

Grade K Writing	Unit 1:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ <i>W-1 Produce through drawing, symbols, and letters, writing which has meaning to the student.</i></li> <li>❑ <i>W-7 Use principles of directionality (left to right, top to bottom, front to back) for placement to text and pictures.</i></li> <li>❑ <i>W-12 Construct meaning with chronological sequence of events.</i></li> <li>❑ <i>W-15 Label pictures and drawings</i></li> <li>❑ <i>W-16 Use combinations of picture, symbols, letters, and words to convey meaning.</i></li> <li>❑ <i>W-21 Produce pictures, marks, and signs, that represent print.</i></li> <li>❑ <i>W-22 Represent words with correctly formed letters for beginning and ending sounds.</i></li> <li>❑ <i>W-27 Connect reading, listening, observing, and inquiry to personal experience through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to –demonstrate learning in situations such as graphic organizers and open-response questions.</i></li> <li>❑ <i>W-29 Produce a variety of written responses, some of which reflect on self as reader and writer.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>WR-E-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by</b> <ul style="list-style-type: none"> <li>❑ <b>Narrowing the topic to present an idea or theme</b></li> <li>❑ <b>Choosing a perspective authentic to the writer</b></li> <li>❑ <b>Analyzing and addressing the needs of</b></li> </ul> </li> </ul>		<p>❑</p>

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><b>the intended audience</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adhering to the characteristics of the form</li> <li><input type="checkbox"/> Applying a suitable tone</li> <li><input type="checkbox"/> Allowing voice to emerge when appropriate. DOK 4</li> </ul> <p><input type="checkbox"/> <b>WR-E-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing logical, justified, and suitable explanations</li> <li><input type="checkbox"/> Providing relevant elaboration</li> <li><input type="checkbox"/> Explaining related connections or reflections</li> <li><input type="checkbox"/> Applying idea development strategies appropriate for the form. DOK 4</li> </ul> <p><input type="checkbox"/> <b>WR-E-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging the audience</li> <li><input type="checkbox"/> Establishing a context for reading when appropriate</li> <li><input type="checkbox"/> Communicating ideas and support in a meaningful order</li> <li><input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece</li> <li><input type="checkbox"/> Developing effective closure. DOK 3</li> </ul> <p><input type="checkbox"/> <b>WR-E-2.4.0 Sentence Structure: Students will create effective sentences by</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying a variety of structures and lengths</li> <li><input type="checkbox"/> Developing complete and correct sentences unless using unconventional</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Transitions</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Diagram</li> </ul>	

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><b>structures for an intentional effect when appropriate. DOK 3</b></p> <ul style="list-style-type: none"> <li>❑ <b>WR-E-3.5.0 Language: Students will exemplify effective language choices by</b> <ul style="list-style-type: none"> <li>❑ <b>Applying correct grammar and usage</b></li> <li>❑ <b>Applying concise use of language</b></li> <li>❑ <b>Incorporating strong verbs, precise nouns, concrete details, and sensory details</b></li> <li>❑ <b>Applying language appropriate to the content, purpose, and audience DOK 2</b></li> </ul> </li> <li>❑ <b>WR-E-3.6.0 Correctness: Students will communicate clearly by</b> <ul style="list-style-type: none"> <li>❑ <b>Applying correct spelling</b></li> <li>❑ <b>Applying correct punctuation</b></li> <li>❑ <b>Applying correct capitalization</b></li> <li>❑ <b>Incorporating acceptable departure from standard correctness to enhance meaning when appropriate</b></li> <li>❑ <b>Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources). DOK 2</b></li> </ul> </li> <li>❑ <b>WR-E-4.7.0 Focusing</b> <ul style="list-style-type: none"> <li>❑ <b>Connecting to content knowledge</b></li> <li>❑ <b>Connecting with prior learning to write</b></li> <li>❑ <b>Initiating an authentic reason to write</b></li> <li>❑ <b>Thinking about a subject, an experience, a question, an issue, or a problem to determine a meaningful reason to write.</b></li> </ul> </li> <li>❑ <b>WR-E-4.8.0 Prewriting</b> <ul style="list-style-type: none"> <li>❑ <b>Selecting/narrowing topic</b></li> <li>❑ <b>Establishing a purpose and</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ Noun</li> <li>❑ Verb</li> <li>❑ Sensory</li>   <li>❑ Spelling</li> <li>❑ Punctuation</li> <li>❑ Capitalization</li>   <li>❑ Topic</li> <li>❑ Ideas</li> <li>❑ Focus</li> <li>❑ Purpose</li> <li>❑ Audience</li> </ul>	

