

Writing Scope and Sequence K-12

K	1	2
<p>Writing Emphasis w/examples</p> <ul style="list-style-type: none"> ❖ Personal writing: All About Me books, notes, shared writing activities ❖ Functional writing: ABC books, labels, signs ❖ Stories, narrative and formula poetry in shared writing activities ❖ Produce group products 	<p>Writing Emphasis w/examples</p> <ul style="list-style-type: none"> ❖ Personal writing: journals, lists, friendly notes and letters, personal experiences, family stories, literature responses ❖ Stories, narrative and formula poetry in shared writing activities ❖ Functional writing: ABC books, lists, labels, signs, how-to books, observations ❖ Use illustrations to add meaning to written work ❖ Group and individual products 	<p>Writing Emphasis w/examples</p> <ul style="list-style-type: none"> ❖ Personal writing: journals, friendly notes and letters, personal experiences, family stories, literature responses ❖ Stories, narrative and formula poetry as an individual/shared writing activity. ❖ Informational writing: ABC books, how-to books, observations ❖ Writing to persuade: express opinions ❖ Functional texts: lists, labels, signs ❖ Use illustrations, graphs, and/or charts to add meaning ❖ Publish 4-6 individual products.
<p>Skills:</p> <ul style="list-style-type: none"> ❖ Illustrations with labels/words ❖ Upper and Lower-case letters of the alphabet and numerals 0-9 	<p>Skills:</p> <ul style="list-style-type: none"> ❖ Write in complete sentences ❖ Utilize words and sentences to write ideas on paper with clear beginning, middle, end 	<p>Skills:</p> <ul style="list-style-type: none"> ❖ Utilize words and sentences in organized manner: beginning, middle, end; main idea; details
<p>6-Trait Focus</p> <ul style="list-style-type: none"> ❖ Ideas: <i>Generate ideas</i> by: listening, talking, drawing, looking at literature and informational text, etc. ❖ Organization: Use pictures with labels/words to convey meaning ❖ Word Choice: Select appropriate words to convey meaning. ❖ Fluency: Increase fluency in forming manuscript letters and numerals. ❖ Conventions: Use of capital and lower-case letters in writing of name. Grade appropriate spelling. 	<p>6-Trait Focus</p> <ul style="list-style-type: none"> ❖ Ideas: <i>Generate ideas</i> by: reading, discussing literature and informational text, drawing, looking at books, being read to, etc. ❖ Organization: Draft ideas with clear beginning, middle, end using words and sentences. ❖ Word Choice: Select appropriate, descriptive words to convey meaning. ❖ Sentence Fluency: Write in complete sentences ❖ Voice: Identify audience for writing ❖ Conventions: Capitals in names, first word of a sentence, and the pronoun “I” and correct ending punctuation (i.e., periods, question marks). ❖ Presentation: spacing, margins, titles 	<p>6-Trait Focus</p> <ul style="list-style-type: none"> ❖ Ideas: <i>Generate ideas</i> by: reading, discussing literature and informational text, and reflecting on personal experiences. ❖ Organization: Draft ideas on paper using words and sentences with clear beginning, middle, end; main idea; details ❖ Word Choice: Select appropriate words to convey meaning. ❖ Sentence Fluency: Enhance fluency by using complete sentences. ❖ Voice: Use voice in writing (e.g., express feelings, opinions). Identify audience, purpose, and form for writing. ❖ Conventions: Review and reinforce 1st grade conventions; learn greetings and closings of letters, dates, and contractions. ❖ Presentation: margins, indentations, titles

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<p>Writing Emphasis w/examples</p> <ul style="list-style-type: none"> ❖ Personal writing: journals, friendly notes and letters, personal experiences, family stories, literature responses ❖ Stories, narrative and formula poetry ❖ Informational text: explanation of a complex process, math/journals, observations, content area reports, summaries ❖ Persuasive writing: expressing opinions with supporting data ❖ Functional text: newspaper and newsletter articles ❖ Use illustrations, graphs, and/or charts to add meaning ❖ Publish 4-6 individual products 	<p>Writing Emphasis w/examples</p> <ul style="list-style-type: none"> ❖ Personal writing: journals, personal experiences, eyewitness accounts, memoirs, literature responses ❖ Stories, narrative and formula poetry ❖ Informational text: book reports, compare