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|  | **Kindergarten** | **First Grade** | **Second Grade** |
| **Published/Assessed Work** | Two formal writing pieces each trimester | Two five-sentence paragraphs per trimester  Sentences with punctuation | Three assessed writing pieces per trimester including: Autobiography, poem, friendly letter, directions, narrative, fantasy, dog paper |
| **Skills** | Illustrations with labels/words  Upper/lower case letters of the alphabet and numerals 0-9 | Write in complete sentences  Utilize words and sentences to write ideas on paper with clear beginning, middle and end | Utilize words and sentences in organized manner: beginning, middle, end; main idea, details |
| **6-Traits Focus** | **Ideas**- Generate ideas 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 manuscripts letters and numerals  **Conventions**- Use of capital and lower case letters in writing of name. Grade appropriate spelling. | **Ideas**- Generate ideas by reading, discussing literature and informational text, drawing, looking at books being read to, etc.  **Organization**- Draft ideas with clear beginning, middle, and 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  **Presentation**- Spacing, margins, and titles | **Ideas**- Generate ideas 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  **Conventions**- Review & reinforce 1st grade conventions; learn greetings and closings of letters, dates, and contractions  **Presentation**- Margins, indentations, titles |

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|  | **Third Grade** | **Fourth Grade** | **Fifth Grade** |
| **Published/Assessed Work** | Four assessed writing pieces per trimester including: 3-paragraph narrative, expository and persuasive; friendly letter | Five assessed writing pieces per trimester including: Informational, poetry, narrative, persuasive | Six assessed writing pieces per trimester including: Narrative, Persuasive, Expository, Extended Responses, bi-weekly paragraphs on 6-trait skill |
| **6-Traits Skill Focus** | **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; vary sentence length; simple and complex sentences  **Conventions**- Correct capitalization and punctuation; capitals in holidays, titles, dates, greetings and closings of letters, personal titles, contractions and abbreviations. | **Ideas**- Generate ideas and narrow topic; identify audience, purpose, form for writing  **Organization**- Organize ideas utilizing word and 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 and 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 | **Ideas**- Generate ideas and narrow topic; identify audience, purpose, form for writing  **Organization**- Organize ideas utilizing words and 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 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, 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 |

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|  | **Sixth Grade** | **Seventh Grade** | | **Eighth Grade** | |
| **Published/Assessed Work** | Six assessed writing pieces per trimester including: Narrative, Persuasive, Poetry, and Expository | Three assessed writing pieces per month including: extended response, multi-step formal essays (Informational, Argument, & Narrative)  Research Report, Poetry, Letter, & News Article | | Weekly, bi-monthly timed prompt, monthly formal multi-step | |
| **6-Traits Skill Focus** | **Ideas**- Generate ideas and narrow topic; identify audience, purpose, form for writing. Use multiple sources.  **Organization**- Organize ideas utilizing words and 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 vivid language to convey meaning  **Sentence Fluency**- Use transitional words, 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, upper and lower case cursive letters with proper form, proportions and spacing.  **Standard** Grammar- subject-verb agreement, verb tense, irregular verbs | **Ideas-** Use of 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 sentence | | **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 the 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. | |
| **Writing to Learn** | Retell significant events in sequence; basic analytical evaluation & assessment of writing | **Writing to Learn** | 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. |
| **Writing for Inquiry** | Report information from a process of inquiry: Distinguish paraphrasing and summarizing from plagiarizing; report information using summarization | **Writing for Inquiry** | Write to demonstrate understanding of an idea or concept: distinguish between reliable and unreliable sources of information  Report information by paraphrasing, summarizing, and/or quoting from sources |