**Wyoming Department of Education**

***Common Core State Standards***

***and***

***Proficiency Assessments for Wyoming Students (PAWS)***

***Crosswalk***

***Writing***

***Grades 3-8 and 11***

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**I. Purpose of Common Core State Standards and PAWS Skills Crosswalk**

In June of 2010, the Wyoming State Board of Education, under guidance from the Wyoming Language Arts Content Committee, made the decision to incorporate the English Language Arts Common Core State Standards (CCSS) within the revised Wyoming Content and Performance Standards. Formal adoption of these standards is projected to take place in December of 2011. The Common Core State Standards were created as part of a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). After careful consideration by Wyoming content area experts and education stakeholders, the CCSS are found to:

* Align with college and work expectations;
* Be clear, understandable and consistent;
* Include rigorous content and application of knowledge through high-order skills;
* Build upon strengths and lessons of current state standards;
* Be informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
* Be evidence-based.

Currently, under the *No Child Left Behind Act of 2001 (P.L. 107-110),* Wyoming districts receive AYP (Adequate Yearly Progress) determinations based upon student performance on the Proficiency Assessments for Wyoming Students (PAWS). The Wyoming Content and Performance Standards served as the foundation for the design of these assessments and the set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming content standards and benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students’ understanding of the major concepts and principles within each content area. All Wyoming public school students in grades three through eight and grade eleven are tested on these skills in reading, writing and mathematics, while students in grades four, eight and eleven are also tested in science during the PAWS testing window.

This document is intended to serve as a guide, highlighting for educators those skills appearing on the PAWS that are not sufficiently addressed in the CCSS, as Wyoming districts and schools transition from implementing the 2008 Wyoming Content and Performance Standards to the Common Core State Standards.

**II. Explanation of PAWS Writing Skills**

The Wyoming Language Arts Content and Performance Standards set the expectation that students will use the writing process (generate ideas, draft, revise, and edit) to demonstrate their writing abilities in four skill areas (Idea Development, Organization, Voice, and Conventions) within various contexts, or modes, of writing. Students are asked to demonstrate their abilities to respond to an expressive and expository prompt while considering both purpose and audience. The following provides a brief explanation of the performance expectations for each skill:

**Idea Development**

The writer develops the content of the message through the use of details.

**Organization**

The writer builds the organizational structure to support the purpose and effectiveness of the writing.

**Voice**

The writer uses effective language to communicate to the audience in a way that is individual, compelling, and engaging.

**Conventions**

The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.

For a more complete description of the PAWS Content Area Skills, access the PAWS Assessment Descriptions/Rubrics at [www.k12.wy.us](http://www.k12.wy.us).

**III. Explanation of Common Core State Standards Coding**

Prior to adopting the Common Core State Standards in December of 2011, a coding system will be determined for the identification of the Common Core standards and benchmarks. However, since this task has not been completed at this time, temporary coding has been created for use within this document for ease of reference. Please note that this coding will potentially change as additional work is completed during the Wyoming standards review process.

The CCSS in English Language Arts are organized into strands. The standards and benchmarks referred to in this document are organized within the CCSS Writing and Language strands.

For a more complete explanation and understanding of how the Common Core State Standards are organized in English Language Arts, go to [www.corestandards.org](http://www.corestandards.org).

**The CCSS coding sequence is:**

**Strand/Grade/Content Standard and Benchmark**

**W3.3** Writing/Grade 3/Standard 3

**L9-10.2a** Language/Grades 9-10/Standard 2, Benchmark a

**IV. Common Core State Standards Progression of Skills**

The purpose of this document is to highlight the Common Core standards and benchmarks aligned to the PAWS writing skills of Idea Development, Organization, Voice, and Conventions **and** to emphasize the Wyoming Standards and Benchmarks that are not similarly addressed in the CCSS and are necessary for success on the PAWS. Since many of the Common Core standards and benchmarks appear at different grade levels than they appear in the 2008 Wyoming Content and Performance Standards, it is important to note that many of the Common Core standards and benchmarks within the Language strand were intentionally written as a progression of skills, and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated reading and writing. These standards and benchmarks are listed below:Gr**ade(s)**

3 4 5 6 7 8 9–10 11–12

**L.3.1f** Ensure subject-verb and pronoun-antecedent agreement.

**L.3.3a** Choose words and phrases for effect.

**L.4.1f** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**L.4.1g** Correctly use frequently confused words (e.g., *to/too/two; there/their*).

**L.4.3a** Choose words and phrases to convey ideas precisely.

**L.4.3b** Choose punctuation for effect.

**L.5.1d** Recognize and correct inappropriate shifts in verb tense.

**L.5.2a** Use punctuation to separate items in a series.

**L.6.1c** Recognize and correct inappropriate shifts in pronoun number and person.

**L.6.1d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**L.6.1e** Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

**L.6.2a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**L.6.3a** Vary sentence patterns for meaning, reader/listener interest, and style.

**L.6.3b** Maintain consistency in style and tone.

**L.7.1c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

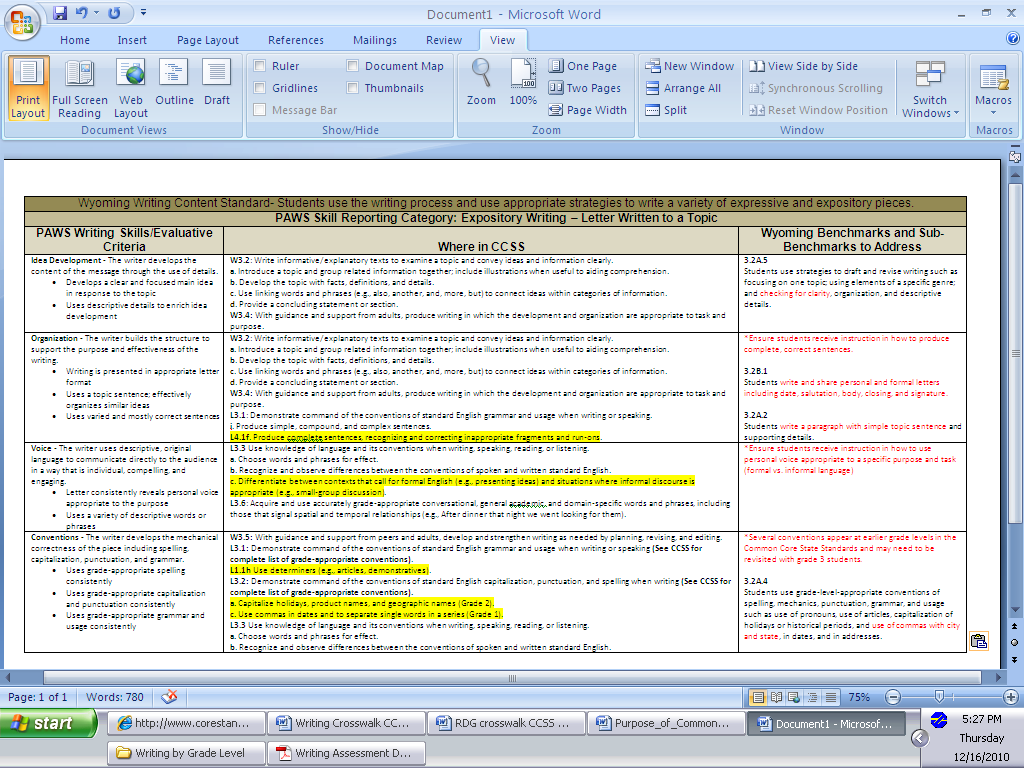
**L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

