English Language Arts Standards and TNReady Writing Rubric

Grade 4 through EOC

Assessment starts with the standards. This document provides guidance in understanding how the Tennessee Academic Standards for English language arts are incorporated into the TNReady writing rubrics.

Writing Standard:

Text Types and Protocol: W.TTP.1

Cornerstone:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

End-of-Course Example:

9-10.W.TTP.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 claim(s). (FOCUS and ORGANIZATION)
  b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (DEVELOPMENT)
  c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. (FOCUS and ORGANIZATION)
  d. Provide a concluding statement or section that follows from and supports the argument presented. (FOCUS and ORGANIZATION)
  e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (LANGUAGE)
  f. Establish and maintain a formal style and objective tone. (LANGUAGE)

NOTE: The above example of the breakdown of the writing rubric per standard subpart (9-10.W.TTP.1) is the same for all EOC standards W.TTP.1, W.TTP.2, and W.TTP.3.

Additional Criteria for LANGUAGE

9-10.L.KL.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.
9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Criteria for CONVENTIONS

9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Grades 6–8 Example:

8.W.TTP.1
Write arguments to support claims with clear reasons and relevant evidence.
  a. Introduce claim(s). (FOCUS and ORGANIZATION)
  b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). (DEVELOPMENT)
  c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. (FOCUS AND ORGANIZATION)
  d. Use credible sources and demonstrate an understanding of the topic or source material. (DEVELOPMENT)
  e. Craft an effective and relevant conclusion that supports the argument presented. (FOCUS AND ORGANIZATION)
  f. Use precise language and content-specific vocabulary. (LANGUAGE)
  g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (LANGUAGE)
  h. Use varied sentence structure to enhance meaning and reader interest. (LANGUAGE)
  i. Establish and maintain a formal style. (LANGUAGE)

NOTE: The above example of the breakdown of the writing rubric per standard subpart (8.W.TTP.1) is the same for all grades 6–8 standards W.TTP.1, W.TTP.2, and W.TTP.3.

Additional Criteria for LANGUAGE

8.L.KL.3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
8.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Criteria for **CONVENTIONS**

8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.
   a. When reading or listening, analyze the use of phrases and clauses within a larger text.
   b. When reading or listening, explain the function of verbs.
   c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively placed modifiers.
   d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
   e. When writing or speaking, produce and use varied voice and mood of verbs.

8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

**Grades 4–5 Example:**

5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text. **(FOCUS AND ORGANIZATION)**
   b. Develop an opinion through logically-ordered reasons that are supported by facts and details. **(combination of FOCUS AND ORGANIZATION and DEVELOPMENT)**
   c. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose. **(FOCUS AND ORGANIZATION)**
   d. Provide a concluding statement or section related to the opinion presented. **(FOCUS AND ORGANIZATION)**
   e. Link opinion and reasons using words, phrases, and clauses. **(LANGUAGE)**
   f. Apply language standards addressed in the Foundational Literacy standards. **(combination of LANGUAGE and CONVENTIONS)**

*NOTE: The above example of the breakdown of the writing rubric per standard subpart (8.W.TTP.1) is the same for all grades 4–5 standards W.TTP.1, W.TTP.2, and W.TTP.3.*

Additional Criteria for **LANGUAGE**

5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
Additional Criteria for **CONVENTIONS**

5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
   a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
   b. Form and use the perfect verb tense.
   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.
   f. Use punctuation to separate items in a series.
   g. Use a comma to separate an introductory element from the rest of the sentence.
   h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address.
   i. Use underlining, quotation marks, or italics to indicate titles of works.
   j. Write multiple cohesive paragraphs on a topic.