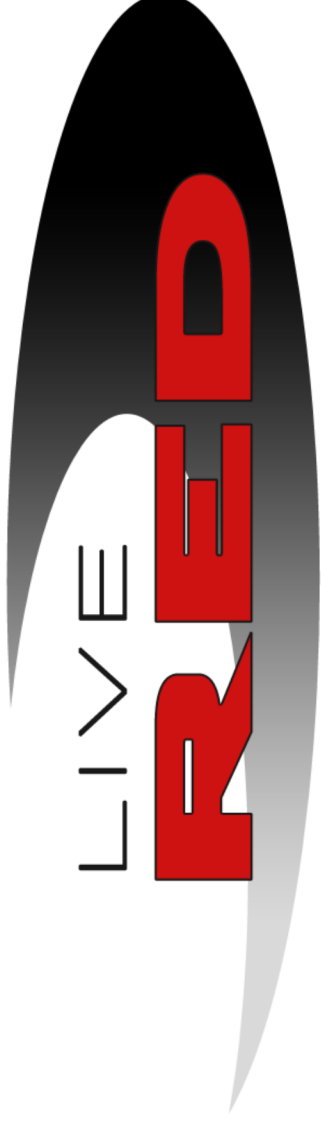


# Livingston County Schools



Reaching Excellence Daily

LIVINGSTON COUNTY SCHOOLS

## District Writing Plan

## *Kentucky Academic Standards for Composition and Language: Kindergarten-Grade 5 Overview*

### **COMPOSITION**

Within these standards, students may use a combination of print, non-print and digital resources to compose a variety of opinion, informative/explanatory, narrative and research products. With scaffolding and support, students develop and organize clear, coherent products that are appropriate to task, purpose and audience. Emphasis should be placed on text-based and evidence based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through interdisciplinary literacy practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators. Students must write in both short and extended time frames.

### **LANGUAGE**

Within these standards, students must demonstrate command of Standard English grammar, usage and mechanics as well as understand how language functions in various contexts. With prior support, students may independently determine or clarify the meaning of grade appropriate words, come to appreciate nonliteral and shades of meaning and expand their vocabulary in the course of studying content. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.

## *Kentucky Academic Standards for Composition and Language: Grade 6-8 Overview*

### **COMPOSITION**

Within these standards, students may use a combination of print, non-print and digital resources to compose a variety of argumentative, informative/explanatory, narrative and research products. Students must gather, evaluate, synthesize and cite sources in order to develop and organize clear, coherent products that are appropriate to task, purpose and audience. At grade 8, students will use narratives strategically in other modes of writing. Emphasis should be placed on text-based and evidence based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through interdisciplinary literacy practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators. Students must write in both short and extended time frames.

### **LANGUAGE**

Within these standards, students must demonstrate control over the conventions of Standard English. They must come to appreciate that language is as much a matter of craft as of rules and be able to choose words, syntax and punctuation to express themselves and achieve intended effects. Students will determine and clarify the meaning of words and phrases, including figurative language, denotations and connotations. They must also have extensive vocabularies, enabling them to comprehend complex texts and engage in purposeful writing and conversation. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.

## *Kentucky Academic Standards for Composition and Language: Grade 9-12 Overview*

### **COMPOSITION**

Within these standards, students must use a combination of relevant print, non-print and digital resources to compose a variety of argumentative, informative/explanatory and research products. Students must gather, evaluate, synthesize and cite sources in order to develop and organize clear, coherent products that are appropriate to task, purpose and audience. To support central ideas in various modes of writing, students will develop ideas through rhetorical strategies, including but not limited to embedding a narrative. Emphasis should be placed on text-based and evidence based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through interdisciplinary literacy practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators. Students must write in both short and extended time frames.

### **LANGUAGE**

Within these standards, students must demonstrate firm control over the conventions of Standard English. To enhance their craft and express themselves convincingly, students must make intentional choices in diction, syntax and rhetoric. Students need to determine or clarify the meaning of nuanced words and phrases, choosing flexibly from an array of strategies to aid them. They must also have extensive vocabularies, enabling them to comprehend complex texts and engage in purposeful writing and conversation. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.

# Resources/Links

(Note: Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.)

