

Twin Valley School District  
Language Arts Continuum

**WRITING, K – 5**

Developed June & September 2006

Revised March & May 2008

Written by Twin Valley teachers with assistance from Tony Stead

**Mission Statement:** Our expectation at Twin Valley School District is that all children will become successful writers who will communicate effectively for a variety of audiences and purposes.

**Statement of Beliefs:**

**We believe:**

- writing should be purposeful and authentic.
- where possible, writing should be integrated into the content areas.
- in building a strong community of writers who will engage in daily, joyful writing in an encouraging atmosphere.
- writing is an active and interactive process.
- students need to be responsible writers and held accountable for their writing.
- assessment drives instruction.
- instruction should be explicit. There should be a variety of ongoing modeling and demonstrations provided by teachers to allow students to develop a craft of writing.
- children will need different levels of support.
- children need to have an understanding of the writing process and use it successfully.
- opportunities for sharing and reflection need to be provided.
- children should be given the opportunity to celebrate their writings.
- writing will be developed on a continual basis, each year reinforced and building upon skills taught during the prior school year.
- students need on-going instruction to understand language features, structure, style and conventions of language.

NARRATIVE FICTION	K	1	2	3	4	5
<b>Definition</b>	<ul style="list-style-type: none"> <li>To write a piece developing characters, problem and solution, including a beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>To write a piece developing characters, problem and solution, including a beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>To write a piece developing characters, problem and solution, including a beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>To write a piece developing characters, problem and solution, including a beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>To write a piece developing characters, problem and solution, including a beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>To write a piece developing characters, problem and solution, including a beginning, middle, and end.</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>
<p><b>Content:</b> The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations</p>	<ul style="list-style-type: none"> <li>Begin to include important events related to the topic, in a logical order.</li> <li>Begin to use transition language (then, because, but)</li> <li>Create illustrations that match writing</li> <li>Write about a character in a situation using <b>what, how, and why</b></li> </ul>	<ul style="list-style-type: none"> <li>Well developed ideas</li> <li>Include details about characters and events (who and where -people, places and things)</li> </ul>	<ul style="list-style-type: none"> <li>Include details about problem/solution</li> <li>Simple past tense</li> <li>Variety of action verbs</li> <li>Story includes a problem and solution (plot)</li> </ul>	<ul style="list-style-type: none"> <li>Develop literary elements: characters, plot, and setting</li> <li>Begin to use dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Details to enhance development of literary elements, such as characters, plot, setting</li> <li>A problem is introduced and solved in a satisfying way</li> <li>Use dialogue when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Innovative use of literary elements (characters, setting, plot, theme, point of view)</li> <li>Develop a story line that applies literary conflict</li> </ul>

