Writing

Planning Strategies

Gr.	Forms and Genres	Techniques and Elements	Conventions	Grammar and Usage
4	**Short Story** ❏ connection among events, setting, and main characters ❏ narratives that reflect personal responses **Expository** ❏ report from jot notes ❏ friendly letter ❏ time line ❏ writing for specific audiences ❏ couplets and triplets ❏ character sketch	❏ alliteration ❏ paraphrasing ❏ jot notes ❏ identifying speaker or narrator ❏ fact vs. opinion ❏ character traits	**Capitals** ❏ names of clubs, teams, organizations **Punctuation** ❏ comma in addresses ❏ comma after introductory words	❏ run-on sentences ❏ subject-verb agreement ❏ connecting words ❏ noun-pronoun agreement ❏ irregular verbs
5	❏ newspaper report ❏ multiparagraph report with introduction and conclusion ❏ charts ❏ longer short story ❏ play ❏ fable ❏ book review ❏ thank you letter ❏ invitation ❏ directions/instructions	❏ conflict in fiction ❏ main characters point of view and motivation ❏ use of imagery ❏ onomatopoeia ❏ personification ❏ simile ❏ metaphor ❏ words and phrases that modify	**Capitals** ❏ titles ❏ headings and subheadings **Punctuation** ❏ quotation marks ❏ beginning new paragraph with change of speaker ❏ apostrophe	❏ past, present, future tenses ❏ increase use of more varied and specific vocabulary ❏ synonyms ❏ antonyms ❏ homonyms ❏ multiple word meanings

Pre-Writing/Representing Considerations	
Ideas *1.1* explore and explain connections (express ideas) 1.1 exploratory communication to share personal responses and develop own interpretations 2.4 choose life themes for creating text (generate ideas) 1.1 expand personal understanding (consider others' ideas)	
Forms/Text 1.1 experiment with a variety of forms to discover those best suited for sharing ideas, information and experiences (experiment) 2.4 express same ideas in different forms/genres (structure) 3.4 communicate ideas and information in a variety of texts – multiparagraph reports, question/answer formats, graphs (share)	
Audience/Purpose 2.4 determine purpose and audience needs to choose forms, organize ideas and details (structure) 4.3 use various styles and forms of presentations, depending on content, audience, purpose (present)	
Plan Organization 3.3 organize ideas using a variety of strategies – compare/contrast, subtopics, sequence – ex. categories, graphic organizers (organize) 3 organize with introduction(interest audience, state topic), developing sections and conclusions (organize) 3.3 use outlines, thought webs, summaries to show relationship among ideas and clarify meaning (record) 4.1 relationships among key words associated with topics of study; variety of strategies – webs, outlines, lists (expand)	
Plan information gathering 3.1 select information needed to support a point of view (information needs) 3.1 develop plan for gathering information and ideas considering time length of investigation and presentation (gather info) 3.1 plan and organize data collection based on pre-established parameters 5.1 appropriate language to participate in public events (celebrate)	
During Writing/Representing Considerations	
Information Gathering 3.1 use note-taking or representing to assist with understanding and focusing topics (focus) 3.3 make notes on a topic, combining information; use reference sources appropriately (record) 3.3 quote information from sources (record)	
Constructing 1.3 use talk, notes, personal writing and representing, with text and ideas of others to clarify and shape understanding (combine ideas) 1.2 use talk, writing and representing to examine, clarify and assess understanding 3.1 distinguish among facts, supported inferences and opinions (focus) 2.4 create texts unified by point of view and developed plot (inc. ending) 4 use literary devices to create particular effects (expression) .2 explore techniques -visual imagery, sound, flashback, voice inflection (techniques)	

