

Measures of Academic Progress (MAP) Washington State-Aligned Version 6

The NWEA Goal Structure is a document that represents the content and structure of a state’s standards documents. Goal structures are created through an alignment process that links state standards documents to the NWEA item bank. The MAP tests and associated reports for teachers and students are based upon this structure and alignment.

The alignment process begins with a thorough review of a state’s standards documents by NWEA’s curriculum specialists. The general goal areas or strands within a state’s standards that appear across grade levels become the goals in the goal structure (indicated below as bold). Areas in a state’s standards documents that are determined to be sub-domains of the goals/strands become the sub-goals in the goal structure (indented under each goal below).

Goal and sub-goal names from the Goal Structure are shortened for technical reasons to create the headings in DesCartes. Report Names are shortened further to accommodate report specifications.

Mathematics 2-5 Goal Structure	Mathematics 2-5 DesCartes	Mathematics 2-5 Report Names
Numbers & Operations	Numbers & Operations	Numbers & Operations
Count, order and compare whole numbers to build and maintain a strong foundation of number sense and number skills; understand the base ten number system and use place value concepts; write and rename numbers in a variety of ways*	Whole Numbers: Relationships & Place Value	
Add and subtract whole numbers; build on place value skills and number relationships by putting together or taking apart sets of objects; determine how these operations relate to each other; use estimation to determine if answers are reasonable; solve single- and multi-step word problems involving addition and subtraction of whole numbers*	Whole Numbers: Addition & Subtraction	

Multiply and divide whole numbers; determine how these operations relate to each other; use estimation to determine if answers are reasonable; solve single- and multi-step word problems involving multiplication and division of whole numbers; identify factors and multiples; classify numbers as prime or composite*	Whole Numbers: Multiplication & Division	
Represent, compare, and order fractions and decimals; understand the relationships between fractions and decimals; use common factors; determine the greatest common factor and least common multiple of whole numbers; add and subtract fractions and decimals; solve single- and multi-step word problems involving addition and subtraction of fractions (including mixed numbers) and decimals*	Fractions & Decimals: Concepts & Operations	
Algebra	Algebra	Algebra
Recognize, extend, and create a rule for patterns; understand equivalence to build equations; graph and identify points in the coordinate plane; use variables to write simple algebraic expressions describing patterns or solutions to problems; evaluate simple algebraic expressions; solve simple equations	Patterns, Expressions, Equations & Graphs	
Geometry & Measurement	Geometry & Measurement	Geometry & Measurement
Sort, compare, and contrast two- and three-dimensional geometric figures according to their characteristics; identify and use lines, line segments, and angles; determine perimeter and area; solve problems involving perimeter, area, triangles, and quadrilaterals; classify different types of triangles and quadrilaterals; explore symmetry of triangles, and quadrilaterals	2-D & 3-D Shapes: Describe, Analyze & Measure	

Develop a sense of space and shapes; tell time, estimate and determine elapsed time; name the days of the week and the months of the year, and use a calendar; estimate, measure, and compare length, weight, capacity, and temperature; determine the value of a collection of coins; solve single- and multi-step problems involving familiar unit conversions within either the U.S. customary or metric system	Measurement: Measure, Estimate, Compare & Convert	
Data, Statistics & Probability	Data, Statistics & Probability	Probability & Data
Collect, organize, visually represent, make predictions, and answer questions about data using a variety of types of tables and graphs; describe and compare the likelihood of events; determine simple probabilities; display the results of probability experiments and interpret the results; determine the mean, median, mode, and range of a set of data	Data Display, Measures of Center & Probability	

*Denotes that calculator use is not permitted in this goal or sub-goal of the test.

