

## Lower School Language Art Outcomes

### Grade 1

Outcome	Specific Expectation
	<b>SPEAKING AND LISTENING</b>
<b>Listens attentively and considerately</b>	Participates in conversations with peers and adults, listening to others with care and building on conversation.
<b>Offers responses</b>	Asks and answers relevant questions about key ideas and details. Asks and answers questions to gather additional information or clarify understanding.
<b>Expresses ideas, knowledge, feelings, and opinions</b>	Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>Speaks clearly with expression</b>	Speaks audibly in complete sentences and with expression.

Outcome	Specific Expectation
	<b>LANGUAGE (Grammar and Vocabulary)</b>
	Uses context as a clue to the meaning of a word or phrase. Uses frequently occurring affixes as a clue to the meaning of a word.

## Lower School Language Art Outcomes

<b>Understands and applies varied vocabulary</b>	Identifies frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking). With guidance and support from adults, demonstrates understanding of word relationships and nuances in word meanings
<b>Consistently uses punctuation and capitalization appropriately</b>	Capitalizes dates and names of people. Uses end punctuation for sentences. Begins to use commas in dates and to separate single words in a series.
<b>Increasingly uses conventional spelling for common words</b>	Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>Applies conventions of standard English grammar and usage</b>	Prints all upper- and lowercase letters. Uses common, proper and possessive nouns. Uses singular and plural nouns with matching verbs in basic sentences. Uses personal, possessive and indefinite pronouns. Uses frequently occurring adjectives. Uses verbs to convey a sense of past, present and future. Uses frequently occurring conjunctions and prepositions Produces and expands complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

## Lower School Language Art Outcomes

Outcomes	Specific Expectation
	<b>READING</b>
<b>Approaches reading with confidence and a positive attitude</b>	<p>Participates in daily reading for instructional and independent purposes.</p> <p>Reads willingly for sustained periods of time (10 minutes).</p> <p>Begins to select appropriate reading level.</p>
<b>Applies phonics and word analysis skills to decode words.</b>	<p>Distinguishes long from short vowel sounds in spoken single-syllable words.</p> <p>Verbally produces single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Isolates and pronounces initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.</p> <p>Knows the spelling-sound correspondences for common consonant digraphs.</p> <p>Knows final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decodes two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Recognizes and reads grade-appropriate irregularly spelled word.</p>
<b>Reads appropriate text with increasing accuracy, phrasing, pace and expression</b>	<p>Reads appropriate text with increasing accuracy, phrasing, pace and expression</p>

## Lower School Language Art Outcomes

<b>Comprehends and response to literature</b>	<p>Asks and answers questions about key details in a story.</p> <p>Demonstrates comprehension of fiction stories by retelling the important parts of a story in sequential order, drawing conclusions and making inferences</p> <p>Describe characters, settings and major events in a story, using key details.</p> <p>Understands the message or lesson within a story.</p> <p>Compares and contrasts the adventures and experiences of characters in stories.</p> <p>Use illustrations and details in the story to describe its characters, setting or events</p> <p>Identifies who is telling the story at various points in a text.</p> <p>With prompting and support read poetry of appropriate complexity for grade 1.</p>
<b>Comprehends and responds to information text</b>	<p>Asks and answers questions about key details in a text.</p> <p>Demonstrates the comprehension of non-fiction text by discussing important facts and ideas.</p> <p>Explains major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Knows and uses various text features to locate key facts or information in text.</p> <p>Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Uses the illustrations and details in a text to describe its key ideas.</p> <p>Describe the connection between two individuals, events, ideas or pieces of information in a text.</p>

## Lower School Language Art Outcomes

Outcomes	Specific Expectations
	<b>WRITING</b>
<b>Writes with positive attitude</b>	Approaches writing with confidence and a positive attitude. Forms legible letters using a consistent style and size.
<b>Writes legibly</b>	Forms legible letters using a consistent style and size.
<b>Writes for a variety of purposes</b>	Writes opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure. Writes informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Writes narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.
<b>Begins to use the writing process to produce more coherent and organized text</b>	With guidance and support from adults, focuses on a topic, responds to questions and suggestions from peers and adds details to strengthen writing as needed. With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including in collaboration with peers. Begins to use Six Traits of Writing to organize ideas and supporting detail and write simple stories with a beginning, middle and end. Begins to revise and edit own work.

