



# Grace Lutheran School Writing Curriculum

## Rationale based on Scripture

God is the Creator of all things, including writing. Our school is committed to providing students with a quality education in writing so they can function effectively as Christians in their church, community, and country. A quality education in writing will help students succeed in high school, in the work place, and help them witness to friends, neighbors, and co-workers about our Savior.

## Exit goals for graduation

Students will demonstrate proficiency, understanding, and/or commitment to the following set of exit goals upon graduation. The level of proficiency of these exit goals will be dependent upon the individual gifts and effort of the student and at what grade the student started attending Grace.

- Demonstrate a positive attitude toward writing
- Exhibit fluency in handwriting, spelling, sentence construction, typing, and word processing
- Effectively employ literary devices, mechanics, and vocabulary to communicate properly, reach particular audiences, and inspire awe
- Practice the different forms of writing correctly (i.e. expository, persuasive, narrative, demonstrative, and poetry)
- Use the writing process for a variety of purposes
- Communicate effectively, creatively, and appropriately through written word
- Carryout proper research and documentation for a variety of assignments

## Grade specific measureable objectives

At the end of each school year, students will demonstrate proficiency, understanding, and/or commitment to the following set of grade specific measureable objectives. The objectives are divided into four categories: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing.

The level of proficiency of these measureable objectives will be dependent upon the individual gifts and effort of the student and at what time of year the student started attending Grace.

### Text Types and Purposes

#### Kindergarten

<b>W.K.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
<b>W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<b>W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### *First Grade*

<b>W.1.1</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.3</b>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### *Second Grade*

<b>W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>W.2.3</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### *Third Grade*

<b>W.3.1a</b>	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
<b>W.3.1b</b>	Provide reasons that support the opinion.
<b>W.3.1c</b>	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
<b>W.3.1d</b>	Provide a concluding statement or section.
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.3.2a</b>	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
<b>W.3.2b</b>	Develop the topic with facts, definitions, and details.
<b>W.3.2c</b>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<b>W.3.2d</b>	Provide a concluding statement or section.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.3.3a</b>	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.3.3b</b>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<b>W.3.3c</b>	Use temporal words and phrases to signal event order.
<b>W.3.3d</b>	Provide a sense of closure.

### *Fourth Grade*

<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>W.4.1a</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
<b>W.4.1b</b>	Provide reasons that are supported by facts and details.
<b>W.4.1c</b>	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
<b>W.4.1d</b>	Provide a concluding statement or section related to the opinion presented.
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.4.2a</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

<b>W.4.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b>W.4.2c</b>	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
<b>W.4.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>W.4.2e</b>	Provide a concluding statement or section related to the information or explanation presented.
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.4.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.4.3b</b>	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<b>W.4.3c</b>	Use a variety of transitional words and phrases to manage the sequence of events.
<b>W.4.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.4.3e</b>	Provide a conclusion that follows from the narrated experiences or events.

#### *Fifth Grade*

<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>W.5.1a</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
<b>W.5.1b</b>	Provide logically ordered reasons that are supported by facts and details.
<b>W.5.1c</b>	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<b>W.5.1d</b>	Provide a concluding statement or section related to the opinion presented.
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.5.2a</b>	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>W.5.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b>W.5.2c</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
<b>W.5.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>W.5.2e</b>	Provide a concluding statement or section related to the information or explanation presented.
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.5.3b</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
<b>W.5.3c</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>W.5.3e</b>	Provide a conclusion that follows from the narrated experiences or events.

#### *Sixth Grade*

<b>W.6.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>W.6.1a</b>	Introduce claim(s) and organize the reasons and evidence clearly.
<b>W.6.1b</b>	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
<b>W.6.1c</b>	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
<b>W.6.1d</b>	Establish and maintain a formal style.
<b>W.6.1e</b>	Provide a concluding statement or section that follows from the argument presented.
<b>W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

	through the selection, organization, and analysis of relevant content.
<b>W.6.2a</b>	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>W.6.2b</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>W.6.2c</b>	Use appropriate transitions to clarify the relationships among ideas and concepts.
<b>W.6.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>W.6.2e</b>	Establish and maintain a formal style.
<b>W.6.2f</b>	Provide a concluding statement or section that follows from the information or explanation presented.
<b>W.6.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>W.6.3a</b>	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>W.6.3b</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>W.6.3c</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>W.6.3d</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>W.6.3e</b>	Provide a conclusion that follows from the narrated experiences or events.