and contrast essays, observational reports, research reports, content area reports, biographies, summaries ❖ Persuasive writing: response to newspaper and magazine articles ❖ Functional texts: newspaper and newsletter articles, e-mails, simple PowerPoint presentations ❖ Use illustrations, photos, charts, diagrams, and/or graphs to add meaning ❖ Publish 6-8 individual products 	<p>Writing Emphasis w/examples</p> <ul style="list-style-type: none"> ❖ Personal writing: journals, personal experiences, eyewitness accounts, memoirs, literature responses ❖ Stories, narrative and formula poetry ❖ Informational text: book reports, cause and effect reports, compare and contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries ❖ Persuasive writing: essays, editorials, speeches, TV scripts, responses to various media ❖ Functional texts: newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins ❖ Use illustrations, photos, charts, diagrams, and/or graphs to add meaning ❖ Publish 6-8 individual products 	<p>Writing Emphasis w/examples</p> <ul style="list-style-type: none"> ❖ Personal writing: journals, personal experiences, eyewitness accounts, memoirs, literature responses ❖ Stories, narrative and formula poetry ❖ Informational text: book reports, cause/effect reports, compare/contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries ❖ Persuasive writing: essays, editorials, speeches, TV scripts, responses to various media ❖ Functional texts: newspaper and newsletters articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins, web pages ❖ Use illustrations, photos, charts, diagrams, and/or graphs to add meaning ❖ Publish 6-8 individual products.

<p>6-Trait Skill Focus</p> <ul style="list-style-type: none"> ❖ Ideas: Generate ideas and narrow topic ❖ Organization: Organize ideas utilizing words and sentences: beginning, middle, end; main idea; details; characterization; setting; plot. Use graphic organizers. Use leads and strong endings. ❖ Voice: Use voice to fit the purpose and audience. ❖ Word Choice: Use strong verbs and vivid language. ❖ Sentence Fluency: use a variety of complete sentences: varied sentence length, simple and complex sentences ❖ Conventions: Correct capitalization and punctuation: capitals in holidays, titles, dates, greetings and closings of letters, personal titles, contractions, abbreviations ❖ Presentation: margins, indentations, titles; legible documents with cursive handwriting. ❖ Standard Grammar: subject-verb agreement, verb tense, comparatives, superlatives, pronouns 	<p>6-Trait Skill Focus</p> <ul style="list-style-type: none"> ❖ Ideas: Generate ideas and narrow topic; Identify audience, purpose, form for writing. ❖ Organization: Organize ideas utilizing words, sentences, and multiple paragraphs: beginning, middle, end; main idea; details; characterization; setting; plot. Use graphic organizers. Use effective leads and strong endings. ❖ Voice: Use voice to fit the purpose and audience. ❖ Word Choice: Use strong verbs and precise and vivid language. ❖ Sentence Fluency: Use transitional words, phrases to connect ideas, and a variety of complete sentences: sentence length, simple and complex sentences ❖ Conventions: correct capitalization and punctuation: words in a series, dialogue, complex sentences, singular possessives, abbreviations ❖ Presentation: margins, indentations, titles; upper- and lower-case cursive letters with proper form, proportions, and spacing. ❖ Standard Grammar: subject-verb agreement, verb tense, comparatives, superlatives, pronouns 	<p>6-Trait Skill Focus</p> <ul style="list-style-type: none"> ❖ Ideas: Generate ideas and narrow topic; Identify audience, purpose, form for writing. ❖ Organization: Organize ideas utilizing words, sentences, and multiple paragraphs: beginning, middle, end; main idea; details; characterization; setting; plot. Use graphic organizers. Use effective leads and strong endings. ❖ Voice: Use voice to fit the purpose and audience. ❖ Word Choice: Use strong verbs and precise and vivid language to convey meaning ❖ Sentence Fluency: Use transitional words and phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas, varied sentence length, simple and compound sentences ❖ Conventions: Correct capitalization and punctuation: introductory and dependent clauses, dialogue, singular and plural possessives ❖ Presentation: margins, indentations, titles, headings; upper- and