Measures of Academic Progress (MAP) Washington State-Aligned Version 6

Mathematics 6+ Goal Structure	Mathematics 6+ DesCartes	Mathematics 6+ Report Names
Numbers & Operations	Numbers & Operations	Numbers & Operations
Compare and order rational numbers; represent numbers in scientific notation; determine the absolute value of a number; identify rational and irrational numbers; locate integers on the number line; write the prime factorization of whole numbers*	Real Numbers: Represent, Compare & Order	
Add, subtract, multiply, and divide whole numbers; solve single- and multi-step word problems involving whole numbers*	Whole Numbers: Operations	
Add, subtract, multiply, and divide rational numbers; solve single- and multi-step word problems involving rational numbers; solve problems involving operations with numbers in scientific notation; evaluate numerical expressions using the laws of exponents and the order of operations*	Real Numbers: Operations	
Identify and write ratios and percents; convert between the fractional, decimal, and percent representations of a number; solve single- and multi-step word problems involving ratios, rates, percents, and proportional relationships; identify the ratio of the circumference to the diameter of a circle as the constant pi	Ratios, Rates, Percents & Proportions	

Algebra	Algebra	Algebra
Write and evaluate expressions; write and solve equations; graph ordered pairs and determine the coordinates of a point; solve one and two-step linear equations; solve word problems using mathematical expressions and equations; order real numbers; interpret and use integer exponents and square and cube roots, and apply the laws and properties of exponents to simplify and evaluate exponential expressions; evaluate expressions that contain rational exponents	Patterns, Expressions, Equations & Graphs	
Write and solve linear equations and inequalities in one variable; represent proportional relationships and linear functions in multiple ways; identify and interpret the slope and intercepts of a linear function; solve word problems involving linear functions; write and graph an equation for a line; write and solve systems of two linear equations and inequalities in two variables; describe how changes in the parameters of linear functions affect their graphs and the relationships they represent; model and solve problems	Linear: Equations, Inequalities & Functions	
Determine whether a relationship is a function and identify the domain, range, and roots; represent a function with a symbolic expression, as a graph, in a table, and using words, and make connections among these representations	Characteristics and Behaviors of Functions	

Represent, graph, and solve quadratic, exponential, and logarithmic equations including equations with complex roots; describe the effects that changes in the parameters have on the graph; interpret the x-intercepts as solutions to a quadratic equation; express arithmetic and geometric sequences in both explicit and recursive forms and use the forms to find specific terms in the sequence; solve radical equations; construct new functions by adding and subtracting functions	Non-Linear Functions, Sequences & Series	
Geometry & Measurement	Geometry & Measurement	Geometry & Measurement
Determine circumference, area, and solve problems about circles; determine and solve problems involving surface area and volume; recognize 2-D representations of 3-D figures; describe and sort polyhedra; describe the effect that a change in scale factor has on other attributes of a figure; identify and use angle relationships; use the properties of special right triangles; apply the Pythagorean Theorem; determine triangle congruence and similarity; solve problems involving sine, cosine, and tangent	Properties of Figures, 2-D & 3-D Figures	
Solve problems involving similar figures and scale drawings; determine the coordinates of a point that is described geometrically; identify the results of transformations and compositions of transformations and describe the rule(s) for performing translations or reflections; describe the symmetries of two-dimensional figures	Similarity, Coordinate Plane & Transformation	

Use deductive reasoning to prove that a valid geometric statement is true; write the converse, inverse, and contrapositive of a valid proposition; know and apply theorems about angles, including angles that arise from parallel lines intersected by a transversal; explain basic constructions related to parallel and perpendicular lines; describe the intersections of lines in the plane and in space, of lines and planes, and of planes in space	Logical Argument & Proof; Lines & Angles	
Derive and apply formulas for arc length and area of a sector of a circle; apply formulas for surface area and volume of three-dimensional figures to solve problems; predict the effect that changing linear dimensions has on perimeter, area, volume, or surface area; solve problems involving conversions within or between measurement systems; use different degrees of precision in measurement	Formula, Measurement & Precision	
Data, Statistics & Probability	Data, Statistics & Probability	Probability & Data
Represent the sample space of probability experiments in multiple ways; determine theoretical and experimental probabilities; determine probabilities for mutually exclusive, dependent, and independent events; describe a data set using measures of center and variability; select, construct, and analyze data displays; create a scatterplot and use a trend line to make predictions; apply the fundamental counting principle; compute permutations and combinations	Probability, Data & Distributions	

*Denotes that calculator use is not permitted in this goal or sub-goal of the test.