Grade K Writing	Unit 1:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>central/controlling idea or focus</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying and analyzing the audience</li> <li><input type="checkbox"/> Determining the most appropriate form to meet the needs of purpose and audience</li> <li><input type="checkbox"/> Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities)</li> <li><input type="checkbox"/> Organizing ideas examining other models of good writing, appropriate text structures to match purpose, various ways to organize information.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-E-4.9.0 Drafting                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing draft(s) for an intended audience</li> <li><input type="checkbox"/> Developing topic, elaborating ideas, exploring sentence variety and language use.</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.10.0 Revising (Content/Ideas)                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/refine, or elaborate content</li> <li><input type="checkbox"/> Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content.</li> <li><input type="checkbox"/> Checking for accuracy of content</li> <li><input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions</li> <li><input type="checkbox"/> Comparing with rubric criteria and anchor papers/models</li> <li><input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.11.0 Editing (Conventions and Mechanics)                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Checking for correctness</li> </ul> </li> </ul>		

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Language usage</li> <li><input type="checkbox"/> Sentence structure</li> <li><input type="checkbox"/> Spelling</li> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Documentation of sources</li> <li><input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)</li>   <li><input type="checkbox"/> WR-E-4.12.0 Publishing                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing final piece with intended audience.</li> </ul> </li>   <li><input type="checkbox"/> WR-E-4.13.0 Reflecting                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting upon                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals as a writer</li> <li><input type="checkbox"/> Progress and growth as a writer</li> <li><input type="checkbox"/> Who or what has influenced progress and growth</li> <li><input type="checkbox"/> Approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing)</li> </ul> </li> </ul> </li> </ul>		

Grade 1 Writing			Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Why is writing important in our life?</p> <p>2. Who are people we write to?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> W-16 Use combinations of picture, symbols, letters, and words to convey meaning.</li> <li><input type="checkbox"/> W-17 Use words to form simple sentences</li> <li><input type="checkbox"/> W-23 Use developmental spelling with correct letter formation.</li> <li><input type="checkbox"/> W-27 Connect reading, listening, observing, and inquiry to personal experience through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to –demonstrate learning in situations such as graphic organizers and open-response questions.</li> <li><input type="checkbox"/> W-29 Produce a variety of written responses, some of which reflect on self as reader and writer</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WR-E-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrowing the topic to present an idea or theme</li> <li><input type="checkbox"/> Choosing a perspective authentic to the writer</li> <li><input type="checkbox"/> Analyzing and addressing the needs of the intended audience</li> <li><input type="checkbox"/> Adhering to the characteristics of the form</li> <li><input type="checkbox"/> Applying a suitable tone</li> <li><input type="checkbox"/> Allowing voice to emerge when appropriate. DOK 4</li> </ul> </li> <li><input type="checkbox"/> <b>WR-E-1.2.0 Idea Development/Support: Students will support main ideas and</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Audience</li> <li><input type="checkbox"/> Purpose</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WR-E-1.1.0 Identify the main idea after a paragraph has been read orally.</li> <li><input type="checkbox"/> WR-E-1.1.0 Write a main idea for an assigned subject.</li> <li><input type="checkbox"/> WR-E-1.1.0 Identify the audience for each assigned genre.</li> <li><input type="checkbox"/> WR-E-1.1.0 Write a letter to their teacher (audience) describing the fun they had on Halloween (purpose).</li> <li><input type="checkbox"/> WR-E-1.1.0 Write a short story that presents story elements: characters, setting, plot with a problem and solution.</li> <li><input type="checkbox"/> WR-E-1.2.0 Writing a descriptive paragraph about a teddy bear. The student will use adjectives to describe</li> </ul>

