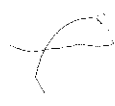


Scoring Instructions for the Informal Multiple Intelligences Survey

All people possess all seven intelligences in some combination, and this exercise gives you an idea of the relative strengths of your personal intelligences. For most of the items, add the total of your points for each question in each section using the scale of 0-1-2-3-4 (from left to right, crying to big grin) for the face you marked. For the items marked with an asterisk, simply reverse the scoring from left to right, 4-3-2-1-0. Add the total points scores in each section. The sections in which you score the most points indicate your strongest areas of intelligence. The lower scores indicate your weaker areas of intelligence. The stronger areas of intelligence are those in which you will learn and demonstrate understanding most easily.

DEVELOPMENTAL PROFILES FOR DOCUMENTING ENGLISH LANGUAGE DEVELOPMENT

GRADES K-2**Listening and Speaking**

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Speaks single words or short phrases.	Beginning to be understood when speaking (may still have inconsistent use of plurals, past tense, pronouns).	Asks and answers instructional questions using simple sentences.	Listens attentively to stories and information on new topics and identifies key concepts and details both orally and in writing.
Responds to simple questions with one or two words.	Asks and answers questions using phrases and simple sentences.	Listens attentively to stories and information and identifies important details and concepts with verbal and nonverbal responses.	Demonstrates an understanding of idiomatic expressions by responding appropriately or using the expressions correctly.
Responds to simple directions with actions, pointing, or nodding.	Responds to simple directions appropriately.		Negotiates and initiates social conversations by questioning, restating, and soliciting information and paraphrasing the words of others.
Uses simple repetitive phrases such as "Good morning" or "Thank you."	Orally communicates basic needs and recites familiar rhymes, songs, and simple stories.	Uses consistent standard English with some minor grammatical errors, retells stories using descriptive words.	Consistently uses appropriate ways of speaking and writing that vary according to purpose, audience, and subject matter.

GRADES K-2

Reading—Fluency and Vocabulary Development

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Reads aloud simple words (nouns, adjectives).	Reads aloud an increasing number of English words.	Uses decoding skills to read more complex words independently.	Recognizes words that have multiple meanings in texts.
Responds appropriately in some social and academic interactions using one or two words (question/answer).	Demonstrates understanding of English grammar by self-correcting when speaking or reading aloud.	Demonstrates understanding of English antonyms and synonyms. Uses simple prefixes and suffixes.	Explains common antonyms and synonyms.
Retells simple stories with drawings, words, or phrases.	Reads simple vocabulary, phrases, and sentences independently.	Applies knowledge of content-related vocabulary to discussions and reading.	Reads aloud using appropriate pacing, intonation, and expression (both narrative and informational text).
Uses simple vocabulary to communicate basic needs.	Produces vocabulary, phrases, and simple sentences to communicate basic needs.	Uses more complex vocabulary and sentence structure to communicate basic needs and express ideas in a variety of social and academic settings.	Reads compound words, contractions, irregular sight words, and inflectional endings with fluency.
		Uses decoding skills and knowledge of academic and social vocabulary to begin independent reading.	Applies knowledge of academic and social vocabulary to achieve independent reading.

GRADES K-2

Reading—Comprehension

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Responds to stories read aloud with actions; matching, pointing, drawing.	Responds orally to simple stories read aloud, using phrases or simple sentences to answer factual questions.	When reading aloud in a group, points out basic text features such as the title, table of contents, and chapter headings.	Reads stories and orally responds to them by answering factual questions about cause-and-effect relationships.
Responds orally to stories read aloud using one or two words to state facts.		Understands and responds to multiple-step directions for classroom activities.	Reads stories and texts from content-areas and responds orally to them by restating facts and details and clarifying ideas.
Draws pictures related to individual experiences that relate to a story or topic.	Draws and labels pictures related to a story topic or personal experience.	Writes captions or phrases for drawings related to a story.	Locates and uses text features such as the title, table of contents, diagrams, and index.
Identifies the basic sequence of a story using keywords or pictures.	Orally identifies the sequence of a story using keywords, phrases, or simple sentences.		Compares information from various sources.
Draws pictures identifying setting and characters of a given piece of literature.	Draws logical inferences from a story read aloud.	Draws inferences about stories read aloud and uses simple phrases or sentences to communicate the inferences.	Reads text and uses detailed sentences to identify orally the main idea and to draw inferences about the text.

