

Laconia School District
Writing Curriculum

Non-Negotiable Writing Skills and Concepts

9/10/2012

Instructional Non-Negotiables for Writing

1. Writing takes place in all disciplines.
2. Writing Instruction includes:
 - a. Mini-lessons on the Craft or Conventions of writing specific to the discipline or content area
 - b. Teacher/student conferences
 - c. Revising, editing, and publishing writing pieces
 - d. Independent writing time during class
3. Shared Writing (teacher and students) to create anchor charts relevant to the topic of student.
4. Teacher models the writing technique or strategy.
5. Writing instruction includes the use of mentor texts that are specific to the discipline or content area.
6. Focused Word Study Instruction (at a separate time):
 - a. K – 5: A daily investigation of the relationship between sounds, letters, letter-clusters, and word meanings in order to learn to read, spell, and write words efficiently.
 - b. 6 – 12: Vocabulary Instruction on content specific words that will be integrated into writing.
7. Grammar and Mechanics Instruction takes place in context during writing time at the revising and editing stages, and as items are needed using authentic student writing pieces.

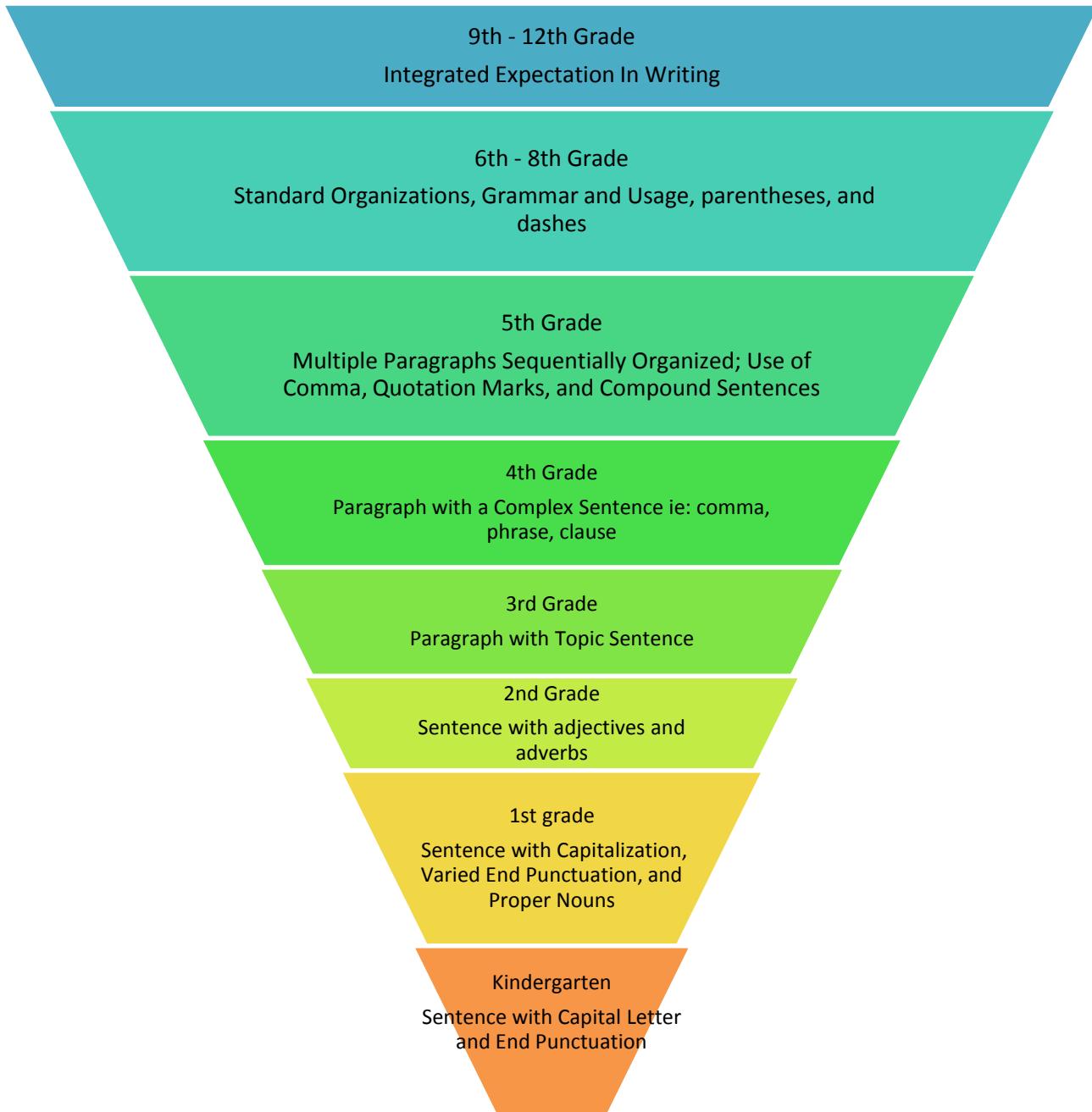
Word Study

Word Study incorporates skills that build throughout Kindergarten to Eighth Grade and are then utilized and integrated into student writing in high school. The foundational non-negotiable skills for each grade level represented in the pyramid below. The skill(s) should be incorporated into writing and reading instruction in order to ensure that students master the skill(s) by the end of the school year. Instruction that reinforces, expands, and enhances the non-negotiable skills from the preceding grade levels should also be incorporated into instruction since these skills build on one another in order to support effective and efficient readers and writers.



Grammar

Grammar is a skill that builds throughout Kindergarten to Eighth Grade and is then utilized and integrated into student writing in high school. The foundational non-negotiable skills for each grade level are represented in the pyramid below. The skill(s) by the end of the school year. Instruction that reinforces, expands, and enhances the non-negotiable skills from the preceding grade levels should also be incorporated into instruction since these skills build on one another in order to support effective and efficient readers and writers.



Kindergarten

Big Ideas for writing:

1. Opinion piece:

Students use a combination of drawing and writing to compose opinion pieces in which they tell a reader the topic they are writing about and state an opinion or preference about the topic.

2. Narrative:

Students use a combination of drawing and writing to narrate a single event, tell about the events in order in which they occur, and provide a reaction to what happened.

3. Informational/Explanatory piece:

Students use a combination of drawing and writing to compose informational/explanatory texts in which they name what they are writing about and supply some information about the topic.

4. Shared Research:

Students participate in shared research and writing projects to express knowledge and understanding of new learning.

First Grade

Big Idea for writing:

1. Opinion piece:

Students write opinion pieces in which they introduce the topic they are writing about, state an opinion, and provide some sense of closure.

2. Narrative piece:

Students write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

3. Informational/Explanatory piece:

Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

4. Shared Research:

Students participate in shared research and writing projects on a given topic to create “how to” books or share new knowledge and understanding on the topic.

Second Grade

Big Ideas for writing:

1. Opinion:

Students write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

2. Narrative:

Students write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.

3. Informational/Explanatory:

Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

4. Research:

Students participate in shared research and writing projects on a single topic to produce a report or record science observations.

Third Grade

Big Ideas for writing:

1. Opinion:

Students write opinion pieces supporting a point of view with reasons by including the following:

- a. Introduce the topic they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases to connect opinion and reasons.
- d. Provide a concluding statement or section.

2. Narrative:

Students write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences by including the following:

- a. Establish a situation and introduce a narrator and/or characters.
- b. Organize an event sequence that unfolds naturally.
- c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events.
- d. Use temporal words and phrases to signal event order
- e. Provide a sense of closure.

3. Informational/Explanatory:

Students write informative/explanatory texts to examine a topic and convey ideas and information clearly by including the following:

- a. Introduce a topic and group related information together.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases to connect ideas within categories of information.
- d. Provide a concluding statement or section.

4. Research

Students Conduct short research projects that build knowledge about a topic.

Fourth Grade

Big Ideas in writing:

1. Opinion:

Students write opinion pieces on topics or texts, supporting a point of view with reasons and information by including the following:

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases.
- d. Provide a concluding statement or section related to the opinion presented.

2. Narrative:

Students write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences by including the following:

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated events or sequences.

3. Informational/Explanatory:

Students write informative/explanatory texts to examine a topic and convey ideas and information clearly by including the following:

- a. Introduce a topic clearly and group related in paragraphs and sections
- b. Include formatting (headings, labels, captions, etc.), illustrations, and multi-media
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Link ideas within categories of information using words and phrases
- e. Use precise language and domain specific vocabulary to inform about the topic.
- f. Provide a concluding statement or section related to the information or explanation presented.

4. Research

Students conduct short research projects that build knowledge through investigation of different aspects of a topic.

Fifth Grade

Big Ideas in writing:

1. Opinion:

Students write opinion pieces on topics or texts, supporting a point of view with reasons and information by including the following:

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses.
- d. Provide a concluding statement or section related to the opinion presented.

