

EALR 2: The student writes in a variety of forms for different audiences and purposes.

Component 2.3: Writes in a variety of forms/genres.

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|--|---|--|--|--|
| <p>Understands there is more than one form/genre of writing. *Identifies and uses more than one form/genre. Examples: ~ experiential stories ~ labels ~ classroom books ~ cards</p> | <p>Understands there is more than one form/genre of writing. *Identifies and uses a variety of new forms/ genres. Examples: ~ notes to others ~ scientific observations ~ answers to questions ~ patterned poetry ~ stories</p> | <p>Uses a variety of forms/ genres. *Explains the relationship between form and purpose (e.g., instructions — to explain how to). *Maintains a log or portfolio to track variety of forms/genres used. * Explains why one form is more appropriate than another. Uses a variety of new forms/genres. Examples: ~ journals ~ fictional stories ~ instructions (explains how to) ~ graphs ~ rhymes ~ letters</p> | <p>Uses a variety of forms/ genres. *Selects form to match purpose (e.g., a report to explain). *Maintains a log or portfolio to track variety of forms/genres used. *Uses a variety of new forms/genres. Examples: ~ comics ~ fairy tales ~ reports ~ charts ~ procedures (e.g., science experiment) ~ summaries (e.g., story, social studies passage) ~ directions (to a location) ~ free verse</p> | <p>Uses a variety of forms/ genres. *Selects form/genre to meet requirements of task or content area (e.g., book report or science report). *Maintains a log or portfolio to track variety of forms/genres used. *Produces a variety of new forms/genres. Examples: ~ fictional stories (e.g., fantasy, realistic) ~ procedures (e.g., process for problem solving in math) ~ tables ~ newspaper articles ~ scientific explanations ~ multi-paragraph explanatory letters ~ song lyrics for an established melody</p> |
| <p>Note: Forms are suggestions only. The list is not exhaustive nor are any forms repeated in later grades after being introduced. However, all students may continue to use appropriate forms/genres throughout all grades regardless of where a form is listed in the Grade Level Expectations.</p> | | | | |

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Component 2.3: Writes in a variety of forms/genres.

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9.10 |
|--|--|---|--|---|
| <p>Uses a variety of forms/genres. *Includes more than one form/genre in a single piece (e.g., a report about salmon that includes a poem, fact box, and story). *Maintains a log or portfolio to track variety of forms/genres used. *Produces a variety of new forms/genres. Examples: ~ interviews ~ autobiographies ~ business letters ~ expository essays ~ persuasive advertisements ~ field observation note ~ book reviews ~ rhyming couplets ~ raps</p> | <p>Uses a variety of forms/genres. *Includes more than one form/genre in a single piece (e.g., a report about global issues that includes captions with pictures, charts/graphs, and a journal excerpt). *Maintains a log or portfolio to track variety of forms/genres used. *Produces a variety of new forms/genres. Examples: ~ persuasive essays ~ narrative essays ~ biographies ~ literary analyses (e.g., explains about character or main idea) ~ research reports ~ business letters ~ lab reports ~ quatrains</p> | <p>Uses a variety of forms/genres. *Integrates more than one form/genre in a single piece (e.g., a research paper about a local issue that includes caption with pictures, charts and graphs, and interviews). *Maintains a log or portfolio to track variety of forms/genres used. *Produces a variety of new forms/genres. Examples: ~ oral histories ~ fictional journal entries ~ film and drama reviews ~ compare/contrast essays ~ letters to the editor ~ brochures ~ web pages ~ ballads</p> | <p>Uses a variety of forms/genres. *Integrates more than one form/genre in a single piece (e.g., a narrative told using an explanation, a character sketch, a free verse poem, a dialogue, a newspaper article, a document, and a diary entry). *Maintains a log or portfolio to track variety of forms/genres used. *Produces a variety of new forms/ genres. Examples: ~ reflective journals ~ fictional stories (e.g., science fiction) ~ scripts (e.g., television, movie, radio) ~ essays/speeches (e.g., cause/effect, problem/solution) ~ application forms ~ minutes ~ debates ~ scientific reports ~ zines ~ narrative poems</p> | <p>Uses a variety of forms/genres. *Integrates more than one form/genre in a single piece (e.g., a persuasive essay written using a first-person anecdote, a poem, a journal entry, research notes, a classroom discussion, and a letter). *Maintains a log or portfolio to track variety of forms/genres used. *Produces a variety of new forms/genres. Examples: ~ research papers ~ memoirs ~ mysteries ~ parodies ~ monologues ~ documentaries ~ cover letters ~ satires ~ essays (e.g., extended literary analyses) ~ editorials ~ proposals ~ résumés ~ blogs</p> |
| <p>Note: Forms are suggestions only. The list is not exhaustive nor are any forms repeated in later grades after being introduced. However, all students may continue to use appropriate forms/genres throughout all grades regardless of where a form is listed in the Grade Level Expectations.</p> | | | | |