lower-case cursive letters with proper form, proportions, and spacing. ❖ Formatting features: margins, indentations, titles, headings ❖ Standard Grammar: subject-verb agreement, verb tense, irregular verbs 	<p>6-Trait Skill Focus</p> <ul style="list-style-type: none"> ❖ Ideas: Generate ideas and narrow topic; Identify audience, purpose, form for writing. Use multiple sources. ❖ Organization: Organize ideas utilizing words, sentences, and multiple paragraphs: beginning, middle, end; main idea; details; characterization; setting; plot. Use graphic organizers. Use effective leads and strong endings. ❖ Voice: Use voice to fit the purpose and audience. ❖ Word Choice: Use strong verbs and precise and vivid language to convey meaning ❖ Sentence Fluency: Use transitional words and phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas, varied sentence length, simple and compound sentences ❖ Conventions: Correct capitalization and punctuation: introductory and dependent clauses, dialogue, singular and plural possessives ❖ Presentation: margins, indentations, titles, headings; upper- and lower-case cursive letters with proper form, proportions, and spacing. ❖ Standard Grammar: subject-verb agreement, verb tense, irregular verbs
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<p>Writing Emphasis:</p> <ul style="list-style-type: none"> ❖ Personal or self connections ❖ Basic analytical evaluation and assessment of writing 	<p>Writing Emphasis:</p> <ul style="list-style-type: none"> ❖ Ordering, comparing and contrasting ❖ Basic analytical evaluation and assessment of writing 	<p>Writing Emphasis:</p> <ul style="list-style-type: none"> ❖ Comparing multiple ideas and perspectives ❖ Persuasive writing
<p>Writing to Learn:</p> <ul style="list-style-type: none"> ❖ Retell significant events in sequence. ❖ Summarize essential information ❖ Connect text to self. <p>Writing for Inquiry: Report information gathered from the process of inquiry.</p> <ul style="list-style-type: none"> ❖ Distinguish paraphrasing and summarizing from plagiarizing. ❖ Report information using summarization. 	<p>Writing to Learn:</p> <ul style="list-style-type: none"> ❖ Organize events and ideas in order of importance. ❖ Focus written facts or events around a clearly stated, unifying idea. ❖ Connect text to self, text to world and text to text. <p>Writing for Inquiry: Write to demonstrate understanding of an idea or concept.</p> <ul style="list-style-type: none"> ❖ Distinguish between reliable and unreliable sources of information. ❖ Report information by paraphrasing, summarizing, and/or quoting from sources. 	<p>Writing to Learn:</p> <ul style="list-style-type: none"> ❖ Compare/contrast significant or essential ideas, facts, or events. ❖ Choose facts, events, or ideas and distinguish their differences or similarities. ❖ Compare/contrast connections between texts, between texts and self, and between texts and different world connections. <p>Writing for Inquiry: Write to analyze multiple points of view</p> <ul style="list-style-type: none"> ❖ Select an appropriate format to analyze multiple points of view. ❖ Compile and analyze information from multiple points of view. ❖ Report analysis of multiple points of view using paraphrase, summary, and/or quotations. ❖ Use informal and formal citations where appropriate, to support inquiry

<p>Extended Writing Products:</p> <ul style="list-style-type: none"> ❖ Autobiographical or narrative essays ❖ At least one extended piece per term ❖ Determine audience and purpose ❖ Chronologically-sequenced incident, event, or situation with simple reflection ❖ Use sensory details. 	<p>Extended Writing Products:</p> <ul style="list-style-type: none"> ❖ Short biographies, narratives, or memoirs ❖ At least one extended piece per term ❖ Convey a unifying theme or idea. ❖ Order events effectively and experiment with flashback or foreshadowing. ❖ Use narrative details: dialogue, description, imagery, symbolism 	<p>Extended Writing Products:</p> <ul style="list-style-type: none"> ❖ Persuasive compositions ❖ At least one extended piece per term ❖ State a thesis that clearly takes a position. ❖ Organize writing effectively using leads, details, transitions, conclusions, personal experience, facts, anecdotes, examples, and paraphrased ideas. ❖ Refute counter-arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.