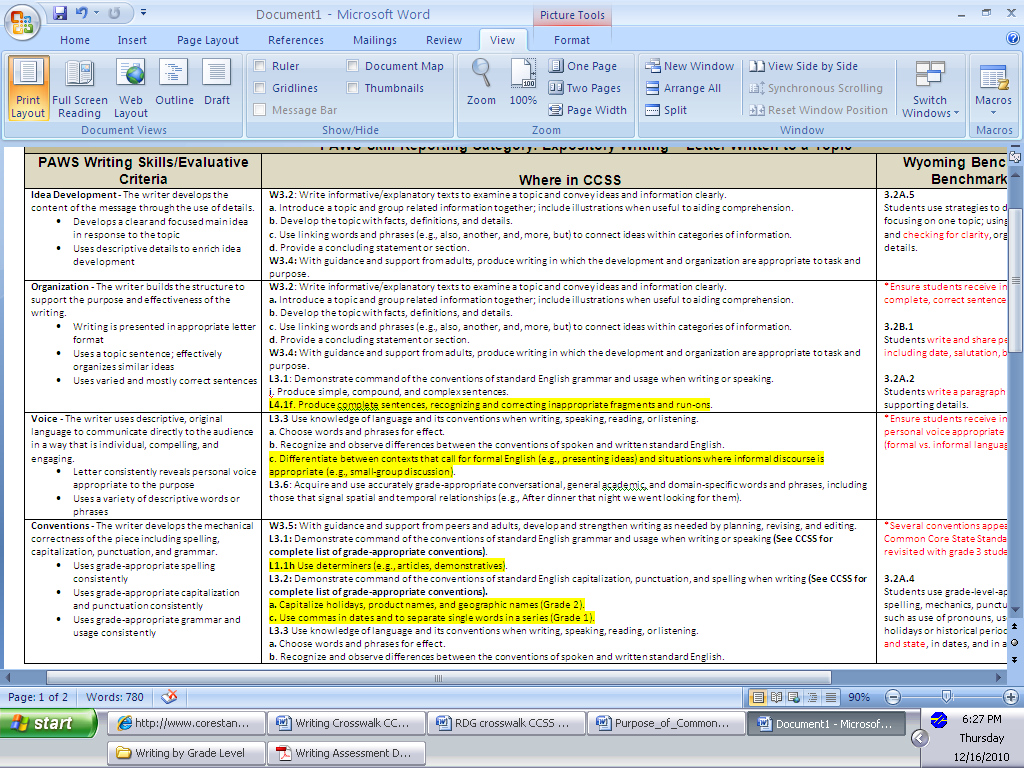
**L.8.1d.** Recognize and correct inappropriate shifts in verb voice and mood.

**L.9**–**10.1a** Use parallel structure.

**V. Making Sense of the CCSS and PAWS Skills Writing Crosswalks**

Four crosswalk charts were created for each grade level: two charts explain the alignment between the CCSS and the expectations for the PAWS Expressive Writing task and two charts explain the alignment between the CCSS and the expectations for the PAWS Expository Writing task. The following pages highlight and explain each section of the example crosswalk below to assist in understanding the charts in this document.

