

Oyster River Curriculum Frameworks
• GRADE K: Written and Oral Communication

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Structures of Language	<p>W:SL:1 Demonstrate command of structures of sentences, paragraphs, and text by:</p> <ul style="list-style-type: none"> ○ Expresses an idea using pictures and letters to show a beginning understanding that written and oral language are linked 	<ul style="list-style-type: none"> • Whole class books • Journal writing • Student made books • Lists • Family cards • Copying Words • Writing in free play areas 	
Reading Connection Show understanding of ideas in text	<p>W:RC:1 Show an understanding of plot/ideas/concepts in response to literary or informational text by...</p> <ul style="list-style-type: none"> ○ Representing understanding of text through pictures (pictures may include drawings, diagrams or other visual representations) 	<ul style="list-style-type: none"> • Whole class books • Journal writing • Student made books • Lists • Family cards • Copying Words • Writing in free play areas 	
Reading Connection Making analytical judgments about text	<p>W:RC:2 Make and support analytical judgments about literacy or information text read aloud by...</p> <ul style="list-style-type: none"> ○ Responding to a question using pictures based on the text and/or prior knowledge (pictures may include labels which might only consist of beginning and/or ending sounds) 	<ul style="list-style-type: none"> • Whole class books • Written or drawing responses • Book about themselves 	
Expressive Writing Narrative Writing	<p>W:EW:1 Organize and relate a story line/plot/series of events in narrative writing by...</p> <ul style="list-style-type: none"> ○ Using pictures to create an understandable story line, when given a structure (pictures may include labels) 	<ul style="list-style-type: none"> • Whole class books • Written or drawing responses • Book about themselves • Draw pictures that tell a story about your family. Given a picture, a student is asked to tell a story about what is happening. 	

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
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<p>Expressive Writing</p> <p>Narrative Writing</p>	<p>W:EW:2 Demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> ○ Using pictures to create character(s) ○ Retelling stories from personal experiences ○ Recognizing that these stories can be written 	<ul style="list-style-type: none"> ● Journal writing ● Class discussions ● Story telling ● Teacher modeling ● Class books in interpretation of a read story 	
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<p>Informational Writing</p> <p>Reports, Procedures or Persuasive Writing</p>	<p>W:IW:1 Organize ideas/concepts by...</p> <ul style="list-style-type: none"> ○ Naming or labeling objects or pictures <p>Representing facts through pictures</p>	<ul style="list-style-type: none"> ● Science journals ● Record keeping ● Observations ● Writing informational books ● Writing about something they built/made 	
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<p>Information Writing</p> <p>Reports, Procedures or Persuasive Writing</p>	<p>W:IW:3 Demonstrate use of a range of elaboration strategies in information writing (reports and procedures) by...</p> <ul style="list-style-type: none"> ○ Using pictures to illustrate details/information related to topic (pictures may include labels) 	<ul style="list-style-type: none"> ● Science journals ● Record keeping ● Observations ● Writing informational books ● Writing about something they built/made 	
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<p>Writing Conventions</p>	<p>W:C:1 Demonstrate command of appropriate English conventions (grammar, usage, mechanics) in independent writing by...</p> <ul style="list-style-type: none"> ○ Using phonemic awareness and letter knowledge to support phonetic spelling (e.g. initial/final sounds) 	<ul style="list-style-type: none"> ● All classroom writing 	<ul style="list-style-type: none"> ▪ Writing Sample ▪ Sentence Dictation
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Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Habits of Writing	<p>W:HW:1 Use pre-writing, drafting, revising, editing and critiquing to produce final drafts of written products.</p> <p>Note: students at this level will only be pre-writing and drafting.</p> <p>See Appendix for Writing Process</p>	<ul style="list-style-type: none"> All classroom writing 	
Habit of Writing: Extensively	<p>W:HW:2: Demonstrates the habit of writing extensively by...</p> <ul style="list-style-type: none"> Writing with frequency in school Sharing thoughts, observations, or impressions Developing an awareness of generating topics for writing - 	<ul style="list-style-type: none"> Journal writing Free writes Scientific observations Teacher Modeling All classroom writing 	
Oral Communication Strategies	<p>W:OC:1 Demonstrate interactive listening by...</p> <ul style="list-style-type: none"> Attending to speaker and waiting for appropriate turn to speak Listening and responding to stories, songs, or poems Following simple verbal instructions and directions Understanding that communicating is verbal and nonverbal 	<ul style="list-style-type: none"> Show and tell Group discussions/stories/lessons Lessons on non-verbal communication 	
Oral Communication Strategies	<p>W:OC:2 Make oral presentations by...</p> <ul style="list-style-type: none"> Speaking clearly and distinctly while sharing information and experiences Telling stories about pictures, books or experiences 	<ul style="list-style-type: none"> Show and tell Author shares Group discussions Cooperative working groups 	

