

K-12
Writing Curriculum
SAU 85
Sunapee School District
2009-2010



Pending School Board Approval

July 2009

Dear Colleague,

Perhaps the only thing more difficult than the act of writing well is the prospect of teaching someone *else* to write well. What you have in your hands is what the teacher is required to teach with regard to structure and form. This curriculum is the skeleton upon which the body of writing is supported and finds its function. It represents what can and should be taught by Sunapee teachers of composition. The writing curriculum committee has determined that these “bones” of writing should be taught in such a way to ensure clarity, consistency, and accountability for both the Sunapee student and teacher.

So who determines what should be taught? [Un]fortunately we instructors of writing are dictated to by state-generated GLE’s (Grade Level Expectations). Therefore, this curriculum is not the brainchild of shady men in smoke-filled basements; instead it simply reflects what must be taught to comply with state GLE’s. This is important to note: The committee believes it is the inspirations and imaginations of the individual teacher that most significantly purvey the craft of writing to the student. Inspiration cannot be brought by a curriculum no more than a semi-colon can evoke tears or laughter. By itself, this curriculum cannot create good writing.

You’ll notice that about half of the text is green. This text actually is the specific Sunapee curriculum—the part that you as a teacher are responsible for in your respective class sections. The black is the GLE text from which the specific directives were taken. The green, bulleted items are meant to be the minimal requirements as dictated by the GLE. Individual teachers are encouraged to teach above and beyond green-text requirements according to personal preference and passion.

This is meant to be a living document, one that is tweaked and modified by those who use it. But in order to do this with meaning, we *all* need to be doing it. In order to speak coherently and intelligently about what we should change—where we want to go—we need to be on the same page in terms of what we’re teaching now. In order to ensure and encourage use of this curriculum, administrators will be asking for random student writing samples (see portfolio requirement).

The transfer of information from one person to another, whether expositional or inspirational, is essential to the human experience. This committee understands the complexity of teaching writing, which is paradoxically full of frustration and epiphany. This document is designed to assist the teacher to see what *has* to be done in her writing classroom in order to create an atmosphere of *excitement* in her writing student.

Remember, this is *your* document. Please be a part of the process by providing feedback to any committee member.

Respectfully submitted,

Sunapee Writing Curriculum Committee

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The Essence of Teaching Writing

The understandings upon which the curriculum is based

As teachers of writing, we understand that best practice influences students' success, so we:

- * *Think aloud while modeling our own writing*
- * *Provide regular time for students to write with instructional support (conferring, small groups)*
- * *Provide many examples of excellent writing (student work, using mentor texts, benchmarks)*
- * *Establish criteria for effective writing*
- * *Regularly celebrate and publish writing*
- * *Provide specific, purposeful, and timely feedback*
- * *Maintain a collection of student writing*
- * *Provide a classroom climate conducive to writing*

Our students will be able to:

- * *Write for a specific reader and for an identified purpose*
- * *Present ideas clearly with a logical, well-organized flow*
- * *Develop stamina and fluency as writers*
- * *Work on developing style appropriate to genre*
- * *Reread, rethink, and revise while composing writing*
- * *Apply correct conventions in the final stages of writing*
- * *Read widely and deeply from a writer's perspective*
- * *Identify quality writing and self-assess using benchmarks and rubrics*
- * *Think of themselves as capable and confident writers*

Sunapee Writing Curriculum

Suggested Essential Questions

- *How do I write clearly and powerfully?*
- *How does the organization and structure of my writing affect the meaning of the piece?*
- *How do I get people to think, laugh, or cry with my writing?*
- *Who are you writing to?*
- *How can I get people to read my writing?*
- *How can my writing be more convincing?*
- *How is what I'm reading like my writing?*
- *How can I use writing to teach?*
- *How should I change my voice as I write?*
- *What role does grammar and mechanics play in crafting a piece of writing?*
- *How do writers vary their writing for different purposes and audiences?*
- *How does my writing affect the world around me?*
- *What are powerful forms of expression?*
- *How is speaking different from writing?*
- *What's important in a good story?*
- *How do you tell interesting stories?*
- *What do stories tell us about ourselves?*
- *What makes a good storyteller?*
- *What role does writing play in challenging intellect, quickening emotion, and inspiring the imagination?*

Portfolio Implementation Procedure

- * A writing folder will be maintained for each student with one finished piece from each genre.
- * Students may choose which pieces go into the portfolio.
- * Teachers maintain the collection with the title, date, and rubric score recorded on the table of contents.
- * The folder may be monitored periodically to develop a common understanding of benchmark writing for each grade level.
- * In May, a sample of student portfolios will be collected by the administration.
- * Students will receive the writing folders at the end of the year.