## Lower School Language Art Outcomes

### Grade 2

Outcome	Specific Expectation
	<b>SPEAKING AND LISTENING</b>
<b>Listens actively</b>	<p>Participates in conversations with peers and adults, listening to others with care and building on conversation.</p> <p>Participates in collaborative conversations about grade 2 topics and texts.</p>
<b>Offers relevant responses</b>	<p>Summarizes key ideas and details.</p> <p>Asks and answers questions to gather additional information, clarify comprehensions and deepen understanding.</p>
<b>Expresses ideas, knowledge, feelings, and opinions confidently and appropriately</b>	<p>Expresses ideas, knowledge, feelings and understandings.</p> <p>Recounts or describes key ideas and/or details from a text read aloud or information presented.</p>
<b>Speaks clearly with expression</b>	<p>Speaks audibly with expression in complete and grammatically correct sentences</p>

## Lower School Language Art Outcomes

Outcome	Specific Expectation
	<b>LANGUAGE (Grammar and Vocabulary)</b>
<b>Understands and applies varied vocabulary</b>	<p>Uses context as a clue to the meaning of a word or phrase.</p> <p>Determines the meaning of the new word formed when a known prefix is added to a known word.</p> <p>Uses a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>Uses knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>Uses glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Demonstrates understanding of word relationships and nuances in word meanings</p>
<b>Consistently uses punctuation and capitalization appropriately</b>	<p>Capitalize holidays, product names and geographic names.</p> <p>Uses commas in greetings and closings of letters.</p> <p>Uses an apostrophe to form contractions and frequently occurring possessives.</p>
<b>Increasingly uses conventional spelling for common words</b>	<p>Generalizes learned spelling patterns when writing words.</p> <p>Consults reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

## Lower School Language Art Outcomes

<b>Applies conventions of standard English grammar and usage</b>	<ul style="list-style-type: none"> <li>Uses collective nouns.</li> <li>Forms and uses frequently occurring irregular plural nouns.</li> <li>Uses reflexive pronouns.</li> <li>Forms and uses the past tense of frequently occurring irregular verbs.</li> <li>Uses adjectives and adverbs, and chooses between them depending on what is to be modified.</li> <li>Produces, expands and rearranges complete simple and compound sentences.</li> <li>Uses frequently occurring prepositions.</li> </ul>
Outcomes	Specific Expectation
	<b>READING</b>
<b>Approaches reading with confidence and a positive attitude</b>	<ul style="list-style-type: none"> <li>Participates in daily reading for instructional and independent purposes.</li> <li>Reads willingly for sustained periods of time (15 minutes).</li> <li>Chooses a variety of reading materials.</li> <li>Selects appropriate reading level.</li> </ul>
<b>Decodes words applying phonics and word analysis skills</b>	<ul style="list-style-type: none"> <li>Distinguishes long and short vowels when reading regularly spelled one-syllable words.</li> <li>Knows spelling-sound correspondences for additional common vowel teams.</li> <li>Decodes regularly spelled two-syllable words with long vowels.</li> <li>Decodes words with common prefixes and suffixes.</li> <li>Identifies words with inconsistent but common spelling-sound.</li> <li>Recognizes and reads grade-appropriate irregularly spelled words.</li> </ul>



## Lower School Language Art Outcomes

<b>Reads appropriate text with increasing accuracy, phrasing, pace and expression</b>	Reads grade-level text orally with accuracy, appropriate rate and expression.
<b>Comprehends and responds to literature</b>	<p>Asks and answers questions such as who, what, when, where, why and how to demonstrate understanding of key details in a text.</p> <p>Describes how characters in a story respond to major events and challenges.</p> <p>Describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Acknowledges differences in the points of view of characters.</p> <p>Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Compares and contrasts two or more versions of the same story by different authors or from different cultures</p> <p>Recounts stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.</p>
<b>Comprehends and responds to informational text</b>	<p>Asks and answers questions such as who, what, when, where, why and how to demonstrate understanding of key details in a text.</p> <p>Identifies main topic in multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>Describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Knows and uses various text features to locate key facts or information in a text efficiently.</p>

