

GRADE 5 WRITING DRAFT

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
<p>Structures of Language</p> <p>Applying Understanding of Sentences, Paragraphs, Text Structures</p>	<p>W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> ○ Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) ○ Using the paragraph form: indenting, main idea, supporting details ○ Recognizing organizational structures <i>within</i> paragraphs <p>EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast</p> <p>EXAMPLE: When given a paragraph and a list of text structures</p> <ul style="list-style-type: none"> ○ Applying directionality as appropriate to text (Local) <p>EXAMPLE: double-columned text</p>		
<p>Reading Connection</p> <p>Writing in Response to Literary or Informational Text -- Showing Understanding of Ideas in Text</p>	<p>W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> ○ Selecting appropriate information to set context/background ○ include introduction of a character to make sure the reader understands who the character is ○ Summarizing <u>key ideas</u> ○ Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas 		

<p>Reading Connection</p> <p>Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text</p>	<p>W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> ○ Stating and maintaining a focus (purpose) when responding to a given a question ○ Making inferences about the content, events, characters, setting, or common themes ○ Using specific details and references to text or citations to support focus ○ Organizing ideas, using transition words/phrases and writing a conclusion that provides closure 		
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<p>Expressive Writing</p> <p>Narrative Writing – Creating a Story Line and Applying Narrative Strategies</p>	<p>W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> ○ Creating a clear and coherent (<u>logically consistent</u>) story line ○ <u>Establishing context (setting or background information), problem/conflict/challenge, and resolution</u> ○ Using <u>transition words/phrases to establish clear chronology</u> and to enhance meaning 		
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<p>Expressive Writing</p> <p>Narrative Writing – Creating a Story Line and Applying Narrative Strategies</p>	<p>W:EW:2: Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> ○ Using <u>relevant and descriptive details and sensory language to advance the plot/story line</u> ○ Using <u>dialogue to advance plot/story line</u> ○ <u>Developing characters through description</u> ○ <u>Establishing a focus when writing about observations and experiences</u> ○ <u>Selecting and elaborating important ideas; and excluding extraneous details</u> 		
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<p>Informational Writing</p> <p>Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information</p>	<p>W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...</p> <ul style="list-style-type: none"> ○ Using an <u>organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES</u> (of text structures): <u>description, sequence, chronology, proposition/support, compare/contrast</u> ○ Writing an <u>introduction to set context (including materials list in procedures)</u> ○ Using <u>transition words or phrases appropriate to organizing text structure</u> ○ <u>EXAMPLES: for procedures – using numbering, ordering; for compare/contrast - using “on the other hand”</u> ○ Writing a <u>conclusion that provides closure</u> ○ Providing a <u>list of resources (e.g. materials used in a tasks; sources used for reference)</u> 		
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<p>Habit of Writing: Uses a Writing Process</p>	<p>W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.</p> <p>See Appendix for Writing Process</p>		
<p>Habit of Writing: Writing Extensively</p>	<p>W:HW:2: Demonstrates the habit of writing extensively by...</p> <ul style="list-style-type: none"> o Writing with frequency, including in-school, out-of-school, and during the summer o Sharing thoughts, observations, or impressions o Generating topics for writing o EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals o <u>Writing in a variety of genres</u> 		
<p>Oral Communication Strategies</p>	<p>W:OC:1: In oral communication, students demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> o Following verbal instructions to perform specific tasks, to answer questions, or to solve problems o Summarizing, paraphrasing, questioning, or contributing to information presented o Participating in large and small group discussions showing respect for a <u>range of individual ideas</u> o <u>Reaching consensus to solve a problem, make a decision, or achieve a goal</u> 	<p>Added to denote introduction</p>	
<p>Oral Communication Strategies</p>	<p>W:OC:2: In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> o <u>Demonstrating skills and logical organization and language use in interpersonal, small group and public</u> 	<p>Underlined to denote introduction</p>	

	<p><u>exchanges (e.g., discussions, interviews)</u></p> <ul style="list-style-type: none"> ○ <u>Using verbal and nonverbal choices to convey consistent focus</u> ○ Telling stories, giving information using details and providing a coherent conclusion (EXAMPLE: using books, pictures, displays, graphics, or artifacts) ○ Effectively responding to audience questions and feedback ○ Using variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) ○ Using tools of technology to enhance message 	<p>Added to make more consistent</p> <p>added</p>	
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GRADE 6 WRITING DRAFT