GRADE 1 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"> ○ Writing recognizable short sentences ○ Distinguishing between letters, words and sentences ○ Applying directionality as appropriate to text (left to right, top to bottom) 		
Reading Connection Writing in Response to Literary or Informational Text	<p>W:RC:1: Show understanding of plot/ideas/ concepts in response to literary and informational text by...</p> <ul style="list-style-type: none"> ○ Representing understanding of text through pictures, “words,” “sentences,” or some combination 		
Reading Connection Writing in Response to Literary or Informational Text	<p>W:RC:2: Make and support analytical judgments about literary or informational text read aloud by...</p> <ul style="list-style-type: none"> ○ responding to a question using prior knowledge or references to text (evidence may take the form of pictures, words, sentences, or some combination) ○ <u>Organizing ideas by using a structure and appropriate support to ensure writing includes a beginning, middle and end.</u> 	<p>Note: This involves making connections to text read aloud – live or recorded voice.</p>	
Expressive Writing Narrative	<p>W:EW:1: Organize and relate a storyline/plot/series of events by...</p> <ul style="list-style-type: none"> ○ Creating an understandable story line, when given appropriate support 		

Writing

Expressive Writing Narrative Writing	W:EW:2: Demonstrate use of narrative strategies by... <ul style="list-style-type: none">○ Creating character(s) in the form of words or pictures or some combination○ <u>Writing about observations and experiences</u>○ <u>Extending ideas</u>		
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Informational Writing Reports, Procedures, or Persuasive Writing	W:IW:1: Organize ideas/concepts by ... <ul style="list-style-type: none">○ Representing facts through pictures, “words,” “sentences,” or some combination○ <u>Sorting and classifying facts</u>○ <u>Listing steps of a procedure in a logical order, with instructional support</u>		
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Informational Writing Reports, Procedures, or Persuasive Writing	W:IW:2: Effectively convey purpose by ... <ul style="list-style-type: none">○ Using pictures to create meaning	EXAMPLE: ways for seeds to get around or stages of a butterfly	
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Informational Writing Reports, Procedures, or Persuasive Writing	W:IW:3: Demonstrate use of a range of elaboration strategies by... <ul style="list-style-type: none">○ Including details/information relevant to topic (details/information may take the form of pictures with caption, “words,” “sentences,” or some combination)		
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Writing Conventions Applying Rules of Grammar	W:C:1: In independent writing, students demonstrate command of appropriate English conventions by... <ul style="list-style-type: none">○ Using phonemic awareness and letter knowledge to support spelling (using phonetic	Note: “phonemic awareness” should remain because children use analogy, onset and rime awareness in addition to letter-sound knowledge to support writing	
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Usage, and Mechanics	spelling when needed) <ul style="list-style-type: none"> ○ <u>Correctly spelling many common words (e.g. had, can, own name)</u> 		
Habits of Writing	W:HW:1 Use pre-writing, drafting, revising, editing and critiquing to produce final drafts of written products. Note: students at this level will only be pre-writing and drafting. See Appendix for Writing Process		
Habit of Writing: Writing Extensively	W:HW:2: Demonstrates the habit of writing extensively by... <ul style="list-style-type: none"> ○ Writing with frequency in-school ○ Sharing thoughts, observations, or impressions ○ Developing an awareness of generating topics for writing - EXAMPLES: Journal writing, free writes, and scientific observations 		
Oral Communication Strategies Interactive Listening	W:OC:1: Demonstrate interactive listening by ... <ul style="list-style-type: none"> ○ Attending to speaker and waiting for appropriate turn to speak ○ Responding to <u>or reacting to</u> stories, songs, poems or conversations by <u>using simple words, phrases and sentences</u> ○ Following simple verbal instructions and directions ○ Understanding that communicating is verbal and nonverbal 		
Oral Communication Strategies Make Oral Presentations	W:OC:2: Make oral presentations by ... <ul style="list-style-type: none"> ○ Ordering ideas in a sequence or tell a familiar story ○ Telling/<u>retelling</u> stories <u>using details</u> ○ Using various linguistic elements and structures (Examples: saying "please" as a command, etc) 		