Student Writing Portfolio

Table of Contents

Name of Student _____ Grade _____

<u>Genre</u>	<u>Title</u>	<u>Date</u>	<u>Rubric Assessment by Teacher</u>	<u>Rubric Assessment by Student (optional)</u>
Expressive				
Persuasive				
Procedural				
Report				
Response to Literary or Informational Text				
Narrative				

Content Clusters

for Written and Oral Communication

- * *Structures of Language*
- * *Reading Connection*
- * *Expressive Writing*
- * *Informational Writing*
- * *Conventions*
- * *Habits of Writing*
- * *Oral Communications*

Bibliography

Suggested Professional Resources

- Atwell, Nancie. In the Middle: Writing, Reading and Learning with Adolescents
- Brand, Max. Word Savvy: Integrated Vocabulary, Spelling and Word Study, Grades 3 – 6
- Calkins, Lucy. Authors as Mentors
- Calkins, Lucy. Launching the Writing Workshop
- Calkins, Lucy. Launching the Writing Workshop
- Calkins, Lucy. Nonfiction Writing: Procedures and Reports
- Calkins, Lucy. Poetry: Powerful Thoughts in Tiny Packages
- Calkins, Lucy. Small Moments: Personal Narrative Writing
- Calkins, Lucy. The Art of Teaching Writing
- Calkins, Lucy. The Conferring Handbook
- Calkins, Lucy. The Craft of Revision
- Calkins, Lucy. The Nuts and Bolts of Teaching Writing
- Calkins, Lucy. Writing for Readers: Teaching Skills and Strategies
- Clay, Marie. What Did I Write? Beginning Writing Behavior
- Collins, John Writing Program
- Culham, Ruth Six Plus One Traits of Writing
- Culham, Ruth Six Trait Writing
- Cunningham, Patricia and Allington, Richard. Classrooms that Work: They Can All Read and Write
- Fletcher, Ralph and Portalupi, JoAnn. Nonfiction Craft Lessons
- Fletcher, Ralph Teaching the Qualities of Writing
- Fletcher, Ralph. Boy Writers
- Fletcher, Ralph. Craft Lessons
- Fletcher, Ralph. Live Writing
- Fletcher, Ralph. Poetry Matters
- Gould, Judith and Evan Gould Four Square Writing

Graves, Donald. Writing: Teachers and Children at Work

Lane, Barry After "The End"

Lane, Barry How Do You Teach Writing?

Lane, Barry Why We Must Run with Scissors

Morgan, Bruce. Writing Through the Tween Years

Newkirk, Tom Holding on to Good Ideas in a Time of Bad Ones

Newkirk, Tom Misreading Masculinity

Ray, Katie Wood and Laminack, Lester. The Writing Workshop

Routman, Regie Writing Essentials

Vermont Writing Collaborative by Writing for Understanding

Zemelman, Daniels, and Hyde. Best Practice 3rd Edition

www.thewritesource.com

Suggested Student References

From the Write Source:

- Write One
- Write on Track
- Write Away
- Writer's Express
- Writer's Inc.

Holt Handbook

Wordly Wise

Sunapee Written and Oral Communication Curriculum Kindergarten

<u>Structures of Language</u>
Applying Understanding of Sentences, Paragraphs, Text Structures
Students demonstrate command of the structures of sentences, paragraphs, and text by:
Expresses an idea using pictures and letters
<ul style="list-style-type: none"> * Writers write or draw to convey meaning * Writing is organized from left to right * Spaces separate words
<u>Reading Connection</u>
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
In response to literary or informational text, students show understanding of plot/ideas/concepts by:
Representing understanding of text through pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds)
In response to literary or informational text read aloud, students make and support analytical judgments about text by...
Using prior knowledge or reference to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds)
<ul style="list-style-type: none"> * Writers use words or pictures to convey understanding of plot, ideas, and concepts of text * Writers use prior knowledge (schema) or references to the text to answer questions and make connections to text
<u>Expressive Writing</u>
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
Students organize and relate a story line/plot/series of events by:
Using pictures to create an understandable story line, when given a structure (pictures may include labels) (Local) EXAMPLES: Draw a picture that tells a story about your family. Given a picture, a student is asked to tell a story about what's happening in the picture.
Students demonstrate use of narrative strategies by:
Using pictures to create character(s)
Expressing ideas and recognizing that experiences and stories can be written about
<ul style="list-style-type: none"> * Pictures and words can tell a story * Characters can be created by student authors * Personal experiences can be used to write stories * A story has a beginning, middle, and end * Graphic organizers can help structure an understandable storyline
<u>Informational Writing</u>
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
In informational writing (reports or procedures), students organize ideas/concepts by:
Naming or labeling objects or pictures
Representing facts through pictures
In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:
Using pictures to illustrate details/information related to topic (pictures may include labels)
<ul style="list-style-type: none"> * Write about facts with naming, labeling or drawing * New learning can be expressed in writing * Writers observe the world around them and write about it
<u>Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics</u>
In independent writing, students demonstrate command of appropriate English conventions by:
Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds)
<ul style="list-style-type: none"> * Writers use conventional spelling of the kindergarten list of high frequency words * Writers use phonetic spelling of unfamiliar words, especially beginning and ending sounds * Certain words (names) are capitalized