Measures of Academic Progress (MAP) Washington State-Aligned Version 6

Reading Goal Structure	Reading DesCartes	Reading Report Names
Word Recognition Skills, Vocabulary Strategies	Word Recognition Skills, Vocabulary Strategies	Word Skills; Strategies
Apply vocabulary strategies to comprehend words and ideas in complex text. Use the meanings of prefixes, suffixes, inflectional endings, and abbreviated words, word origins abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze, understand and determine the meaning of unknown words in grade-level text and complex words.	Word Origins, Root Words, Prefixes, and Suffixes	

<p>Use knowledge of print conventions, structural analysis, concept-building vocabulary strategies, prior knowledge, pictures, illustrations, diagrams, graphic features, the text, and context to predict, clarify, determine and confirm meanings of unknown words and/or expand word meaning and concepts, including multiple meaning words. Understand and apply content/academic vocabulary critical to the meaning of the text. Identify and define content area vocabulary necessary for understanding and critical to the meaning of the text and use that knowledge to interpret the text. Identify, explain and transfer knowledge of words that have different meanings in different content areas and determine the correct meaning from the context (e.g., property in science and social studies). Concepts of print: Identify front cover, back cover, and title of books, title page, table of contents, author, and illustrator of books. Recognize letters and spaces between words, the difference between words and sentences Identify a word and its beginning and ending letters. Understand and apply phonological awareness and phonemic awareness. Identify and generate rhyme. Segment and blend multi-syllabic words, including compound words and rim. Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word. Generate words that begin or end with the same sound or different sounds. Identify letters, sounds of different combinations, letter/patterns, consonant sounds, vowel sounds, letter/word patterns short vowel sounds, vowel patterns. Use vocabulary (word meaning) strategies to comprehend text. Understand and apply dictionary and other reference skills to determine, define, clarify, and refine word meanings. Use simple resources, text evidence glossaries, thesauruses, and dictionaries to find and confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words and/or clarify shades of meaning.</p>	<p>Phonemic Awareness, Content, Reference Skills</p>	
---	--	--



Reading Comprehension	Reading Comprehension	Reading Comprehension
<p>Apply comprehension-monitoring strategies during, and after reading: Understand and determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text. Identify the important parts and state both the literal and/or inferred the main idea of an informational/expository or literary/narrative passage and provide several text-based details supporting it. Identify and state the theme/message and supporting details in culturally relevant literary/narrative text. Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection. Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice. Organize main ideas and supporting details in a graphic organizer to enhance comprehension.</p>	<p>Identify Main Idea, Theme and Supporting Details</p>	

<p>Apply comprehension-monitoring strategies before, during and after reading: Summarize grade-level informational/expository text and literary/narrative text. Summarize the events, information, the main idea and the most important text-based facts, details, and/or ideas from informational/expository text. Organize summary information from informational/expository text and/or literary/narrative text into a teacher-provided graphic organizer to enhance text comprehension. Summarize the plot in culturally relevant literary/narrative texts. Summarize the events or ideas in literary/narrative text, citing text-based evidence, include an introduction stating the theme and/or author's message supported by text-based evidence; select, from multiple choices, a sentence that best summarizes the story or informational/expository selection and support the choice with text evidence/details. Organize summary information for informational/expository text, technical materials, and complex narratives into a self-created graphic organizer to enhance text comprehension.</p>	<p>Summarize Text</p>	
--	-----------------------	--

<p>Understand how and apply comprehension-monitoring strategies before, during, and after reading: Use prior knowledge/schema. Make and explain connections between current issues, previous information and experiences to characters, events, and information within a text or among multiple texts including culturally relevant texts. Apply comprehension-monitoring strategies before, during, and after reading: Predict and infer. Make, confirm, and revise prediction based on prior knowledge and evidence from the text and text features. Cite and use text and prior knowledge to make, confirm, revise, or defend predictions and inferences. Select, from multiple choices, a prediction or inference that could be made from the text (e.g., how a poet or author feels, how a character feels, what the character will do next, what will happen to a character because of an event, what will happen because of an action). Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next). Organize information to support a prediction or inference in a self-created graphic organizer to enhance comprehension.</p>	<p>Use Prior Knowledge, Predict, and Infer</p>	
--	--	--