### *Seventh Grade*

<b>W.7.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>W.7.1a</b>	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
<b>W.7.1b</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<b>W.7.1c</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
<b>W.7.1d</b>	Establish and maintain a formal style.
<b>W.7.1e</b>	Provide a concluding statement or section that follows from and supports the argument presented.
<b>W.7.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>W.7.2a</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>W.7.2b</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>W.7.2c</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>W.7.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>W.7.2e</b>	Establish and maintain a formal style.
<b>W.7.2f</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>W.7.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>W.7.3a</b>	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>W.7.3b</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events,

	and/or characters.
<b>W.7.3c</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>W.7.3d</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>W.7.3e</b>	Provide a conclusion that follows from and reflects on the narrated experiences or events.

### *Eighth Grade*

<b>W.8.1</b>	Write arguments to support claims with clear reasons and relevant evidence
<b>W.8.1a</b>	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<b>W.8.1b</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<b>W.8.1c</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>W.8.1d</b>	Establish and maintain a formal style.
<b>W.8.1e</b>	Provide a concluding statement or section that follows from and supports the argument presented.
<b>W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>W.8.2a</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>W.8.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>W.8.2c</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>W.8.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>W.8.2e</b>	Establish and maintain a formal style.
<b>W.8.2f</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>W.8.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>W.8.3a</b>	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>W.8.3b</b>	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<b>W.8.3c</b>	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
<b>W.8.3d</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>W.8.3e</b>	Provide a conclusion that follows from and reflects on the narrated experiences or events.

## Production and Distribution of Writing

### *Kindergarten*

<b>W.K.4</b>	<i>(W.K.10 begins in grade 3)</i>
<b>W.K.5</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<b>W.K.6</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### First Grade

<b>W.1.4</b>	<i>(W.1.4 begins in grade 3)</i>
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Second Grade

<b>W.2.4</b>	<i>(W.2.4 begins in grade 3)</i>
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Third Grade

<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Fourth Grade

<b>W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.4.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
<b>W.4.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### Fifth Grade

<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.5.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
<b>W.5.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### Sixth Grade

<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.6.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
<b>W.6.6</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and

	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
--	---

### Seventh Grade

<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.7.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)
<b>W.7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### Eighth Grade

<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.8.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)
<b>W.8.6</b>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

## Research to Build and Present Knowledge

### Kindergarten

<b>W.K.7</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<b>W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>W.K.9</b>	<i>(W.K.9 begins in grade 4)</i>

### First Grade

<b>W.1.7</b>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>W.1.9</b>	<i>(W.1.9 begins in grade 4)</i>

### Second Grade

<b>W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.
<b>W.2.9</b>	<i>(W.2.9 begins in grade 4)</i>

### Third Grade

<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>W.3.9</b>	<i>(W.3.9 begins in grade 4)</i>

### Fourth Grade

<b>W.4.7</b>	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>W.4.8</b>	CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>W.4.9</b>	CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>W.4.9a</b>	CCSS.ELA-Literacy.W.4.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
<b>W.4.9b</b>	CCSS.ELA-Literacy.W.4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### Fifth Grade

<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>W.5.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>W.5.9a</b>	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
<b>W.5.9b</b>	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### Sixth Grade

<b>W.6.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>W.6.8</b>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>W.6.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>W.6.9a</b>	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
<b>W.6.9b</b>	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

### Seventh Grade

<b>W.7.7</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<b>W.7.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>W.7.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>W.7.9a</b>	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
<b>W.7.9b</b>	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and



	specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
--	--

### *Eighth Grade*

<b>W.8.7</b>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<b>W.8.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>W.8.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>W.8.9a</b>	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
<b>W.8.9b</b>	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

## Range of Writing

### *Kindergarten*

<b>W.K.10</b>	<i>(W.K.10 begins in grade 3)</i>
---------------	-----------------------------------

### *First Grade*

<b>W.1.10</b>	<i>(W.1.10 begins in grade 3)</i>
---------------	-----------------------------------

### *Second Grade*

<b>W.2.10</b>	<i>(W.2.10 begins in grade 3)</i>
---------------	-----------------------------------

### *Third Grade*

<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
---------------	---

### *Fourth Grade*

<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
---------------	---

### *Fifth Grade*

<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
---------------	---

### *Sixth Grade*

<b>W.6.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
---------------	---

### *Seventh Grade*

<b>W.7.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
---------------	---

### *Eighth Grade*

<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter
---------------	---

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
---

## Evidence of continuity from grade to grade

The curriculum is constructed using skill-based measurable objectives so that the knowledge, attitudes, and skills learned in each grade form building blocks for what is taught in the succeeding grades.

## Teaching Writing Tips

### Five major themes of effective writing:

1. Effective writing instructors realize the impact of their own writing beliefs, experiences, and practices.
2. Effective writing instruction encourages student motivation and engagement.
3. Effective writing instruction begins with clear and deliberate planning, but is also flexible.
4. Effective writing instruction and practice happens every day.
5. Effective writing instruction is a scaffolded collaboration between teachers and students.