Sunapee Written and Oral Communication Curriculum
Kindergarten

<u>Habits of Writing: Using a Writing Process</u>
Students use pre-writing, drafting, editing, and critiquing to produce final drafts of written products
Students at this level will only be pre-writing and drafting
Demonstrates the habit of writing extensively
<ul style="list-style-type: none"> * Writers establish a purpose for writing (Why are you writing this?) * Writers generate topics for writing * Writers pre-write to organize and generate ideas (webs, graphic organizers, notes, sketches) * Writers draft to express ideas * Writers read aloud and confer with self, peers, and teacher to enhance meaning * With the help of teachers writers prepare a finished/polished/grammatically correct piece for publishing * Writers write frequently (at least 4 days a week) for large blocks of time (20+ min.), with a purpose, and receive feedback from teachers * Kindergarteners write and publish in a variety of genres, including: <ul style="list-style-type: none"> o Narrative <ul style="list-style-type: none"> ▪ Personal narrative (write about what you know) o Expressive <ul style="list-style-type: none"> ▪ Poetry ▪ Reflective piece o Report <ul style="list-style-type: none"> ▪ One science focus ▪ One social studies focus o Response to literary or informational text <ul style="list-style-type: none"> ▪ Prompted writing ▪ Rewrites based upon anchor texts
<u>Oral Communication Strategies</u>
In oral communication, students demonstrate interactive listening by:
Following simple verbal instructions and directions
Listening and responding to stories, songs, or poems
Understanding that communicating is verbal and nonverbal
Attending to speaker and waiting for appropriate turn to speak
In oral communication, students make oral presentations by:
Speaking clearly and distinctly, orally sharing information and experiences
Demonstrating an awareness of options of language (e.g., imitating speech patterns and identifying source of sounds, interpreting nonverbal messages through pictures)
Telling stories about pictures, books or experiences
<ul style="list-style-type: none"> * Interactive listening is demonstrated by following simple verbal instructions and directions * Stories, songs, and poems will be shared, and listeners will respond either 1 on 1 or in whole group settings * Communication is both verbal and nonverbal * Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak * Respectful listeners make eye contact with the speaker * Speakers talk clearly, distinctly, and age appropriately when sharing information, stories, and experiences * Speakers use appropriate rate and volume for the situation (i.e. inside voice)

Sunapee Written and Oral Language Curriculum
1st Grade

Structures of Language
Applying Understanding of Sentences, Paragraphs, Text Structures
Students demonstrate command of the structures of sentences, paragraphs, and text by:
Writing recognizable short sentences
Distinguishing between letters, words, and sentences
Applying directionality as appropriate to text (e.g., left to right, top to bottom)
<ul style="list-style-type: none"> * A sentence is a complete thought * A paragraph can be 5 sentences on one topic, including a topic sentence, supporting details, and a closing * Writing is organized from left to right, and top to bottom on a page
Reading Connection
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
In response to literary or informational text, students show understanding of plot /ideas/concepts by:
Representing understanding of text through pictures, “words,” “sentences,” or some combination
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
In response to literary or informational text read aloud, students make and support analytical judgments about text by:
Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination)
Organizing ideas by using a beginning and an ending given a structure
<ul style="list-style-type: none"> * Writers use words or sentences to convey understanding of plot, ideas, and concepts of text * Writers use prior knowledge (schema) or references to the text to answer questions and make connections to text * Use evidence from the text to support understanding * Writers respond to text using thinking strategies (sensory images, questioning, inferring, and predicting)
Expressive Writing
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
In written narratives, students organize and relate a story line/plot/series of events by:
Creating an understandable story line, when given a structure (may take form of words or pictures or some combination)
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
Students demonstrate use of narrative strategies by:
Creating character(s) (may take form of words or pictures or some combination)
Writing about observations and experiences
Extending ideas
<ul style="list-style-type: none"> * Pictures and words can tell a story * Characters can be created by student authors * Personal experiences and observations can be used to write stories * A story has a beginning, middle with elaboration, and end * Graphic organizers can help structure an understandable storyline
Informational Writing
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
In informational writing (reports or procedures), students organize ideas/concepts by :
Sorting and classifying facts
Representing facts through pictures, “words,” “sentences,” or some combination
Listing steps of a procedure in a logical order, with instructional support
In informational writing (reports or procedures only), students effectively convey purpose by:
Using pictures to create meaning
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:
Including details/information relevant to topic (details/information may take the form of pictures with captions, “words”, “sentences”, or some combination)