## Lower School Language Art Outcomes

	<p>Identifies the main purpose of a text, including what the author wants to answer, explain or describe.</p> <p>Describes how reasons support specific points the author makes in a text.</p> <p>Explains how specific images contribute to and clarify a text</p> <p>Compares and contrasts the most important points presented by two texts on the same topic.</p>
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Outcomes	Specific Expectations
	<b>WRITING</b>
<b>Writes independently with increasing complexity and fluency</b>	<p>Approaches writing with confidence and a positive attitude.</p> <p>Writes routinely over extended period of time.</p>
<b>Writes legibly</b>	<p>Writes legibly with consistent style.</p>
<b>Writes an opinion piece</b>	<p>Introduces the topic or book about which they are writing.</p> <p>State an opinion.</p> <p>Supplies reasons that support the opinion.</p> <p>Uses linking words to connect opinion and reasons.</p> <p>Provides a concluding statement.</p>
<b>Writes a developed narrative story (real or imagined)</b>	<p>Recounts a well-elaborated event or short sequence of events.</p> <p>Includes details to describe actions, thoughts and feelings.</p> <p>Uses temporal words to signal event order.</p> <p>Provides a sense of closure.</p>

## Lower School Language Art Outcomes

<b>Writes an informative/ explanatory text to examine a topic</b>	<p>Introduces a topic.</p> <p>Uses facts and definitions to develop points.</p> <p>Provides a concluding statement or section.</p>
<b>Uses the writing process to produce more coherent and organized text</b>	<p>With guidance and support from adults and peers, focuses on a topic and strengthens writing as needed by revising and editing.</p> <p>With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Begins to use known criteria, rubrics and checklists to assess and improve own writing (Six Traits).</p> <p>Begins to apply Six Traits of Writing: ideas, organization, voice, word choice, sentence fluency and conventions.</p> <p>Pre-writes by making a simple plan.</p> <p>Begins to revise and edit own work.</p>

## Lower School Language Art Outcomes

### GRADE 3

Outcome	Specific Expectation
	<b>SPEAKING AND LISTENING</b>
<b>Listens actively</b>	Engages in a range of collaborative discussions by active listening, linking comments and explaining own ideas.
<b>Offers relevant responses</b>	Paraphrases and summarizes portions of text or information presented. Asks and answers questions about information from speaker offering appropriate elaboration and detail.
<b>Expresses ideas, knowledge, feelings, and opinions confidently and appropriately</b>	Reports on topic or text, tells a story or recounts an experience in an organized manner, using relevant and descriptive detail.
<b>Speaks clearly with expression</b>	Speaks audibly and clearly with appropriate pacing in complete sentences.

## Lower School Language Art Outcomes

Outcome	Specific Expectation
	<b>LANGUAGE (Grammar and Vocabulary)</b>
<b>Understands and applies more complex varied vocabulary</b>	<p>Uses context as a clue to the meaning of a word or phrase.</p> <p>Uses known root words as a clue to the meaning of an unknown word with the same root.</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>Consults reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p> <p>Begins to understand figurative language, word relationships and nuances in word meaning.</p>
<b>Consistently uses punctuation and capitalization appropriately</b>	<p>Uses correct capitalization (including titles)</p> <p>Uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Uses commas in addresses.</p> <p>Forms and uses possessive.</p>
<b>Uses conventional spelling for most words</b>	<p>Spells grade-appropriate words correctly, applying spelling patterns and generalizations.</p>
<b>Applies conventions of standard English grammar and usage</b>	<p>Explains the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.</p> <p>Forms and uses regular and irregular plural nouns and verbs.</p>

## Lower School Language Art Outcomes

	<p>Forms and uses abstract nouns.</p> <p>Forms and uses the simple verb tenses.</p> <p>Ensures subject-verb and pronoun-antecedent agreement with teacher support.</p> <p>Forms and uses comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Uses coordinating and subordinating conjunctions.</p> <p>Produces simple, compound and complex sentences</p>
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Outcomes	Specific Expectation
	<b>READING</b>
<b>Approaches reading with confidence and a positive attitude</b>	<p>Reads daily for enjoyment and information</p> <p>Reads with concentration for 20 minutes or more.</p> <p>Selects appropriate reading level range.</p>
<b>Decodes words applying phonics and word analysis skills</b>	<p>Knows and applies grade-level phonics and word analysis skills in decoding familiar and unfamiliar words.</p>
<b>Reads appropriate text with accuracy, phrasing, pace and expression</b>	<p>Reads appropriate text with accuracy, phrasing, pace and expression to support comprehension.</p> <p>Uses context to confirm or self- correct word recognition and understanding, rereading if necessary.</p>