<p><b>Organization:</b> The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion</p>	<ul style="list-style-type: none"> <li>● Use a beginning, middle and end</li> <li>● Begin to sequence events using transitional language (first, next, last)</li> </ul>	<ul style="list-style-type: none"> <li>● Write a title</li> <li>● Opening and closing statement</li> <li>● Sequence events using transition language (then, because, but)</li> <li>● Write in a logical order</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence events using transition language (finally)</li> </ul>	<ul style="list-style-type: none"> <li>● Include a topic sentence and events</li> </ul>	<ul style="list-style-type: none"> <li>● Paragraphs that include an identifiable opening statement, body, and concluding statement</li> </ul>	<ul style="list-style-type: none"> <li>● Beginning that orientates the reader to the setting and characters</li> <li>● Middle that introduces a problem and a sequential plot line</li> <li>● Ending that ties elements together to draw the story to a conclusion</li> <li>● Multiple paragraphs that tie literary elements together</li> </ul>
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<b>NARRATIVE NON-FICTION/ INFORMATIO NAL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>To retell or recount past experiences or specific events.</li> </ul>	<ul style="list-style-type: none"> <li>To retell or recount past experiences or specific events.</li> </ul>	<ul style="list-style-type: none"> <li>To retell or recount past experiences or specific events.</li> </ul>	<ul style="list-style-type: none"> <li>To retell or recount past experiences or specific events.</li> </ul>	<ul style="list-style-type: none"> <li>To retell or recount past experiences or specific events.</li> </ul>	<ul style="list-style-type: none"> <li>To retell or recount past experiences or specific events.</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>
<b>Content</b> The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations	<ul style="list-style-type: none"> <li>Include who, where, when and why</li> <li>Tell what is happening in a series of events</li> <li>Sometimes include feelings (evaluative comments)</li> <li>Use variety of linking words (and, then)</li> </ul>	<ul style="list-style-type: none"> <li>Well developed ideas</li> <li>Include details about characters and events (what and how) <ul style="list-style-type: none"> <li>Begin to present information with supporting details and descriptive language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use descriptive language with enough detail to allow the reader to visualize the event <ul style="list-style-type: none"> <li>Elaborate on events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Begin with an opening statement</li> <li>Include specific events supporting the focus</li> <li>May include a personal reflection or evaluative comment (ex: It was a great honor...)</li> <li>Include a concluding statement</li> <li>Begin to use dialogue</li> <li>Develop literary elements (characters, setting, plot)</li> </ul>	<ul style="list-style-type: none"> <li>Elaborate events so reader is able to visualize the experience</li> <li>May include point of view</li> <li>Use dialogue when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Thoroughly elaborates ideas and details</li> </ul>
<b>Organization</b> The order developed	<ul style="list-style-type: none"> <li>Begin with a title</li> </ul>	<ul style="list-style-type: none"> <li>Use beginning, middle, and end</li> </ul>	<ul style="list-style-type: none"> <li>Include an opening and</li> </ul>	<ul style="list-style-type: none"> <li>Chronological events</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph that includes an</li> </ul>	<ul style="list-style-type: none"> <li>Use multiple paragraphs that tie</li> </ul>

and sustained within and across paragraphs using transitional devices including introduction and conclusion	<ul style="list-style-type: none"> <li>• Begin to sequence events</li> </ul>	<ul style="list-style-type: none"> <li>• Transition language (then, because, but)</li> <li>• Write in a logical order</li> </ul>	concluding statement		identifiable opening statement, body, and concluding statement	literary elements together
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\*\* Please refer to Chapter 10 in *Is That a Fact* for more information.

<b>PERSUASIVE</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>To put forward a point of view or justify a position.</li> </ul>	<ul style="list-style-type: none"> <li>To put forward a point of view or justify a position.</li> </ul>	<ul style="list-style-type: none"> <li>To put forward a point of view or justify a position.</li> </ul>	<ul style="list-style-type: none"> <li>To put forward a point of view or justify a position.</li> </ul>	<ul style="list-style-type: none"> <li>To put forward a point of view or justify a position.</li> </ul>	<ul style="list-style-type: none"> <li>To put forward a point of view or justify a position.</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>
<b>Content</b> The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations	<ul style="list-style-type: none"> <li>Begin to provide justification for point of view</li> <li>Use persuasive language (because, should, would)</li> <li>Create illustrations to support position</li> </ul>	<ul style="list-style-type: none"> <li>Well developed arguments to support position with one or more facts</li> <li>Relevant evidence to support each argument</li> <li>Use persuasive language with (no begging, bribing, or bossing)</li> </ul>	<ul style="list-style-type: none"> <li>Begin with statement of position that tells what is being argued</li> <li>At least three reasons to support position (no begging, bribing or bossing)</li> <li>Write an opinion and support it with two or more facts</li> <li>Include a closing statement</li> </ul>	<ul style="list-style-type: none"> <li>May include opposing point of view</li> <li>Includes persuasive words or phrases</li> <li>Awareness of target audience</li> </ul>	<ul style="list-style-type: none"> <li>Adequate information to support position/opinion, used effectively</li> <li>Include a strong closing statement</li> </ul>	<ul style="list-style-type: none"> <li>Relevant, substantial information and plan arguments logically</li> <li>Thoroughly elaborated argument</li> <li>Very strong concluding statement that draws ideas together</li> </ul>
<b>Organization</b> The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion	<ul style="list-style-type: none"> <li>Begin with statement of point of view followed by argument</li> </ul>	<ul style="list-style-type: none"> <li>Write a title</li> <li>Closing statement restates position</li> </ul>	<ul style="list-style-type: none"> <li>Include at least two reasons to support position</li> </ul>	<ul style="list-style-type: none"> <li>Opening statement with a clear position</li> <li>Include transitional words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>Opening statement or paragraph to state a position on a topic</li> <li>Organize in a logical and</li> </ul>	<ul style="list-style-type: none"> <li>Clear and concise opening paragraph to state position being taken on a topic</li> </ul>