Kindergarten

**HW.K.1**

- Print all upper and lowercase letters and numerals.
- *Focus on correct line placement and spacing*

1<sup>st</sup> Grade

**HW.1.1**

- Legibly print all upper- and lowercase letters and numerals with correct form.
- *Focus on correct line placement and spacing*

2<sup>nd</sup> Grade

**HW.2.1**

- Introduce formation of all upper- and lowercase cursive letters.
- *Use Zaner-Bloser*

3<sup>rd</sup> Grade

**HW.3.1**

- Legibly form cursive letters, words and sentences with accepted norms.
- *Use Zaner Blaser*

## Composition – 9 Weeks at a Glance

This is an overview of the composition standards that are taught at each grade level and in each nine weeks. The pages following this chart provide more detail regarding each standard. You may also refer to the ELA standards at [www.kystandards.org](http://www.kystandards.org) for a more detailed copy of the standard.

Grade	1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 Weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks	All Year Long
K		C.K.2, C.K.5	C.K.1	C.K.3	C.K.4, C.K.6,
1		C.1.2, C.1.5	C.1.1	C.1.3	C.1.4, C.1.6
2	C.2.1	C.2.2, C.2.5	C.2.3		C.2.4, C.2.6
3	C.3.1	C.3.2, C.3.5,	C.3.3		C.3.4, C.3.6, C.3.7
4	C.4.1	C.4.2, C.4.5	C.4.3		C.4.4, C.4.6, C.4.7
5	C.5.1	C.5.2, C.5.5,	C.5.3		C.5.4, C.5.6, C.5.7
6	C.6.3	C.6.1	C.6.2	C.6.5	C.6.4, C.6.6, C.6.7
7	C.7.3	C.7.1	C.7.2	C.7.5	C.7.4, C.7.6, C.7.7
8	C.8.1	C.8.3	C.8.2	C.8.5	C.8.4, C.8.6, C.8.7
9-10	C.9-10.3	C.9-10.2	C.9-10.1	C.9-10.5	C.9-10.4, C.9-10.6, C.9-10.7,
11-12	C.11-12.3	C.11-12.2	C.11-12.1	C.11-12.5	C.11-12.4, C.11-12.6, C.11-12.7,

### Important Notes Regarding Writing Instruction

A committee of teachers and administrators representative of various grade levels from primary through high school developed a draft version of the district writing plan. This is a draft copy and will continue to be modified throughout this school year. As a collaborative effort, it was decided which nine weeks each standard should be mastered. Each standard should be mastered and assessed by the end of the nine weeks that is listed by the standard. Some standards have multiple parts and may be addressed in different nine weeks which is denoted in red beside each standard.

Words throughout the standards highlighted in yellow represent key vocabulary terms.

Portfolios – Paper portfolios of students writings are still being utilized, however electronic portfolios for 5<sup>th</sup>-12<sup>th</sup> grade students housed in Google Classrooms will be pursued this school year.

### **ON DEMAND & ESSAY WRITING:**

After much discussion and review of resources it was decided that SPAT will be used across grade levels K-12 to teach composition, including On-Demand Writing. S-Situation, P-Purpose, A-Audience, T-Task. Third through eighth grades will complete at least on On-Demand writing per nine weeks.

### **SHORT ANSWER & EXTENDED RESPONSE WRITING:**

**RACE will be used across grade levels K-12 to teach extended responses and short answer questions. R-Restate, A-Answer, C-Cite, E-Explain.**

Kindergarten complete 4 short answer questions each nine weeks as a whole class in reading and math beginning in the 3<sup>rd</sup> 9 weeks. First and Second grades complete 5 short answer questions each nine weeks as a whole class in reading and math beginning in the 2<sup>nd</sup> 9 weeks. Third through Fifth grades complete 7 short answer questions per 9 weeks in each content tested area and complete 2 extended response questions using the RACE method per 9 weeks in each content tested area. Sixth through eighth grades will complete on short answer and one extended response in each content area per nine weeks.

## Composition

### Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provide a concluding idea.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**C.K.1**

**3<sup>rd</sup>**

**9 weeks**

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**C.1.1**

**3<sup>rd</sup>**

**9 weeks**

## Composition

### Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.  
 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic, followed by an opinion statement, and create an organizational structure.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**C.2.1**

**1<sup>st</sup>**

**9 weeks**

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.  
 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce the topic, followed by an opinion statement, and create an organizational structure.
- c. Provide reasons with elaborate details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**C.3.1**

**3<sup>rd</sup>**

**9 weeks**

**2<sup>nd</sup> Grade:**

**3<sup>rd</sup> Grade:**

## Composition

## Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- 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.
- c. Provide reasons that are supported by facts and details.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

**C.4.1**

**1<sup>st</sup>**

**9 weeks**

Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- 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.
- c. Provide logically ordered reasons that are supported by facts and details.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**C.5.1**

**1<sup>st</sup>**

**9 weeks**

**5<sup>th</sup> Grade:**



## Composition

## Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Compose arguments to support claims with clear reasons and relevant evidence.