Knowledge of Text Components	Knowledge of Text Components	Text Components
<p>Understand and analyze story elements: Identify, explain, and select, from multiple choices story elements of character, setting, important events, conflict, resolution, etc. Use multiple sources of information from the text and knowledge of situation and characters' actions, motivations, feelings, and physical attributes to determine characters' traits and to describe how a character changes over time, how the character's action might contribute to the problem, how the character solves the problem, and how other characters influence a character's personality and development. Identify the main events and major actions and subplots that define and contribute to the plot and how actions lead to conflict or resolution. Describe the components of setting and explain how and why setting is important to the story including the influence of setting on mood, character and plot. Select, from multiple choices, and interpret words or selections that best describe specific story elements from the story, selection, novel, or poem (e.g., character, setting, conflict and resolution). Identify the speaker (narrator) and the point of view used (first, third, or omniscient point of view) and interpret how point of view influences the text. Explain how a story would change if a different character narrated it or a narrator's perspective Compare and contrast the same conflict from the point of view of two different characters.</p>	<p>Analyze Story Elements and Identify Point of View</p>	
<p>Apply, and analyze understanding of time, order, and/or sequence to aid and extend comprehension of text. Retell stories and Explain ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.) Select from multiple choices the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced). Recognize, explain, and</p>	<p>Organizational Structures, Sequence, Cause-Effect</p>	

<p>analyze an author's development of time and sequence through the use of literary devices such as foreshadowing, flashbacks, dream sequences, parallel episodes, and the use of traditional and/or cultural-based organizational patterns to convey meaning. Explain the use of order or steps in a process to convey meaning in an informational/expository text (e.g., scientific experiments, legislative processes, mathematical procedures, Native American talking circles and ceremonies). Apply understanding of text organizational structures. Recognize and use previously learned text organizational structures (simple listing, sequential order, description, comparison and contrast, chronological order, cause and effect, and order of importance and process/procedural concept/definition, problem/solution, episodic, and generalization/principle) to aid comprehension. Identify, use, and differentiate between text organizational structures such as simple listing, sequential order, description, compare and contrast, chronological order, cause and effect, order of importance, process/procedural, concept/definition, problem/solution, episodic and generalization/principle to find and organize information and comprehend text. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. Understand and analyze the similarities and differences and cause and effect relationships between and among literary/narrative text and informational/expository texts. Compare and contrast plots, important events, characters, and settings within and between texts using text-based evidence to gain a broader understanding of a topic. Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two selections). Compare and contrast information about a topic within and between texts to draw conclusions. Select, from multiple choices, a sentence that tells how two text elements are alike</p>		
---	--	--



<p>or different (e.g., character, setting, information). Identify and interpret and select from multiple choices the cause and effect relationships within a literary/narrative text or informational/expository text using evidence from the text.</p>		
<p>Understand concept of categories, and how to locate specific information, systems for organizing information and analyze and evaluate appropriate sources to a specific topic or for a specific purpose. Use multiple organizational systems to select and examine appropriate resources to locate and research information on a specific topic or for a specific purpose and judge the usefulness of the resources. Synthesize and integrate information from different sources to conduct research and form conclusions. Apply knowledge and understanding of printed, electronic, and complex organizational text features to locate information and comprehend text. Identify and use text features to locate information, verify, support, or clarify meaning. Identify and select from multiple choices, where information can be found, the purpose of a specific text feature, and/or information learned from a text feature. Explain how specific text features help you understand a selection.</p>	<p>Categories, Locate Information, Text Features</p>	
<p>Understand and evaluate the use of literary devices to enhance comprehension. Recognize and identify literary devices (simile, metaphor, idiom, imagery, exaggeration, irony, sarcasm, onomatopoeia, analogy humor, and dialogue) and explain and judge how they make the story more interesting and/or convey a message.</p>	<p>Understand Literary Devices</p>	