## Lower School Language Art Outcomes

<b>Comprehends and responds to literature</b>	<p>Determines the main idea of a story, and explains how it is conveyed through key details in the text.</p> <p>Summarizes the story.</p> <p>Describes characters in a story and explains how their actions contribute to the sequence of events.</p> <p>Refers to details and examples in a text when explaining what the text says, explicitly citing evidence from the text.</p> <p>Distinguishes own point of view from that of the narrator or those of the characters or author.</p> <p>Compares and contrasts themes, settings and plots of stories and important points and key details.</p> <p>Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Explains major differences between genres, and refer to the different structural elements.</p>
<b>Comprehends and responds to informational text</b>	<p>Uses text features and search tools to locate information.</p> <p>Determines the main idea of a text.</p> <p>Recount the key details and explains how they support the main idea.</p> <p>Refers to details and examples in a text when explaining what the text says, explicitly citing evidence from the text.</p> <p>Describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Explains major differences between genres and refers to structural elements when writing or speaking about a text.</p>

## Lower School Language Art Outcomes

	<p>Uses information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic</p>
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Outcomes	Specific Expectations
	<b>WRITING</b>
<b>Writes independently with increasing complexity and fluency</b>	<p>Writes with positive attitude.</p> <p>Writes routinely over extended periods of time.</p>
<b>Writes legibly</b>	<p>Writes legibly with consistent style.</p>
<b>Writes an opinion piece on a specific topic or text</b>	<p>Introduces a topic clearly.</p> <p>States an opinion.</p> <p>Supports opinion with reasons.</p> <p>Provides reasons supported by some examples.</p> <p>Use linking words and to connect opinion and reasons</p> <p>Provide a conclusion related to the opinion presented.</p>
<b>Writes narratives to develop real or</b>	<p>Organizes the story to set the scene and have events unfold sequentially.</p> <p>Organizes ideas in paragraphs.</p> <p>Uses dialogue and descriptive details to develop the story and the characters.</p>



## Lower School Language Art Outcomes

<b>imagined experiences or events</b>	<p>Uses temporal words and phrases to organize the story.</p> <p>Wraps up the story with a developed conclusion.</p>
<b>Writes an informative/explanatory text to examine a topic</b>	<p>Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly.</p> <p>Introduce a topic clearly.</p> <p>Organizes ideas in paragraphs.</p> <p>Develops the topic with facts and details.</p> <p>Links ideas using words and phrases.</p> <p>Uses some domain-specific vocabulary to inform about the topics.</p> <p>Conducts research and takes brief notes and sorts information from sources into provided categories.</p> <p>Finds evidence from informational text to support their research.</p> <p>Provides a conclusion.</p>
<b>Uses the writing process to produce well-structured and coherent text</b>	<p>Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience at a 4rd grade level.</p> <p>Develops and strengthens writing as needed by planning, revising and editing.</p> <p>Begins to use technology, independently, to produce and publish writing as well as to interact and collaborate with others.</p> <p>Begins to demonstrate sufficient command of keyboarding skills.</p> <p>Uses known criteria, rubrics and checklists to assess and improve own writing.</p> <p>Applies the 6 Traits of Writing: ideas, organization, voice, word choice, sentence fluency and conventions.</p>

**Grade 4**

Outcome	Specific Expectation
	<b>SPEAKING AND LISTENING</b>
<b>Listens actively</b>	Engages effectively in a range of collaborative discussions by active listening, linking comments, building on other's ideas, posing and responding to specific questions and explaining own ideas.
<b>Offers relevant responses</b>	Summarizes and paraphrases text or information presented. Identifies reasons and evidence a speaker provides to support particular points. Poses specific questions to clarify and follow up on information.
<b>Expresses ideas, knowledge, feelings, and opinions confidently and appropriately</b>	Reports on topic or text, or presents an opinion sequencing idea logically with relevant and detailed support.
<b>Speaks clearly with expression</b>	Speaks audibly and clearly with appropriate pacing in complete sentences.

## Lower School Language Art Outcomes

Outcome	Specific Expectation
	<b>LANGUAGE (Grammar and Vocabulary)</b>
<b>Understands and applies more complex varied vocabulary</b>	Uses context as a clue to the meaning of a word or phrase. Uses known root words as a clue to the meaning of an unknown word with the same root. Consults reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. Demonstrates understanding of figurative language, word relationships and nuances in word meaning.
<b>Consistently uses punctuation and capitalization appropriately</b>	Uses correct capitalization. Uses commas and quotation marks to mark direct speech and quotations from a text. Uses a comma before a coordinating conjunction in a compound sentence.
<b>Uses conventional spelling for most words</b>	Spells grade-appropriate words correctly, consulting references as needed.