New Hampshire Curriculum Frameworks GRADE 2: Writing

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Structures of Language	<p>W:SL:1 Demonstrate command of structures of sentences, paragraphs, and text by:</p> <ul style="list-style-type: none"> ○ Writing <u>more complex</u> simple sentences by adding descriptive language ○ Distinguishing between letters, words, sentences, and paragraphs ○ Applying directionality as appropriate to text (e.g., left to right, top to bottom, front and back) <u>Writing a variety of complete simple sentences</u> (declarative, exclamatory, and interrogative) 		
Reading Connection	<p>W:RC:1 Show an understanding of plot/ideas/concepts in response to literary or informational text by...</p> <ul style="list-style-type: none"> ○ <u>Selecting information to set context/background</u> ○ <u>Identifying author, title and setting</u> 		
Reading Connection	<p>W:RC:2 Make and support analytical judgments about literary or informational text read aloud by...</p> <ul style="list-style-type: none"> ○ <u>Stating a focus (purpose), when responding to a given question</u> (Example: restating question in response, using complete sentences) ○ Using details or references to text to support opinions or ideas related to a given focus (Note: support may include prior knowledge) ○ Organizing ideas by using a template, frame, graphic organizer or other structure to ensure that the writing includes a beginning, middle, and end. 		

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
<p>Expressive Writing</p> <p>Narrative Writing</p>	<p>W:EW:1 Organize and relate a story line/plot/series of events in narrative writing by...</p> <ul style="list-style-type: none"> ○ Creating a clear understandable story line, with a beginning, middle, and end, when given a structure (ex. graphic organizer) 	<p>Narrative is writing that tells a story or recounts an event (fiction or personal experiences)</p>	
<p>Expressive Writing</p> <p>Narrative Writing</p>	<p>W:EW:2 Demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> ○ Creating character(s) and setting through description ○ Writing about observations and experiences ○ Extending and elaborating ideas 		
<p>Informational Writing</p> <p>Reports, Procedures or Persuasive Writing</p>	<p>W:IW:1 Organize ideas/concepts by...</p> <ul style="list-style-type: none"> ○ Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support ○ Selecting facts to set context/background ○ Listing steps of a procedure in a logical order ○ Providing a list of resources (e.g., materials to be used in a task) 		
<p>Informational Writing</p> <p>Reports, Procedures or Persuasive Writing</p>	<p>W:IW:2 Effectively convey purpose in informational writing (reports and procedures only) by...</p> <ul style="list-style-type: none"> ○ Establishing a topic ○ Restating a given focus/controlling idea on a topic (purpose) 		
<p>Informational Writing</p>	<p>W:IW:3 Demonstrate use of a range of elaboration strategies in information writing (reports and procedures) by...</p> <ul style="list-style-type: none"> ○ Including details/information relevant to topic and/or 		