Think Critically and Analyze	Think Critically and Analyze	Think Critical and Analyze
<p>Understand how, apply the skills, and analyze to give personal or text-based response, draw conclusions, and make connections to text. Select a statement that draws conclusions from grade-level text, citing text-based information to support the conclusion. Understand how to and analyze to generalize, extend information beyond the text to another text or to a broader idea or concept, express insight, or respond by connecting to other texts or situations. Generalize about a topic, common characteristics of literary/narrative sub-genres (e.g., how characters show bravery or misuse power), processes, concepts, common and universal themes, conflicts, and situations human nature, cultural and historical perspectives after reading multiple texts. Generalize about characters and characteristics in similar stories from different cultures. Explain how information in a text could be used to understand a similar situation or concept in another text, solve a problem and cite text-based examples (e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store). Select, from multiple choices, a sentence that represents a generalization, describes the most important idea, concept, or conclusion that can be drawn from the selection. Understand and analyze ideas and concepts within, among, and beyond multiple texts. Explain, compare and contrast treatments of similar ideas, concepts, the feelings of the authors and/or characters, and themes within and beyond multiple texts.</p>	<p>Analyze Text to Draw Conclusions</p>	

<p>Understand and analyze author's purpose and evaluate an author's style of writing to influence different audiences. Identify and explain the author's purpose (e.g., entertain, inform, explain, persuade)</p> <p>Identify elements of style and explain how the author's use of word choice, sentence structure and length, literary/narrative devices, and figurative language contributes to imagery, impact tone, suggests a mood, or otherwise influences an audience. Examine ways, explain, and judge author's style, technique, language and use of language registry contribute to imagery, suggest a mood, create an intended effect or otherwise influence an audience.</p>	<p>Analyze Author's Purpose, Technique</p>	
<p>Understand fact and opinions and evaluate text for validity and accuracy. Identify and distinguish between facts and opinions and provide supporting evidence from the text. Verify and judge the accuracy of information in a text and an author's position, using evidence, primary and secondary sources, and author's credibility.</p>	<p>Analyze for Fact and Opinion and Validity</p>	

<p>Analyze and evaluate the effectiveness of the author's use of persuasive devices to influence an audience. Identify the author's target audience(s) and cite examples of and judge the effectiveness details facts, and/or arguments for a particular audience and cite examples to justify the decision. Identify and interpret the author's tone and support the answer with text-based evidence. Cite, explain examples of, describe the intended effects, and judge the author's use of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonials/endorsements) to influence readers' perspectives, opinions or actions. Understand and analyze the reasoning and ideas underlying an author's perspective, beliefs, and assumptions within multiple texts. Determine, infer, explain, and analyze the author's perspective, belief and assumptions and cite text based reasons for choice. Judge how well the author supported the belief. Compare and contrast author's beliefs, and assumptions. Select, from multiple choices, a sentence that describes the author's or character's reasoning or problem with the reasoning.</p>	<p>Analyze Persuasive Devices, Beliefs, Assumptions</p>	
---	---	--



Read for a Variety of Purpose	Read for a Variety of Purpose	Read: Variety of Purposes
<p>The student reads different materials for a variety of purposes. Read to learn new information. Understand how to select and use appropriate resources and analyze the appropriateness and relevance for performing a task or answering a research question. Locate, use, and examine a variety of informational texts to investigate a topic. Locate, select, examine, and use information from various sources to investigate a topic. Follow multi-step directions. Read to perform a task. Understand information gained from reading to perform a specific task. Read, explain, identify, interpret, and use signs, labels, instructions, environmental print, title page, and simple maps to answer questions or complete a task, using grade-level text. Apply understanding of a variety of functional documents to perform a task. Locate and explain the information in functional documents to perform a task. Read for career applications. Read and use technical documents.</p>	<p>Functional, Informational, and Technical Documents</p>	

<p>Read for literary/narrative experience in a variety of genres. Understand different perspectives of family, friendship, culture, and traditions found in literature. Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response. Understand and analyze a variety of literary genres Identify, explain, and examine the characteristics of a variety of literary genres. Respond to literature from multiple genres based on given criteria Understand and analyze a variety of literature representing different cultures and traditions. Identify, discuss, compare and contrast the culture and/or traditions and recurring themes described in a piece of literature and explain how they are similar or different from those of the reader. Analyze and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world. Compare and contrast and critique traditional, classic, and/or contemporary works of literature that deal with similar topics and problems Relate and examine literary works to the traditions, themes, and issues of the era they represent.</p>	<p>Analyze Literature Written in a Variety of Genres</p>	
---	--	--