GRADES K-2

Writing

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Penmanship—Copies letters of the alphabet and words posted in the classroom legibly.	Write one or two legible sentences.		
Organization and Focus—Writes a few words or phrases about a story read by the teacher or a personal experience.	Writes simple sentences about events or characters from familiar stories read aloud by the teacher.	Writes short narrative stories that include elements of setting and characters (may include inconsistent use of standard grammar).	Proceed through the writing process to write short paragraphs that maintain a focus.
Capitalization—Writes own name using a capital letter.			Use capitalization to begin sentences and proper nouns.
		Uses a period or question mark at the end of a sentence.	Edits writing to check for correct spelling, capitalization, and punctuation.

GRADES 3-5

Listening and Speaking

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Speaks single words or short phrases.	Begins to be understood when speaking but may have inconsistent use of plurals, past tense, and pronouns.	Uses standard English grammatical forms and sounds with some errors.	Listens attentively to complex stories and information on new topics. Identifies main ideas and supporting details.
Answers simple questions with one or two word responses.	Asks and answers questions using phrases and simple sentences.	Asks and answers instructional questions with some supporting elements.	Recognizes appropriate ways of speaking that vary according to purpose, audience, and subject matter.
Retells familiar stories and participates in short conversations using gestures, expressions, or objects.	Orally identifies main points of simple conversations and stories that are read aloud using phrases or simple sentences.	Retells stories and talks about school-related activities using expanded vocabulary, descriptive vocabulary, and paraphrasing.	Summarizes major ideas and retells stories in detail, including characters, setting, and plot.
Uses common social greetings and repetitive phrases.	Orally communicates basic needs and recites familiar rhymes, songs, and simple stories.	Participates in social conversations with peers and adults, asking and answering questions and soliciting information.	Participates in and initiates extended conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.

GRADES 3-5

Reading—Fluency and Vocabulary Development

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Reads aloud simple words (nouns and adjectives) in stories or games.	Applies knowledge of content-related vocabulary to discussions and readings.	Uses knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.	Recognizes that some words have multiple meanings (present/gift, present/time) in literature and texts in content areas.
Demonstrates comprehension of simple vocabulary with an appropriate action.	Reads simple vocabulary, phrases, and sentences independently.	Reads grade-appropriate narratives and informational texts aloud with appropriate pacing, intonation, and expression.	Uses common root words and affixes to determine meaning when they are attached to known vocabulary.
Responds appropriately to some social and academic interactions (simple questions/answers).	Demonstrates internalization of English grammar by recognizing and correcting errors made when speaking or reading aloud.	Recognizes simple analogies and metaphors used in literature and texts in content areas.	Uses a standard dictionary to determine the meaning of unknown words.

GRADES 3-5

Reading Comprehension

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Responds orally to stories read aloud by giving one- or two-word responses to factual questions.	Reads and listens to simple stories and demonstrates understanding by answering explicit questions with simple sentences.	Responds to comprehension questions using detailed, complex sentences.	Identifies significant organizational patterns in text such as sequential or chronological order and cause and effect.
Identifies the basic sequence of stories read aloud using keywords or pictures.	Orally identifies the basic sequence of events in stories read using simple sentences.	Reads and uses detailed sentences to compare the relationships between the text and personal experiences.	Uses the text, illustration, and titles to draw inferences and make generalizations.
Identifies the main idea in a story read aloud using keywords or phrases.	Reads text and identifies the main idea using simple sentences and drawing inferences about the text.	Reads text and uses detailed sentences to orally identify the main idea, make predictions, and support the predictions with details.	Describes main ideas and supporting details, including evidence.
Points out main text features such as title, table of contents, or chapter headings.	Reads and identifies text features such as title, author, table of contents, index, etc.	Reads and identifies all text features including glossaries, diagrams, and charts.	Uses text features to locate and draw information from text.
	Orally identifies examples of fact and opinion in familiar texts read aloud.	Reads literature and content-area texts and orally identifies examples of fact and opinion.	Distinguishes between fact and opinion and cause and effect in text read independently.