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
<p>Structures of Language</p> <p>Applying Understanding of Sentences, Paragraphs, Text Structures</p>	<p>W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> ○ Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) ○ Using the paragraph form: indenting, main idea, supporting details ○ Recognizing organizational structures <i>within</i> paragraphs EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast ○ Applying a format and text structure appropriate to the purpose of the writing (Local) EXAMPLE: Given a paragraph, students write the next paragraph, using appropriate and consistent text structure ○ Applying directionality as appropriate to text 		
<p>Reading Connection</p> <p>Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text</p>	<p>W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> ○ Selecting appropriate information to set context/background ○ Summarizing key ideas ○ Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas 		

<p>Reading Connection</p> <p>Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text</p>	<p>W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> ○ Stating and maintaining a focus (purpose), a <u>firm judgment</u>, or <u>point of view</u> when responding to a given question ○ Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> ○ EXAMPLE: Identifying theme and then making links between content/events and theme ○ Using specific details and references to text or <u>relevant citations to support focus or judgment</u> ○ Organizing ideas, using transition words/phrases and writing a conclusion that provides closure 	
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<p>Expressive Writing</p> <p>Narrative Writing – Creating a Story Line and Applying Narrative Strategies</p>	<p>W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> ○ Creating a clear and coherent (logically consistent) story line ○ Establishing context, problem/conflict/ challenge, and resolution, and <u>maintaining point of view</u>. (<u>1st person</u>, <u>3rd person</u>, or <u>omniscient</u>) ○ Using transition words/phrases to establish clear chronology and to enhance meaning 	
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<p>Expressive Writing</p> <p>Narrative – Applying Narrative Strategies</p>	<p>W:EW:2: Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> ○ Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line ○ <u>EXAMPLE</u>: I could hear bells ringing. It sent shivers down my spine. ○ Using dialogue to advance plot/story line ○ Developing characters through description, <u>dialogue, and actions</u> ○ <u>Using voice appropriate to purpose</u> ○ <u>Maintaining focus</u> ○ Selecting and elaborating important ideas; and excluding extraneous details 	
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<p>Informational Writing Reports, or Procedures, or Persuasive Writing – Organizing and Conveying Information</p>	<p>W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...</p> <ul style="list-style-type: none"> ○ Using an organizational text structure appropriate to focus/controlling idea ○ <u>EXAMPLES</u> (of text structures): description, sequence, chronology, proposition/support, compare/contrast ○ Writing an introduction to set context, <u>which may include a lead/hook</u> ○ <u>EXAMPLES</u> (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation ○ Providing a list of resources (e.g. materials used in a task; sources used for reference) 	<p>Changed wording to make consistent throughout</p>
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<p>Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information</p>	<p>W:1W:2: In informational writing (reports or procedures only), students effectively convey purpose by...</p> <ul style="list-style-type: none"> ○ Establishing a topic ○ Stating and maintaining a focus/controlling idea on a topic 		
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<p>Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies</p>	<p>W:1W:3: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:</p> <ul style="list-style-type: none"> ○ Including facts and details relevant to focus/controlling idea, and excluding extraneous information ○ Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images ○ Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) 		
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<p>Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics</p>	<p>W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> ○ Applying rules of standard English usage to correct grammatical errors ○ EXAMPLES: subject-verb agreement, irregular plurals, sentence fragments and run-ons ○ Applying basic capitalization rules ○ Using punctuation to clarify meaning ○ EXAMPLES: commas, apostrophes, quotation marks ○ Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules ○ EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes 		
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<p>Habit of Writing: Writing Extensively</p>	<p>Habit of Writing: Writing Extensively</p> <ul style="list-style-type: none"> ○ Writing with frequency, including in-school, out-of-school, and during the summer ○ Sharing thoughts, observations, or impressions ○ Generating topics for writing ○ EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers’/writers’ notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics ○ Writing in a variety of genres 		
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<p>Oral Communication Strategies</p>	<p>W:OC:1: In oral communication, students demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> ○ Following verbal instructions to perform specific tasks, to answer questions, or to solve problems ○ Summarizing, paraphrasing, questioning, or contributing to information presented ○ Participating in large and small group discussions showing respect for a range of individual ideas ○ Reaching consensus to solve a problem, make a decision, or achieve a goal 		
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<p>Oral Communication Strategies</p>	<p>W:OC:2: In oral communication, students make oral presentations by ...</p> <ul style="list-style-type: none"> ○ Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews) ○ Using verbal and nonverbal choices to convey consistent focus ○ Telling stories, giving information using details /elaboration and providing a coherent conclusion ○ EXAMPLE: using books, pictures displays, graphics or artifacts ○ Effectively responding to audience questions and feedback ○ <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively</u> ○ Using tools of technology to enhance message 	<p>Added to make more consistent</p> <p>added</p>	
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GRADE 7 WRITTEN AND ORAL COMMUNICATION