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<p>3. What are some of the different forms of writing?</p> <p>4. How can we make our writing better?</p>	<p><b>deepen the audience’s understanding of purpose by</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing logical, justified, and suitable explanations</li> <li><input type="checkbox"/> Providing relevant elaboration</li> <li><input type="checkbox"/> Explaining related connections or reflections</li> <li><input type="checkbox"/> Applying idea development strategies appropriate for the form. DOK 4</li> </ul> <p><input type="checkbox"/> <b>WR-E-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging the audience</li> <li><input type="checkbox"/> Establishing a context for reading when appropriate</li> <li><input type="checkbox"/> Communicating ideas and support in a meaningful order</li> <li><input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece</li> <li><input type="checkbox"/> Developing effective closure. DOK 3</li> </ul> <p><input type="checkbox"/> <b>WR-E-2.4.0 Sentence Structure: Students will create effective sentences by</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying a variety of structures and lengths</li> <li><input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate. DOK 3</li> </ul> <p><input type="checkbox"/> <b>WR-E-3.5.0 Language: Students will exemplify effective language choices by</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying correct grammar and usage</li> <li><input type="checkbox"/> Applying concise use of language</li> <li><input type="checkbox"/> Incorporating strong verbs, precise nouns, concrete details, and sensory</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Author’s purpose</li> <li><input type="checkbox"/> Reasons</li> <li><input type="checkbox"/> Comparisons</li> <li><input type="checkbox"/> Sensory details</li> </ul> <p><input type="checkbox"/> Sentences</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time Order</li> <li><input type="checkbox"/> Nouns</li> <li><input type="checkbox"/> Verbs</li> <li><input type="checkbox"/> Engage</li> </ul>	<p>the bear they have colored. *Size, color, shape, age, texture, etc.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-E-1.2.0 Writing a descriptive paragraph about their favorite pet.</li> <li><input type="checkbox"/> WR-E-1.2.0 Writing a memoir of someone who is special in his or her life.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-E-2.3.0 Recognizing time order words when they are seen in different genres. *First, last, next, then, finally, etc.</li> <li><input type="checkbox"/> WR-E-2.3.0 Using time order words, particularly in “how to pieces.” These pieces would include, but not be limited to, how to decorate a Christmas tree and how to make a snowman.</li> <li><input type="checkbox"/> WR-E-2.3.0 Adding “ed” to verbs to develop a short story that occurs in the past tense.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-E-2.4.0 Adding the word “and” to combine simple sentences into compound ones in each of their writings.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-E-3.5.0 Keeping a personal dictionary of “mind stretching” words.</li> <li><input type="checkbox"/> WR-E-3.5.0 Adding words daily to the word wall.</li> <li><input type="checkbox"/> WR-E-3.5.0 Identify opposites and words that have the same meanings from stories read to them orally.</li> <li><input type="checkbox"/> WR-E-3.5.0 Write a Christmas poem using sensory details.</li> </ul>