GRADES 3-5

Literary Response and Analysis

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Listens to a story and responds to factual questions using one- or two-word responses.	Reads literary texts and orally identifies the main events using simple sentences.	Uses expanded vocabulary and descriptive words to paraphrase oral and written responses to text.	Identifies and describes figurative language (similes, metaphors, personification).
Orally identifies characters and settings in simple literary texts by using words or phrases.	Describes characters and setting in literary texts using simple sentences.		Identifies the motives of characters in a work of fiction.
Distinguishes between fiction and nonfiction by giving one- or two-word responses.	Distinguishes among poetry, drama, and short stories using simple sentences.		Identifies techniques to influence readers' perspectives, describes themes, and compares and contrasts characters' motivations.
Creates pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	Using simple sentences, describes characters in a literary selection based on the characters' actions.	Uses knowledge of language (prefixes, suffixes, base words) to form meaning from literary texts.	Describes the major characteristics of poetry, drama, fiction, and nonfiction.

GRADES 3-5

Writing

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Labels key parts of common objects.	Writes short narrative stories that include setting and characters.	Begins to use a variety of genres (informational, narrative, poetry).	Writes a persuasive composition using standard grammar.
Creates simple sentences or phrases with some assistance.	Writes simple sentences and uses drawing, pictures, lists, or charts to respond to familiar literature.	Writes a series of events in sentence form.	Writes short narratives that include examples.
Uses models to create brief narratives (a sentence or two).	Follows a model given by the teacher to write a short paragraph of four sentences or more independently.	Creates cohesive paragraphs that contain a central idea with almost standard English usage.	Writes narratives that contain setting, characters, objects, and events.
	Writes simple sentences related to content areas (math, science, social studies).	Uses more complex vocabulary in writing (language arts, math, science, social studies).	Writes multiple-paragraph narratives and informational compositions with standard grammar.
	Writes a friendly letter using a model.	Writes a letter independently that contains detailed sentences.	Uses all the steps in the writing process independently.
	Produces understandable independent writing (may have nonstandard English usage).	Independently writes simple responses to literature.	Uses standard capitalization, punctuation, and spelling.

ENGLISH LANGUAGE DEVELOPMENT

GRADES 6-8

Speaking and Listening

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Beginning to speak a few words using English words and simple sentence formats.	Speech is clearer but may still use grammar inconsistently.	Listens to information and identifies important details and concepts orally.	Uses simple figurative language such as "light as a feather."
Asks and answers questions using a word or simple phrase.	Asks and answers questions using phrases and simple sentences.	Oral production may still contain some errors in more advanced grammatical concepts.	Questions, restates, and requests information by paraphrasing the words of others.
May still respond to questions nonverbally.	Restates the main idea of an oral presentation in simple sentences.	Participates in social conversations on familiar subjects with peers and adults.	Varies oral production to fit the situation according to purpose, audience, and subject.
Uses common social greetings and repetitive phrases.	Prepares and delivers short oral presentations.	Identifies main ideas and supporting details from oral presentations or literature read aloud.	Speaks clearly using standard English grammar, expression, and prosody.
		Prepare and deliver short oral presentation based on simple research.	Prepares and delivers presentations including a purpose, point of view, introduction, transitions, and conclusion.

GRADES 6-8

Reading—Word Analysis

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Recognizes and correctly produces English sounds and reads simple words.	Recognizes obvious cognates in reading (e.g., education, educacion).	Applies knowledge of word relationships to gain meaning from simple text (prefixes, suffixes).	Applies knowledge of word relationships to gain meaning from literature and academic texts.
Recognizes and pronounces the most common phrases and simple sentences.	Pronounces simple words comprehensibly when reading aloud.	Pronounces most English words correctly when reading aloud.	Applies knowledge of cognates and false cognates to gain meaning from content-area text.
Produces readable text by using simple English phonemes in writing (phonetic spelling).			