## Lower School Language Art Outcomes

<b>Applies conventions of standard English grammar and usage</b>	<p>Uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>Forms and uses the progressive verb tenses.</p> <p>Uses modal auxiliaries (can, may, must, ought, should, shall...) to convey various conditions.</p> <p>Orders adjectives within sentences according to conventional patterns</p> <p>Forms and uses prepositional phrases.</p> <p>Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Correctly uses frequently confused words.</p>
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Outcomes	Specific Expectation
	<b>READING</b>
<b>Approaches reading with confidence and a positive attitude</b>	<p>Reads daily for enjoyment and information</p> <p>Reads with concentration for 20 minutes or more.</p> <p>Selects appropriate reading level range.</p>
<b>Decodes words applying phonics and word analysis skills</b>	<p>Knows and applies grade-level phonics and word analysis skills in decoding familiar and unfamiliar words.</p>
<b>Reads appropriate text with accuracy, phrasing, pace and expression</b>	<p>Reads appropriate text with accuracy, phrasing, pace and expression to support comprehension.</p> <p>Uses context to confirm or self- correct word recognition and understanding.</p>

## Lower School Language Art Outcomes

<b>Comprehends and responds to literature</b>	<p>Determines a theme of a story, drama or poem from details in the text.</p> <p>Summarizes the text.</p> <p>Refers to details and examples in a text when explaining what the text says, explicitly citing evidence from the text.</p> <p>Describes in depth a character, setting or event in a story or drama, drawing on specific details in the text.</p> <p>Compares and contrasts the point of view from which different stories are narrated.</p> <p>Explains major differences between poems, drama and prose, and refers to the structural elements of poems and drama when writing or speaking about a text.</p> <p>Compares and contrast similar themes and topics in stories, myths and traditional literature from different cultures.</p> <p>Explains major differences between genres and refers to structural elements when writing or speaking about a text.</p>
<b>Comprehends and responds to informational text</b>	<p>Refers to details and examples in a text when explaining what the text says, explicitly citing evidence from the text.</p> <p>Compares and contrasts the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Interprets information presented and explains how the information contributes to an understanding of the text in which it appears.</p> <p>Explains how an author uses reasons and evidence to support particular points in a text.</p> <p>Integrates information from multiple resources on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Explains major differences between genres and refers to structural elements when writing or speaking about a text.</p>

## Lower School Language Art Outcomes

Outcomes	Specific Expectations
	<b>WRITING</b>
<b>Writes independently with increasing complexity and fluency</b>	Writes with positive attitude. Writes routinely over extended periods of time.
<b>Writes legibly</b>	Writes legibly with consistent style.
<b>Writes an opinion piece on a specific topic or text</b>	Introduces a topic clearly. States an opinion. Provides reasons supported by facts and details. Link opinions and reasons and examples. Provides a conclusion related to the opinion presented.
<b>Writes narratives to develop real or imagined experiences or events</b>	Organizes the story to set the scene and have events unfold sequentially. Organizes ideas in paragraphs. Uses dialogue and descriptive details to develop the story and the characters. Uses transitional words and phrases to organize the story. Wraps up the story with a developed conclusion.
<b>Writes an informative/</b>	Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly. Introduce a topic clearly.

## Lower School Language Art Outcomes

<b>explanatory text to examine a topic</b>	<p>Organizes ideas in paragraphs.</p> <p>Develops the topic with facts and details.</p> <p>Links ideas uses words and phrases.</p> <p>Uses domain-specific vocabulary to inform about the topics.</p> <p>Conducts research and takes notes and categorizes information from a variety of sources.</p> <p>Finds evidence from informational text to support their research.</p> <p>Provides a developed conclusion.</p> <p>Provides a list of sources.</p>
<b>Uses the writing process to produce well-structured and coherent text</b>	<p>Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience at a 4th grade level.</p> <p>Develops and strengthens writing as needed by planning, revising and editing.</p> <p>Uses technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>Demonstrates sufficient command of keyboarding skills.</p> <p>Uses known criteria, rubrics and checklists to assess and improve own writing.</p> <p>Applies the 6 Traits of Writing: ideas, organization, voice, word choice, sentence fluency and conventions.</p>