Sunapee Written and Oral Language Curriculum

1st Grade

- * Writers observe the world around them and write about it
- * Facts should be sorted and organized
- * The steps of a procedure should be listed in a logical order
- * Illustrations can be used to convey purpose and new learning
- * Reports should be focused on topic and include relevant details with elaboration
- * Captions add information to pictures

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics

In independent writing, students demonstrate command of appropriate English conventions by:

Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed)

Correctly spelling many common words (e.g., had, can, including own first name)

- * Writers use conventional spelling of high frequency words (Fry 1 to 100)
- * Writers use conventional spelling of unfamiliar words using phonemic awareness, patterns, word families, and rules to spell words correctly
- * Writers' message is clearer and more effective when using the correct spelling of words (contractions, homophones, etc.)
- * Certain words are capitalized (names, proper nouns, beginning of sentences)
- * Different kinds of sentences end with periods, question marks, or exclamation points
- * Writers use resources such as word walls, environmental print, and Quickwords
- * Words can be categorized as nouns, verbs, and adjectives
- * Speakers words have quotation marks

Habits of Writing: Uses a Writing Process

Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Note: students at this level will only be pre-writing and drafting.

See Appendix B for Writing Process

Habits of Writing: Writing Extensively

Demonstrates the habit of writing extensively

- * Writers establish a purpose for writing (Why are you writing this?)
- * Writers generate topics for writing
- * Writers prewrite to organize and generate ideas (webs, graphic organizers, notes, sketches)
- * Writers draft to express ideas
- * Writers revise to refine and redefine the content with support
- * Writers read aloud and confer with self, peers, and teacher to enhance meaning
- * Writers revise after comparing with rubric and given benchmarks
- * Writers confer with self, peers, and teachers to check for correctness
- * Writers use resources to support editing (word walls, Quickword)
- * With the help of teachers and/or peers, writers prepare a finished/polished/grammatically correct piece for publishing
- * Writers write frequently (at least 4 days a week) for large blocks of time (40+ min.), with a purpose, and receive feedback from teachers
- * Writers write outside of school to build stamina and fluency (homework and summer)

Sunapee Written and Oral Language Curriculum 1st Grade

- * **First graders write and publish in a variety of genres, including:**
 - **Narrative**
 - Fairy Tales
 - Personal narrative (write about what you know)
 - **Expressive**
 - Poetry
 - Reflective piece
 - **Procedural**
 - List
 - **Persuasive**
 - expressing opinion in writing
 - **Report**
 - One science focus
 - One social studies focus
 - **Response to literary or informational text**
 - Prompted writing
 - Rewrites based upon anchor texts

Oral Communication Strategies

In oral communication, students demonstrate interactive listening by :

Following simple verbal instructions and directions to answer questions

Responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences

Understanding that communicating is verbal and nonverbal

Attending to speaker and waiting for appropriate turn to speak

In oral communication, students make oral presentations by:

Orally ordering ideas in a sequence or tell a familiar story

Using various forms of linguistic elements and structures (e.g., saying "Please" in a command, asking about the weather as a form of polite address,, stating a question in affirmative form, etc.)

Telling/ retelling stories using details

- * **Interactive listening is demonstrated by following simple verbal instructions and directions**
- * **Stories, songs, and poems will be shared, and listeners will respond either 1 on 1 or in whole group settings**
- * **Communication is both verbal and nonverbal**
- * **Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak**
- * **Respectful listeners make eye contact with the speaker**
- * **Speakers talk clearly, distinctly, and age appropriately when sharing information, stories, and experiences**
- * **Speakers use appropriate rate and volume for the situation (i.e. inside voice)**
- * **When retelling familiar stories, the correct sequence of events is used with the beginning, middle, and end**
- * **Polite conversation includes respectful language such as: Please, Thank you, Excuse me, You're welcome, May I...?**