GRADES 6-8

Reading—Fluency and Vocabulary Development

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Creates a simple dictionary of frequently used words.	Uses context knowledge to figure out unfamiliar words.	Uses knowledge of English morphemes, phonics, and syntax to unlock unknown words.	Reads fluently and uses decoding and comprehension processes (background knowledge, imaging, paraphrasing, etc.) to achieve complete understanding.
Communicates basic needs using simple vocabulary.	Reads simple paragraphs independently.	Recognizes simple idioms, analogies, and figures of speech.	Recognizes and uses metaphors, analogies, and figures of speech in reading and understanding text.
	Recognizes and corrects errors when speaking or reading aloud.	Uses decoding skills and background knowledge to read independently.	Uses social and academic language to read independently.
	Reads aloud with appropriate pacing and intonation.	Recognizes that words have multiple meanings.	
	Uses a dictionary to find the meanings of unknown words.		

GRADES 6-8

Reading—Reading Comprehension

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Reads simple text and answers factual questions using keywords or phrases.	Reads and responds to simple literary and informational text and answers factual questions using simple sentences.	Reads literature and responds to factual comprehension questions using detailed sentences.	Identifies and explains main ideas and critical details in informational text, literature, and academic texts.
Recognizes categories of common informational materials (brochure, advertisement, etc.).	Identifies and follows multiple-step instructions for simple mechanical devices and filling out basic forms.	Understands and orally explains multiple-step directions for simple devices and filling out application forms.	Analyzes and explains rhetorical styles in consumer and informational materials (warranties, contracts, newspapers, magazines, etc.).
Orally identifies keywords, phrases, and main ideas of familiar texts.	Orally identifies factual components of simple informational materials using keywords, phrases, or simple sentences.	Identifies and uses detailed sentences to explain the differences among categories of informational materials (dictionaries, encyclopedias, Internet sites, etc.).	Identifies and analyzes the differences in and appropriate uses of various informational materials (textbooks, newspapers, biographies, etc.).
Points out text features such as table of contents, title, and chapter headings.			
Orally identifies example of fact, opinion, and cause and effect in simple texts.	Reads simple texts and identifies main ideas and supporting details using simple sentences.	Orally identifies the features and elements of common consumer and informational materials (warranties, manuals, magazines, books, etc.).	

GRADES 6-8

Reading—Literary Response and Analysis

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Orally identifies different characters and settings in literary texts using words or simple phrases.	Responds in simple sentences to factual comprehension questions about short literary texts.	Paraphrases sections of literary text using expanded vocabulary and descriptive words.	Analyzes the interactions between characters in literary texts (motivations, reactions, etc.).
Role-plays a character from a familiar piece of literature using words and phrases.	Reads literary texts and identifies the main events using simple sentences.	Reads and responds in detailed sentences to factual questions about forms of brief prose (short stories, novels, essays).	Analyzes the setting (time and place) and its influence on the meanings, connotations, and conflicts in a piece of literature.
Creates pictures, lists, charts, and tables to identify the sequence of events from a familiar piece of literature.	Reads a literary selection and identifies the speaker or narrator.	Identifies literary devices such as figurative language, symbolism, dialect, and irony.	Identifies and describes literary elements such as imagery and symbolism.
Creates pictures, lists, charts, and tables to identify the characteristics of different forms of literature (fiction, nonfiction, poetry).	Identifies different points of view in literary selections (first person, third person) and explains in simple sentences.	Describes the author's point of view in literature using detailed, descriptive sentences.	Analyzes the elements of a plot, how it develops, and the way conflicts are resolved.
Recites simple poems.	Describes the thoughts and actions of a character after reading a simple literary selection.	Compares and contrasts literary themes across genres.	Analyzes recurring themes across literary works (good and evil).