					<p>sequential manner within paragraphs</p> <ul style="list-style-type: none"><li>• Summarize with a statement or paragraph that supports the position taken</li><li>• Concluding statement uses facts or a personal statement</li></ul>	<ul style="list-style-type: none"><li>• Paragraphs that state a point, then elaborate</li></ul>
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DESCRIPTIVE/ INFORMATIONAL	K	1	2	3	4	5
<b>Definition</b>	<ul style="list-style-type: none"> <li>To describe and classify things in our world.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and classify things in our world.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and classify things in our world.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and classify things in our world.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and classify things in our world.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and classify things in our world.</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>
<b>Content</b> The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations	<ul style="list-style-type: none"> <li>Begin to create a title that identifies what the report is about</li> <li>Use facts related to the subject</li> <li>Use factual descriptive language</li> <li>Use diagrams, labels and drawings to support information</li> </ul>	<ul style="list-style-type: none"> <li>Use opening statement and concluding statement. (This is how caterpillars turn into butterflies; This report is about clouds.)</li> </ul>		<ul style="list-style-type: none"> <li>Include related facts</li> <li>Begin to include nonfiction text features (diagrams, labels, captions, and drawings/photos, etc.) to support topic</li> </ul>	<ul style="list-style-type: none"> <li>Include accurate, detailed description of the subject, such as size, color, other features</li> <li>Attempts to make comparisons that help to make the reader visualize the subject (simile and metaphor)</li> <li>Include nonfiction text features (diagrams, labels, captions, and drawings/photos, etc.) to support topic</li> </ul>	<ul style="list-style-type: none"> <li>Adapts to suit purpose and audience</li> <li>Elaborate on and interpret important information</li> <li>Use accurate definitions and subject specific vocabulary</li> </ul>

<p><b>Organization</b> The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion</p>	<ul style="list-style-type: none"> <li>• Write a title that identifies what the report is about</li> <li>• Write in logical order</li> </ul>	<ul style="list-style-type: none"> <li>• Opening and closing statement</li> <li>• Organize information into categories</li> <li>• Transition language (then, because, but)</li> </ul>	<ul style="list-style-type: none"> <li>• Include factual information</li> </ul>	<ul style="list-style-type: none"> <li>• Categorize information</li> <li>• Begin to organize aspects of topics in paragraphs</li> </ul> <p>**Possible forms: Report, timeline, diagram, poster, poetry, etc.</p>	<ul style="list-style-type: none"> <li>• Organize like information into paragraphs</li> <li>• Begin descriptive reports with an opening general statement about the subject</li> <li>• Summary or concluding statement/paragraph that includes main features of the report</li> </ul>	<ul style="list-style-type: none"> <li>• Opening statement that captures attention of reader</li> <li>• Paragraphs sequenced with transitions</li> </ul>
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<b>Scientific Explanation</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>Scientific explanations are factual texts that explain how something works or why something happens</li> </ul>	<ul style="list-style-type: none"> <li>Scientific explanations are factual texts that explain how something works or why something happens</li> </ul>	<ul style="list-style-type: none"> <li>Scientific explanations are factual texts that explain how something works or why something happens</li> </ul>	<ul style="list-style-type: none"> <li>Scientific explanations are factual texts that explain how something works or why something happens</li> </ul>	<ul style="list-style-type: none"> <li>Scientific explanations are factual texts that explain how something works or why something happens</li> </ul>	<ul style="list-style-type: none"> <li>Scientific explanations are factual texts that explain how something works or why something happens</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>
<b>Content</b> The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations	<ul style="list-style-type: none"> <li>Begin to explain how or why or cause/effect</li> </ul>	<ul style="list-style-type: none"> <li>State a hypothesis</li> <li>Answer how or why in a step by step procedure.</li> <li>Show that there is a cause/effect relationship</li> </ul>	<ul style="list-style-type: none"> <li>Concluding or summarizing statement</li> <li>Use illustrations, diagrams, and labels</li> <li>Begin to use content specific terms</li> </ul>	<ul style="list-style-type: none"> <li>Heading: identification of phenomenon (what will be explained)</li> <li>May include nonfiction text features (diagrams, labels, captions and drawings/photos, etc.) to support topic</li> <li>May use content specific terms</li> </ul>	<ul style="list-style-type: none"> <li>Focused opening statement</li> <li>Include information in logical order that explains how or why a phenomenon occurs</li> <li>Generally explains links between cause and effect</li> <li>Include time frames of phenomena being explained: A hen must sit on her eggs twenty one days</li> </ul>	<ul style="list-style-type: none"> <li>Specifically explains cause and effect elements</li> <li>Definitions having to do with time</li> <li>Begin to make generalizations</li> </ul>