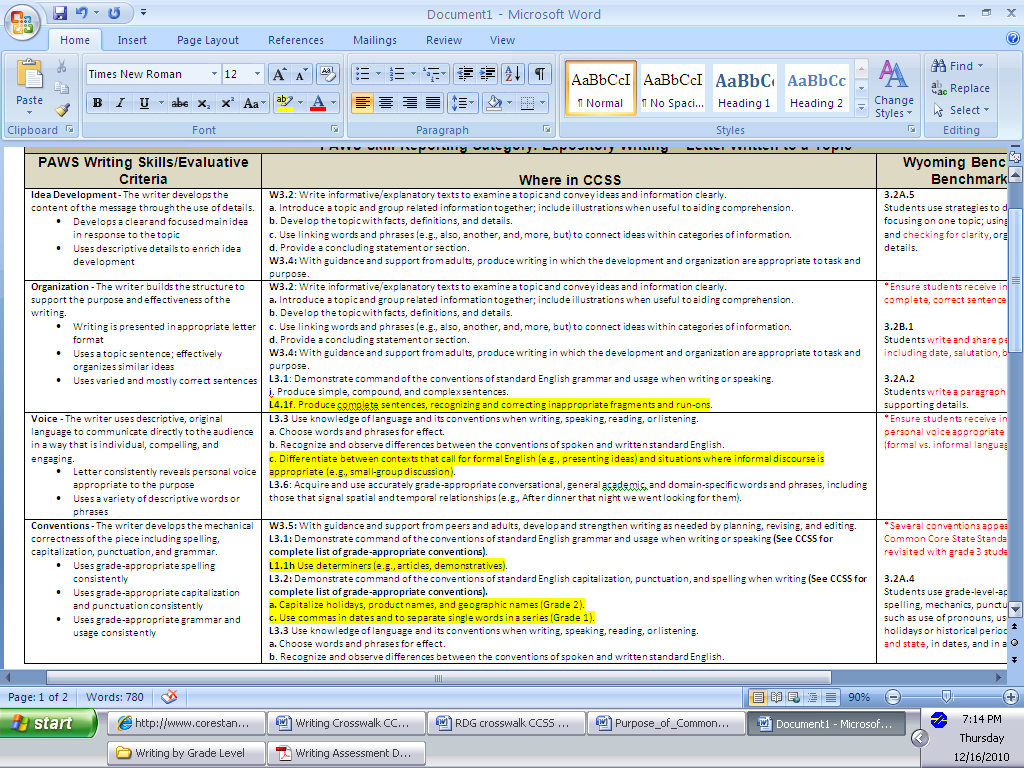


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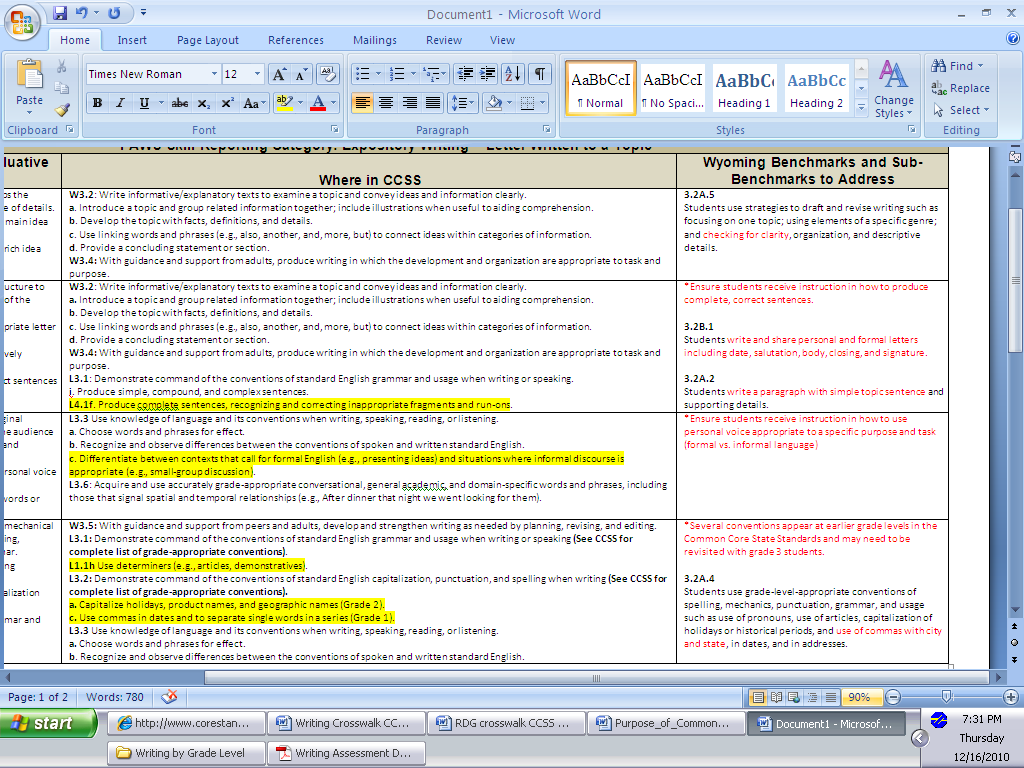
***Skill Description:*** *Describes the skill being assessed on PAWS. For examples of items used to assess the PAWS skills, such as Relevance and Importance, go to* [*www.k12.wy.us*](http://www.k12.wy.us)*.*

***Evaluative Criteria:*** *“Evaluative Criteria” are the factors used to determine the performance of students’ writing skills. The evaluative criteria for Idea Development, Organization, Voice, and Conventions are identified within the PAWS Writing Assessment Descriptions and the PAWS Expressive and Expository Writing Scoring Guides. Students receive scores of 0, 1, 2, or 3 in each of the skill areas based on their level of performance. Examples of annotated student responses used to score PAWS writing are available at* [*www.k12.wy.us*](http://www.k12.wy.us)*. These examples demonstrate how the PAWS scoring guides are applied to student responses to assign score points to each skill.*

*Common Core standards and benchmarks aligned to the PAWS skill. These standards, if addressed with students, will help prepare them for success on the PAWS writing test.*



*Standards highlighted in yellow are skills necessary for success on the PAWS skill, but are* ***addressed at a different grade level*** *in the CCSS. Therefore, according to this example, grade 3 teachers would want to consider addressing this grade 4 concept with their students.*



*This section identifies (in red) Wyoming standards and benchmarks aligned to the PAWS skill that are* ***not addressed at any grade*** *in the CCSS. These concepts are critical for success on the PAWS skill and should be incorporated into instruction.*