2. Narrative:

Students write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences by including the following:

- a. Establishing a situations and introducing a narrator and/or characters and organize an event sequence.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words, phrases, and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experience or events.

3. Informational/Explanatory:

Students write informative/explanatory texts to examine a topic and convey ideas and information clearly by including the following:

- a. Introduce a topic clearly, provide a general observation and focus, and group related information in paragraphs and sections
- b. Include formatting (headings, labels, captions, etc.), illustrations, and multi-media
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Link ideas within and across categories of information using words and phrases
- e. Use precise language and domain specific vocabulary to inform about the topic.
- f. Provide a concluding statement or section related to the information or explanation presented.

4. Research:

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Sixth Grade

Big ideas for Writing:

1. Opinion:

Students write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

2. Narrative:

Students write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

3. Informative/Explanatory:

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

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect
- b. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from the information or explanation presented.

4. Research:

Students will conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Seventh Grade

Big Ideas in writing:

1. Opinion:

- Students write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Narrative:

Students write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

3. Informative/Explanatory:

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and Information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

4. Research

Student will conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Eighth grade

Big Ideas in Writing:

1. Opinion:

- Students write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Narrative:

Students write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

3. Informative/Explanatory:

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

4. Research:

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Ninth and Tenth Grade

Big Ideas in writing:

1. Opinion:

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

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Narrative:

Students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

3. Informational/Explanatory:

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

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports
4. Research:
- Conduct short as well as sustained research projects to answer a question or solve a problem.
- a. Synthesize multiple sources on the topics from relevant literary and informational print and digital sources
 - b. Use advanced searches effectively and assess the usefulness of each source
 - c. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation
 - d. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Eleventh and Twelfth Grade

Big Ideas in writing:

1. Opinion:

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

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Narrative:

Students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

3. Informational/Explanatory:

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

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
4. Research:
- Conduct short as well as sustained research projects to answer a question or solve a problem.
- a. Synthesize multiple sources on the topics from relevant literary and informational print and digital sources in order to avoid overreliance on any one source
 - b. Use advanced searches effectively and assess the usefulness of strengths and limitations of each source in terms of the task, purpose, and audience
 - c. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation
 - d. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

RECOMMENDED PROFESSIONAL RESOURCES FOR THE TEACHING OF WRITING

Title	Author
Writing Across the Content Areas	
Content-Area Writing: Every Teacher's Guide	Harvey Daniels, Steven Zemelman, Nancy Steineke
Write for Insight: Empowering Content Area Learning	William Strong
Non-Fiction Matters	Stephanie Harvey
Because Digital Writing Matters	Troy Hicks
Make me a Story: Digital Storytelling	Lisa Miller
Is that a Fact?: Teaching Nonfiction Writing K-3	Tony Stead
Writing for Humanities	
6 + 1 Traits of Writing: The Complete Guide Grades 3 and Up	Ruth Culham
After the End: Teaching and Learning Creative Revisions	Barry Lane
Assessing Writers	Carl Anderson
Because Writing Matters	Carl Nagin and NWP
Craft Lessons, K-8	Ralph Fletcher and Joann Portalupi
A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions with Precision and Purpose	Janet Angelillo
How's it Going?: A Practical Guide to Conferring with Student Writers	Carl Anderson
Live Writing: Breathing Life into your Words	Ralph Fletcher
Living Between the Lines	Lucy Calkins and Shelley Harwayne
Making Revisions Matter	Janet Angelillo
Non-Fiction Craft Lessons: Teaching Information Writing K-8	JoAnn Portalupi and Ralph Fletcher
Non-Fiction in Focus	Janice V. Kristo and Rosemary A. Bamford
The No-Nonsense Guide to Teaching and Writing: Strategies, Structures, Solutions	Judy Davis and Sharon Hill
Poetry Matters	Ralph Fletcher
Reading and Writing Nonfiction Genres	Kathleen Buss and Lee Karnowski
Response Journals	Les Parsons
Study Driven: A Framework for Planning Units of Study in the Writing Workshop	Katie Wood Ray
The Revision Toolbox	Georgia Heard
Wondrous Words: Writers and Writing in the Elementary Classroom	Katie Wood Ray
A Writer Teaches Writing	Donald E. Murray
A Writer's Notebook: Unlocking the Writer Within You	Ralph Fletcher
Writing: Teachers & Children at Work	Donald Graves
Writing About Reading	Janet Angelillo
Writing Effectively: Helping Children Master the Conventions of Writing	Leif Fearn and Nancy Farnan
Writing Essentials	Regie Routman
Writing on Demand	Leila Christenbury