					<ul style="list-style-type: none"> <li>until they hatch.</li> <li>• Begin to make connections through generalizations</li> <li>• Include some nonfiction text features such as illustrations, diagrams, labels, captions, photos, etc.</li> <li>• Use content specific terms</li> </ul>		
<p><b>Organization</b> The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion</p>	<ul style="list-style-type: none"> <li>• Explain the event or phenomenon</li> </ul>	<ul style="list-style-type: none"> <li>• Logical sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Title telling what is to be explained</li> <li>• Opening statement</li> <li>• Concluding statement</li> </ul>	<ul style="list-style-type: none"> <li>• Sequentially explains the phenomenon</li> <li>• Includes transitional words and phrases</li> </ul>			

<b>Procedural</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>To tell the reader how to achieve a particular goal or how to follow a set of procedures</li> </ul>	<ul style="list-style-type: none"> <li>To tell the reader how to achieve a particular goal or how to follow a set of procedures</li> </ul>	<ul style="list-style-type: none"> <li>To tell the reader how to achieve a particular goal or how to follow a set of procedures</li> </ul>	<ul style="list-style-type: none"> <li>To tell the reader how to achieve a particular goal or how to follow a set of procedures</li> </ul>	<ul style="list-style-type: none"> <li>To tell the reader how to achieve a particular goal or how to follow a set of procedures</li> </ul>	<ul style="list-style-type: none"> <li>To tell the reader how to achieve a particular goal or how to follow a set of procedures</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>
<b>Content</b> The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations	<ul style="list-style-type: none"> <li>Attempt to link steps using transitional words (first, next, then, last)</li> <li>Attempt to include materials or requirements for procedure</li> <li>Illustrate steps of procedure</li> </ul>	<ul style="list-style-type: none"> <li>Include illustrations or diagrams to support what is being explained or demonstrated</li> <li>Use a variety of verbs to communicate goal to be accomplished</li> </ul>	<ul style="list-style-type: none"> <li>List of materials needed to teach content</li> <li>Begin to use content specific terms</li> </ul>	<ul style="list-style-type: none"> <li>Goal/aim that states what is to be done</li> <li>Materials and/or requirements</li> <li>Step by step instruction</li> <li>May include headings, subheadings, numbered steps, diagrams, photographs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Include headings, subheadings, numbered steps, diagrams, photographs, etc.</li> </ul>	
<b>Organization</b> The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion	<ul style="list-style-type: none"> <li>Begin to sequence events</li> </ul>	<ul style="list-style-type: none"> <li>Write a title to tell what is being explained or demonstrated</li> <li>Opening and concluding statement</li> </ul>	<ul style="list-style-type: none"> <li>Write in sequential steps</li> </ul>	<ul style="list-style-type: none"> <li>Section headings</li> <li>Goal/aim</li> <li>Procedure, etc.</li> <li>Show evidence of appropriate layout (goal, materials,</li> </ul>		

		<ul style="list-style-type: none"><li>• Include materials or things needed to teach content</li></ul>		instructions, directions)		
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\*\* Please refer to Chapter 8 in *Is That a Fact* for more information.