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	<p><b>details</b></p> <ul style="list-style-type: none"> <li>❑ <b>Applying language appropriate to the content, purpose, and audience DOK 2</b></li> <li>❑ <b>WR-E-3.6.0 Correctness: Students will communicate clearly by</b> <ul style="list-style-type: none"> <li>❑ Applying correct spelling</li> <li>❑ Applying correct punctuation</li> <li>❑ Applying correct capitalization</li> <li>❑ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate</li> <li>❑ Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources). DOK 2</li> </ul> </li> <li>❑ WR-E-4.7.0 Focusing                     <ul style="list-style-type: none"> <li>❑ Connecting to content knowledge</li> <li>❑ Connecting with prior learning to write</li> <li>❑ Initiating an authentic reason to write</li> <li>❑ Thinking about a subject, an experience, a question, an issue, or a problem to determine a meaningful reason to write.</li> </ul> </li> <li>❑ WR-E-4.8.0 Prewriting                     <ul style="list-style-type: none"> <li>❑ Selecting/narrowing topic</li> <li>❑ Establishing a purpose and central/controlling idea or focus</li> <li>❑ Identifying and analyzing the audience</li> <li>❑ Determining the most appropriate form to meet the needs of purpose and audience</li> <li>❑ Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ Capitalization</li> <li>❑ Dialogue</li>            <li>❑ Topic</li> <li>❑ Ideas</li> <li>❑ Focus</li> <li>❑ Purpose</li> <li>❑ Audience</li> </ul>	<ul style="list-style-type: none"> <li>❑ WR-E-3.6.0 Using capital letters for proper names, the beginning of a sentence, and the word “I” in each type of writing.</li> <li>❑ WR-E-3.6.0 Recognizing three different types of sentences from stories used to model different genres.</li> <li>❑ WR-E-3.6.0 Using appropriate end punctuation in each type of writing: periods, question marks, and exclamation marks.</li> <li>❑ WR-E-3.6.0 Using commas when words are presented in a series.</li> <li>❑ WR-E-3.6.0 Using a comma between day and year; after greeting and closing of a letter.</li> <li>❑ WR-E-3.6.0 Indenting the first word of a paragraph.</li> <li>❑ WR-E-3.6.0 Using quotation marks around conversation between one person and another.</li>   <li>❑ WR-E-4.7.0 Write an informal paragraph about firemen and how they protect us.</li> <li>❑ WR-E-4.7.0 Write a slogan to encourage parents to vote.</li> <li>❑ WR-E-4.7.0 Develop a brochure on care of the teeth.</li> <li>❑ WR-E-4.7.0 Write a persuasive letter to parents on how they wish to spend summer vacation.</li>   <li>❑ WR-E-4.8.0 Use the 4-square as a graphic organizer to arrange thoughts and ideas in an orderly fashion.</li> <li>❑ WR-E-4.8.0 Brainstorm ideas in small groups with a leader and a recorder.</li> </ul>



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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organizing ideas examining other models of good writing, appropriate text structures to match purpose, various ways to organize information.</li> <li><input type="checkbox"/> WR-E-4.9.0 Drafting                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing draft(s) for an intended audience</li> <li><input type="checkbox"/> Developing topic, elaborating ideas, exploring sentence variety and language use.</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.10.0 Revising (Content/Ideas)                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/refine, or elaborate content</li> <li><input type="checkbox"/> Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content.</li> <li><input type="checkbox"/> Checking for accuracy of content</li> <li><input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions</li> <li><input type="checkbox"/> Comparing with rubric criteria and anchor papers/models</li> <li><input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.11.0 Editing (Conventions and Mechanics)                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Checking for correctness                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Language usage</li> <li><input type="checkbox"/> Sentence structure</li> <li><input type="checkbox"/> Spelling</li> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Documentation of sources</li> </ul> </li> <li><input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Noun</li> <li><input type="checkbox"/> Verb</li> <li><input type="checkbox"/> Sensory</li>   <li><input type="checkbox"/> Spelling</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Capitalization</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WR-E-4.9.0 Experience and write daily. *Writing to learn, writing to demonstrate learning, or portfolio writing.</li> <li><input type="checkbox"/> WR-E-4.9.0 Have a completed portfolio by the end of the year, which will be sent on to the next grade.</li> <li><input type="checkbox"/> WR-E-4.10.0 Conference with teacher to determine how to strengthen their writings.</li> <li><input type="checkbox"/> WR-E-4.10.0 Do read-alouds to determine their own mistakes.</li>   <li><input type="checkbox"/> WR-E-4.11.0 Use personal dictionaries and word wall to edit their work.</li> <li><input type="checkbox"/> WR-E-4.11.0 Use charts to correct mechanics.</li>   <li><input type="checkbox"/> WR-E-4.12.0 Share their writings orally with their</li> </ul>