GRADES 6-8

Writing

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Creates simple sentences with some assistance.	Writes simple sentences in response to literature to answer factual questions.	Writes responses to literature that show understanding of the text using detailed sentences and transitions.	Writes in different genres (short stories, informational text, essays, poetry).
Uses the writing process to create brief narratives.	Uses common verbs, nouns, and modifiers to write simple sentences.	Uses all stages of the writing process including revision to create clear, descriptive writing.	Develops a clear thesis and supports it using analogies, quotations, and facts.
Completes basic business forms with such information as name, address, and telephone number.	Creates a draft of a paragraph from an outline.	Develops a clear purpose in a brief essay using facts and quotations.	Writes persuasive expository text using a clear thesis, organized points of support, and addressing counter arguments.
Uses common verbs, nouns, and familiar modifiers using classroom resources.	Uses increasingly more words from content areas such as science, social studies, and math.	Uses increasingly more complex vocabulary and sentence structure (complex sentences and devices such as similes and metaphors).	Uses appropriate language variations and genres for writing in a variety of academic subjects.
	Writes a simple informational composition using description, contrast, and transitions, including a main idea and some supporting detail in simple sentences. Collects information from a variety of sources.	Uses basic strategies such as note-taking, outlining, and multiple drafts to create informational text with a clear introduction, transitions, and conclusion.	Writes pieces needed for career development (business letter, job application, letter of inquiry, etc.).

ENGLISH LANGUAGE DEVELOPMENT

GRADES 9-12

Speaking and Listening

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Begins to speak single words or phrases.	Speech is clearer but may still use grammar inconsistently.	Listens to information and identifies important details and concepts orally.	Uses simple figurative language such as "light as a feather."
Demonstrates understanding or oral presentations or instructions through nonverbal responses (nodding, gestures).	Asks and answers questions using phrases and simple sentences.	Oral production may still contain some errors in more advanced grammatical concepts.	Consistently uses appropriate ways of speaking that vary according to the purpose, audience, and academic discipline.
Asks and answers questions with single words or phrases.	Restates the main idea of an oral presentation in simple sentences.	Participates in and initiates extended social conversations on unfamiliar subjects with peers and adults.	Varies oral production to fit the situation according to purpose, audience, and subject.
	Prepares and delivers short oral presentations.	Identifies main ideas and supporting details from oral presentations or literature read aloud.	Speaks clearly using standard English grammar, expression, and prosody.
	Prepares and asks interview questions and responds to them.	Prepares and delivers short oral presentations based on several sources.	Prepares and delivers presentations including a purpose, point of view, introduction, transitions, and conclusion.

GRADES 9-12

Reading—Word Analysis

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Recognizes and correctly produces English sounds and reads simple words.	Recognizes obvious cognates in reading (e.g., education, educacion).	Applies knowledge of word relationships to gain meaning from simple text (prefixes, suffixes).	Applies knowledge of word relationships (roots, affixes) to gain meaning from literature and academic texts.
Recognizes and pronounces the most common phrases and simple sentences.	Pronounces simple words comprehensibly when reading aloud.	Pronounces most English words correctly when reading aloud.	
Produces readable text by using simple English phonemes in writing (phonetic spelling).		Applies knowledge of cognates and false cognates to gain meaning from content-area text.	

GRADES 9-12

Reading—Fluency and Vocabulary Development

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Uses a simple dictionary to find meanings of frequently used words.	Uses context knowledge to figure out unfamiliar words.	Uses knowledge of English morphemes, phonics, and syntax to unlock unknown words.	Reads fluently and uses decoding and comprehension processes (background knowledge, imaging, paraphrasing, etc.) to achieve complete understanding.
Recognizes simple affixes, synonyms, and antonyms.	Reads simple paragraphs independently.	Recognizes simple idioms, analogies, and figures of speech.	Recognizes and uses metaphors, analogies, and figures of speech in reading and understanding text.
Responds in social settings with short phrases or single words.	Recognizes and corrects errors when speaking or reading aloud.	Uses decoding skills and background knowledge to read independently.	Uses social and academic language to read independently.
Produces simple vocabulary or short phrases to communicate basic needs socially and in the classroom.	Reads aloud with appropriate pacing and intonation.	Recognizes that words have multiple meanings.	Uses and understands the meanings of common idioms and analogies.
	Uses and understands the meanings of connectors (first, next, last, after that, etc.).	Identifies variations of the same word in text and understands how affixes change the meanings of words.	

