clear multi-paragraph compositions (e.g., three to five paragraph report or essay of at least 300 words) that focus on a central idea, reflect awareness of the audience(s) and purpose(s), contain clear introductions and conclusions, and include paragraphs in a logical sequence. |
| **6 –** Demonstrate the ability to write multi-paragraph (minimum of 3-5 paragraphs) narrative, expository, persuasive, and descriptive texts of at least 400 to 600 words.**7 –** Writes effective, coherent multi-paragraph compositions (minimum of 5 paragraphs) of at least 500-700 words. |
| **8 –** Writes an effective, coherent multi-paragraph (minimum of 5 paragraphs) text of at least 500 to 800 words**9 –** Creates clear, straightforward personal narrative texts-Creates clear expository, informational, and procedural texts -Creates clear descriptive texts-Creates clear persuasive texts**10A –** Write a(n): -Narrative of an experience or event-Observation report/eyewitness account-Inquiry report-Historical persona essay-Review**10B –** Write a(n) -Explanation and defence-Biographical profile-Problem-solution essay-Business letter-Fictionalized journal entry -Short Script**20 –** Write a(n):-Essay of explanation -Letter: -Résumé: -Essay of reflection (personal essay)/personal commentary -Analysis of a literary text that: **30A**  -Create a variety of written communications using various elements of discourse, in narrative, expository, persuasive, informative, and/or descriptive texts -Write an editorial -Write a real or invented narrative-Respond to key questions using the text as evidence**30B**-Create a variety of written communications using various elements of in narrative, expository, persuasive, informative, and/or descriptive texts -Write a position paper-Write a comparative essay -Write a letter of inquiry (request) -Write a story or essay using parody, satire, or irony-Write a critique of author’s style |
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**ELA Writing Progression**

**(Same thing, more in depth, not including things like cues and conventions)**

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| **K –** Writes words phonetically.- Generating story ideas as a class and drawing pictures to match. -Working as a group to draft a story. - Writing from left to right  - Writing/forming the alphabet in both upper and lower case letters. - Writing first name on school papers, without visual cues- Copy familiar words- Label pictures with words**1 –** Writes clear stories and short informational texts about familiar events and experiences in a minimum of five sentences.-Writes about familiar topics using the learned vocabulary to express ideas. -Creates short texts including information texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model. -Writes brief explanations and descriptions (accompanied by pictures) of real objects, persons, and places. -Begins to include related details with main idea and edits with teacher support.**Sentence Structure** - Use nouns and verbs to write complete sentences.**Punctuation**— Use appropriate end punctuation for sentences (i.e., period, exclamation point, or question mark).**Capitalization** —Use capital letters for the pronoun “I,” the first word of a sentence, and names of people.**Spelling**— Spell three- and four-letter short-vowel words and grade-level-appropriate high frequency and sight words correctly.— Focus on regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends, r controlled vowels, and inflectional endings— Use resources to find correct spellings, synonyms, and replacement words.**Penmanship**— Print each letter of the alphabet legibly in both capital and lowercase, using correct formation, appropriate size, and spacing.— Write text left-to-right and top-to-bottom on the page, with attention to margins and spacing letters, words, and sentences appropriately.— Gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture. |
| **2 –**-Compositions are clear with appropriate and relevant details. -Writes groups of clear sentences that develop a central idea in a basic paragraph of six sentences. -Writes stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources). -Writes short pieces in the form of reports that describe and explain familiar objects, events, and experiences. -Writes brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character traits, goals, and events. -Writes a friendly letter complete with date, salutation, body, closing, and signature. -Writes a response with supporting details from a text viewed, listened to, or read.**3 –** Writes clear, relevant 3-paragraph compositions (short report, procedure, poem, story – personal) that describe and explain familiar objects, events, and experiences. • Creates characters and events from outside students’ personal environment. • Begins to use excitement, humour, suspense, and other creative devices. • Writes clear descriptions that use concrete sensory details.-Writes clear and relevant narratives (short script, story – fictional) that provide a context within which: • an action takes place • includes characters and their traits • setting • problem and solution |
| **4 –** Writes clear, coherent sentences and paragraphs that develop a central idea Creates compositions with: • an introductory paragraph that establishes a central idea • supporting paragraphs with simple facts, detail and explanations • a concluding paragraph that summarizes the key points • a logical order • an effective opening & closing-Writes descriptions and narratives (3-5 paragraphs) that relate observations and recollections of an event or experience and use sensory details -Writes information reports (3-5 paragraphs) that focus on a central question about an issue or situation, include relevant facts and details and draw from more than one source of information-Writes procedures with clear and complete directions and explanations -Writes summaries that contain the main ideas of the text or presentation and the most significant details -Demonstrates understanding by creating an original text (i.e. poem, letter, play, journal entry etc.) -Writes responses to texts and supports judgments by making references both to the text and prior knowledge**5 –** Writes clear multi-paragraph compositions that: • focus on a central idea • reflect awareness of the audience(s) and purpose(s) • contain clear introductions and conclusions • include paragraphs in a logical sequence. -Writes narrative compositions that: • develop a situation or plot and point of view • describe the setting • present an ending. -Writes expository compositions that: • establish a clear topic • include important ideas or events in a logical order • provide details and transitional expressions that clearly link one paragraph to another • offer a conclusion that summarizes important ideas. -Writes persuasive letters or compositions that: • state a clear position • support that position with relevant evidence • follow a simple organizational pattern • address the reader’s need for clarity. |