Sunapee Written and Oral Communication Curriculum

2nd Grade

Structures of Language
Applying Understanding of Sentences, Paragraphs, Text Structures
Students demonstrate command of the structures of sentences, paragraphs, and text by:
Writing short sentences
Distinguishing between letters, words, sentences, and paragraphs
Applying directionality as appropriate to text (e.g., left to right, top to bottom, front and back)
<ul style="list-style-type: none">* Writing is organized with sentences of varying lengths* Sentences are organized in paragraphs* Paragraphs are indented* Paragraphs are on one topic, and include a topic sentence, supporting details, and a closing sentence* Writing is organized from left to right and from top to bottom
Reading Connection
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
In response to literary or informational text, students show understanding of plot, ideas, concepts by:
Selecting information to set context/background EXAMPLE: When setting context include author and title
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
In response to literary or informational text read aloud, students make and support analytical judgments about text by:
Stating a focus (purpose), when responding to a given question
Using details or references to text to support a given focus (Note: support may include prior knowledge)
Organizing ideas by using a beginning, middle, and concluding statement/sentence given a structure EXAMPLES: template, frame, graphic organizer
<ul style="list-style-type: none">* Writers set the context of their response to literature by stating the title and author* Writers demonstrate understanding of text by stating a focus* Writers demonstrate understanding by referring to evidence from the text and prior knowledge* Response to text is organized with a beginning, middle, and concluding statement/sentence* Writers use different structures to organize ideas (graphic organizers)* Writers respond to text using thinking strategies (questioning, inferring, predicting, sensory images, determining importance)
Expressive Writing
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
In written narratives, students organize and relate a story line/plot/series of events by:
Creating a clear understandable story line, with a beginning, middle, and end, when given a structure
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
Students demonstrate use of narrative strategies by:
Creating character(s) through description
Writing about observations and experiences
Extending and elaborating ideas
<ul style="list-style-type: none">* Pictures and words can tell a story* Characters can be created and described by student authors* Personal experiences and observations can be used to write stories* A story has a beginning, middle with elaboration, and end* A story has a problem and a solution* Graphic organizers can help structure an understandable storyline

Sunapee Written and Oral Communication Curriculum

2nd Grade

Informational Writing
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
In informational writing (reports or procedures), students organize ideas/concepts by:
Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support
Selecting facts to set context/background
Listing steps of a procedure in a logical order
Providing a list of resources (e.g. materials to be used in a task)
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
In informational writing (reports or procedures only), students effectively convey purpose by:
Establishing a topic
Restating a given focus/controlling idea on a topic (purpose)
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:
Including details/information relevant to topic and/or focus
Using sufficient details/pictures to illustrate facts
<ul style="list-style-type: none">* Graphic organizers can be used to group facts* Key facts are used to set the context of a report* The steps of a procedure should be listed in a logical order, including materials needed* Writers select a topic and establish a focus within the topic* The focus narrows the topic in a report* Reports should include relevant details with elaboration* Illustrations can be used to convey purpose and new learning* Captions add information to pictures
Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics
In independent writing, students demonstrate command of appropriate English conventions by:
Using capital letters for the beginning of sentences and names
Using correct <i>end</i> punctuation in simple sentences (e.g., period)
Correctly spelling grade-appropriate, high-frequency words
Correctly spelling most words with regularly spelled patterns (e.g., consonant-vowel consonant, CVC with silent e, one syllable words with blends)
Giving a readable and accurate phonetic spelling for words that have not been taught
<ul style="list-style-type: none">* Writers use conventional spelling of high frequency words (Fry 101 to 200)* Writers use readable and accurate spelling of unfamiliar words using phonemic awareness, patterns, word families, and rules to spell words correctly* Writers' message is clearer and more effective when using the correct spelling of words (contractions, homophones, etc.)* Certain words are capitalized (names, proper nouns, beginning of sentences, I, speaker's first words in dialog)* Different kinds of sentences end with periods, question marks, or exclamation points* Commas are used: dates, after greeting and closing in a letter, city and state, introductory words, items in a series, in numbers, to separate speakers' words* Speakers words have quotation marks* Abbreviations have periods and alternate spellings* Titles of books are underlined or italicized* Punctuation marks clarify meaning (apostrophe to show ownership and in contractions)* Writers use resources such as word walls, environmental print, and Quickwords* Words can be categorized as nouns, pronouns, verbs, and adjectives* The subject and the verb must go together in a sentence (agreement)

Sunapee Written and Oral Communication Curriculum

2nd Grade

Habits of Writing: Uses a Writing Process
Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
See Appendix B for Writing Process
Habits of Writing: Writing Extensively
Demonstrates the habit of writing extensively by:
<ul style="list-style-type: none">* Writers establish a purpose for writing (Why are you writing this?)* Writers alter their style and voice for different audiences (Who is your audience?)* Writers generate topics for writing* Writers prewrite to organize and generate ideas (webs, graphic organizers, notes, sketches)* Writers draft to express ideas* Writers revise to refine and redefine the content* Writers read aloud and confer with self, peers, and teacher to enhance meaning* Writers revise after comparing with rubric and given benchmarks* Writers confer with self, peers, and teachers to check for correctness* Writers use resources to support editing (dictionaries, Quickwords, etc.)* With the help of teachers and/or peers, writers prepare a finished/polished/grammatically correct piece for publishing* Writers write frequently (at least 4 days a week) for large blocks of time (40+ min.), with a purpose, and receive feedback from teachers* Writers write regularly outside of school to build stamina and fluency (homework and summer)* Second graders write and publish in a variety of genres, including:<ul style="list-style-type: none">o Narrative<ul style="list-style-type: none">▪ Fables▪ Personal narrative (write about what they know/have experienced)o Expressive<ul style="list-style-type: none">▪ Poetry▪ Letter writing▪ Reflective pieceo Procedural<ul style="list-style-type: none">▪ Listo Persuasive<ul style="list-style-type: none">▪ Expressing opinion in writingo Report<ul style="list-style-type: none">▪ One science focus▪ One social studies focuso Response to literary or informational text<ul style="list-style-type: none">▪ Prompted writing▪ Letters to teacher with retelling and thinking▪ Rewrites based upon anchor texts