Measures of Academic Progress (MAP) Washington State-Aligned Version 6

Language Usage Goal Structure	Language Usage DesCartes	Language Usage Report Names
<p>Understand and Use the Writing Process</p>	<p>Understand and Use the Writing Process</p>	<p>Understand the Writing Process</p>
<p>Analyzes and selects effective strategies for generating ideas and planning writing. Plans using visual tools (e.g., webs, diagrams, drawings, graphic organizers). Uses a variety of prewriting strategies (e.g., story mapping, listing, webbing, jotting, outlining, free writing, brainstorming). Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text. Explains the difference between generating and organizing ideas and adjusts prewriting strategies accordingly. Records information or ideas at prewriting stages. Gathers and paraphrases information from a variety of sources and takes notes, and synthesizes ideas to plan writing, formulates questions, and chooses an organizer to analyze, synthesize, and evaluate information to plan writing. Produces a draft of words, captions, and/or sentences. Uses a plan from prewriting to write a draft. Refers to a prewriting plan. Labels pictures. Drafts according to audience, purpose, and time.</p>	<p>Prewrite and Generate Drafts</p>	

<p>Understands that writing can be changed. Revises text by adding and deleting words and phrases, substituting and moving words and phrases, and changing words, sentences, paragraphs, and ideas. Adds details to change writing to better represent ideas. Decides if revision is warranted. Recognizes overused words and makes substitutions. Collects additional data and revises. Revises content based on new information. Revises typographic devices (e.g., bullets, numbered lists) to clarify text and to meet requirements of technical writing forms and content-area writing forms. Understands that there are conventions of punctuation and capitalization in writing. Applies understanding of editing appropriate for grade level. Identifies and corrects errors in grade level conventions. Proofreads final draft for errors. Revises and edits at any stage of process.</p>	<p>Revise and Edit to Improve Text</p>	
--	--	--



Use a Variety of Forms	Use a Variety of Forms	Use a Variety of Forms
<p>Knows that an audience exists outside of self. Understands that writing changes for different audiences. Applies understanding of multiple and varied audiences to write effectively. Writes letters using language appropriate to different audiences. Identifies an intended audience. Writes instructions for different audiences. Demonstrates knowledge of specific audiences and a diverse community audience and includes information a diverse audience needs to know. Identifies and/or describes audience's interest and knowledge of topic to determine emphasis. Anticipates and addresses readers' questions or arguments and writes accordingly. Demonstrates understanding of different purposes for writing. Writes to communicate with others (e.g., notes, cards, books). Writes to express own ideas. Identifies purpose of writing (e.g., to reflect, to request information). Writes to pursue a personal interest, to explain, or to persuade, to inform, and to entertain for a specified audience. Writes to respond to literature in some detail, to analyze informational text or data and literary texts. Writes to retell, inform, and entertain, tell stories (e.g., fictional narrative), explain how to do something, retell in correct sequence. Incorporates more than one purpose using a form (e.g., a letter can be used to explain, to request, or to persuade).</p>	<p>Audience and Purpose</p>	

<p>Identifies and uses a variety of new forms/genres. Explains the relationship between form and purpose. Selects form/genre to meet requirements of task or content area. Explains why one form is more appropriate than another, for example: experiential stories; notes; classroom books; poetry; fictional stories; instructions; letters; narrative essays; persuasive essays, research papers; fantasy; interview; newspaper articles/editorials; compare/contrast essays ; advertisements; business letters/resumes. Writes first and last names and contact address. Writes invitations (e.g., party, family night, open house). Writes in forms associated with specific tasks or careers. Produces technical and nontechnical documents for career audiences, taking into consideration technical formats. Selects and synthesizes information from technical and job-related documents for inclusion in writing (e.g., report that includes data/information derived from charts or graphs). Understands the importance of using a standard reference style consistently when writing reports or technical documents (e.g., MLA, APA, Turabian). Applies conventional forms for citations. Cites sources in research using a bibliographic or prescribed format.</p>	<p>Forms and Genres</p>	
<p>Write Clearly and Effectively</p>	<p>Write Clearly and Effectively</p>	<p>Write Clearly and Effectively</p>
<p>Analyzes ideas, selects topic, and adds detail and elaborates using specific, relevant details and/or examples. Narrows topic with controlling idea. Presents a central idea, theme, and manageable thesis while maintaining a consistent focus. Provides details and/or support, examples, descriptions, reasons to extend ideas or develop elaboration. Uses personal experiences, observations, and/or research to support opinions and ideas. Selects appropriate title for a piece of writing. Develops characters, setting, and events in narratives. Varies method of developing character (e.g., dialogue, point of view) and setting and plot (e.g., suspense, flashback) in narratives. Selects</p>	<p>Develops and Organizes Writing; Uses Transitions</p>	

