



## 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 Empowering Writers

I used the four rubrics available online (<http://empoweringwriters.com/toolbox/rubrics/>) and correlated those categories to the hierarchy categories.

<b>From WSB</b>	
<b>Composing with Pictures</b>	n/a
<b>Engagement</b>	n/a
<b>Generating Ideas</b>	n/a
<b>Focus</b>	Main Ideas (Expository) Main Event (Narrative)
<b>Structure/Organization</b>	Organization (Expository, Narrative, Opinion) Conclusion (Expository, Opinion) Introduction (Expository, Opinion) Entertaining Beginnings (Narrative) Suspense (Narrative) Extended Endings (Narrative) Main Reasons (Opinion, Argumentative)
<b>Elaboration</b>	Supporting Details (Expository, Opinion, Argumentative) Elaborative Detail (Narrative)
<b>Word Choice</b>	Vocabulary (Expository, Narrative, Opinion, Argumentative)
<b>Conventions: Spelling</b>	English Mechanics (Expository, Narrative, Opinion, Argumentative)
<b>Conventions: Grammar and Punctuation</b>	English Mechanics (Expository, Narrative, Opinion, Argumentative)
<b>Partnerships and Clubs</b>	n/a