<p>6-Trait Skill Focus:</p> <ul style="list-style-type: none"> ❖ Ideas: Use of a unifying idea or topic ❖ Organization: A clear beginning, middle, and end, with sequential transitions ❖ Voice: Appropriate tone and voice ❖ Word Choice: Appropriate word choice for topic ❖ Sentence Fluency: Varied sentence beginnings and sentence length. ❖ Conventions: spelling, commas in a series, subject-verb agreement, possessives, capitalization of sentence beginnings and proper nouns, end punctuation on simple and compound sentences. 	<p>6-Trait Skill Focus:</p> <ul style="list-style-type: none"> ❖ Ideas: Specific and relevant details that support the idea. ❖ Organization: An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details. ❖ Voice: Appropriate tone and voice. ❖ Word Choice: Words appropriate to audience. ❖ Sentence Fluency: Varied sentence structure. ❖ Conventions: spelling, quotation marks and commas in dialogue, verb tenses, relative pronouns, pronouns and antecedents, capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202). 	<p>6-Trait Skill Focus:</p> <ul style="list-style-type: none"> ❖ Ideas: Anticipation of and answers to readers' questions. ❖ Organization: Inviting leads and satisfying conclusions. ❖ Voice: A variety of voices for different audiences and purposes. ❖ Word Choice: Carefully chosen vocabulary to achieve voice and purpose. ❖ Sentence Fluency: Varied sentence structure (i.e., include complex and compound sentences). ❖ Conventions: spelling, commas in introductory phrases and clauses, adverbs, colons, parentheses, capitalization of languages, races, nationalities, religions or sections of the country.

<p>10</p> <p>Writing Emphasis:</p> <ul style="list-style-type: none"> ❖ Analysis and interpretation of multiple ideas and perspectives ❖ Persuasive writing 	<p>11</p> <p>Writing Emphasis:</p> <ul style="list-style-type: none"> ❖ Analysis and interpretation of multiple ideas and perspectives ❖ Synthesizing of ideas to form conclusions and recommend actions ❖ Expository Writing 	<p>12</p> <p>Writing Emphasis:</p> <ul style="list-style-type: none"> ❖ Cause and effect, analysis and refutation of opposing opinions, and important text connections ❖ Expository writing
<p>Writing to Learn:</p> <ul style="list-style-type: none"> ❖ Interpret and analyze ideas and perspectives to clarify thinking through writing. ❖ Analyze varied ideas and opposing opinions. ❖ Analyze facts, events, or ideas to create meaning. ❖ Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections. <p>Writing for Inquiry: Select an appropriate format to synthesize information.</p> <ul style="list-style-type: none"> ❖ Gather and synthesize information to solve a problem or deepen understanding. ❖ Support synthesis of information using paraphrase, summary, and/or quotations. ❖ Use informal and formal citations, where appropriate, to support inquiry. 	<p>Writing to Learn:</p> <ul style="list-style-type: none"> ❖ Analyze and synthesize ideas and information to refine thinking through writing. ❖ Form conclusions and recommend action. ❖ Integrate facts, events, or ideas to create new ideas. ❖ Consolidate and synthesize connections between texts, between texts and self, and between texts and different world connections. <p>Writing for Inquiry: Write to evaluate information and to make recommendations. Select an appropriate format to evaluate and report research results.</p> <ul style="list-style-type: none"> ❖ Gather, evaluate, and organize evidence to support a position. ❖ Support evaluations and recommendations using paraphrase, summary, and/or quotations. ❖ Use informal and formal citations, where appropriate, to support inquiry. 	<p>Writing to Learn:</p> <ul style="list-style-type: none"> ❖ Evaluate ideas and information to refine thinking through writing. ❖ Evaluate the merit of varied ideas and opposing opinions. ❖ Evaluate ideas and examine causes and effects. ❖ Evaluate connections between texts, between texts and self, and between texts and different world connections. <p>Writing for Inquiry:</p> <ul style="list-style-type: none"> ❖ Write to evaluate and report research results. ❖ Select an appropriate format to evaluate information, determine results and make recommendations. ❖ Gather, evaluate, and organize research on a specific topic. ❖ Support main points using a variety of convincing and relevant information. ❖ Use informal and formal citations, where appropriate, to support inquiry.