4.1 experiment to choose most appropriate way of communicating – sentence structures, figurative language, multimedia (artistry) 4.1 choose words for meaning and appropriate to context, audience, purpose (expand) 4.1 write legibly and at appropriate pace (legibility) 4.1 software design elements (legibility)		
Constructing/Reflecting 1.3 evaluate the usefulness of new ideas, techniques and texts in terms of present understanding (extend understanding) 3.2 evaluate congruency between gathered information and research purpose and focus (evaluate sources) 3.3 evaluate appropriateness of information for purpose/audience (evaluate) 3.3 recognize gaps in gathered information (evaluate)		
Post-Writing/Representing Considerations		
Revise 4.1 revise and enhance texts (appraise) 4.1 evaluate usefulness feedback from peers (appraise) 4.1 revise – focus, expand ideas, eliminate information (revise) 4.1 edit – paragraph structures – expository/narrative (revise) 4.2 edit for conventions outcomes and the meaning and function of words in context (conventions)		
Present 3.4 select appropriate media to inform and engage the audience (share) 4.3 emphasize key ideas and information to enhance audience understanding and enjoyment (enhance) 4.3 control of voice, pacing, gestures, facial expressions, props and presentation space (enhance) 5.1 demonstrate respect by choosing appropriate language and tone		
Respond 4.3 ident6ify tone, mood and emotion (share) 4.3 respond to emotional aspects of presentations – encouragement and appreciative comments (share) 3.4 establish goals for enhancing research skills (review) *1.3* assess personal language use (set goals) 1.1 assess a variety of texts (preferences)		

Grade 6 ELA Outcomes by Program
Language

1.1 assess personal language use (set goals) 2.1 use text features-charts, graphs, dictionaries (textual clues)	
Vocabulary 2.1 prefixes/suffices to predict meanings of unfamiliar words (structural analysis) 2.1 apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words (structural analysis) 4.1 choose words for meaning and appropriate to context, audience, purpose (expand) – vocabulary	
Spelling 2.1 choose most appropriate reference to confirm spellings or locate meanings of words 4.2 variety of resources and strategies to determine and learn correct spelling of common exceptions (conventions) 4.2 importance of correct spelling for effective communication (conventions)	
Conventions 4.1 appropriate verb tense, correct pronoun references (edit) 4.2 past, present and future verb tense (conventions) 4.2 coordinate and subordinate conjunctions (conventions) 4.2 complex sentence structures and variety of sentence types (conventions) 4.2 comparative and superlative forms of adjectives (conventions) 4.2 colons, parentheses, ellipses (conventions)	
Language Extension 2 experiment with sentence patterns, imagery and exaggeration- to create mood and mental images (artistry) 2.2 metaphor, personification and synecdoche – mood and mental images (artistry) & 4.1 figurative language (artistry) 2.3 alter words, forms, sentence patterns to create new versions for a variety of purposes; imagery and figurative language – personification, alliteration (experiment)	
Structure 4.2 paragraph structures in expository and narrative texts (edit)	