| **6 –** Writes an effective, coherent multi-paragraph (minimum of 3-5 paragraphs) text of at least 400 to 600 words Writes a well-developed narrative texts that consistently: • establishes a plot and setting and present a point of view that is appropriate to the stories • includes sensory details • develops plot and character • shows some individuality or originality in literary texts • uses a range of narrative devices (e.g., dialogue, suspense, tension). -Writes well-developed expository, informational, and procedural texts that consistently: • pose relevant questions and state purpose • explain the situation and develop topic with facts, details, examples, and explanations from multiple sources • follow an organizational pattern • offer evidence to support conclusions. -Writes a well-developed descriptive text about a place that consistently: • presents a clear and colourful picture of the place • includes sensory details and vivid words • uses a logical order • sets a mood using precise adjectives • creates a logical ending -Writes a well-developed persuasive text that consistently: • states stand or viewpoint • gives reasons, facts, and expert opinion to support stand • demonstrates sincerity**7 –** Writes effective, coherent multi-paragraph compositions (minimum of 5 paragraphs) of at least 500-700 words. -Writes an engaging and well-developed narrative text that consistently: • establishes a context, plot, and point of view • uses a range of narrative devices • develops a systematic plot that leads to a climax or conclusion. -Writes a well-developed news story, factual account, and business letter that: • poses relevant questions to limit scope of text, • introduces the purpose • develops topic with facts, details, examples, and explanations from multiple authoritative sources • includes several paragraphs or sections organized in logical sequences • uses transitions • offers conclusion(s) -Writes a well-developed person/character description that: • presents a clear and colourful picture of the person/character • includes vivid words • reflects a logical order -Writes well-developed persuasive texts that: • explain and justify reactions and personal connections to texts viewed, heard and read • make explicit and deliberate connections with previous knowledge and experience • give opinions and make judgments • provide support by reasons, explanations and evidence • support opinions with examples from text • develop a clear organization |
| **8 –** Writes an effective, coherent multi-paragraph (minimum of 5 paragraphs) text of at least 500 to 800 words Writes a well-developed narrative texts that consistently: • establishes a context, plot, and point of view • uses a range of narrative devices • makes the narrative engaging • develops character using a variety of techniques (description, internal & external dialogue, actions, reactions of others, etc.) • develops the plot systematically, leading to a climax or conclusion. -Writes a well-developed expository, informational, and procedural text that: • poses relevant questions • introduces the purpose, and/or defines a thesis • supports the topic with important facts, details, examples, and explanations from multiple sources • related ideas are grouped together and sequenced logically • states summary or conclusion • is accurate and complete • competently cites sources -Writes a well-developed resume and covering letter that: • uses succinct language • is clearly organized • uses appropriate language & abbreviations • meets the purpose of self-promotion -Writes a well-developed descriptive place or landscape scene that: • presents a clear and colourful picture of the place • includes sensory details and vivid words • uses a logical order • sets a mood using precise adjectives -Writes a well-developed persuasive text that: • states a thesis clearly and convincingly • provides support with reasons, explanations, and evidence • supports opinion with examples from text • presents a clear organization • maintains a respectful tone • creates a logical ending**9 –** Creates clear, straightforward personal narrative texts that: • Locate scenes and incidents in specific places • Describe with concrete sensory detail • Employ relevant narrative and descriptive devices • Develop narrative systematically leading to a climax or conclusion • Reveal the significance of and the subject’s attitude about the incident, event, or situation. -Creates clear expository, informational, and procedural texts that: • Poses relevant questions to limit scope of presentation • Introduces the purpose and define a thesis • Develops topic with important facts, details, examples, and explanations from multiple sources • Paragraphs organized in logical sequences with detail • Use transitions • Anticipate and address reader’s potential misunderstandings, biases, and expectations • Offers conclusion(s) -Creates clear descriptive texts: • Clear and colourful picture of the person or scene • Clearly interpret and describe details • Include sensory details and vivid words • Appropriate use of dialogue • Logical order -Creates clear persuasive texts that: • Include a well-defined thesis that makes a clear and knowledgeable judgement • State a position clearly and convincingly • Provide support by detailed facts, reasons, examples, explanations, and evidence to support position • Structure ideas and arguments in a sustained and logical fashion • Address viewer’s, listener’s, or reader’s concerns, biases, expectations, and counterclaims • Maintain a rational tone**10A –** Narrative of an experience or event: • clearly introduces the action and draws in the reader. • effectively identifies and develops the story’s main character and establishes the setting. • uses dialogue appropriately to establish characters and create the drama. • provides an effective ending that logically “winds up” the events. • effectively introduces, develops and resolves a conflict, quest or question.