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 3 Expressive Writing – Personal Narrative** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| **Expressive – Personal Narrative**  Expressive writing shares personal feelings, attitudes, ideas, beliefs and values. Such writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters.  **Released Prompt:**  “People have different kinds of animals as pets. Think about an animal you would like to have for a pet. Write about the fun things you would do with that animal.” | **W3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  c. Use temporal words and phrases to signal event order.  d. Provide a sense of closure.  **W3.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **W3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  **W3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | The Grade 3 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expressive pieces, including personal narratives. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 3 Expressive Writing – Personal Narrative** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| **Idea Development -** The writer develops the content of the message through the use of details.   * Develops a clear and focused main idea in response to the topic * Uses descriptive details to enrich idea development | **W3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **a.** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  **b.** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  **W3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | **3.2A.5**  Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details. |
| **Organization -** The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective beginning, middle, and ending * Uses a topic sentence; effectively organizes similar ideas * Uses varied and mostly correct sentences | **W3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **a.** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  **c**. Use temporal words and phrases to signal event order.  **d.** Provide a sense of closure.  **W3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  **L3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **i.** Produce simple, compound, and complex sentences.  **L4.1f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | \*Ensure students receive instruction in how to develop an effective beginning, middle, and ending and how to produce complete, correct sentences. |
| **Voice** - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.   * Narrative consistently reveals personal voice appropriate to the purpose * Uses a variety of descriptive words or phrases | **W3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **b.** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  **L3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a**. Choose words and phrases for effect.  **b**. Recognize and observe differences between the conventions of spoken and written standard English.  **L4.3c**. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)  **L3.6:** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | \*Ensure students receive instruction in how to use personal voice appropriate to a specific purpose and task (formal vs. informal language) |
| **Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **L3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L1.1h**. Use determiners (e.g., articles, demonstratives)  **L3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L2.2a.** Capitalize holidays, product names, and geographic names .  **L1.2c**. Use commas in dates and to separate single words in a series .  **L3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **b**. Recognize and observe differences between the conventions of spoken and written standard English. | \*Several conventions appear at earlier grade levels in the Common Core State Standards and may need to be revisited with grade 3 students.  **3.2A.4**  Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Expository Writing – Letter Written to a Topic** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| **Expository – Letter Written to a Topic**  Expository writing presents problems and develops solutions, describes directions or procedures for a specific task, and expresses a persuasive argument. Such writing is typically written to inform a specific or implied audience.  **Released Prompt:**  “Think about the best gift you have ever received. Write a letter to the person who gave you that gift telling why it is the best gift you ever received.” | **W3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and details.  c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  d. Provide a concluding statement or section.  **W3.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **W3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  **W3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **3.2B.1**  Students write and share personal and formal letters including date, salutation, body, closing, and signature. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Expository Writing – Letter Written to a Topic** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| **Idea Development -** The writer develops the content of the message through the use of details.   * Develops a clear and focused main idea in response to the topic * Uses descriptive details to enrich idea development | **W3.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a**. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  **b**. Develop the topic with facts, definitions, and details.  **c**. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  **d**. Provide a concluding statement or section.  **W3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | **3.2A.5**  Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details. |
| **Organization -** The writer builds the structure to support the purpose and effectiveness of the writing.   * Writing is presented in appropriate letter format * Uses a topic sentence; effectively organizes similar ideas * Uses varied and mostly correct sentences | **W3.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a.** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  **b**. Develop the topic with facts, definitions, and details.  **c**. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  **d**. Provide a concluding statement or section.  **W3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  **L3.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **i**. Produce simple, compound, and complex sentences.  **L4.1f**. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | \*Ensure students receive instruction in how to produce complete, correct sentences.  **3.2B.1**  Students write and share personal and formal letters including date, salutation, body, closing, and signature.  **3.2A.2**  Students write a paragraph with simple topic sentence and supporting details. |
| **Voice** - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.   * Letter consistently reveals personal voice appropriate to the purpose * Uses a variety of descriptive words or phrases | **L3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a**. Choose words and phrases for effect.  **b**. Recognize and observe differences between the conventions of spoken and written standard English.  **c**. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  **L3.6**: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | \*Ensure students receive instruction in how to use personal voice appropriate to a specific purpose and task (formal vs. informal language) |
| **Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **L3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking **(See CCSS for complete list of grade-appropriate conventions)**.  **L1.1h** Use determiners (e.g., articles, demonstratives).  **L3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing **(See CCSS for complete list of grade-appropriate conventions).**  **a.** Capitalize holidays, product names, and geographic names (Grade 2).  **c.** Use commas in dates and to separate single words in a series (Grade 1).  **L3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Choose words and phrases for effect.  **b**. Recognize and observe differences between the conventions of spoken and written standard English. | \*Several conventions appear at earlier grade levels in the Common Core State Standards and may need to be revisited with grade 3 students.  **3.2A.4**  Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 4 Expressive Writing – Personal Narrative** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expressive – Personal Narrative**  Expressive writing shares personal feelings, attitudes, ideas, beliefs and values. Such writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters.  Released Prompt:  “During the year students are given several breaks from school. Think about the times you were out of school on these breaks. Write about a time when you had fun during your break from school.” | **W4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **b.** Use dialogue and description to develop experiences and events or show the responses of characters to situations.  **c.** Use a variety of transitional words and phrases to manage the sequence of events.  **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.  **e.** Provide a conclusion that follows from the narrated experiences or events.  **W4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **W4.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  **W4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | The Grade 4 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expressive pieces, including personal narratives. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 4 Expressive Writing – Personal Narrative** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| **Idea Development -** The writer develops the content of the message through the use of details.   * Develops a clear and focused main idea in response to the topic * Uses descriptive details to enrich idea development | **W4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **b**. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  **d**. Use concrete words and phrases and sensory details to convey experiences and events precisely.  **W4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | The Grade 4 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| **Organization -** The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective beginning, middle, and ending * Uses topic sentences and indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and mostly correct sentences | **W4.3:**: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **a**. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **c**. Use a variety of transitional words and phrases to manage the sequence of events.  **e**. Provide a conclusion that follows from the narrated experiences or events.  **W4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  **L4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **e.** Form and use prepositional phrases.  **f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  **L3.1i.** Produce simple, compound, and complex sentences. | **4.2A.2**  Students write sentences of various lengths.  \*Ensure students receive instruction in how to develop an effective beginning, middle, and ending. |
| **Voice** - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.   * Narrative consistently reveals personal voice or style appropriate to the purpose   Uses a variety of descriptive and original words or phrases | **W4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **b**. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.  **L4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Choose words and phrases to convey ideas precisely.  **b.** Choose punctuation for effect.  **c.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  **L4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | The Grade 4 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Voice Skill. |