Sunapee Written and Oral Communication Curriculum

2nd Grade

Oral Communication Strategies
In oral communication, students demonstrate interactive listening by:
Following multi-step verbal instructions and directions to answer questions
Conversing, and asking questions to what has been heard (e.g., stories, songs or poems)
Understanding that meaning can be conveyed by facial expressions
Attending to speaker and waiting for appropriate turn to speak
In oral communication, students make oral presentations by:
Orally ordering ideas in a sequence, carrying on a conversation, asking and answering questions
Using various linguistic elements and structures to convey meaning
Telling stories or giving information using details
Using eye-contact and adjustment of rate and volume
<ul style="list-style-type: none">* Interactive listening is demonstrated by following multi-step verbal instructions and directions* Stories, songs, and poems will be shared, and listeners will respond either 1 on 1 or in whole group settings* Communication is both verbal and nonverbal (facial expressions and body language)* Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard* Respectful listeners make eye contact with the speaker and ask follow up questions* Speakers talk clearly, distinctly, and age appropriately, and with correct grammar when sharing information, stories, and experiences* Speakers use appropriate rate and volume for the situation (i.e. inside voice)* When retelling familiar stories, the correct sequence of events is used with the beginning, middle, and end* Polite conversation includes respectful language such as: Please, Thank you, Excuse me, You're welcome, May I...?

Sunapee Written and Oral Language Curriculum

3rd Grade

Structures of Language

Applying Understanding of Sentences, Paragraphs, Text Structures

Students demonstrate command of the structures of sentences, paragraphs, and text by:

Writing a variety of complete simple sentences EXAMPLES: declarative, exclamatory, and interrogative

Recognizing indentations for new paragraphs)

Recognizing complete sentences EXAMPLES: simple and compound sentences

Applying directionality as appropriate to text

- * Sentences vary in length and can be simple or compound
- * There are different kinds of sentences (declarative, interrogative, exclamatory)
- * Sentences are organized in paragraphs
- * Paragraphs are indented
- * Paragraphs are on one topic
- * Paragraphs are focused and have a topic sentence, supporting details, and a closing sentence
- * Ideas are organized and basic transition words are used
- * An essay has an introduction, a body, and a conclusion
- * An introduction contains a hook, context, and focus
- * A hook can be: startling/amazing fact, question
- * A conclusion wraps up the piece and leaves the reader thinking
- * A conclusion can be: circular or restatement call to action, question
- * The presentation of writing has a conventional format for different purposes and different intended audiences

Reading Connection

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

In response to literary or informational text, students show understanding of plot /ideas/concepts by:

Selecting appropriate information to set context/background EXAMPLE: When setting context, include author, title, brief summary

Selecting ideas that support the development of a summary

Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text

In response to literary or informational text read aloud, students make and support analytical judgments about text by:

Stating a focus (purpose), when responding to a given question

Making inferences about content, events, characters, or setting

Using details or references to text to support focus (Note: support may include prior knowledge)

Organizing ideas, using basic transition words (e.g., first, next, then, finally) and having a concluding statement

- * Writers set the context of their response to literature by stating the title, author, and a brief summary
- * Writers determine importance when writing a summary
- * Writers demonstrate understanding of text by stating a focus
- * Writers demonstrate understanding by referring to evidence from the text and prior knowledge, which may include other texts
- * Response to text has a stated focus supported with references to the text, transition words, and a conclusion
- * Writers respond to text using thinking strategies (questioning, inferring, predicting, sensory images, determining importance)

Expressive Writing

Narrative Writing – Creating a Story Line and Applying Narrative Strategies

In written narratives, students organize and relate a story line/plot/series of events by:

Creating a clear, understandable story line with a beginning, middle, and end

Using basic transition words, when appropriate

Narrative Writing – Creating a Story Line and Applying Narrative Strategies

Students demonstrate use of narrative strategies by:

Using details

Creating character(s) through description of physical attributes

Writing about observations and experiences

Extending and elaborating ideas with purpose

- * **Writers relate and organize a story with an understandable storyline**
- * **Narrative stories can be enhanced by illustrations**
- * **Characters can be created and described by student authors**
- * **Personal experiences and observations can be used to write stories**
- * **A story has a beginning, middle with elaboration, and end**
- * **Transition words are used to move the plot along and to connect ideas**
- * **A story has a problem and a solution**
- * **Graphic organizers can help structure an understandable storyline**

Informational Writing

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures), students organize ideas/concepts by :