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Structures of Language Applying Understanding of Sentences, and Paragraphs, and Text	<p>W:SL:1 Demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> ○ Using varied sentence length and structure to enhance meaning ○ Using the paragraph form: indenting, main idea, supporting details ○ Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution ○ "proposition" = position ○ Applying a format and text structure appropriate to the purpose of the writing 		
Structures of Language Applying Understanding of Sentences, and Paragraphs, and Text	<p>W:SL:1 Demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> ○ Applying directionality (ex: double-columned text, captions) as appropriate to text <p>Not sure what "directionality" means</p>		
Reading Connection Writing in Response to Literary or Informational	<p>W:RC:1: Show understanding of plot/ideas/concepts by...</p> <ul style="list-style-type: none"> ○ Selecting and summarizing key ideas (take out: "to set context") ○ Connecting what has been read (plot/ideas/concepts) to prior knowledge/experience, other texts, or the broader world of ideas, by referring to and explaining 		

Text	relevant ideas	
<p>Reading Connection</p> <p>Writing in Response to Literary or Informational Text</p>	<p>W:RC:2: Make and support analytical judgments about text read aloud/silently by...</p> <ul style="list-style-type: none"> ○ Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question ○ Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State) <u>EXAMPLES: Making links between characterization and author's choice of words; making links to characteristics of literary forms or genres</u> ○ Using specific details and references to text or relevant citations to support focus or judgment ○ Organizing ideas, using transitional words/phrases, and writing a conclusion that provides closure 	<p>Are these listening skills?? Do they apply to silent reading texts as well?</p>
<p>Expressive Writing</p> <p>Narrative Writing: personal or fictional</p>	<p>W:EW:1: Organize and relate a storyline/plot/series of events by...</p> <ul style="list-style-type: none"> ○ Creating a clear and coherent (logically consistent) storyline ○ Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view ○ Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning 	
<p>Expressive Writing</p> <p>Narrative Writing: personal or fictional</p>	<p>W:EW:1: Organize and relate a storyline/plot/series of events by...</p> <ul style="list-style-type: none"> ○ Establishing and maintaining a topic/focus ○ Providing a sense of closure 	

