

## Kindergarten Writing Goals

### Beginning of the Year:

- fine motor skills
- proper pencil grasp
- modeling – group writing, predictable charts, one word, labeling
- Know that the alphabet represents sounds which represent words
- Use Left to right progression
- Use letter – sound correspondence when decoding and encoding CVC words

### By End of the Year:

1 sentence independently with capital, spaces, and punctuation

## First Grade Writing Goals

Goals for first grade students:

- Use letter-sound associations, word parts, and context to identify new words
- Sound out and represent all substantial sounds in spelling a word
- Attempt to use some punctuation and capitalization

In First Grade writing skills are at the developing level. Students are being introduced to the beginning levels of writing and sentence structure.

## Second Grade Writing

### Daily Language Practice

- editing
- written response to prompt
- restating questions to respond
- capitalization, punctuation, complete sentences, types of sentences

### Word Practice

- nouns, verbs, adjectives, adverbs
- compound words, contractions, abbreviations
- dictation of words/sentences

### Writing Prompts

- reader's response (written response to literature)
- Monthly writing journal – open-ended personal response
- Creative writing response to prompt

### Writing Process

- brainstorm (organizer)
- rough draft
- revise/edit
- publish (final draft)
- Autobiography
- Friendly Letter
- Informational Paragraph

## Third Grade Writing Requirements

### \*Informative Writing (Choose 1)

- Planet Report
- Animal Report
- Historical Figure

### \*Letter Writing (Choose 1)

- Friendly Letter
- Thank You Letter

### \* Narrative Writing with Picture Prompt (Choose 1)

### \*Opinion Writing (Choose 1)

- Should children have a TV in their room
- Should video gaming be a sport
- Should children be allowed to bring sugary snacks to school

Third Grade Teachers will complete 3 of the 4 Cumulative Writing Pieces. To satisfy the technology competencies, teachers will be required to have students type one of these Cumulative Writing Pieces.

Writings will be scored with the Pennsylvania Department of Education Scoring Guidelines.

#### **4<sup>th</sup> Grade Writing Goals:**

##### **1. Computer Power Point**

- Stay on topic of PA State facts
- Utilize Power Point templates

##### **2. Friendly Letter**

- Beginning multi-paragraph writing
- Parts of a letter
- Effective organization of a letter

##### **3. Informative Writing**

- Sharp distinct controlling point
- Utilize details from the passage to support main idea

##### **4. Narrative Writing**

- Clear control over story
- Utilize narrative elements

### 5<sup>th</sup> Grade Writing Goals

To construct a 5 paragraph essay for the following prompts:

1. Narrative:

- Clear beginning, middle, and end
- Use Narrative Elements
- Evidence of a problem and solution
- Figurative Language / Literary Devices
- Dialogue
- Effective transitions

2. Opinion:

- Clearly present your opinion
- Substantial and relevant content
- Effective transitions that connect opinions to reasons

3. Informational/ Explanatory

- Substantial and relevant content
- Effective transitions that connect ideas and concepts

### Mastery of conventions:

1. Correct paragraph structure
2. Sharp awareness of task, purpose, and audience
3. Effective order and organizational structure
4. Higher level vocabulary and sentence variety
5. Support reasoning with facts, examples, and evidence

### 4<sup>th</sup> Grade:

1. Computer Power Point
2. Friendly Letter
3. Narrative
4. Informative

### 6<sup>th</sup> Grade: (same as 5<sup>th</sup> Grade)

## 6<sup>th</sup> Grade

### Argumentative Writing

- Make a graphic organizer
- Restate the opinion
- Add details pertaining to each of their reasons verifying/supporting their opinion
- Conclusion
- After proofreading, errors in grammar, usage, spelling, and punctuation should be corrected, errors present do not interfere with meaning

### Narrative Writing

- Make an organizer pertaining to the given topic in a sequential order
- Introduction restating
- Prewrite
- Proofread
- After proofreading, errors in grammar, usage, spelling, and punctuation should be corrected, errors present do not interfere with meaning
- Final Copy

### Informative/Explanatory

- Clear topic introduced, developed and concluded with purpose and audience in mind
- Appropriate transitions that connect and clarify ideas and concepts
- After proofreading, errors in grammar, usage, spelling, and punctuation should be corrected, errors present do not interfere with meaning