<p>appropriate title for a piece of writing. Organizes multiple sentences on one topic showing beginning, middle, and ending. Analyzes and selects an effective organizational structure. Writes unified, cohesive paragraphs, sentences with logically presented details; spatial order; chronological order; in order of importance. Uses simple conjunctions as transitions. Uses transitions frequently, to connect episodes, descriptions, explanations, or facts. Uses a variety of transitional words and phrases to make connections between and within paragraphs, to show logical relationships among ideas, and to signal emphasis to signal sequence. Organizes ideas into logical chunks of information. Constructs a recognizable introduction and conclusion. Develops an interesting introduction in expository writing, using varying approaches and selecting from a variety of opening strategies. Develops an effective ending that goes beyond a repetition of the introduction, selecting from a variety of ending/ conclusion. Organizes narrative chronologically and sequentially. Sequences ideas and uses transitional words and phrases to link events, reasons, facts, and opinions within and between paragraphs. Organizes narratives with an evident problem and solution. Structures plot in narratives using problem-solution-outcome (e.g., flashback). Organizes informational writing using categories. Organizes clearly cause and effect, point-by-point comparisons, similarities/differences. Selects and uses effective organizational patterns as determined by purpose. Organizes clearly (persuasion). Uses effective organizational patterns as determined by purpose-persuasion and in poetry. Emphasizes key ideas through appropriate use of text features (e.g., headings, charts, diagrams, graphs, bullets).</p>		
<p>Understands concept of personal voice. Applies understanding that different audiences and purposes affect writer's voice. Uses word choice to show emotion and interest. Writes in appropriate and consistent voice in narrative, informational, and persuasive, expository, technical and persuasive writing (e.g., informal vs. formal</p>	<p>Uses Appropriate Style and Literary Devices</p>	

<p>voice). Writes in a character's voice. Uses size and shape of word for emphasis (e.g., WOW, scary). Uses "book language" (e.g., fairy tale language - "once upon a time" or "in a faraway land"). Writes expository text using either first or third person. Writes from more than one point of view or perspective. Selects appropriate point of view for technical writing and/or specific content areas. Uses, analyzes and selects language appropriate for specific audiences and purposes. Selects and uses precise, vivid words, and specialized language in content writing, to persuade or inform. Selects and uses precise language in poetic and narrative writing. Selects interesting, effective, and descriptive words. Selects and uses persuasive techniques (e.g., testimonials, bandwagon, direct audience appeal, rhetorical questions, powerful and emotional imagery). Uses formal, informal, and specialized language appropriate for audience and purpose and content area. Selects and uses literary and sound devices. Uses the vernacular appropriately. Selects and uses poetic devices, sound devices in prose and poetry (e.g., assonance, consonance). Considers connotation and denotation, when selecting words. Writes a variety of sentence structures and lengths to create a cadence appropriate for audience, purpose, and forms. Writes a variety of sentence structures (e.g., uses phrases and clauses, appositive phrases, inverts sentence to draw attention to the point being made in an essay, absolutes to add detail and elaborate.) Writes a variety of sentence types: declarative, imperative, exclamatory, interrogative. Uses a variety of line lengths and structures in poetry for effect (e.g., dialogue and ABCB rhyme scheme for a ballad) to purposefully shape a poem.</p>		
--	--	--