Using a given organizational structure for grouping facts and ideas (e.g., template, frame, graphic organizer)

Selecting appropriate facts to set context/background

Using basic transition words, when appropriate

Using numbering or words to arrange the steps in a logical manner

Providing a concluding statement

Providing a list of resources (e.g. materials to be used in a task)

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures only), students effectively convey purpose by:

Establishing a topic

Stating a focus/controlling idea on a topic EXAMPLES: “Dogs” = topic; “Dogs make good pets” = focus

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Including details/information relevant to topic and/or focus

Including sufficient details for appropriate depth of information: naming, describing, explaining, comparing, using visual images

- * **Graphic organizers can be used to group facts**
- * **Appropriate facts are used to set the context of a report**
- * **The steps of a procedure should be listed in a logical order, including materials needed, using numbering or transitional words to arrange the steps**
- * **A procedural report has a concluding statement**
- * **Writers select a topic and establish a focus or controlling idea within the topic**
- * **The focus narrows the topic in a report**
- * **Reports should include relevant details with elaboration**
- * **Illustrations can be used to convey purpose and new learning**
- * **Captions add information to pictures**
- * **Details in a report can include: naming, describing, explaining, comparing, using visual images**

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics

In independent writing, students demonstrate command of appropriate English conventions by:

Using capital letters for the beginning of sentences and names

Using *end* punctuation correctly in simple sentences (i.e., period, question mark, exclamation point)

Correctly spelling grade-appropriate, high-frequency words and using within-word patterns to correct spelling

EXAMPLES: single syllable words, regular long and short vowels

- * **Writers use conventional spelling of high frequency words (Fry 201 to 300)**
- * **Writers use accurate spelling of unfamiliar words using phonemic awareness, patterns, word families, and rules to spell words correctly**
- * **Writers' message is clearer and more effective when using the correct spelling of words (contractions, homophones, irregular verbs, etc.)**
- * **Writers use resources such as word walls, environmental print, Quickwords and dictionaries**
- * **Certain words are capitalized (names, proper nouns, beginning of sentences, I, speaker's first words in dialog, words used as nouns, titles with names)**
- * **Different kinds of sentences end with periods, question marks, or exclamation points**
- * **Commas are used: dates, after greeting and closing in a letter, city and state, introductory words, items in a series, in numbers, to separate speakers' words, in compound sentences, between describing words**
- * **Colons are used: between numbers in time, in a business letter, and to introduce a list**
- * **Quotation marks are used to set off spoken words and to punctuate titles of songs, poems, and short stories**
- * **Abbreviations have periods and alternate spellings**
- * **Titles of books are underlined or italicized**
- * **Apostrophes show ownership and are used in contractions**
- * **Hyphens are used to divide words and in fractions written as words**
- * **Parenthesis are used to add information**
- * **Words can be categorized as nouns, pronouns, verbs, adjectives, adverbs**
- * **The subject and the verb must go together in a sentence (agreement)**
- * **Sentences are complete thoughts**
- * **Run-on sentences and fragments can be corrected**

Habits of Writing: Uses a Writing Process

Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

See Appendix B for Writing Process

Habit of Writing: Writing Extensively

Demonstrates the habit of writing extensively by:

Writing with frequency, including in-school, out-of-school, and during the summer

Sharing thoughts, observations, or impressions

Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook

- * **Writers establish a purpose for writing (Why are you writing this?)**
- * **Writers alter their style and voice for different audiences (Who is your audience?)**
- * **Writers generate topics for writing**
- * **Writers prewrite to organize and generate ideas (webs, graphic organizers, notes, sketches)**
- * **Writers draft to express ideas**
- * **Writers revise to refine and redefine the content**
- * **Writers read aloud and confer with self, peers, and teacher to enhance meaning**
- * **Writers revise after comparing with rubric and given benchmarks**
- * **Writers confer with self, peers, and teachers to check for correctness**
- * **Writers use resources to support editing (dictionaries, Quickwords, etc.)**
- * **With the help of teachers and/or peers, writers prepare a finished/polished/grammatically correct piece for publishing**
- * **Writers write frequently (at least 4 days a week) for large blocks of time (40+ min.), with a purpose, and receive feedback from teachers**
- * **Writers write regularly outside of school to build stamina and fluency (homework and summer)**
- * **Third graders write and publish in a variety of genres, including:**
 - **Narrative**
 - **Realistic fiction**
 - **Tall Tales**
 - **Expressive**
 - **Poetry**
 - **Letter writing**
 - **Reflective piece**
 - **Persuasive**
 - **Essay**
 - **Procedural**
 - **"How to" writing**
 - **Report**
 - **One science focus**
 - **One social studies focus**
 - **Response to literary or informational text**
 - **Book review**
 - **Character Summaries**
 - **Rewrites based upon anchor texts**