GRADES 9-12

Reading—Reading Comprehension

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Reads simple text and answers factual questions using keywords or phrases.	Reads and responds to simple literary and informational text and answers factual questions using simple sentences.	Reads literature and responds to factual comprehension questions using detailed sentences.	Identifies and explains main ideas and critical details in informational text, literature, and academic texts.
Recognizes categories of common informational materials (brochure, advertisement, etc.).	Identifies and follows multiple-step instructions for simple mechanical devices and filling out basic forms.	Understands and orally explains multiple-step directions for simple devices and filling out application forms.	Analyzes and explains rhetorical styles in consumer and informational materials (warranties, contracts, newspapers, magazines, etc.).
Orally identifies keywords, phrases, and main ideas of familiar texts.	Orally identifies factual components of simple informational materials using keywords, phrases, or simple sentences.	Orally identifies important points made after reading a persuasive piece of text.	Identifies and analyzes the differences in and appropriate uses of various informational materials (textbooks, newspapers, biographies, etc.).
Points out text features such as table of contents, title, and chapter headings.	Reads and identifies specific facts in informational text using keywords and phrases.	Explains examples of how clarity of text is affected by the repetition of important facts.	Identifies and analyzes how clarity is affected by patterns of organization, hierarchical structure, repetition of key ideas, and word choice.
Orally identifies examples of fact, opinion, and cause and effect in simple texts.	Reads simple texts and identifies main ideas and supporting details using simple sentences.	Orally identifies the features and elements of common consumer and informational materials (warranties, manuals, magazines, books, etc.).	Prepares a brief research paper in a content area, using ideas from multiple sources.

GRADES 9-12

Reading—Literary Response and Analysis

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Orally identifies different characters and settings in literary texts using words or simple phrases.	Responds in simple sentences to factual comprehension questions about short literary texts.	Paraphrases sections of literary text using expanded vocabulary and descriptive words.	Analyzes the interactions between characters in literary texts (motivations, reactions, etc.).
Orally identifies the beginning, middle, and end of a simple literary text.	Reads literary texts and identifies the main events using simple sentences.	Reads and responds in detailed sentences to factual questions about forms of brief prose (short stories, novels, essays).	Analyzes the setting (time and place) and its influence on the meanings, connotations, and conflicts in a piece of literature.
Creates pictures, lists, charts, and tables to identify the sequence of events from a familiar piece of literature.	Reads a literary selection and identifies the speaker or narrator.	Identifies literary devices such as figurative language, symbolism, dialect, and irony.	Identifies and describes literary elements such as imagery and symbolism.
Creates pictures, lists, charts, and tables to identify the characteristics of different forms of literature (fiction, nonfiction, poetry).	Identifies the theme, plot, setting, and characters of a piece of literature using simple sentences.	Describes the author's point of view in literature using detailed, descriptive sentences.	Analyzes the elements of a plot, how it develops, and the way conflicts are resolved.
Recites simple poems.	Describes the thoughts and actions of a character after reading a simple literary selection.	Uses detailed sentences to identify ways in which poets use personification and figures of speech.	Relates literary works to their major themes and historical facts.

GRADES 9-12

Writing

Early Production	Speech Emergence	Intermediate Fluency	Fluent
Creates simple sentences with some assistance.	Writes simple sentences in response to literature to answer factual questions.	Writes responses to literature that shows understanding of the text using detailed sentences and transitions.	Writes in different genres (short stories, informational text, essays, poetry).
Writes a brief narrative that includes setting and some detail.	Uses common verbs, nouns, and modifiers to write simple sentences.	Uses all stages of the writing process including revision to create clear, descriptive writing.	Writes detailed biographies or autobiographies.
Completes basic business forms with such information as name, address, and telephone number.	Creates a draft of a paragraph from an outline.	Develops a clear purpose in a brief essay using facts and quotations.	Writes persuasive expository text using a clear thesis, organized points of support, and addressing counter arguments.
Uses common verbs, nouns, and familiar modifiers using classroom resources.	Uses increasingly more words from content areas such as science, social studies, and math.	Uses increasingly more complex vocabulary and sentence structure (complex sentences and devices such as similes and metaphors).	Revises and edits writing to correct grammatical and mechanical errors.
Organizes and records information from selected literature and content area by displaying it on charts, lists, or tables.	Writes a simple informational composition using description, contrast, transitions, and including a main idea and some supporting detail in simple sentences. Collects information from a variety of sources.	Uses basic strategies such as note-taking, multiple outlining, and drafts to create informational text with a clear introduction, transitions, and conclusion.	Writes pieces needed for career development (business letter, job application, letter of inquiry, etc.).