

# 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.
- When reading or listening, analyze the use of phrases and clauses within a larger text.
  - When reading or listening, explain the function of verbs.
  - When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively placed modifiers.
  - When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
  - 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.

- Introduce a topic or text. **(FOCUS AND ORGANIZATION)**
- Develop an opinion through logically-ordered reasons that are supported by facts and details. **(combination of FOCUS AND ORGANIZATION and DEVELOPMENT)**
- Create an organizational structure in which ideas are logically grouped to support the writer’s purpose. **(FOCUS AND ORGANIZATION)**
- Provide a concluding statement or section related to the opinion presented. **(FOCUS AND ORGANIZATION)**
- Link opinion and reasons using words, phrases, and clauses. **(LANGUAGE)**
- 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.