<b>CONVENTIONS</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>• Begin to use upper case letters and lower case letters appropriately (including capitals at the beginning of a sentence, proper nouns such as people, places and things, and “I”</li> </ul>	<ul style="list-style-type: none"> <li>• Use upper case letters and lower case letters appropriately (including capitals at the beginning of a sentence, proper nouns such as people, places and things, and “I”</li> </ul>		<ul style="list-style-type: none"> <li>• Proper nouns and titles of people (Dr., Mrs., etc.)</li> <li>• Titles of a written piece</li> </ul>	<ul style="list-style-type: none"> <li>• Titles of movies, books, etc.</li> <li>• Within dialogue quotations</li> <li>• In letter writing in the greeting and closing</li> </ul>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Begin to use an end mark</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate end marks (periods, exclamation marks, question marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use quotation marks for conversation</li> <li>• Begin to use apostrophes</li> <li>• Begin to use commas in a series</li> </ul>	<ul style="list-style-type: none"> <li>• Quotations in dialogue and poems and song titles, conversation</li> <li>• apostrophes</li> <li>• multiple use of commas: series, dates, letter writing, compound sentences</li> <li>• abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple use of commas: appositives, clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Colon, dashes, ellipses, semicolons, parentheses</li> <li>• Bibliography punctuation</li> </ul>

CONVENTIONS	K	1	2	3	4	5
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Spell high frequency words</li> <li>• Apply spelling patterns per individual <u>Words Their Way</u> level</li> <li>• Use appropriate letter/sound correspondence</li> <li>• Include vowels</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to edit for spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Edit for spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to find correct spelling using a variety of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Commonly misused words</li> <li>• Double checking words</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Write in complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Singular and plural nouns</li> <li>• Simple past tense</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use contractions</li> <li>• Begin to use conjunctions</li> <li>• Begin to use simple plurals (“s” or “es” endings)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand terms and proper use of all parts of speech</li> <li>• Pronouns</li> <li>• Singular and plural nouns</li> <li>• Contractions</li> <li>• Conjunctions</li> <li>• Complete sentences (simple, compound, declarative, interrogative, imperative, exclamatory)</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• “ly” adverbs</li> <li>• Proper nouns vs. common nouns</li> <li>• Appropriate verb tenses (present, past, future, past participle)</li> <li>• Regular /irregular verbs</li> <li>• Subject/verb agreement</li> <li>• Eliminate run-ons and fragments</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative adverbs and adjectives</li> <li>• Appropriate tenses (regular /irregular verbs)</li> <li>• Interjections</li> <li>• Use of correct written language</li> <li>• Develop and maintain a consistent voice</li> </ul>

CONVENTIONS	K	1	2	3	4	5
<b>Format/Layout</b>	<ul style="list-style-type: none"> <li>• Direction of print</li> <li>• Insert spaces between words</li> <li>• Legibility</li> <li>• Correct letter formation</li> <li>• Take a written piece to publishing</li> <li>• Proper pencil position</li> <li>• Proper layout for type of writing (friendly letter, poems, lists, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Write 3 sentence paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Indent</li> <li>• Write multiple paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Begin cursive handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Continue cursive handwriting</li> <li>• Multiple paragraph forms</li> </ul>	