| **Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **L4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking **(See CCSS for complete list of grade 4 conventions)**.  **L3.1d:** Form and use regular and irregular verbs.  **L4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing **(See CCSS for complete list of grade 4 conventions)**.  **L2.2c:** Use an apostrophe to form contractions and frequently occurring possessives.  **L3.2c:** Use commas and quotation marks in dialogue.  **L3.2d:** Form and use possessives. | Several conventions appear at earlier grade levels in the Common Core State Standards and may need to be revisited with grade 4 students. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 4 Expository Writing – Formal Letter** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expository – Formal Letter**  Expository writing presents problems and develops solutions, describes directions or procedures for a specific task, and expresses a persuasive argument. Such writing is typically written to inform a specific or implied audience.  Released Prompt:  “Most students like school celebrations. Think about a new school celebration that could be created. Write a letter to your principal about the new celebration you would like your school to create.” | **W4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  **c.** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **e.** Provide a concluding statement or section related to the information or explanation presented.  **W4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **W4.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  **W4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **3.2B.1**  Students write and share personal and formal letters including date, salutation, body, closing, and signature. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 4 Expository Writing – Formal Letter** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| **Idea Development -** The writer develops the content of the message through the use of details.   * Develops a clear and focused main idea in response to the topic * Uses descriptive details to enrich idea development | **W4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a**. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  **W4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | The Grade 4 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| **Organization -** The writer builds the structure to support the purpose and effectiveness of the writing.   * Writing is presented in appropriate letter format * Uses topic sentences and indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and mostly correct sentences | **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a**. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **c.** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  **e.** Provide a concluding statement or section related to the information or explanation presented.  **W4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  **L4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **e**. Form and use prepositional phrases.  **f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  **L3.1i:** Produce simple, compound, and complex sentences. | **4.2A.2**  Students write sentences of various lengths.  \*Ensure students receive instruction in how to use appropriate letter format (date, salutation, body, closing, signature), and how to use topic sentences to organize similar ideas into paragraphs or sections. |
| **Voice** - The writer uses precise, appropriate language to communicate directly to the audience in a way that is informative, compelling, and engaging.   * Letter consistently reveals formal voice or style appropriate to the audience and purpose * Uses a variety of precise and appropriate words or phrases | **W4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **L4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Choose words and phrases to convey ideas precisely.  **b.** Choose punctuation for effect.  **c.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  **L4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | The Grade 4 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Voice Skill. |
| **Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **L4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L3.1d.** Form and use regular and irregular verbs.  **L4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  **L2.2c**: Use an apostrophe to form contractions and frequently occurring possessives.  **L3.2c:** Use commas and quotation marks in dialogue.  **L3.2d:** Form and use possessives.  \*\***(See CCSS for complete list of grade 4 conventions)**. | Several conventions appear at earlier grade levels in the Common Core State Standards and may need to be revisited with grade 4 students. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 5 Expressive Writing – Personal Narrative** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expressive – Personal Narrative**  Expressive writing shares personal feelings, attitudes, ideas, beliefs and values. Such writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters. | **W5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **b.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  **c.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.  **e.** Provide a conclusion that follows from the narrated experiences or events.  **W5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  **W5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | The Grade 5 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expressive pieces, including personal narratives. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 5 Expressive Writing – Personal Narrative** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| **Idea Development -** The writer develops the content of the message through the use of details.   * Develops a clear and focused main idea in response to the topic * Uses descriptive details to enrich idea development | **W5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **b.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.  **W5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | The Grade 5 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| **Organization -** The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective beginning, middle, and ending * Uses topic sentences and varied transitions between paragraphs * Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and mostly correct sentences | **W5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **c.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  **e**. Provide a conclusion that follows from the narrated experiences or events.  **W5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | \*Ensure students receive instruction in how to develop an effective beginning and middle. |
| **Voice** - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.   * Narrative consistently reveals personal voice or style appropriate to the purpose * Uses a variety of descriptive and original words or phrases | **W5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **b.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.  **L5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a: expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**  **L4.3c:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | \*Ensure students receive instruction in how to use personal voice appropriate to a specific purpose and task (formal vs. informal language) |
| **Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **L5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  **b.** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.  **c.** Use verb tense to convey various times, sequences, states, and conditions.  **d.** Recognize and correct inappropriate shifts in verb tense.  **e.** Use correlative conjunctions (e.g., either/or, neither/nor).  **L7.1a:** Explain the function of phrases and clauses in general and their function in specific sentences.  **L7.1c:** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  **L5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  **L5.2e:** Spell grade-appropriate words correctly, consulting references as needed.  **\*\*(See CCSS for complete list of grade 5 conventions)** | \*Several conventions appear at later grade levels in the Common Core State Standards and will need to be covered with grade 5 students.  **5.2A.4**  Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as; prepositional phrases, appositives, independent and dependent clauses, conjunctions; often misused verbs, such as lay and lie; and use a colon to separate hours and minutes. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | | | |
| **PAWS Skill Reporting Category: Grade 5 Expository Writing – Report** | | | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | | **Wyoming Benchmarks and Sub/Benchmarks to Address** | |
| **Expository – Report**  Expository writing presents problems and develops solutions, describes directions or procedures for a specific task, and expresses a persuasive argument. Such writing is typically written to inform a specific or implied audience.  Released Prompt:  “Playing a game can be educational as well as fun. Think about a game that teaches you something while you are having fun. Write about this game and explain why it is both fun and educational.” | **W5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a.** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  **c.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **e.** Provide a concluding statement or section related to the information or explanation presented.  **W5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  **W5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **W5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | The Grade 5 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expository pieces, including reports. | |
| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | | | | |
| **PAWS Skill Reporting Category: Grade 5 Expository Writing – Report** | | | | | |
| **PAWS Writing Skills/Evaluative Criteria** | | **Where in CCSS** | | **Wyoming Benchmarks and Sub-Benchmarks to Address** | |
| Idea Development - The writer develops the content of the message through the use of details.   * Develops a clear and focused explanation in response to the topic * Uses descriptive details to enrich idea development | | **W5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a.** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **b**. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  **e.** Provide a concluding statement or section related to the information or explanation presented.  **W5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  **W5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | | The Grade 5 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. | |
| Organization - The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective introduction, body, and conclusion * Uses topic sentences and varied transitions between paragraphs * Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and mostly correct sentences | | **W5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a.** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **c.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  **e.** Provide a concluding statement or section related to the information or explanation presented.  **W5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  **L5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | \*Ensure students receive instruction in how to use topic sentences and consistently indicate paragraphs using appropriate spacing or indentation. | |
| Voice - The writer uses precise, appropriate language to communicate directly to the audience in a way that is informative, compelling, and engaging.   * Report consistently reveals voice or style appropriate to the purpose * Uses a variety of precise and appropriate words or phrases | | **W5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **W5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  **L5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**  **L4.3c.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | | \*Ensure students receive instruction in how to use voice appropriate to a specific purpose and task (formal vs. informal language) | |
| Conventions - The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | | **W5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **L5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  **b.** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.  **c.** Use verb tense to convey various times, sequences, states, and conditions.  **d.** Recognize and correct inappropriate shifts in verb tense.  **e.** Use correlative conjunctions (e.g., either/or, neither/nor).  **L7.1a:** Explain the function of phrases and clauses in general and their function in specific sentences.  **L7.1c:** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  **L7.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  **e.** Spell grade-appropriate words correctly, consulting references as needed.  **\*\*(See CCSS for complete list of grade 5 conventions)** | | \*Several conventions appear at later grade levels in the Common Core State Standards and will need to be covered with grade 5 students.  **5.2A.4**  Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as; prepositional phrases, appositives, independent and dependent clauses, conjunctions; often misused verbs, such as lay and lie; and use a colon to separate hours and minutes. | |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 6 Expressive Writing – Fictional Narrative** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expressive –Fictional Narrative**  Expressive writing shares personal feelings, attitudes, ideas, beliefs and values. Such writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters.  Released Prompt:  “Most people find animals interesting. Imagine you could be your favorite animal for a day. Write a story about what you would do if you were that animal for a day.” | **W6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **a.** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  **b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  **c.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  **d.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  **e.** Provide a conclusion that follows from the narrated experiences or events.  **W6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **W6.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | The Grade 6 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expressive pieces, including fictional narratives. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 6 Expressive Writing – Fictional Narrative** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| Idea Development - The writer develops the content of the message through the use of details.   * Develops clear ideas in response to the topic * Demonstrates effective use of story elements to develop a fictional story * Uses descriptive details to enrich idea development | **W6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **a.** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  **b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  **d.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  **W6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | The Grade 6 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| Organization - The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective beginning, middle, and ending * Uses topic sentences and varied transitions between paragraphs * Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and correct sentences | **W6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **a.** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  **c.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  **e.** Provide a conclusion that follows from the narrated experiences or events.  **L6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Vary sentence patterns for meaning, reader/listener interest, and style.\* | \*Ensure students receive instruction in how to develop an effective beginning and middle and how to consistently indicate paragraphs using appropriate spacing or indentation. |