-Observation report/eyewitness account: • clearly tells when and where the event happened. • accounts the details of an event in a logical order. • uses descriptive sensory details that show the reader what happened. • clear use of order of location (top to bottom, front to back, left to right, head to toe) or time order (first, next, then, and so on) to organize details. • uses specific verbs • clearly answers 5W and H questions. • includes thoughts and comments that bring experience to life • uses an engaging voice that sounds interested and knowledgeable.-Inquiry report: • presents an interesting introduction relevant to inquiry questions. • puts central ideas into a focus or thesis statement relevant to inquiry questions. • includes information related to focus or thesis, is current, and drawn from reliable, relevant sources that are cited. • includes a body that logically develops the details of the subject. • provides a clear conclusion with a final statement that answers inquiry questions. -Historical persona essay: • includes a historic person. • clearly defines important moments in the historic person’s life so essay is well-focused. • shows clear understanding of the person, the events, and gathered details about the place and time. • includes reflections and observations about person’s life and experiences. • creates accurate depictions of the probable contemporaries of the historic person. • uses appropriate dialogue to bring characters to life. • employs an easy-to-follow organization. -Review: • includes thoughtful explanations and specific references to the text itself. • clearly expresses opinions about the value or worth of the subject in order to help audience decide. • clearly explores strengths and weaknesses of work and includes passages from text as examples. • justifies opinion. • clearly addresses what makes the text interesting, exciting, engaging, believable, unforgettable, and significant. • recognizes theme of the text and the relevance of literary techniques. **10B -** Explanation and defence: • explains with appropriate details writer’s beliefs about an important subject • clearly identifies focus of essay in opening paragraph • organizes ideas in a logical and appropriate sequence • includes smooth transitions • provides logical and convincing conclusions. -Biographical profile: • includes key ideas learned about the person • begins by clearly sharing important background information • clearly describes the subject and explains what he or she accomplished • ends by leaving the readers with something to think about and consider. -Problem-solution essay: • focuses on a problem that is important to self • identifies the problem in a clear statement • thoroughly analyzes the problem, explaining its parts, history, and causes • accurately weighs possible solutions • clearly explains why situation exists and how it can be fixed • includes all the important facts and reasons • ends effectively explaining what the writer would like to see done. -Business letter: • uses a consistent style (semi-block or full block) • presents information completely and in the correct order • includes all the parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature• clearly, immediately states purpose • provides accurate and complete details • clearly states intent -Fictionalized journal entry: • clear focus on a character • clear focus on an ongoing event or experience • contain impressions, reflections, and observations about life, people, and experiences • provides relevant insight into the personality and values of the character. -Short Script: • clear stage directions: time, place, characters, action, entrances and exits. • gives clear details of setting that lead into the beginning of the script • employs dialogue that moves the action along • builds around a believable conflict or problem that makes sense in the lives of the main characters • includes (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements.**20 –** Write an essay of explanation (e.g., a process, instructions) that: • is informative with a clear focus and specific details • demonstrates thorough understanding of the process of written work and presents the work in manageable steps (time order, numbered steps, and so on) and the correct order • begins with an introduction that interests the reader • includes thorough, detailed, clear information needed for the reader to understand; examples and explanations directly support focus • concludes logically • uses terms associated with the process accurately. -Letter: • tailors letter to position or job and advertisement analyzes what he/she has to offer • selects a standard letter format of one page • uses the name and title of the person doing the hiring in the inside address and salutation • explains the purpose for writing and the position applied for in the first paragraph and lists two or three qualifications for this position • elaborates on the qualifications listed in the opening paragraphs and adds evidence to support the claims of being qualified in the second paragraph • describes additional qualifications or experiences to distinguish him/her from other possible candidates in the third paragraph • closes by mentioning the enclosed résumé and expresses interest in an interview and availability • signs letter • does not repeat content of résumé • reflects a confident, formal, but respectful tone. -Résumé: • invites the recipient to read because of a clean, visually appealing appearance • uses a format appropriate for the position or job • includes specific and necessary information (e.g., dates, names, organizations, schools, special achievements, or merits) and categories (e.g., name, address, and telephone number; a summary of work experience, with the most recent first; a summary of education