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	<p>handbooks)</p> <ul style="list-style-type: none"> <li>❑ WR-E-4.12.0 Publishing                             <ul style="list-style-type: none"> <li>❑ Sharing final piece with intended audience.</li> </ul> </li>   <li>❑ WR-E-4.13.0 Reflecting                             <ul style="list-style-type: none"> <li>❑ Reflecting upon                                     <ul style="list-style-type: none"> <li>❑ Goals as a writer</li> <li>❑ Progress and growth as a writer</li> <li>❑ Who or what has influenced progress and growth</li> <li>❑ Approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ Time Order</li> <li>❑ Conclusion</li> </ul>	<p>Student will:</p> <p>classmates – Author’s chair.</p> <ul style="list-style-type: none"> <li>❑ WR-E-4.12.0 Make classroom books of their writings.</li> <li>❑ WR-E-4.12.0 Take their writings home to be shared with parents.</li>   <li>❑ WR-E-4.13.0 Share daily with their teacher concerning how they are becoming better writers.</li> <li>❑ WR-E-4.13.0 Write a letter, at the end of the year, telling their next year’s teacher of their growth as a writer.</li> </ul>

Grade 2 Writing	Unit 3:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> W-3 Develop ideas in writing in response to peer and teacher feedback.</li> <li><input type="checkbox"/> W-9 Write stories with a beginning, middle, and end.</li> <li><input type="checkbox"/> W-13 Construct writing which contains sequence supported by detail.</li> <li><input type="checkbox"/> W-18 Form sentences with complex ideas and/or structures.</li> <li><input type="checkbox"/> W-24 Recognize conventional spelling, punctuation, grammar, and capitalization.</li> <li><input type="checkbox"/> W-27 Connect reading, listening, observing, and inquiry to personal experience through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate learning in situations such as graphic organizers and open-response questions.</li> <li><input type="checkbox"/> W-28 Demonstrate independent and critical thinking in writing-to-learn situations such as journals and graphic organizers and writing-to-demonstrate learning situations such as graphic organizers and open response questions.</li> <li><input type="checkbox"/> W-29 Produce a variety of written responses, some of which reflect on self as reader and writer.</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WR-E-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrowing the topic to present an idea or theme</li> <li><input type="checkbox"/> Choosing a perspective authentic to the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focused</li> <li><input type="checkbox"/> Purpose</li> <li><input type="checkbox"/> Audience</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>

Grade 2 Writing	Unit 3:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><b>writer</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzing and addressing the needs of the intended audience</li> <li><input type="checkbox"/> Adhering to the characteristics of the form</li> <li><input type="checkbox"/> Applying a suitable tone</li> <li><input type="checkbox"/> Allowing voice to emerge when appropriate. DOK 4</li> </ul> <p><input type="checkbox"/> <b>WR-E-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing logical, justified, and suitable explanations</li> <li><input type="checkbox"/> Providing relevant elaboration</li> <li><input type="checkbox"/> Explaining related connections or reflections</li> <li><input type="checkbox"/> Applying idea development strategies appropriate for the form. DOK 4</li> </ul> <p><input type="checkbox"/> <b>WR-E-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging the audience</li> <li><input type="checkbox"/> Establishing a context for reading when appropriate</li> <li><input type="checkbox"/> Communicating ideas and support in a meaningful order</li> <li><input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece</li> <li><input type="checkbox"/> Developing effective closure. DOK 3</li> </ul> <p><input type="checkbox"/> <b>WR-E-2.4.0 Sentence Structure: Students will create effective sentences by</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying a variety of structures and lengths</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptive details</li> <li><input type="checkbox"/> Relevant details</li>   <li><input type="checkbox"/> Audience</li> <li><input type="checkbox"/> Organization (4 Square)</li> <li><input type="checkbox"/> Transitions</li> </ul>	