### Provide daily time for students to write.

Student writing will improve the more opportunities they have to implement and practice what they have been taught. Writing can be done in other class too. A concept can be taught in writing or English class and an assessment can be given in history or science class. Also, writing assignments do not have to be pages long. Taking ten minutes to write a paragraph is a great way to practice writing on a daily basis.

### Teach students to use the writing process for a variety of purposes.

Narrative (telling a story) is the most widely used form of writing at the grade school level, but is used very little in the workforce. Expose your students to the different forms of writing. Let them pick a topic, express their opinion and persuade others to feel the same way. Teach them to compare and contrast. Allow them to demonstrate how something works or how to perform a task. Demonstrate how to carry out quality, correct research in the library and Internet to write a research paper.

### Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

A student can have the best topic, ideas, and facts in the world, but if they can't write fluently with good sentence construction, their message will be lost. We live in the 21<sup>st</sup> century; computers are not going away. Our students must know how to type correctly and efficiently and be familiar with word processing programs.

### Create a community of writers.

Students will put more effort into their writing when they know their writing will be seen by someone other than their teacher and parents. Give students opportunities to revise each other's writing and share final drafts with the class. Post a final draft on a blog or in the fellowship hall for our members to read. Give groups of students or the entire class a writing assignment to do together. Impress upon your students a desire to work together to improve each other's writing.

### Use peer-assisted revising.

Proofreading makes you a better writer. You learn to see mistakes and how to improve the flow of the sentences. It is difficult to proofread your own writing, because we know what we want the paper to say and sometimes “see” things that are or are not on the paper. Proofreading another person’s writing eliminates writer’s bias and gives the students opportunity to see different writing styles. It does take time to teach students to proofread. It may be best to have them revise a couple things at a time until they get the hang of it (e.g. Today we are going proofread each other’s papers for correct capital letters and end punctuation.) Not that a student couldn’t correct another mistake they see, but focusing on one or two areas at a time will allow them to improve their proofreading skills.

### **Assess writing with rubrics.**

Writing is difficult to assess because it is very subjective. Using a rubric can help eliminate the subjectiveness and give the students a guide for what and how they are expected to write.

### **Create real-world problem-based writing scenarios.**

Writing can be made more exciting if students are asked to write on a topic that they could actually experience as an adult. Problem-based writing scenarios is great practice for real life. Let students write a letter to a company that messed up an online order and negotiate a replacement or refund. Tell students to write a letter to their congressman to persuade them to make a change in our community. You can also search for other examples of problem-based writing scenarios on the Internet.

### **Early childhood teachers can teach writing to their students in several ways:**

- Provide multiple opportunities for children to observe their teacher modeling writing.
- Provide teacher support and scaffolding for children’s writing attempts.
- Engage children in meaningful writing in their play.

### **Early childhood teachers can teach writing to their students in several ways:**

*(steps taken from Promoting Writing and Preventing Writing Failure in Young Children article)*

1. Start with a gathering experience that helps children generate their own ideas for writing.
2. The teacher’s writing demonstration that displays a process for writing models decisions writers can make when composing.
3. Provide opportunities for students to share their ideas with others so that more ideas can be generated for writing.
4. Take time for students to write and confer with the teacher.
5. Schedule a culminating experience in which students share their writing with the class and gain responses from their teacher and peers.

## Assessment of the academic growth and achievement of each student

Each individual teacher will assess the academic growth of their students on a regular basis. Because writing is subjective. The use of rubrics that detail teacher expectations and examples of good writing is highly encouraged. Following are a few websites you can use to create and/or print rubrics to assess your students' writing:

- [rubistar.4teachers.org](http://rubistar.4teachers.org)
- [rcampus.com/indexrubric.cfm](http://rcampus.com/indexrubric.cfm)
- [forallrubrics.com](http://forallrubrics.com)
- [teach-nology.com/platinum/samples/rubrics](http://teach-nology.com/platinum/samples/rubrics)
- [rubrics4teachers.com](http://rubrics4teachers.com)
- [k6educators.about.com/od/GradingStudents/a/Writing-rubric.htm](http://k6educators.about.com/od/GradingStudents/a/Writing-rubric.htm)
- [health.usf.edu/publichealth/eta/Rubric\\_Tutorial/default.htm](http://health.usf.edu/publichealth/eta/Rubric_Tutorial/default.htm)
- [emarkingassistant.com/compare-emarking-assistant-and-erubric-assistant-essay-marking-software/erubric-assistant-free-rubric-generator](http://emarkingassistant.com/compare-emarking-assistant-and-erubric-assistant-essay-marking-software/erubric-assistant-free-rubric-generator)

Students in grades 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> will also have their writing assessed during the writing portion of AIMS testing each spring.