<p>Reports, Procedures or Persuasive Writing</p>	<ul style="list-style-type: none"> ○ <u>focus</u> Using <u>sufficient</u> details/pictures to illustrate facts 		
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<p>Content Cluster</p>	<p>Skills & Strategies: Students will...</p>	<p>Learning Activities/Supporting Materials</p>	<p>Assessments</p>
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<p>Writing Conventions</p>	<p>W:C:1 Demonstrate command of appropriate English conventions (grammar, usage, mechanics) in independent writing by...</p> <ul style="list-style-type: none"> ○ Using capital letters for the beginning of sentences and <u>names</u> ○ Using correct <u>end</u> punctuation in simple sentences (e.g., <u>period</u>) ○ Correctly spelling grade-appropriate, high-frequency words ○ Correctly spelling most words with regularly spelled patterns (e.g., consonant-vowel consonant, CVC with silent e, one syllable words with blends) ○ Giving a readable and accurate phonetic spelling for words that have not been taught ○ Using available tools to check spelling (EXAMPLE: <u>word wall, dictionary, assistive spelling tools, etc.</u>) 		
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<p>Habits of Writing</p>	<p>W:HW:1 Use pre-writing, drafting, revising, editing and critiquing to produce final drafts of written products.</p> <p>See Appendix for Writing Process</p>	<p>Types of Writing Covered in 2nd grade: Friendly letter format, poetry writing, personal narrative, ways to share information (report writing, charts, posters, booklets)</p>	
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<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"> ○ Writing with frequency in-school ○ Sharing thoughts, observations, or impressions ○ Developing an awareness of generating topics for writing - EXAMPLES: Journal writing, free writes, poetry, learning logs, and scientific observations 		
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<p>Oral Communication Strategies</p>	<p>W:OC:1 Demonstrate interactive listening by...</p> <ul style="list-style-type: none"> ○ Attending to speaker and waiting for appropriate turn to speak ○ <u>Discussing and asking appropriate questions regarding what has been heard (e.g., stories, songs or poems)</u> ○ <u>Following multi-step verbal instructions</u> and directions to answer questions ○ Recognizing and understanding that meaning can be conveyed by nonverbal cues (<u>example: facial expressions</u>) 		
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<p>Oral Communication Strategies</p>	<p>W:OC:2 Make oral presentations by...</p> <ul style="list-style-type: none"> ○ ordering ideas in a sequence (using transition words), carrying on a conversation, asking and answering questions ○ Using various linguistic elements and structures to convey meaning ○ Telling stories or giving information using details ○ <u>Using eye-contact and adjustment of rate and volume</u> 		
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GRADE 3

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"> o Writing a variety of complete simple sentences (EXAMPLES: declarative, exclamatory, and interrogative) o <u>Recognizing complete sentences</u> vs. fragments o <u>Recognizing indentations</u> for new paragraphs (EXAMPLES: simple and compound sentences) o <u>Organizing writing into paragraphs</u> o <u>Applying directionality</u> 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>RC:1: In response to literary or informational text students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> o Selecting relevant information to set context/background EXAMPLE: When setting context, include author, title, brief summary o Selecting ideas that support the development of a summary through the use of teacher directed prompts, questions and transition words o Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts 		

<p>Reading Connection 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 a focus (purpose), when responding to a given question ○ Making inferences about content, events, characters, or setting with or without support ○ Using details or references to text to support opinions or ideas related to a given focus (Note: support may include prior knowledge) ○ Organizing ideas, <u>using basic transition words</u> (e.g., first, next, then, finally) and having a <u>concluding statement</u> 	<p>Note: This involves making connections to text read aloud – live or recorded voice.</p>	
<p>Expressive Writing 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, understandable story line with a beginning, middle, and end ○ Using basic transition words, when appropriate 		

<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 details * ○ Creating character(s) through description of physical attributes ○ Writing about observations and experiences ○ <u>Purposefully</u> extending and elaborating ideas ○ <u>Staying</u> on topic * 		
<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 a given organizational structure for grouping facts and ideas (e.g., template, frame, graphic organizer) ○ Selecting <u>relevant</u> and <u>appropriate</u> facts to set context/background * ○ <u>Using</u> basic transition words, when appropriate ○ <u>Using</u> numbering or words to <u>arrange</u> the steps in a <u>logical</u> manner ○ Providing a concluding statement ○ Providing a list of resources (e.g. materials to be used in a task) 		

<p>Informational Writing</p> <p>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 a focus/controlling idea on a topic EXAMPLES: “Dogs” = topic; “Dogs make good pets” = focus 		
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<p>Informational Writing</p> <p>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 details/information relevant to topic and/or focus ○ Including sufficient details for appropriate depth of information: naming, describing, explaining, comparing, using visual images 		
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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"> ○ Using capital letters for the beginning of sentences and names ○ Using <i>end</i> punctuation correctly in simple sentences (e.g., period, question mark, exclamation point) ○ Exploring the use of other punctuation (e.g. comma, quotation marks, etc.) ○ Correctly spelling grade-appropriate, high-frequency words and using within-word patterns to 		
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correct spelling. EXAMPLES: single syllable words, regular long and short vowel.