<b>RESEARCH</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p>Locate information using appropriate sources and strategies</p>	<ul style="list-style-type: none"> <li>● Select a topic for research</li> <li>● Identify various sources of information</li> <li>● Select various sources</li> <li>● Determine appropriate information source</li> </ul>	<ul style="list-style-type: none"> <li>● Identify dictionary, appropriate level newspapers and magazines, encyclopedias and electronic media</li> <li>● Select sources such as dictionaries, encyclopedias, observations, and electronic media</li> <li>● Use table of contents</li> <li>● Use traditional tools</li> </ul>	<ul style="list-style-type: none"> <li>● Use key words and guide words</li> <li>● Use electronic search tools</li> </ul>	<ul style="list-style-type: none"> <li>● Locate resources for a particular task (newspapers, dictionary)</li> </ul>	<ul style="list-style-type: none"> <li>● Survey sources for a particular task (newspapers, dictionaries, encyclopedias, nonfiction trade books, interviews, observations, and electronic media)</li> <li>● Select appropriate sources</li> <li>● Use appendices</li> </ul>	<ul style="list-style-type: none"> <li>● Select and refine a topic for research</li> <li>● Evaluate the usefulness and qualities of the sources</li> <li>● Select appropriate sources (reference materials, computer databases)</li> <li>● Use indices and cross-references</li> </ul>

RESEARCH	K	1	2	3	4	5
<p><b>Organize and present the main ideas from the research</b></p>	<ul style="list-style-type: none"> <li>● Draw and sequence pictures</li> <li>● Summarize orally</li> <li>● Use RAN chart (Reading and Analyzing Nonfiction)</li> <li>● Use graphic organizer</li> <li>● Share learned information</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize in writing</li> <li>● Organize ideas generated from RAN chart</li> </ul>	<ul style="list-style-type: none"> <li>● Write draft using information from source</li> <li>● Use a rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Take notes from sources using a structured format</li> <li>● Summarize, in writing, the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Present orally or in writing several of the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Present the topic using relevant information</li> <li>● Credit sources using a structured format (ex: author, title)</li> </ul>

STYLE	K	1	2	3	4	5
<p>The choice, use and arrangement of words and sentence structures that create tone and voice</p>	<ul style="list-style-type: none"> <li>• Use description in early forms of writing, dictation or illustrations to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language patterns such as naming words, descriptive words, questions, statements, and commands</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of words</li> <li>• Vary sentence length and type</li> <li>• Action verbs</li> <li>• Tone appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>• Enticing, appropriate title</li> <li>• Awareness of audience</li> <li>• Descriptive language (use words that paint a picture for the audience)</li> <li>• Varied sentence structure: simple and compound sentences</li> <li>• Use literary devices (personification, simile)</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of beginnings and endings</li> <li>• Choose appropriate point of view (first person, etc.) according to topic and uses consistently throughout piece</li> <li>• Vary sentence length, type and structure depending on purpose</li> <li>• Effective use of dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of sentence lengths               <ul style="list-style-type: none"> <li>• Leads</li> <li>• Different kinds of sentences</li> <li>• Expanded sentences</li> <li>• Smooth flow (on focus)</li> </ul> </li> </ul>
					<ul style="list-style-type: none"> <li>• Magnify a moment (tell details)</li> <li>• Sophisticated adjectives, adverbs, nouns, verbs and pronouns</li> <li>• Thesaurus use for varying word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced verb tense</li> <li>• Vivid verbs</li> <li>• Overused words</li> <li>• Descriptive adverbs</li> <li>• Loaded words (political correctness)</li> <li>• Specialized words</li> </ul>

					<ul style="list-style-type: none"><li>• Use of literary devices: Idioms, alliteration, onomatopoeia, hyperbole</li></ul>	<ul style="list-style-type: none"><li>• Connotation</li><li>• Denotation</li><li>• Metaphors</li><li>• Analogies</li><li>• Imagery</li><li>• Poetry (stanza, rhythm, verse form)</li></ul>
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Poetry	K	1	2	3	4	5
<b>Definition</b>	<ul style="list-style-type: none"> <li>To write a piece that expresses ones feelings, emotions and viewpoints through a variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>To write a piece that expresses ones feelings, emotions and viewpoints through a variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>To write a piece that expresses ones feelings, emotions and viewpoints through a variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>To write a piece that expresses ones feelings, emotions and viewpoints through a variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>To write a piece that expresses ones feelings, emotions and viewpoints through a variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>To write a piece that expresses ones feelings, emotions and viewpoints through a variety of structures.</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>The single controlling point made with an awareness of task (mode) about a specific topic.</li> </ul>