Know and Apply Conventions: Mechanics	Know and Apply Conventions: Mechanics	Conventions: Mechanics
<p>Spells words appropriate for the grade level accurately. Uses spelling rules and patterns from previous grades. Spells high-frequency words correctly. Recognizes and uses grade level appropriate spelling patterns. Uses multiple strategies to spell: homophones, affixes. Uses multiple strategies to spell: Greek and Latin roots. Uses multiple strategies to spell frequently misspelled words, words from other languages. Capitalizes first letter in first and last name. Uses capitalization rules from previous grades. Correctly capitalizes pronoun "I." Capitalizes first word in a sentence; local geographic names; a person's title, a title of a book or article, brand names, languages, races, nationalities, and religions correctly. Uses capitals correctly in an outline or list. Capitalizes the title of a specific course. Correctly capitalizes days of the week and months of the year, first word in greeting and closing of a letter, first word inside quotation marks, abbreviations, geographic regions. Uses consistent capitalization when formatting technical documents. Capitalizes names of people and all proper nouns</p>	<p>Spelling and Capitalization</p>	

<p>Observes use of ending punctuation in writing. Uses end marks correctly (e.g., periods, question marks, exclamation points). Uses comma after greeting and closing of friendly letter; in numbers greater than four digits, to set off titles or initials, in appositives, to separate an interrupter, to enclose titles, to set off nonrestrictive clauses. Uses comma between the day of the month and the year, in complete address, after date or address within text, and places commas and periods inside quotation marks. Uses comma between city and state, items in a series, in compound sentences, after an introductory phrase or clause, to set off interjections or explanatory phrases, to set off direct address, and for emphasis or clarity. Uses period after an abbreviation or initial. Uses quotation marks in dialogue correctly. Uses the hyphen to prevent confusion, and the em dash (-) to indicate emphasis or a sudden break, to set off an introductory series, or to show interrupted speech. Uses colon when writing time; after greeting in a business letter, correctly between two independent clauses, between two independent clauses connected by a conjunctive adverb, to separate groups that contain commas, between title and subtitle. Uses apostrophes correctly in contractions, in possessive (compound) nouns, to show quotation within a quotation in dialogue, to form plurals of letters or numbers. Uses italics, underlining, or quotation marks for titles. Uses parentheses correctly. Uses bullets in technical writing when applicable. Uses brackets around an editorial correction or to set off added words. Uses hyphen between syllables at line breaks and in numbers. Uses ellipsis (...) correctly. Uses diagonal slash (/) correctly (in a fraction and to show choice).</p>	<p>Punctuation</p>	
--	--------------------	--

Know and Apply Conventions: Usage, Sentences	Know and Apply Conventions: Usage, Sentences	Conventions: Usage; Sentence
<p>Applies usage rules from previous grades. Explains and uses pronouns as substitutes for nouns. Uses singular and plural nouns correctly. Uses subject vs. object pronouns correctly. Shows agreement of pronoun and its referent. Uses who vs. whom correctly. Uses possessive pronouns and collective nouns. Maintains consistent person. Uses that vs. which and that vs. who correctly. Uses active voice except when passive voice is appropriate. Maintains subject/verb agreement. Does not use double negatives. Maintains consistent tense, especially past tense. Uses standard verb forms in past tense or past participle. Uses future tense correctly, especially in dialogue. Uses adverbs vs. adjectives correctly. Avoids dangling modifiers. Uses comparative and superlative adjectives correctly. Uses conjunctions logically. Uses parallel construction. Uses contractions correctly. Uses among vs. between; prepositions correctly. Uses appropriate homonym and commonly confused words correctly (e.g., accept vs. except or can vs. may). Uses would have instead of would of.</p>	Usage	
<p>Does not use "run-together" sentences, comma splices, sentence fragments. May use fragments in dialogue as appropriate. Understands/ applies paragraph conventions. Uses paragraph conventions. Uses new paragraphs to change speakers in dialogue. Provides detailed labeling, captions, headings, and subheadings when appropriate. Uses stanzas and other textual markers (e.g., table of contents, title and subtitle, bullets). Uses textual markers.</p>	Complete Sentences and Paragraph Conventions	