in reverse chronological order; other skills, training, awards, and interests; and at least three references) • demonstrates knowledge of the organization and company, and targets the résumé to the specific position • presents most relevant accomplishments, qualifications, and strengths that help ensure he/she stands out from other candidates. -Write an essay of argument/persuasion (or an editorial) that: • states clearly a position about the current issue or problem • supports the position with reasons, is persuasive, and offers realistic solution • provides support and answers/addresses any objection • closes by restating the position, calling for action, or asking reader to get involved • ensures that facts are correct • uses a persuasive voice that balances facts and feelings • chooses inclusive and respectful language and qualifiers to strengthen position. -Write an essay of reflection (personal essay)/personal commentary that: • expresses a unique view of some aspect of life that is important to the student • introduces the topic and gives a personal view • supports the writer’s viewpoint • sums up the writer’s viewpoint in a thoughtful way (e.g., the lesson that it teaches about life). -Write an analysis of a literary text that: • identifies the text, author, and focus of the analysis • introduces (in the beginning of the text) and focuses on the elements (e.g., plot, character, theme) being analyzed • uses developing paragraphs to explain the elements using examples from the text • includes enough details to help readers understand the point being made • concludes by revisiting the focus of the analysis and summarizing it • shows a complete and careful analysis of the elements • Ensures that all the parts work together to create an insightful essay.**30A –** Create a variety of written communications using various elements of discourse, in narrative, expository, persuasive, informative, and/or descriptive texts: * choose focus to address audience needs, stated purpose, and context
* develop a thesis statement
* create an organizing structure appropriate to purpose, audience, and context
* include relevant information and exclude extraneous information
* provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations
* clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning
* use a variety of rhetorical devices to support assertions
* anticipate potential misunderstandings, problems, or mistakes that might arise for audience
* use appropriate format and structure drafts using standard forms and predictable structures such as headings, white space, and graphics
* provide a coherent conclusion

-Write an editorial: • Focus on a current issue or topic • Identify the purpose Develop a thesis statement that clearly defines the issue and attends to the purpose • Conduct research to collect evidence and to provide examples • Craft an introduction that states the writer’s view and captures the audience’s attention • Use evidence and ethical, logical arguments to support the thesis statement and purpose, and to persuade the audience • Construct an effective conclusion related to the purpose and thesis statement -Write a real or invented narrative: • Introduce the character(s), the setting, and the conflict in the beginning • Build suspense through the rising action to a high or turning point • Resolve the conflict and create a satisfactory or reasonable conclusion in the ending • Focus on what character(s) does • Show character through dialogue, thoughts, and action • Use external and internal dialogue • Use action verbs -Respond to key questions using the text as evidence. **30B** -Create a variety of written communications using various elements of in narrative, expository, persuasive, informative, and/or descriptive texts: • address audience needs, stated purpose, and context • develop a thesis statement • create an organizing structure appropriate to purpose, audience, and context • include relevant information and exclude extraneous information • provide facts and details, describe or analyze subject, explain benefits or limitations, compare or contrast, or provide graphics or illustrations • clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning • use a variety of rhetorical devices to support assertions, anticipate potential misunderstanding, problems, or mistakes that might arise for audience • structure drafts using standard forms and predictable structures and customary formats • provide a coherent conclusion. -Write a position paper: • Address an issue the writer feels strongly about • Introduce topic and state position in beginning • Support writer’s position with the most important facts, details, and logical reasons arranged in a coherent and convincing order • Defend position against an important objection • End with a strong restatement of the writer’s position • Defend position well and compel reader to act • Create confidence in position through a clear and strong voice • Use inclusive and respectful language • Use “fair” words and qualifiers • Ensure all parts work together to build a thoughtful convincing position -Write a comparative essay: • Reveal new insights about topic because of the comparison • Capture reader’s attention and provide details that lead up to thesis or focus statement in a well-developed introduction • Discuss each topic point by point in the body • Sum up, reflect on, or comment on the comparison in a coherent, convincing conclusion -Write a letter of inquiry (request): • Explain adequately what the inquiry is about and what the reader is to do in response-Write a story or essay using parody, satire, or irony: • Use a tone that seems straightforward but leads the reader to know that the real intention is to criticize or ridicule and, in the end, illuminate a problem • Use exaggeration and/or understatement -Write a critique of author’s style: • Consider purpose and intended audience • Address author’s treatment of subject • Analyze form chosen to express ideas: tone, point of view, arrangement and organization of ideas, sentence structure, diction, images and symbols, use of rhetorical devices, other distinctive mannerisms • Identify the writer’s overall, distinctive approach or “style” |
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