| Voice - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.   * Narrative consistently reveals personal voice or style appropriate to the purpose * Uses a variety of descriptive and original words or phrases | **W6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **d.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  **W6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L6.3:**: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Vary sentence patterns for meaning, reader/listener interest, and style.  **b.** Maintain consistency in style and tone. | The Grade 6 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Voice Skill. |
| **Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **L6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L3.1f:** Ensure subject-verb and pronoun-antecedent agreement  **L5.1b:** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.  **L6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L9-10.2a:** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  **b.** Spell correctly.  **\*\*(See CCSS for complete list of grade 6 conventions)** | \*Several conventions appear at other grade levels in the Common Core State Standards and will need to be covered with grade 6 students.  **6.2A.4**  Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 6 Expository Writing – Set of Directions or Procedures** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expository – Set of Directions or Procedures**  Expository writing presents problems and develops solutions, describes directions or procedures for a specific task, and expresses a persuasive argument. Such writing is typically written to inform a specific or implied audience.  **Released Prompt:**  “Most people like to play games. Think about your favorite game. Write directions telling how to play your favorite game for a person who has never played it.” | **W6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **a**. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  **c.** Use appropriate transitions to clarify the relationships among ideas and concepts.  **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **e.** Establish and maintain a formal style.  **f.** Provide a concluding statement or section that follows from the information or explanation presented.  **W6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **W6.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | The Grade 6 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expository pieces, including sets of directions or procedures. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 6 Expository Writing – Set of Directions or Procedures** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| Idea Development - The writer develops the content of the message through the use of details.   * Develops clear and focused directions or procedures in response to the topic * Uses descriptive details to enrich idea development | **W6.2:**: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  **W6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | The Grade 6 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| Organization - The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective introduction, body, and conclusion * Sequencing of directions or procedures demonstrates effective logic and coherence * Indicates paragraphs using appropriate spacing or indentation consistently * Uses varied and correct sentences | **W6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **a.** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  **c.** Use appropriate transitions to clarify the relationships among ideas and concepts.  **f.** Provide a concluding statement or section that follows from the information or explanation presented.  **W6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Vary sentence patterns for meaning, reader/listener interest, and style.\* | \*Ensure students receive instruction in how to develop an effective introduction and body, and how to consistently indicate paragraphs using appropriate spacing or indentation. |
| Voice - The writer uses precise, appropriate language to communicate clear directions or procedures to an audience in a way that is informative, compelling, and engaging.   * Directions or procedures consistently reveal voice or style appropriate to the purpose * Uses a variety of precise and appropriate words or phrases | **W6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **e.** Establish and maintain a formal style.  **W6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Vary sentence patterns for meaning, reader/listener interest, and style.  **b.** Maintain consistency in style and tone. | The Grade 6 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Voice Skill. |
| Conventions - The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **L6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L5.1b:** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses (Grade 5).  **L3.1f:** Ensure subject-verb and pronoun-antecedent agreement (Grade 3).  **L6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (Grades 9-10).  **b.** Spell correctly.  **\*\*(See CCSS for complete list of grade 6 conventions)** | \*Several conventions appear at other grade levels in the Common Core State Standards and will need to be covered with grade 6 students.  **6.2A.4**  Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 7 Expressive Writing – Personal Narrative** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expressive –Personal Narrative**  Expressive writing shares personal feelings, attitudes, ideas, beliefs and values. Such writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters.  **Released prompt:**  There are often times when we wish we had a second chance to do something. Think about a time when you wished you had a second chance. Describe that time or event, what happened, and what you might do differently if you had a second chance. | **W7.2:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  **b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  **c.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  **d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.  **W7.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **W7.6:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.  **W7.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | The Grade 7 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expressive pieces, including personal narratives. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 7 Expressive Writing – Personal Narrative** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| Idea Development - The writer develops the content of the message through the use of details.   * Develops a clear and focused main idea in response to the topic * Uses descriptive details to enrich idea development | **W7.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  **b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  **d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  **W7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | The Grade 7 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| Organization - The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective beginning, middle, and ending * Uses topic sentences and varied transitions between paragraphs * Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and correct sentences | **W7.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  **c**. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.  **L6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Vary sentence patterns for meaning, reader/listener interest, and style.  **L6.3b:** Maintain consistency in style and tone. | \*Ensure students receive instruction in how to consistently indicate paragraphs using appropriate spacing or indentation and how to use varied and correct sentences. |
| Voice - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.   * Narrative consistently reveals personal voice or style appropriate to the purpose * Uses a variety of descriptive and original words or phrases | **W7.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  **d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.  **W7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L7.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | The Grade 7 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Voice Skill. |
| **Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W7.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **L7.1:**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L8.1a:.** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  **L3.1f:** Ensure subject-verb and pronoun-antecedent agreement.  **L7.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L8.2a:** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  **L11-12.2a:**  Observe hyphenation conventions.  **L7.2b:**  Spell correctly.  **L7.4:**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  **b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  **\*\*(See CCSS for complete list of grade 7 conventions)** | \*Several conventions appear at other grade levels in the Common Core State Standards and will need to be covered with grade 7 students.  **7.2A.5**  Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 7 Expository Writing – Problem/Solution Essay** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expository – Problem/Solution Essay**  Expository writing presents problems and develops solutions, describes directions or procedures for a specific task, and expresses a persuasive argument. Such writing is typically written to inform a specific or implied audience.  **Released Prompt:**  “In order for groups of people to work together effectively, rules must be in place. Think about the rules that exist in your school. Write an essay identifying school rules that need to be improved and provide suggestions for improvements to these school rules.” | **W7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  **c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **e.** Establish and maintain a formal style.  **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.  **W7.5:**  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **W7.6:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.  **W7.10:**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | The Grade 7 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expository pieces, including problem/solution essays. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 7 Expository Writing – Problem/Solution Essay** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| Idea Development - The writer develops the content of the message through the use of details.   * Presents a clear problem and develops a logical solution in response to the topic * Uses descriptive details to enrich idea development | **W.7.2:**  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  **W.7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | The Grade 7 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| Organization - The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective introduction, body, and conclusion * Uses topic sentences and varied transitions between paragraphs * Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and correct sentences | **W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **a**. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  **c.** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.  **W7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L6.3:**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L6.3a.** Vary sentence patterns for meaning, reader/listener interest, and style. | \*Ensure students receive instruction in how to consistently indicate paragraphs using appropriate spacing or indentation and how to use varied and correct sentences. |
| Voice - The writer uses precise, appropriate language to communicate clear directions or procedures to an audience in a way that is informative, compelling, and engaging.   * Response consistently reveals voice, style, or tone appropriate to the purpose * Uses a variety of precise and appropriate words or phrases | **W7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **e**. Establish and maintain a formal style.  **W7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L7.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  **L6.3b:** Maintain consistency in style and tone. | The Grade 7 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Voice Skill. |