<p style="text-align: center;"><b>Content and Organization</b></p>	<ul style="list-style-type: none"> <li>● Free Verse – poetry that may or may not include patterned rhyme or rhythm</li> <li>● List – a list of words or phrases on a topic. e.g. Frogs, green, hops, croak, lives in a pond</li> </ul>	<ul style="list-style-type: none"> <li>● Free Verse – poetry that may or may not include patterned rhyme or rhythm</li> <li>● Acrostic – uses the letters of a name or a word to begin each line in the poem. e.g. Friendly guy Remarkable Energetic Dynamic student</li> </ul>	<ul style="list-style-type: none"> <li>● Free Verse – poetry that may or may not include patterned rhyme or rhythm</li> <li>● Couplet – a two-line verse form that usually rhymes and expresses one thought. e.g. Back and forth the dancer <u>whirled</u>, A butterfly with wings <u>unfurled</u>.</li> <li>● Bio-poem – a poem that describes a person with a specific formula. <u>Formula:</u> Name 3 adjectives Wishes to Dreams of Wants to Who wonders Who fears Who is afraid of Who likes Who believes Who loves Who plans Who is</li> </ul>	<ul style="list-style-type: none"> <li>● Free Verse – poetry that may or may not include patterned rhyme or rhythm</li> <li>● Haiku – a three line poem about nature. <u>Formula:</u> line 1: 5 syllables line 2: 7 syllables line 3: 5 syllables</li> <li>● Diamante – a seven line poem, shaped like a diamond. <u>Formula:</u> line 1: one noun (contrasting to line 7) line 2: two adjectives (that describes line 1) line 3: three verbs (that relate to line 1) line 4: four nouns (first 2 relate to line 1 and last 2 relate to line 7) line 5: three verbs relate to line 7 line 6: two adjectives that describe line 7 line 7: one noun contrasting to line 1</li> </ul>	<ul style="list-style-type: none"> <li>● Free Verse – poetry that may or may not include patterned rhyme or rhythm</li> <li>● Limerick – funny five line verse. <u>Formula:</u> lines 1, 2 and 5 rhyme lines 3 and 4 rhyme</li> <li>● Cinquain – five line poem with predetermined syllables for each line. <u>Formula:</u> line 1: Title (2 syllables) line 2: description or example of title (4 syllables) line 3: action about title (6 syllables) line 4: feeling about title (8 syllables) line 5: synonym for title (2 syllables)</li> </ul>	<ul style="list-style-type: none"> <li>● Free Verse – poetry that may or may not include patterned rhyme or rhythm</li> <li>● Lyric – a song-like poem that uses sensory details. Add a tune and it can become a song.</li> <li>● Concrete – a poem that takes a special shape that expresses a poem’s meaning or feeling. e.g.: The way to school is d o w n <b>w i d e</b> streets Full of <b>BIG</b> People!!!</li> </ul>
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## **Assessment**

At Twin Valley School District, we believe that assessment drives instruction. Formal assessments need to be administered to indicate each student's level of achievement using a common assessment. Adequate on-going records need to be kept to document student growth.

### **Procedures in Assessment and On-going Monitoring:**

These entail:

- Pre and post assessments for each text type, using rubrics to document growth and drive future instruction
- Common Quarterly Benchmarks to assess proficiency. These benchmarks are scored using the Pennsylvania Writing Assessment Domain Scoring Guide, by grade level teams. Copies of these Benchmarks are to be kept in each student's Literacy folder (DRA folder).
- The Pennsylvania System of School Assessment Writing Assessment, administered in Grade 5 to assess proficiency on the state writing standards.