Grade 2 Writing	Unit 3:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate. DOK 3</b></li> <li><input type="checkbox"/> <b>WR-E-3.5.0 Language: Students will exemplify effective language choices by</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying correct grammar and usage</li> <li><input type="checkbox"/> Applying concise use of language</li> <li><input type="checkbox"/> Incorporating strong verbs, precise nouns, concrete details, and sensory details</li> <li><input type="checkbox"/> Applying language appropriate to the content, purpose, and audience DOK 2</li> </ul> </li> <li><input type="checkbox"/> <b>WR-E-3.6.0 Correctness: Students will communicate clearly by</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying correct spelling</li> <li><input type="checkbox"/> Applying correct punctuation</li> <li><input type="checkbox"/> Applying correct capitalization</li> <li><input type="checkbox"/> Incorporating acceptable departure from standard correctness to enhance meaning when appropriate</li> <li><input type="checkbox"/> Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources). DOK 2</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.7.0 Focusing                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Connecting to content knowledge</li> <li><input type="checkbox"/> Connecting with prior learning to write</li> <li><input type="checkbox"/> Initiating an authentic reason to write</li> <li><input type="checkbox"/> Thinking about a subject, an experience, a question, an issue, or a problem to determine a meaningful reason to write.</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.8.0 Prewriting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Concise</li> <li><input type="checkbox"/> Strong verbs</li> <li><input type="checkbox"/> Precise nouns</li> <li><input type="checkbox"/> Sensory details</li>   <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Bibliography</li>   <li><input type="checkbox"/> Topic</li> <li><input type="checkbox"/> Ideas</li> <li><input type="checkbox"/> Focus</li> <li><input type="checkbox"/> Purpose</li> </ul>	

Grade 2 Writing	Unit 3:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Selecting/narrowing topic</li> <li><input type="checkbox"/> Establishing a purpose and central/controlling idea or focus</li> <li><input type="checkbox"/> Identifying and analyzing the audience</li> <li><input type="checkbox"/> Determining the most appropriate form to meet the needs of purpose and audience</li> <li><input type="checkbox"/> Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities)</li> <li><input type="checkbox"/> Organizing ideas - examining other models of good writing, appropriate text structures to match purpose, various ways to organize information.</li> <li><input type="checkbox"/> WR-E-4.9.0 Drafting               <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing draft(s) for an intended audience</li> <li><input type="checkbox"/> Developing topic, elaborating ideas, exploring sentence variety and language use.</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.10.0 Revising (Content/Ideas)               <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/refine, or elaborate content</li> <li><input type="checkbox"/> Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content.</li> <li><input type="checkbox"/> Checking for accuracy of content</li> <li><input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions</li> <li><input type="checkbox"/> Comparing with rubric criteria and anchor papers/models</li> <li><input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.11.0 Editing (Conventions and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Audience</li>   <li><input type="checkbox"/> Audience</li> <li><input type="checkbox"/> Elaborating</li>   <li><input type="checkbox"/> Noun</li> <li><input type="checkbox"/> Verb</li> <li><input type="checkbox"/> Sensory</li>   <li><input type="checkbox"/> Spelling</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Capitalization</li> </ul>	

Grade 2 Writing	Unit 3:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>Mechanics)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Checking for correctness                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Language usage</li> <li><input type="checkbox"/> Sentence structure</li> <li><input type="checkbox"/> Spelling</li> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Documentation of sources</li> </ul> </li> <li><input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)</li> <li><input type="checkbox"/> WR-E-4.12.0 Publishing                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing final piece with intended audience.</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.13.0 Reflecting                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting upon                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals as a writer</li> <li><input type="checkbox"/> Progress and growth as a writer</li> <li><input type="checkbox"/> Who or what has influenced progress and growth</li> </ul> </li> <li><input type="checkbox"/> Approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Transitions</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Diagram</li> </ul>	