Habit of Writing: Uses a Writing Process (HW)

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
See Appendix for Writing Process *

Habit of Writing: Writing Extensively

W:HW:2: Demonstrates the habit of writing extensively by...

- 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

Oral Communication Strategies

W:OC:1: In oral communication, students demonstrate interactive listening by ...

- Attending to speaker and waiting for appropriate turn to speak
 - Paraphrasing, summarizing and questioning about information presented in a variety of formats (e.g., stories, songs, poems, etc.)
 - Following multi-step verbal, instructions and directions to answer questions, or to solve problems *
 - Understanding how nonverbal actions reinforce a verbal message (e.g., use of gestures)
 - Participating in large and small group discussions (with instructional support) to show understanding of and respect for how other group members think

<p>Oral Communication Strategies</p>	<p>W:OC:2 Make oral presentations by...</p> <ul style="list-style-type: none"> ○ <u>Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)</u> ○ <u>Identifying how different verbal and nonverbal choices alter the meanings conveyed to others</u> ○ <u>Telling stories, giving information using details, providing conclusions that include inflectional tone to convey meaning (EXAMPLE: using books, pictures, graphics, or artifacts)</u> ○ <u>Effectively responding to audience questions and feedback</u> ○ <u>Using variety of strategies to engage audience (e.g. eye contact, voice tone, and gestures)</u> 		
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New Hampshire Curriculum Frameworks
GRADE 4: Writing

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Structures of Language	<p>W:SL:1 Demonstrate command of structures of sentences, paragraphs, and text by:</p> <ul style="list-style-type: none"> ○ Writing a variety of complete simple and compound sentences ○ Using the paragraph form: indenting, main idea, supporting details 		
Structures of Language	<p>W:SL:1 Demonstrate command of structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> ○ Writing an introduction that sets context/background ○ Summarizing ideas 		
Reading Connection	<p>W:RC:1 Show an understanding of plot/ideas/concepts in response to literary or informational text by...</p> <ul style="list-style-type: none"> ○ Selecting relevant information to set context/background ○ Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts 		
Reading Connection	<p>W:RC:1 Show an understanding of plot/ideas/concepts in response to literary or informational text by...</p> <ul style="list-style-type: none"> ○ Writing an introduction that sets context/background ○ Summarizing ideas 	Reading journals	
Show understanding of ideas in text			

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Reading Connection Making analytical judgments about text	<p>W:RC:2 Make and support analytical judgments about literacy or information text (change to “various texts?” read aloud by...</p> <ul style="list-style-type: none"> ○ Stating and maintaining a focus (purpose) when responding to a given question ○ Making inferences about content, events, characters, setting, or common themes EXAMPLE: (of theme) honesty isn’t always easy ○ Using <u>specific</u> details <u>and</u> references to text to support focus ○ Organizing ideas, using transition words/<u>phrases</u> and <u>writing a conclusion</u> 	<p>Note: This involves making connections to text read aloud – live or recorded voice.</p> <p>Storytelling “Brain-Pop” videos</p>	
Expressive Writing Narrative Writing- Creating a Story Line and Applying Narrative Strategies	<p>W:EW:1 Organize and relate a story line/plot/series of events in narrative writing by...</p> <ul style="list-style-type: none"> ○ Creating a clear, understandable story line with a beginning, middle, and end ○ Establishing a problem and solution 		
Expressive Writing Narrative Writing- Creating a Story Line and Applying Narrative Strategies	<p>W:EW:1 Organize and relate a story line/plot/series of events in narrative writing by...</p> <ul style="list-style-type: none"> ○ Establishing transitions by using signal words/phrases i.e. “suddenly”. Etc. (offer more examples?) 	<p>Storyboarding Storytelling Graphic organizers</p>	

