**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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