Grade 3 Writing	Unit 4:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ <i>W-4 Write literary pieces that show an understanding of characteristics of literary works.</i></li> <li>❑ <i>W-5 Write personal pieces to communicate ideas.</i></li> <li>❑ <i>W-6 Identify and apply characteristics of effective writing in producing and discussing their own work, including awareness of audience and purpose, organization, idea development, and standards of correctness.</i></li> <li>❑ <i>W-10 Write pieces with introduction, body, and conclusion.</i></li> <li>❑ <i>W-11 Use appropriate formats and patterns for various genres.</i></li> <li>❑ <i>W-14 Sequence ideas to support audience and purpose.</i></li> <li>❑ <i>W-19 Organize writing logically in paragraphs and through using transition words to move from one paragraph to another.</i></li> <li>❑ <i>W- 20 Use a variety of transition and organizational signals (e.g. bullets, bold print, graphics, headings).</i></li> <li>❑ <i>W-25 Use correct and appropriate spelling, punctuation, grammar, and capitalization in legible final drafts.</i></li> <li>❑ <i>W-26 Use tools (e. g., dictionary, thesaurus, writing resource books, technology) to edit their own writing for correctness.</i></li> <li>❑ <i>W-27 Connect reading, listening, observing, and inquiry to personal experience through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate learning in situations such as graphic</i></li> </ul>		



Grade 3 Writing	Unit 4:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>organizers and open-response questions.</i></p> <ul style="list-style-type: none"> <li>❑ <i>W-28 Demonstrate independent and critical thinking in writing-to-learn situations such as journals and graphic organizers and writing-to-demonstrate learning situations such as graphic organizers and open response questions.</i></li> <li>❑ <i>W-29 Produce a variety of written responses, some of which reflect on self as reader and writer.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>WR-E-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by</b> <ul style="list-style-type: none"> <li>❑ <b>Narrowing the topic to present an idea or theme</b></li> <li>❑ <b>Choosing a perspective authentic to the writer</b></li> <li>❑ <b>Analyzing and addressing the needs of the intended audience</b></li> <li>❑ <b>Adhering to the characteristics of the form</b></li> <li>❑ <b>Applying a suitable tone</b></li> <li>❑ <b>Allowing voice to emerge when appropriate. DOK 4</b></li> </ul> </li> <li>❑ <b>WR-E-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by</b> <ul style="list-style-type: none"> <li>❑ <b>Developing logical, justified, and suitable explanations</b></li> <li>❑ <b>Providing relevant elaboration</b></li> <li>❑ <b>Explaining related connections or reflections</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ Audience</li> <li>❑ Focus</li> <li>❑ Tone</li> <li>❑ Voice</li> <li>❑ Authentic</li>   <li>❑ Logical</li> <li>❑ Relevant elaboration</li> <li>❑ Reflections</li> <li>❑ Strategies</li> </ul>	<ul style="list-style-type: none"> <li>❑</li> </ul>

Grade 3 Writing	Unit 4:	Suggested Length:	
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Applying idea development strategies appropriate for the form. DOK 4</b></li> <li><input type="checkbox"/> <b>WR-E-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging the audience</li> <li><input type="checkbox"/> Establishing a context for reading when appropriate</li> <li><input type="checkbox"/> Communicating ideas and support in a meaningful order</li> <li><input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece</li> <li><input type="checkbox"/> Developing effective closure. DOK 3</li> </ul> </li> <li><input type="checkbox"/> <b>WR-E-2.4.0 Sentence Structure: Students will create effective sentences by</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying a variety of structures and lengths</li> <li><input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate. DOK 3</li> </ul> </li> <li><input type="checkbox"/> <b>WR-E-3.5.0 Language: Students will exemplify effective language choices by</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying correct grammar and usage</li> <li><input type="checkbox"/> Applying concise use of language</li> <li><input type="checkbox"/> Incorporating strong verbs, precise nouns, concrete details, and sensory details</li> <li><input type="checkbox"/> Applying language appropriate to the content, purpose, and audience DOK 2</li> </ul> </li> <li><input type="checkbox"/> <b>WR-E-3.6.0 Correctness: Students will communicate clearly by</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying correct spelling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Transitions</li> <li><input type="checkbox"/> Closure</li>         <li><input type="checkbox"/> Grammar</li> <li><input type="checkbox"/> Strong verbs</li> <li><input type="checkbox"/> Sensory details</li>     <li><input type="checkbox"/> Bibliography</li> </ul>	