Expressive Writing	<p>W:EW:2: Demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> ○ Using relevant and descriptive details and sensory language to advance the plot/ storyline ○ Using dialogue to advance plot/ storyline ○ Developing characters through description, dialogue, and actions ○ Using voice appropriate to purpose ○ Maintaining focus 		
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Expressive Writing Narrative Writing: personal or fictional	<p>W:EW:2: Demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> ○ Selecting and elaborating important ideas; and excluding extraneous details 		
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Expressive Writing Poetry	<p>W:EW:3 Demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> ○ Writing poems that express speaker's moods, thoughts, or feelings ○ Choosing conventional or alternative text structures to achieve impact EXAMPLES (text structures): free verse, haiku, concrete poems 		
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Expressive Writing Poetry	<p>W:EW:4 Use language effectively by...</p> <ul style="list-style-type: none"> ○ Selecting vocabulary according to purpose and for effect on audience ○ Using rhyme, figurative language (EXAMPLES: simile, personification, alliteration, onomatopoeia, metaphor) ○ Using a variety of poetic forms 		
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Informational Writing	<p>W:IW:1: Organize ideas/concepts by ...</p> <ul style="list-style-type: none"> ○ Using an organizational text structure appropriate 	Changed wording to make consistent throughout	
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Reports, Procedures, or Persuasive Writing	to focus/controlling idea EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution <ul style="list-style-type: none"> ○ Writing an introduction to set context, which may include a lead/hook ○ Providing a list of resources (e.g. materials used in a tasks; sources used for reference) 		
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Informational Writing Reports, Procedures, or Persuasive Writing	W:1W:2: Effectively convey purpose by ... <ul style="list-style-type: none"> ○ Establishing a topic ○ Stating and maintaining a focus/controlling idea ○ <u>Writing with a sense of audience, when appropriate</u> 	Cut out to make consistent	
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Informational Writing Reports, Procedures, or Persuasive Writing	W:1W:3: Demonstrate use of a range of elaboration strategies by... <ul style="list-style-type: none"> ○ Including facts and details relevant to focus/controlling idea and excluding extraneous information ○ Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images ○ Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) ○ <u>Commenting on the significance of the information, when appropriate</u> 	Persuasive writing really a part of this?	
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Writing	W:C:1: In independent writing, students		
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<p>Conventions</p> <p>Applying Rules of Grammar, Usage, and Mechanics</p>	<p>demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> ○ Applying rules of standard English usage to correct grammatical errors EXAMPLES: <u>Clear pronoun referent</u>, <u>subject-verb agreement</u>, <u>consistency of verb tense</u>, <u>irregular forms of verbs and nouns</u> ○ <u>Applying capitalization rules</u> ○ Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: <u>colons</u>, <u>semicolons</u> ○ Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/ suffixes 	<p>Undertlined to indicate introduction</p>
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<p>Habit of Writing</p> <p>Writing Process</p>	<p>W:HW:1: Use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.</p> <ul style="list-style-type: none"> ○ See Appendix for Writing Process 	
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<p>Habit of Writing</p> <p>Writing Extensively</p>	<p>W:HW:2: Demonstrate the habit of writing extensively by...</p> <ul style="list-style-type: none"> ○ Writing with frequency, including in-school and out-of-school ○ Sharing thoughts, observations, or impressions ○ Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics ○ Writing in a variety of genres 	<p>Divide the genres according to grade level</p>
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<p>Oral Communication Strategies</p>	<p>W:OC:1: Demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> ○ Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems ○ Summarizing, paraphrasing, questioning, or 	
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GRADE 8 WRITTEN AND ORAL COMMUNICATION

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Structures of Language Applying Understanding of Sentences, Paragraphs, and Text	<p>W:SL:1 Demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> ○ Using varied sentence length and structure to enhance meaning ○ Using the paragraph form: indenting, main idea, supporting details ○ Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect</u>, <u>investigation</u> ○ Applying a format and text structure appropriate to the purpose, audience, and context ○ Applying directionality as appropriate to text (example: double-columned text, caption) 		<p>Comment [line1]: We'd like to remove the "pro" and leave it in "position"</p> <p>Comment [line2]: Added to this document introduced earlier</p>
Reading Connection Writing in Response to Literary or Informational Text	<p>W:RC:1: Show understanding of plot/ideas/ concepts by...</p> <ul style="list-style-type: none"> ○ Selecting appropriate information ○ Connecting what has been read (plot/ideas/ concepts) to prior knowledge/experience, other texts, or the broader world of ideas, by referring to and explaining relevant ideas 		<p>Comment [line3]: Omitted "in set context"</p> <p>Comment [line4]: Added</p>
Reading Connection Writing in Response to Literary or Informational Text	<p>W:RC:2: Make and support analytical judgments about text read aloud or silently by...</p> <ul style="list-style-type: none"> ○ Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question ○ Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (Local) EXAMPLES: Making 		<p>Comment [line5]: Added</p>

