



## Aligning the Hierarchy of Goals in *The Writing Strategies Book* to Other Writing Resources and Programs

Categorizing the work of writing—from the qualities of good writing to the habits we use as writers—helps me to set goals for students and to prioritize the work I’ll support a student in taking on. I’m not alone in this desire to categorize. My many colleagues (Ruth Culham, Lucy Calkins, Carl Anderson) and writers of programs such as *Empowering Writers* and *Schoolwide*, have also organized their learning objectives into assessment categories. In this guide, I offer you my best attempt at correlating my categories to theirs, so that if you identify from another resource’s rubric that a student could use work in a certain category, you’ll be able to easily find strategies to support the student in my book.

—*Jennifer Serravallo*

## The Writing Strategies Book and Ruth Culham’s Traits Writing

| From WSB                                    | Scoring Guide Categories from <i>Traits Writing</i>  |
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| <b>Composing with Pictures</b>              | Mentioned throughout the Kindergarten Scoring Guide and Grades 1–2   |
| <b>Engagement</b>                           | n/a  |
| <b>Generating Ideas</b>                     | Ideas—Finding a Topic  |
| <b>Focus</b>                                | Ideas—Focusing on the Topic<br>Organization—Title (G1–G2 mention only)   |
| <b>Structure/Organization</b>               | Organization—Creating the Lead, Using Sequence Words and Transition Words, Structuring the Body, Ending With a Sense of Resolution   |
| <b>Elaboration</b>                          | Ideas—Developing the Topic, Using Details<br>Voice—Establishing a Tone, Conveying the Purpose, Creating a Connection to the Audience, Taking Risks to Create Voice   |
| <b>Word Choice</b>                          | Voice—Establishing a Tone, Conveying the Purpose, Creating a Connection to the Audience, Taking Risks to Create Voice<br>Word Choice—Applying Strong Verbs, Selecting Striking Words and Phrases, Using Specific and Accurate Words, Choosing Words that Deepen Meaning            |
| <b>Conventions: Spelling</b>                | Conventions—Checking Spelling<br>Presentation  |
| <b>Conventions: Grammar and Punctuation</b> | Voice<br>Sentence Fluency—Crafting Well-Built Sentences, Varying Sentence Types, Capturing Smooth and Rhythmic Flow, Breaking the “Rules” to Create Fluency<br>Conventions—Punctuating Effectively and Paragraphing Accurately, Applying Grammar and Usage, Capitalizing Correctly |
| <b>Partnerships and Clubs</b>               | n/a  |