## 7<sup>th</sup> Grade

### TDA

- Restate and answer the question.
- Example #1 citing evidence from the text.
- Elaborate/explain why or how the evidence relates to the question.
- Example #2 – repeat.
- Example #3 – repeat.
- Conclusion

(Minimum of 7 sentences)

### Essay

- Restate and answer the question.
- List ideas that will be discussed throughout the essay.
- Each paragraph needs to coincide with a singular idea that was introduced within the introduction paragraph.
- Repeat as necessary.
- Conclusion

#### Avoid:

- Contractions
- Abbreviations
- Filler sentences

Grammar, sentence structure



## 8<sup>th</sup> Grade Writing

- ❖ TDA (text dependent analysis)
  - Restate and answer the question.
  - Example #1 citing evidence from text.
  - Elaborate / explain why or how the evidence relates to the question.
  - Example #2 – repeat
  - Example #3 – repeat
  - Conclusion
  - (Minimum of 7 sentences)
- ❖ Be able to write a strong focused paragraph
  - Learn to use and write strong topic and concluding sentences
  - Usage of transition words and phrases
  - Avoiding “this is why” wording for concluding sentences
- ❖ Mini-Biography (basic research report)
  - Understand plagiarism.
  - Basic understanding and usage of correctly citing online sources.
  - Basic knowledge of using quotes and research in writing.
- ❖ Editing / Peer Review
  - Skills of editing one’s writing.
  - Peer editing
- ❖ Informative / Argumentative / Narrative Essays
  - Introductions – attention getter, background info, thesis statements.
  - Body – well supported details / arguments clearly defined in each paragraph. Include proper transitions throughout.
  - Conclusion – restate main ideas, leaving reader persuaded.
  - Avoid contractions, I, you, informal language.
  - Style, grammar, punctuation, spelling, capitalization.
  - Correct use of dialogue.

## **Ninth grade:**

- Writing bell ringers
- Vocabulary prompt
- Research paper: topic selection, narrowing topic, plagiarism, paraphrase, quoting, MLA format, documentation, evaluate websites, number of sources, outlines, thesis statement, formal third-person voice, abstracts, works cited page, the writing process (brainstorming to final draft). Peer editing. [3 or 4 weeks]
- Writing samples
- Writing prompts – literary based – opinion, write a new ending to a story, change the point of view of a story, characterization; nonfiction - obituary, reflection on themes (e.g. competition, growing older, peace).
- Essay and short answer responses on tests – literary devices including recognizing, use and meaning (characterization, motivation, dramatic foil, symbolism, foreshadowing, metaphors, tragic flaw, time period, explanation of themes (e.g. death, fighting, fate); identifying quotes, explaining their meaning and analyzing the circumstances in which they were stated.

## 10<sup>th</sup> Grade

### Non-Fiction

#### Reading Essays (text rendering for all)

- Expository (written response)
- Satirical (written response)
- Reflective (written response)

#### Research Paper

- Format, documentation, MLA, Online Sources, working outline, Transitions, Abstracts, Works-Cited, 3-5 pages, Thesis Statement—NOT 5-Paragraph essay format

### Fiction

#### Poetry (text rendering)

- Explication, Tone, Mood, Sound/literary devices—labeling

#### Short Stories (text rendering)

- Write Sequel—Same point-of-view
- Cause/Effect—Change Outcome

#### The Tragedy of Julius Caesar (text rendering)

- Writing
  - Tragic Hero, Superstitions, Symbolism, Character Analysis, Themes—War, Friendship

## **11<sup>th</sup> grade writing goals**

### **Special education**

job embedded writing  
narratives  
Collins writing  
bell ringers  
text dependent samples  
writing samples  
research paper  
text rendering  
creative writing

### **Regular education**

research paper  
Collins writing  
writing samples  
article critiques  
text dependent samples  
text rendering  
PDN (bell ringers)  
GRE prompts  
analysis, argument  
College App essays  
SAT prompts  
creative writing

### 12<sup>th</sup> grade

- Formal Research Paper using MLA format
- Writing prompts based on novels/ literature being read
- Literary Analysis
- Epic Writing
- Narrative
- Poetry
- Grammar
  - Phrases (prepositional, gerund, infinitive, participial)
  - Simple compound, complex, compound-complex sentences
  - Subordinate clause
- Fiction
  - Fairy Tales
  - Fables
  - Short Stories
- Practical Writing
  - Resume
  - Applications
  - Business Memos
  - Business Emails
  - Business letters
  - Follow up letters
  - College Essay