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
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<p>Expressive Writing</p> <p>Narrative Writing- Creating a Story Line and Applying Narrative Strategies</p>	<p>W:EW:2 Demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> ○ Using relevant and descriptive details ○ Identifying characters 		
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<p>Expressive Writing</p> <p>Narrative Writing- Creating a Story Line and Applying Narrative Strategies</p>	<p>W:EW:2 Demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> ○ Creating character(s) through description of physical attributes and behaviors (Add "dialogue"? It's not underlined in 5th grade) ○ Writing about observations and experiences ○ Purposefully selecting and elaborating important ideas 		
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<p>Informational Writing</p> <p>Reports, Procedures, Persuasive Writing- Organizing and Conveying Information</p>	<p>W:IW:1 Organize ideas/concepts in informational writing by...</p> <ul style="list-style-type: none"> ○ Grouping ideas logically (e.g. predictable categories, steps of a procedure, reasons/arguments) ○ Writing an introduction that sets the context (including materials list in procedures) ○ Using transition words or phrases ○ Writing a conclusion ○ Providing a list of resources (e.g. materials used in a task; sources used for reference) 	<p>Lab write-ups Nature Journals</p>	
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Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
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Informational Writing Reports, Procedures, Persuasive Writing- Organizing and Conveying Information	W:1W:1 Organize ideas/concepts in informational writing by... <ul style="list-style-type: none"> ○ Selecting appropriate <u>information</u> to set context/background ○ Using numbering or words to arrange the steps in a logical manner ○ Providing a list of resources (e.g. materials used in a task; sources used for reference) 	Formal bibliography "Thank You Page" "Citation List"	
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Information Writing Reports, Procedures, Persuasive Writing – Organizing and Conveying Information	W:1W:2 Effectively convey purpose in informational writing (reports and procedures only(Why "only") by... <ul style="list-style-type: none"> ○ Establishing a topic ○ Stating and <u>maintaining</u> a focus/<u>controlling</u> idea on a topic 		
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Information Writing Reports, Procedures, Persuasive Writing	W:1W:3 Demonstrate use of a range of elaboration strategies in information writing (reports and procedures) by... <ul style="list-style-type: none"> ○ Including <u>facts</u> and details relevant to focus/<u>controlling</u> idea ○ Including sufficient details <u>or facts</u> for appropriate depth of information : naming, describing, explaining, comparing, using visual images 		
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Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
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<p>Writing Conventions</p>	<p>W:C:1 Demonstrate command of appropriate English conventions (grammar, usage, mechanics) in independent writing by...</p> <ul style="list-style-type: none"> ○ Identifying grammatical errors, when given examples EXAMPLES: he don't; Him and me went ○ Applying basic capitalization rules (why is capitalization underlined?) EXAMPLES: names, beginning sentences, proper nouns, titles ○ Using commas correctly in dates and in a series (Note: either form is correct – x, y, and z or x, y and z) ○ Using <i>and</i> punctuation correctly in a variety of sentence structures ○ Exploring the use of other punctuation (e.g. comma, quotation marks, etc.) ○ Correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system <p>EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes</p>		
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<p>Habit of Writing</p>	<p>W:HW:1 Use pre-writing, drafting, revising, editing and critiquing to produce final drafts of written products.</p> <p>See Appendix for Writing Process (where is this?)</p>		
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<p>Habit of Writing</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 homework (lots of discussion about "Homework?") ○ Sharing thoughts, observations, or impressions ○ Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, and letters and personal notes ○ Writing in a variety of genres (which ones?) 		
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Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
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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 tasks, to answer questions, or to solve problems ○ Identifying cue words to categorize and understand content (Example sequence terms) ○ Paraphrasing, summarizing and questioning information presented in a variety of formats (e.g., stories, songs, poems, etc.) <u>contributing</u> to information presented ○ Participating in large and small group discussions (with instructional support) to show understanding of and respect for how other group members think ○ <u>Identifying choices, alternatives and consequences</u> for problem solving ○ Attending to speaker and waiting for appropriate turn to speak 	<p>“Reading Buddies”</p> <p>“N.H.People”</p>	
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<p>Oral Communication Strategies</p>	<p>W:OC:2 Make oral presentations by...</p> <ul style="list-style-type: none"> ○ Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.) ○ Identifying how different verbal and nonverbal choices alter the meanings conveyed to others ○ Telling stories, giving information using details, providing conclusions that include inflectional tone to convey meaning EXAMPLE: using books, pictures, 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) ○ <u>Using tools of technology to enhance message</u> 	<p>Explaining Math Process</p> <p>Theater</p> <p>Storytelling</p>	
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