Grade 7 ELA Outcomes by Program
Writing/ Representing

Pre-Writing/ Representing Considerations	
IDEAS 2.4 choose appropriate strategies for generating ideas and focusing topics for text 1.1 respond to alternative ideas or opinions	
FORMS/ TEXTS 1.1 ways content and forms interact to influence understanding 1.2 2.4 create a variety of text to explore ideas related to topic or theme 1.3 2.2 express interpretations of text in another form/ genre 1.4 3.4 communicate ideas and information in a variety of texts – reports, autobiographies, brochures, video presentations, etc.	
AUDIENCE/ PURPOSE 3.1 consider audience, purpose, point of view and form when focusing topics	
PLAN ORGANIZATION 3.3 organize ideas by categories appropriate to topic and purpose (ex. graphic organizers)	
PLAN INFORMATION GATHERING 3.1 types and sources of information appropriate for topic, audience, form, purpose and point of view	
5.1 use appropriate form and tone for audiences	
During Writing/ Representing Considerations	
INFORMATION GATHERING 3.1 use note-taking, outlining or representing to summarize important ideas 3.3 make notes using headings/ graphic organizers appropriate to topic; reference sources	
CONSTRUCTING 1.2 use talk, writing and representing to examine, clarify and assess understanding	
3.3 reflect on ideas and information to form own opinions with evidence to support them	
3.3 connect new information with prior knowledge for new understanding 3.3 compare, contrast and combine ideas from several sources	
3.3 produce texts with well-developed and linked ideas/ sections	
2.4 use suspense, exaggeration, foreshadowing, dialogue and description to develop conflict 4.1 incorporate particular features of effective texts in own text 4.1 experiment with figurative language, illustrations and video to provide emphasis or express emotion	
4.1 choose printing, cursive writing or word processing depending on task, audience and purpose 4.1 identify how format of documents enhances content presentation	
CONTSRTUCTIN/ REFLECTING 3.2 use pre-established criteria to evaluate usefulness of information sources in terms of their structure and purpose 3.3 assess if amount and quality of information is appropriate to purpose: address information gaps	
Post-Writing/ Representing Considerations	
REVISE 2.2 reflect on, revise initial impressions of text through subsequent reading, listening and viewing	
4.1 revise introduction, conclusion and sequence for coherence and meaning 4.1 revise to eliminate unnecessary repetition of words/ ideas 4.1 use paragraphs to organize narrative/ expository text 4.2 edit for conventions outcomes and the meaning and function of words in context 4.3 distinguish between formal and informal conventions of oral and written language and use appropriate to context, audience, purpose	

PRESENT 3.4 use appropriate media to inform and engage the audience 4.3 clarify and support ideas with details, visual or media 4.3 use explicit techniques to arouse and maintain interest and convince the audience 4.4 present ideas/ opinions confidently without dominating discussion	
RESPOND 4.3 listen/ view attentively to organize/ classify information and carry out multistep instructions 4.3 ask questions/ comments that elicit information and clarify understanding	
5.1 demonstrate respect for diversity in texts	
3.4 identify strengths and areas for improvement in research skills	
1.1 assess texts recommended by others	

Grade 7 ELA Outcomes by Program
Language

1.1 appropriate terminology to discuss abilities in language learning use	
VOCABULARY 2.1 apply knowledge of phonics, sight vocabulary, language and context clues in relation to purpose and reading rate 4.1 identify differences between standard English slang, colloquialism, jargon and how they affect meaning	
SPELLING 2.skim and scan reference materials to confirm spellings or locate meanings of unfamiliar words 4.2 reference materials to confirm spellings/ solve spelling problems 4.2 extend spelling vocabulary to include words frequently used in literature 4.2 apply specific and effective strategies for learning and remembering correct spelling in own writing	
CONVENTIONS 4.2 correct subject0verb agreement with compound subjects 4.2 variety of subordinate clauses in own writing 4.2 subjective and objective forms of pronouns 4.3 quotation marks, commas for phrases and clauses, quotation marks for citing secondary sources	
LANGUAGE EXTENSION 2.3 explore playful uses of language in popular culture 2.3 imagery and figurative language 4.1 identify and explain figurative and metaphorical use of language in context	
STRUCTURE 4.1 use paragraphs to organize narrative/ expository text	