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Introduce claim(s), and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.
- Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.
- With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach.

**C.6.1**

**2<sup>nd</sup>**

**9 weeks**

**7<sup>th</sup> Grade:**

Compose arguments to support claims with clear reasons and relevant evidence.

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use transitions to create cohesion and clarify the relationships among claims.
- Establish and maintain a task appropriate writing style.
- Provide a concluding statement or section that supports the argument presented.
- With some guidance, 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.

**C.7.1**

**2<sup>nd</sup>**

**9 weeks**

## Composition

## Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**8<sup>th</sup> Grade:**

- Compose arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
  - Establish and maintain a task appropriate writing style.
  - Provide a concluding statement or section that supports the argument presented.
  - With some guidance, 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.

**C.8.1**

**1<sup>st</sup>**

**9 weeks**

**9<sup>th</sup>-10<sup>th</sup> Grade:**

Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- Establish and maintain a task appropriate writing style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**C.9-**

**10.1**

**3<sup>rd</sup>**

**9 weeks**

## Composition

## Text Types and Purposes

**Guiding Principle 1** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11<sup>th</sup>-12<sup>th</sup> Grade:

- Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
  - Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
  - Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between evidence and between claim(s) and opposing claims.
  - Establish and maintain a task appropriate writing style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
  - Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**C.11-**

**12.1**

**3<sup>rd</sup>**

**9 weeks**

## Composition

### Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Supply information to develop the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Provide a concluding idea.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**C.K.2**

**2<sup>nd</sup>**

**9 weeks**

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Supply information with detail to develop the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**C.1.2**

**2<sup>nd</sup>**

**9 weeks**

**Kindergarten:**

**1<sup>st</sup> Grade:**

## Composition

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Supply information with detail to develop the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**C.2.2**

**2<sup>nd</sup>**

**9 weeks**

**3<sup>rd</sup> Grade:**

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions and details.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**C.3.2**

**2<sup>nd</sup>**

**9 weeks**

**2<sup>nd</sup> Grade:**

## Composition

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

**C.4.2**

**2<sup>nd</sup>**

**9 weeks**

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**C.5.2**

**2<sup>nd</sup>**

**9 weeks**

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

**5<sup>th</sup> Grade**

## Composition

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Introduce a topic; previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.
- With some guidance, 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.

**C.6.2**

**3<sup>rd</sup>**

**9 weeks**

Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- With some guidance, 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.

**C.7.2**

**3<sup>rd</sup>**

**9 weeks**

**6<sup>th</sup> Grade:**

**7<sup>th</sup> Grade:**

# Composition

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. With some guidance, 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.

**C.8.2**

**3<sup>rd</sup>**

**9 weeks**

Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

- a. Produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

**C.9-**

**10.2**

**2<sup>nd</sup>**

**9 weeks**



## Composition

## Text Types and Purposes

**Guiding Principle 2** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

**C.9-**

**10.2**

**2<sup>nd</sup>**

**9 weeks**

- d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**C.11-**

**12.2**

**2<sup>nd</sup>**

**9 weeks**

**11<sup>th</sup> – 12<sup>th</sup> Grade:**

## Composition

### Text Types and Purposes

**Guiding Principle 3** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Recount a single event.
- Include details which describe actions, thoughts, emotions.
- Create a sense of closure.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**C.K.3**

**4<sup>th</sup>**

**9 weeks**

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Recount a single event or multiple events, memories or ideas.
- Include details which describe actions, thoughts, emotions.
- Use temporal words and phrases to signal event order.
- Create a sense of closure.
- With guidance and support from peers and adults, develop and strengthen writing as needed

**C.1.3**

**4<sup>th</sup>**

**9 weeks**

**Kindergarten:**

**1<sup>st</sup> Grade:**

## Composition

## Text Types and Purposes

**Guiding Principle 3** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Recount a single event or multiple events, memories or ideas.
- Include details which describe actions, thoughts, emotions.
- Use temporal words and phrases to signal event order.
- Create a sense of closure.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**C.2.3**

**3<sup>rd</sup>**

**9 weeks**

Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure.
- Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Create a sense of closure that follows the narrated experiences or events.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**C.3.3**

**3<sup>rd</sup>**

**9 weeks**

**2<sup>nd</sup> Grade:**

**3<sup>rd</sup> Grade:**