



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 Lucy Calkins’ Writing Pathways and Units of Study series

From WSB	
Composing with Pictures	Across “Development” and “Language Conventions” Categories in the Pre-Kindergarten and Kindergarten Columns Writing Process—Editing (K only)
Engagement	Writing Process Learning Progression—Fluency, Stamina, and Volume
Generating Ideas	Writing Process Learning Progression—Generating Ideas
Focus	Structure—Overall
Structure/Organization	Structure—Lead, Transitions, Ending, Organization
Elaboration	Development—Elaboration, Craft (sometimes)
Word Choice	Development—Craft (sometimes)
Conventions: Spelling	Language Conventions—Spelling Writing Process—Editing
Conventions: Grammar and Punctuation	Language Conventions—Punctuation and Sentence Structure Writing Process—Editing
Partnerships and Clubs	Not a rubric category