Grade 8 ELA Outcomes by Program
Writing/ Representing

Pre-Writing/ Representing Considerations	
IDEAS 2.4 create texts related to issue encountered in texts and in own life	
FORMS/ TEXTS 1.1 respond to ways forms enhance or constrain the development and communication of ideas 2.4 create texts with both main and minor characters 3.4 communicate ideas and information in a variety of texts – interviews, minilessons, documentaries	
AUDIENCE/ PURPOSE 3.1 select form appropriate to audience and purpose	
PLAN ORGANIZATION 3.3 organize ideas creatively and logically to develop comparison, chronology or to show cause-effect	
PLAN INFORMATION GATHERING 3.1 select sources of information appropriate for topic, audience, form, purpose 3.1 choose a plan to access, gather and record information	
During Writing/ Representing Considerations	
INFORMATION GATHERING 2.1 take notes, make outlines, read/recite/review to comprehend and remember ideas 3.2 record key ideas from text, avoiding overuse of direct quotes 3.3 make notes in point form, summarizing major ideas; reference sources 3.3 discard information that is irrelevant for purpose 3.2 obtain information from a variety of sources 3.2 use criteria for evaluating usefulness, currency and reliability of info. for a research project	
CONSTRUCTING 3.3 organize ideas to establish an overall impression or point of view in texts	
3.3 incorporate new information with prior knowledge and experiences to develop new understanding	
2.4 retell texts from different points of view 2.2 write and represent narratives from other points of view	
3.3 use a consistent format to give credit for quoted and paraphrased ideas and information	
4.1 vary handwriting style and pace, depending on context, audience and purpose 4.1 choose an effective format, depending on content, audience and purpose 2.3 choose forms or genres for the affects they will have on audiences and purposes	
CONTSRTUCTING/ REFLECTING 3.2 evaluate sources for currency, reliability and possible bias of information for a research project 3.3 evaluate the relevance and importance of gathered info; address information gaps	
Post-Writing/ Representing Considerations	
REVISE	
4.1 revise by adding words and phrases that emphasize important ideas or create dominant impressions 4.1 revise to enhance sentence variety, word choice and appropriate tone 4.1 enhance coherence and impact using electronic editing functions 4.1 use paragraph structures to demonstrate unity and coherence 4.2 edit for conventions outcomes 4.1 share drafts to elicit useful feedback	

PRESENT 3.4 integrate appropriate media to inform and engage the audience 4.3 present information for a particular purpose and to appeal to interest/background knowledge of reader or audience 4.3 plan presentations to achieve purposes, and use feedback from rehearsals to modify 4.3 plan small group and short, whole class presentations to share information	
RESPOND 4.3 anticipate organizational patterns of presentations; identify important ideas and supporting details	
5.1 use inclusive language and actions to demonstrate respect for diversity	
3.4 assess research process; consider alternative ways to reach goals	
4.3 use verbal/nonverbal feedback to respond respectfully	

Grade 8 ELA Outcomes by Program
Language

1.1 examine and reflect on own growth in effective use of language	
VOCABULARY 2.1 use strategies for word identification and vocabulary development 4.1 explore ways new words, phrases and expressions enter the language – pop. culture, technology, other languages 4.1 infer literal and figurative meaning of words in context, using idioms, analogies, metaphors, simile 2.1 use thesaurus to extend vocabulary and locate appropriate words to express meaning	
SPELLING 4.2 develop effective approach to remembering correct spelling of key words 4.2 use knowledge of spelling generalizations and how words are formed 4.2 identify spelling variants in texts	
CONVENTIONS 4.2 use simple, compound and complex sentences 4.2 use correct pronoun-antecedent agreement 4.2 use verb tenses consistently throughout a piece of writing 4.3 use hyphens at end of lines and to make a new word 4.3 use parentheses in own writing 4.3 use capitalization and punctuation for referencing texts 4.3 identify semicolons, dashes, hyphens when reading	
LANGUAGE EXTENSION 2.3 identify creative uses of language in pop culture 2.3 explain how imagery and figurative language (such as hyperbole) to create tone and mood 4.1 experiment with figurative language, voice, sentence patterns to create mood	
TRUCTURE 4.1 use paragraph structures to demonstrate unity and coherence	