<p>Extended Writing</p> <p>Write to persuade others At least one extended piece per term</p> <ul style="list-style-type: none"> ❖ Experiment with varied organizational patterns and forms of writing: memos, letters, reports, essays, brochures ❖ Support arguments with personal experience, detailed evidence, examples, and reasoning. ❖ Use persuasive strategies including appeals to logic, emotion, and ethics. 	<p>Extended Writing</p> <p>Write to analyze literary text and explain informational text. At least one extended piece per term</p> <ul style="list-style-type: none"> ❖ Select an organizational pattern that suits the topic. ❖ Provide detailed evidence and examples to substantiate arguments. ❖ Support arguments with logic and text references. 	<p>Extended Writing</p> <p>Write to critique literary text and to evaluate informational text. At least one extended piece per term</p> <ul style="list-style-type: none"> ❖ Write in formal style and format: academic papers, business reports, multi-media presentations, etc. ❖ Analyze information and systematically organize to support central ideas, concepts, and themes. ❖ Convey a particular tone and voice through deliberate word choice.
<p>6-Trait Focus:</p> <ul style="list-style-type: none"> ❖ Ideas: Adequate support of ideas: quotations, facts, examples, anecdotes, and excerpts ❖ Organization: Control of organizational elements in multiple paragraph texts: thesis, details, leads, conclusions, and transitions ❖ Voice: Correct use of active and passive voice. Appropriate voice for specific audiences. ❖ Word Choice: Specific word choice for different audiences and purposes. ❖ Sentence Fluency: Rhythm created through sentence construction (i.e., parallel sentence structure). ❖ Conventions: spelling, commas to set off appositives, subject/verb agreement, sentence construction (i.e., fragments, run-ons), placement of modifiers, capitalization for abbreviations (Ph.D.) or letters that stand alone (U-turn, lbeams), possessives, semi-colon. 	<p>6-Trait Focus:</p> <ul style="list-style-type: none"> ❖ Ideas: Sufficiently developed key ideas and specific details that directly support and advance the thesis statement. ❖ Organization: Control of organizational elements in multiple paragraph texts: thesis, details, leads, conclusions, and transitions ❖ Voice: Correct use of active and passive voice. Consistent, appropriate voice. ❖ Word Choice: Words intentionally and skillfully used. ❖ Sentence Fluency: Rhythm created through sentence construction (i.e., parallel sentence structure). ❖ Conventions: spelling, commas with introductory phrases and clauses, relative pronouns, Capitalization of the first word in a sentence enclosed in parentheses, agreement of pronouns and antecedents. 	<p>6-Trait Focus:</p> <ul style="list-style-type: none"> ❖ Ideas: Limited topic and controlling idea providing focus for extended pieces. ❖ Organization: Varied transitions that connect ideas within and between paragraphs. ❖ Voice: Correct use of active and passive voice. Formal or informal voice specific to purpose. ❖ Word Choice: Words particular to the topic supported within the text for ease of understanding. ❖ Sentence Fluency: Concise sentence structure to enhance sentence fluency. ❖ Conventions: spelling, consistent and logical use of tenses, punctuation of dialogue, punctuation of direct quotations, placement of modifiers.

