# Differentiated Checklist for Word Choice

**(Descriptive Writing)**

<table>
<thead>
<tr>
<th>Level 1*</th>
<th>Level 2*</th>
<th>Level 3*</th>
<th>Level 4*</th>
<th>Level 5*</th>
<th>Levels 6 &amp; 7</th>
<th>Original 6+1 Traits Writing Rubric Language‡</th>
</tr>
</thead>
<tbody>
<tr>
<td>May draw; copy written text; or write or dictate individual letters, words, or phrases (or approximations thereof) to convey meaning.</td>
<td>Dictates phrases and simple sentences, writes phrases and simple sentences with occasional content and academic vocabulary when supported, errors often obstruct meaning.</td>
<td>Writes increasingly complex sentences with a wide range of social vocabulary and a developing range of content and academic vocabulary related to concrete and abstract concepts; errors sometimes obstruct meaning.</td>
<td>Produces social and academic text using increasingly precise content/academic vocabulary and increasingly complex grammar and mechanics related to concrete and abstract concepts; errors do not typically construct meaning.</td>
<td>Writes text varying in length, complexity, vocabulary mastery, and level of academic discourse; approaches the range of grade-level performance exhibited by English-proficient peers.</td>
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</tbody>
</table>

- **Powerful words**
- **Engaging words**
- **Accurate/specific/precise wording**
- **Artful use of figurative language**
- **Words/language create meaningful pictures**


‡From Spandel, V., & Hicks, J. (2002). *Write traits.* Wilmington, MA: Great Source Education Group.