Grade 3 Writing	Unit 4:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Applying correct punctuation</b></li> <li><input type="checkbox"/> <b>Applying correct capitalization</b></li> <li><input type="checkbox"/> <b>Incorporating acceptable departure from standard correctness to enhance meaning when appropriate</b></li> <li><input type="checkbox"/> <b>Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources). DOK 2</b></li>   <li><input type="checkbox"/> WR-E-4.7.0 Focusing             <ul style="list-style-type: none"> <li><input type="checkbox"/> Connecting to content knowledge</li> <li><input type="checkbox"/> Connecting with prior learning to write</li> <li><input type="checkbox"/> Initiating an authentic reason to write</li> <li><input type="checkbox"/> Thinking about a subject, an experience, a question, an issue, or a problem to determine a meaningful reason to write.</li> </ul> </li>   <li><input type="checkbox"/> WR-E-4.8.0 Prewriting             <ul style="list-style-type: none"> <li><input type="checkbox"/> Selecting/narrowing topic</li> <li><input type="checkbox"/> Establishing a purpose and central/controlling idea or focus</li> <li><input type="checkbox"/> Identifying and analyzing the audience</li> <li><input type="checkbox"/> Determining the most appropriate form to meet the needs of purpose and audience</li> <li><input type="checkbox"/> Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities)</li> <li><input type="checkbox"/> Organizing ideas - examining other models of good writing, appropriate text structures to match purpose, various ways to organize information.</li> </ul> </li>   <li><input type="checkbox"/> WR-E-4.9.0 Drafting             <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing draft(s) for an intended audience</li> <li><input type="checkbox"/> Developing topic, elaborating ideas, exploring sentence variety and language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Topic</li> <li><input type="checkbox"/> Ideas</li> <li><input type="checkbox"/> Focus</li> <li><input type="checkbox"/> Purpose</li> <li><input type="checkbox"/> Audience</li>   <li><input type="checkbox"/> Audience</li> <li><input type="checkbox"/> Elaborating</li>   <li><input type="checkbox"/> Noun</li> <li><input type="checkbox"/> Verb</li> </ul>	

Grade 3 Writing	Unit 4:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>use.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-E-4.10.0 Revising (Content/Ideas)                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/refine, or elaborate content</li> <li><input type="checkbox"/> Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content.</li> <li><input type="checkbox"/> Checking for accuracy of content</li> <li><input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions</li> <li><input type="checkbox"/> Comparing with rubric criteria and anchor papers/models</li> <li><input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.11.0 Editing (Conventions and Mechanics)                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Checking for correctness                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Language usage</li> <li><input type="checkbox"/> Sentence structure</li> <li><input type="checkbox"/> Spelling</li> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Documentation of sources</li> </ul> </li> <li><input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.12.0 Publishing                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing final piece with intended audience.</li> </ul> </li> <li><input type="checkbox"/> WR-E-4.13.0 Reflecting                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting upon                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals as a writer</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sensory</li> <li><input type="checkbox"/> Spelling</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Transitions</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Diagram</li> </ul>	

Grade 3 Writing	Unit 4:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <li>❑ Progress and growth as a writer</li> <li>❑ Who or what has influenced progress and growth</li> <li>❑ Approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing)</li> </ul>		