	<p>links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres</p> <ul style="list-style-type: none"> Using specific details and references to text or relevant citations to support focus or judgment Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g. demonstrate a connection to the broader world of ideas) 		
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Expressive Writing Narrative Writing Personal or Fictional	<p>W:EW:1: Organize and relate a storyline/plot/series of events by...</p> <ul style="list-style-type: none"> Creating a clear and coherent (logically consistent) storyline Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view Using a variety of effective transitional devices (e.g. ellipses, time transitions, white space, or words/phrases) to enhance meaning Establishing and maintaining a theme Providing a sense of closure 		<p>Comment [166]: Added</p>
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Expressive Writing Narrative Writing Personal or Fictional	<p>W:EW:2: Demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> Creating images, using details and sensory language to advance the plot/story line Using dialogue to advance plot/storyline Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate Using voice appropriate to purpose Maintaining focus Selecting and elaborating important ideas; and excluding extraneous details Controlling the pace of the story EXAMPLE: Developing the narrative with greatest emphasis on the most important parts 		<p>Comment [167]: Added</p>
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<p>Expressive Writing</p> <p>Poetry</p>	<p>W:EW:3 Demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> Writing poems in a variety of voices for a variety of audiences (purpose) Writing poems that express speaker's moods, thoughts, or feelings Choosing conventional or alternative text structures to achieve impact EXAMPLES (text structures): free verse, haiku, concrete poems 	
<p>Expressive Writing</p> <p>Poetry</p>	<p>W:EW:4 Use language effectively by...</p> <ul style="list-style-type: none"> Selecting vocabulary according to purpose and for effect on audience Using rhyme, figurative language is appropriate to purpose EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, metaphor, oxymoron Using a variety of poetic forms 	<p>Comment [10/11]: Added</p> <p>Comment [10/11]: Added</p> <p>Comment [10/11]: Added</p>
<p>Expressive Writing</p> <p>Reflective Essay</p>	<p>W:EW:5 Explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> Engaging the reader by establishing context (purpose) Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus Providing closure - leaving the reader with something to think about 	
<p>Informational Writing</p> <p>Reports, Procedures, or Persuasive Writing</p>	<p>W:EW:1 Organize ideas/concepts by ...</p> <ul style="list-style-type: none"> Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation Writing an introduction to set context, which may 	<p>Changed wording to make consistent throughout</p> <p>Comment [10/11]: All other directions (fix syntax) done these?</p>

	<ul style="list-style-type: none"> include a lead/hook Providing a list of resources (e.g. materials used in a task; sources used for reference) 		
<p>Informational Writing</p> <p>Reports, Procedures, or Persuasive Writing</p>	<p>W:1W:2: Effectively convey purpose by ...</p> <ul style="list-style-type: none"> Establishing a topic Stating and maintaining a focus/controlling idea/<u>thesis</u> Writing with a sense of audience, <u>when appropriate</u> Establishing an <u>authoritative voice</u> 	Cut out to make consistent	
<p>Informational Writing</p> <p>Reports, Procedures, or Persuasive Writing</p>	<p>W:1W:3: Demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> Including facts and details relevant to focus/controlling idea and excluding extraneous information Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) Commenting on the significance of the information, when appropriate 		
<p>Writing Conventions</p> <p>Applying Rules of Grammar, Usage, and Mechanics</p>	<p>W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, <u>case of pronouns</u> Applying capitalization rules 		

	<ul style="list-style-type: none"> ○ Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: hyphens, dashes, parentheses ○ Applying conventional and word-derivative spelling patterns/rules EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation 			
Habit of Writing	<p>W:HW:1: Use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.</p> <ul style="list-style-type: none"> ○ See Appendix for Writing Process 			
Habit of Writing Extensively	<p>W:HW:2: Demonstrate the habit of writing extensively by...</p> <ul style="list-style-type: none"> ○ Writing with frequency, including in-school and out-of-school, and during the summer ○ Sharing thoughts, observations, or impressions ○ Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays ○ Writing in a variety of genres 			Comment [W:HW:2]: Omit!
Oral Communication Strategies	<p>W:OC:1: Demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> ○ Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems ○ Summarizing, paraphrasing, questioning, or contributing to information presented ○ Participating in large and small group discussions showing respect for a range of individual ideas ○ Reaching consensus to solve a problem, make a decision, or achieve a goal 			Comment [W:OC:1]: Specific genres by grade level to be determined
Oral Communication	<p>W:OC:2: Make oral presentations by ...</p> <ul style="list-style-type: none"> ○ Demonstrating skills in organization and language 		Added to keep consistent	

<p>Strategies</p> <p>Make Oral Presentations</p>	<p>use, appropriate to audience, context, and purpose</p> <ul style="list-style-type: none"> ○ Including smooth transitions, supporting focus or controlling idea with well-chosen details, and providing a coherent conclusion EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts ○ Effectively responding to audience questions and feedback ○ Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively ○ Using tools of technology to enhance message 	<p>Changed to keep consistent</p> <p>Added to make more consistent</p>	
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