| Conventions - The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W7.5:**: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **L7.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L8.1a:** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences (Grade 8).  **L3.1f.** Ensure subject-verb and pronoun-antecedent agreement (Grade 3).  **L7.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L8.2a:** Use punctuation (comma, ellipsis, dash) to indicate a pause or break (Grade 8).  **L11-12.2a:**. Observe hyphenation conventions.  **L7.2b:** Spell correctly.  **L7.4:**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  **b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  **\*\*(See CCSS for complete list of grade 7 conventions)** | \*Several conventions appear at other grade levels in the Common Core State Standards and will need to be covered with grade 7 students.  **7.2A.5**  Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 8 Expressive Writing – Fictional Narrative** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expressive –Fictional Narrative**  Expressive writing shares personal feelings, attitudes, ideas, beliefs and values. Such writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters.    **Released Prompt:**  “Many people are often encouraged in various ways. Write a story about someone who wants to give up on a goal but is encouraged to achieve it.” | **W8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  **b.** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  **c.** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  **d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  **e**. Provide a conclusion that follows from and reflects on the narrated experiences or events.  **W.8.5:**  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **W.8.6:**  Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  **W.8.10:**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | The Grade 8 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expressive pieces, including fictional narratives. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 8 Expressive Writing – Fictional Narrative** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| Idea Development - The writer develops the content of the message through the use of details.   * Develops clear ideas in response to the topic * Demonstrates effective use of story elements to develop a fictional story * Uses descriptive details to enrich idea development | **W8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  **b.** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  **d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  **W8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | The Grade 8 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| Organization - The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective beginning, middle, and ending * Uses topic sentences and varied transitions between and within paragraphs * Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and correct sentences | **W8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  **c.** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  **e**. Provide a conclusion that follows from and reflects on the narrated experiences or events.  **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **a.** Vary sentence patterns for meaning, reader/listener interest, and style. | \*Ensure students receive instruction in how to consistently indicate paragraphs using appropriate spacing or indentation and how to use varied and correct sentences. |
| Voice - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.   * Narrative consistently reveals personal voice or style appropriate to the purpose * Uses a variety of descriptive and original words or phrases | **W8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  **W8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L6.3b:** Maintain consistency in style and tone. | The Grade 8 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Voice Skill. |
| Conventions **-** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **L8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L5.1a:**  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  **L6.1a:**. Ensure that pronouns are in the proper case (subjective, objective, possessive).  **L3.1g:** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  **L3.1h:**  Use coordinating and subordinating conjunctions.  **L8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **c.** Spell correctly.  **\*\*(See CCSS for complete list of grade 8 conventions)** | \*Several conventions appear at earlier grade levels in the Common Core State Standards and will need to be covered with grade 8 students.  **8.2A.7**  Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 8 Expository Writing – Expository Essay** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expository – Expository Essay**  Expository writing presents problems and develops solutions, describes directions or procedures for a specific task, and expresses a persuasive argument. Such writing is typically written to inform a specific or implied audience.  **Released Prompt:**  “We are fortunate to live in a time when we enjoy the benefits of inventions and discoveries made by people who came before us. Write an essay identifying an invention or a discovery and explain how it helps people in society.” | **W8.3:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  **b.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  **c.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  **d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **e.** Establish and maintain a formal style.  **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.  **W8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **W8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  **W8.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | The Grade 8 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expository pieces, including expository essays. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Expository Writing – Expository Essay** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| Idea Development - The writer develops the content of the message through the use of details.   * Develops a clear and focused thesis or central idea in response to the topic * Uses descriptive details to enrich idea development | **W8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  **b.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  **W8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | The Grade 8 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| Organization - The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective introduction, body, and conclusion * Uses topic sentences and varied transitions between and within paragraphs * Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and correct sentences | **W8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  **c.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.  **W8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L6.3a:** Vary sentence patterns for meaning, reader/listener interest, and style. | \*Ensure students receive instruction in how to consistently indicate paragraphs using appropriate spacing or indentation and how to use varied and correct sentences. |
| Voice - The writer uses precise, appropriate language to communicate clear directions or procedures to an audience in a way that is informative, compelling, and engaging.   * Response consistently reveals voice, style, or tone appropriate to the purpose * Uses a variety of precise and appropriate words or phrases | 8.TTP.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  8.PDW.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L6.3b:** Maintain consistency in style and tone. | The Grade 8 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Voice Skill. |
| Conventions - The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **L8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L3.1g:** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  **L3.1h:** Use coordinating and subordinating conjunctions.  **L5.1a:** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  **L6.1a:** Ensure that pronouns are in the proper case (subjective, objective, possessive).  **L8.2:**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **c.** Spell correctly.  **\*\*(See CCSS for complete list of grade 8 conventions)** | \*Several conventions appear at earlier grade levels in the Common Core State Standards and will need to be covered with grade 8 students.  **8.2A.7**  Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 11 Expressive Writing – Reflective Narrative** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expressive –Reflective Narrative**  Expressive writing shares personal feelings, attitudes, ideas, beliefs and values. Such writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters.  **Released Prompt:**  “Many people are often influenced by others in positive ways. Write about a time when a person had a positive influence on you or someone you know.” | **W1-12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  **W11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **W11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **W11-12.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | The Grade 11 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expressive pieces, including reflective narratives. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 11 Expressive Writing – Fictional Narrative** | | |
| **PAWS Writing Skills/Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| Idea Development - The writer develops the content of the message through the use of details.   * Develops a clear and focused main idea or message in response to the topic * Uses descriptive details to enrich idea development | **W11-12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  **b**. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  **W11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | The Grade 11 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| Organization - The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective beginning, middle, and ending * Sequencing of ideas demonstrates effective logic and coherence * Uses topic sentences and varied transitions between and within paragraphs * Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and correct sentences | **W11-12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  **W11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **b.** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | **11.2A.3**  Students use organization skills to:  1) Arrange paragraphs into logical progression;  2) Include a concluding statement; and  3) Use transitions in written work.  **11.2A.5**  Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).  \*Ensure students receive instruction in how to consistently indicate paragraphs using appropriate spacing or indentation. |
| Voice - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.   * Narrative consistently reveals personal voice or style appropriate to the purpose * Uses a variety of descriptive and original words or phrases | **W11-12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **a.** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  **W11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L11-12.3:**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | The Grade 11 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Voice Skill. |
| Conventions **-** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **L11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  **b**. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.  **L5.1c:** Use verb tense to convey various times, sequences, states, and conditions.  **L6.1a:** Ensure that pronouns are in the proper case (subjective, objective, possessive).  **L9-10.1a:**  Use parallel structure.  **L11-12.2:**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L4.2a:** Use correct capitalization.  **L8.2a:** Use punctuation (comma, ellipsis, dash) to indicate a pause or break (Grade 8).  **L8.2b:** Use an ellipsis to indicate an omission(Grade 8).  **L9-10.2a:** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (Grades 9-10).  c. Spell correctly.  **\*\*(See CCSS for complete list of grade 11 conventions)** | \*Several conventions appear at earlier grade levels in the Common Core State Standards and will need to be covered with grade 11 students.  **11.2A.7**  Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:  1) Using commonly confused terms appropriately;  2) Capitalizing names of regions;  3) Using noun-pronoun agreements;  4) Using ellipses and semicolons;  5) Using conditional tenses; and  6) Using parallel structure. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 11 Expository Writing – Persuasive Essay** | | |
| **PAWS Skill Reporting Category** | **Where in CCSS** | **Wyoming Benchmarks and Sub/Benchmarks to Address** |
| **Expository – Persuasive Essay**  Expository writing presents problems and develops solutions, describes directions or procedures for a specific task, and expresses a persuasive argument. Such writing is typically written to inform a specific or implied audience.  **Released Prompt:**  “Some parents of students at your school have started a campaign to limit the homework teachers can assign to students, but teachers at your school have stated that the current amount of homework is necessary. Write an essay persuading the school board to accept your viewpoint on whether or not the amount of homework teachers can assign should be limited.” | **W11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  **b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  **c.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  **e.** Provide a concluding statement or section that follows from and supports the argument presented.  **W11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **W11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **W11-12.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | The Grade 11 Common Core State Standards are sufficient in their breadth and depth to prepare students to use a writing process to compose a variety of expository pieces, including persuasive essays. |