Grade 9 ELA Outcomes by Program
Writing/ Representing

Pre-Writing/ Representing Considerations	
IDEAS 2.4 generalize from own experience to create texts on a theme	
FORMS/ TEXTS 1.1 respond to ideas on the same topic in a variety of forms of texts 2.4 create texts that interrelate plot, setting and character and reveal significance of action 2.4 create texts that include main and minor characters, and show how main character develops 2.2 express themes of texts in different forms or genres 3.4 communicate ideas and information in a variety of texts – media scripts, multimedia presentations, panel discussions and articles	
PLAN ORGANIZATION 3.3 organize ideas by selecting categories and organizational structures	
PLAN INFORMATION GATHERING 3.2 select info. sources that will provide effective support, convincing argument or unique perspectives 3.1 select types and sources of info. to achieve a balance between researched info. and own ideas	
During Writing/ Representing Considerations	
INFORMATION GATHERING 3.1 synthesize ideas from a variety of sources to form own opinions and points of view 3.1 assess adequacy, accuracy, detail and appropriateness of texts to support arguments 3.3 use own words to summarize information, paraphrase and quote facts; reference sources 3.3 select ideas that will support an opinion, appeal to the audience and suit the tone of a text form 2.4 generalize from own experience to create texts on a theme 3.2 obtain info reflecting multiple perspectives from a variety of sources	
CONSTRUCTING 3.3 balance all sections of texts to ensure sentences, paragraphs and key ideas are linked 3.3 develop coherence by relating all key ideas to the overall purpose of the text	
3.3 choose specific vocabulary and use conventions accurately to enhance credibility	
5.1 create texts in ways that respect diversity	
2.4 create texts on common literary themes	
4.1 develop personal handwriting styles appropriate for a variety of purposes	
4.1 experiment with principles of design that enhance the presentation of texts	
CONTSRTUCTING/ REFLECTING 3.2 use criteria for evaluating the usefulness, currency and reliability of info. for a research project 3.3 evaluate usefulness, relevance and completeness of gathered info; address information gaps	
Post-Writing/ Representing Considerations	
REVISE	
4.1 revise for effective introductions, consistent points of view, effective transitions between ideas, and appropriate conclusions 4.1 revise to enhance transitions between ideas and maintain consistent organizational pattern 4.1 revise to combine narration, description and exposition effectively 4.2 edit for conventions outcomes 4.1 share sample treatments of a topic with peer, asking for feedback 4.1 work collaboratively to make revisions based on feedback from peers	

PRESENT 3.4 integrate appropriate media to reinforce overall impression or point of view and engage audience 4.3 choose appropriate evidence and strategies to clarify ideas and to convince readers/audiences 4.3 integrate a variety of media and display techniques to enhance appeal, accuracy and persuasiveness of presentations 4.4 select and organize info. to appeal to interests and background knowledge of readers/audience	
RESPOND 4.3 follow train of thought, and evaluate credibility of presenter and evidence provided	
4.3 provide feedback that encourages presenter/audience to consider other ideas	
3.4 reflect on research process, identifying areas of strength and ways to improve 3.3 reflect on new understanding and its value to self and others	

Grade 9 ELA Outcomes by Program
Language

1.1 reflect on own growth in language learning and use	
VOCABULARY 2.1 apply procedures for comprehending words in context; adjust according to purpose for reading and complexity of texts 4.1 distinguish between denotative and connotative meaning of words 4.1 explore derivation of words, phrases and jargon – variations in language, accent and dialect 4.2 use words and phrases to modify, clarify and enhance ideas and descriptions in own writing 2.1 use reference materials to verify correct usage, address uncertainties and solve problems	
SPELLING 4.2 use editing and proofreading strategies to confirm spellings in own writing 4.2 identify situations in which careful attention to correct spelling is especially important 4.2 identify and use variant spellings for effect	
CONVENTIONS 4.2 identify and use parallel structure 4.2 use coordination, subordination and apposition to enhance communication 4.2 make effective transitions between sentences and paragraphs in own writing 4.3 use quotation marks to distinguish words being discussed 4.3 use dashes to show sentence breaks or interrupted speech 4.3 vary and adjust punctuation use for effect in writing	
LANGUAGE EXTENSION 2.3 analyze creative uses of language in popular culture 2.3 recognize how imagery and figurative language (such as metaphor) create dominant impression, mood and tone .1 experiment with language to communicate themes or represent perspectives of various characters or people	