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| Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. | | |
| **PAWS Skill Reporting Category: Grade 11 Expository Writing – Persuasive Essay** | | |
| **PAWS Writing Skills/**  **Evaluative Criteria** | **Where in CCSS** | **Wyoming Benchmarks and Sub-Benchmarks to Address** |
| Idea Development - The writer develops the content of the message through the use of details.   * Develops a clear and focused thesis in response to the topic * Uses specific details and examples to enrich idea development | **W11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  **b**. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  **W11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | The Grade 11 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Idea Development Skill. |
| Organization - The writer builds the structure to support the purpose and effectiveness of the writing.   * Develops an effective introduction, body, and conclusion * Sequencing of ideas demonstrates effective logic and coherence * Uses topic sentences and varied transitions between and within paragraphs * Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas * Uses varied and correct sentences | **W11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  **c.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  **e**. Provide a concluding statement or section that follows from and supports the argument presented.  **W11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **b.** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  **L 11-12.3a:** Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | **11.2A.5**  Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).  \*Ensure students receive instruction in how to consistently indicate paragraphs using appropriate spacing or indentation. |
| Voice - The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.   * Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose * Communicates argument effectively * Uses a variety of precise and appropriate words or phrases | **W11-12.1:**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  **W11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **L11-12.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  **L11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | The Grade 11 Common Core State Standards are sufficient in their breadth and depth to prepare students for the PAWS Voice Skill. |
| Conventions **-** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.   * Uses grade-appropriate spelling consistently * Uses grade-appropriate capitalization and punctuation consistently * Uses grade-appropriate grammar and usage consistently | **W11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **L11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L5.1c:** Use verb tense to convey various times, sequences, states, and conditions.  **L6.1a:** Ensure that pronouns are in the proper case (subjective, objective, possessive).  **L9-10.a:** Use parallel structure.  **L11-12.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L4.2a:** Use correct capitalization.  **L4.3b:** Chooses punctuation for effect.  **L8.2.a:** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  **b.** Use an ellipsis to indicate an omission).  **L9-10.2a:** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  **b.** Spell correctly. **\*\*(See CCSS for complete list of grade 11 conventions)** | \*Several conventions appear at earlier grade levels in the Common Core State Standards and will need to be covered with grade 11 students.  **11.2A.7**  Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:  1) Using commonly confused terms appropriately;  2) Capitalizing names of regions  3) Using noun-pronoun agreements;  4) Using ellipses and semicolons;  5) Using conditional tenses; and  6) Using parallel structure |