Oral Communication Strategies

In oral communication, students demonstrate interactive listening by:

- Following multi-step verbal instructions and directions to answer questions, or to solve problems
- Understanding content to summarize and question about what has been presented (e.g., stories, songs, or poems)
- Participating in large group discussions to show understanding of how other group members think
- Understanding how alternative nonverbal actions reinforce a verbal message (e.g., use of gestures)
- Attending to speaker and waiting for appropriate turn to speak

In oral communication, students make oral presentations by:

- Identifying standards for good speaking in different kinds of small groups and cultural settings
- Using various linguistic elements and structures to convey meaning
- Telling stories, giving information using details and providing a conclusion
- Using eye contact and adjusting rate, pace and volume

- * **Interactive listening is demonstrated by following multi-step verbal instructions and directions**
- * **Stories, songs, and poems will be shared, and listeners will summarize and question either 1 on 1 or in whole group settings**
- * **Communication is both verbal and nonverbal (facial expressions, body language, gestures)**
- * **Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard, and showing understanding of how other group members think**
- * **Respectful listeners make eye contact with the speaker and ask follow up questions**
- * **Speakers talk clearly, distinctly, and age appropriately when sharing information, stories, and experiences**
- * **Speakers use appropriate rate and volume for the situation (i.e. small group, individual, and presentations to a large group)**
- * **When retelling familiar stories, the correct sequence of events is used with the beginning, middle, and end**
- * **Polite conversation includes respectful language such as: Please, Thank you, Excuse me, You're welcome, May I...?**

Sunapee Written and Oral Communication Curriculum

4th Grade

Structures of Language

Applying Understanding of Sentences, Paragraphs, Text Structures

Students demonstrate command of the structures of sentences, paragraphs, and text by:

Writing a variety of complete simple and compound sentences

Using the paragraph form: indenting, main idea, supporting details

Applying directionality as appropriate to text

- * Sentences vary in length and can be simple, compound, or complex
- * There are different kinds of sentences (declarative, interrogative, exclamatory, imperative)
- * Sentences are organized in paragraphs
- * Paragraphs are indented
- * Paragraphs are on one topic
- * Paragraphs are focused and have a topic sentence, supporting details, and a closing sentence
- * An essay has an introduction, a body, and a conclusion
- * An introduction contains a hook, context, and focus
- * A hook can be: quotations, startling/amazing fact, question
- * A conclusion wraps up the piece and leaves the reader thinking
- * A conclusion can be: aha ending, call to action, question
- * The presentation of writing has a conventional format for different purposes and different intended audiences

Reading Connection

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

In response to literary or informational text, students show understanding of plot /ideas/concepts by:

Selecting appropriate information to set context/background

Writing an introduction that sets context/background

Summarizing ideas

Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text

In response to literary or informational text read aloud, students make and support analytical judgments about text by:

Stating and maintaining a focus (purpose) when responding to a given question

Making inferences about content, events, characters, setting, or common themes (State) EXAMPLE (of theme): honesty isn't always easy

Using specific details and references to text to support focus

Organizing ideas, using transition words/phrases and writing a conclusion

- * Writers set the context of their response to literature by stating the title, author, a brief summary, or other appropriate information
- * The introduction to an extended response to text sets the context and background
- * Writers determine importance when writing a summary
- * A summary focuses on key ideas and is organized
- * Writers demonstrate understanding of text by stating and maintaining a focus
- * Writers demonstrate understanding by referring to evidence from the text and prior knowledge, which may include other texts
- * Writers interpret common themes in text and justify them in writing
- * Response to text has a stated focus supported with references to the text, transition words, and a conclusion
- * Writers respond to text using thinking strategies (questioning, inferring, predicting, sensory images, determining importance)

Sunapee Written and Oral Communication Curriculum
4th Grade

Expressive Writing
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
In written narratives, students organize and relate a story line/plot/series of events by:
Creating a clear, understandable story line with a beginning, middle, and end
Establishing a problem and solution
Establishing transitions by using signal words/phrases
Students demonstrate use of narrative strategies by:
Using relevant and descriptive details
Identifying characters
Creating character(s) through description of physical attributes and behaviors
Writing about observations and experiences
Selecting and elaborating important ideas
<ul style="list-style-type: none"> * Writers relate and organize a story with an understandable storyline * Narrative stories can be enhanced by illustrations * Characters can be created and described by student authors * Characters have personalities and behaviors * Personal experiences and observations can be used to write stories * A story has a beginning, middle with elaboration, and end * Authors include relevant and descriptive details to convey their story * Transition words are used to move the plot along and to connect ideas * A story has a problem and a solution * Story events are relevant and move the plot along
Informational Writing
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
In informational writing (reports or procedures), students organize ideas/concepts by:
Grouping ideas logically (e.g. predictable categories, steps of a procedure, reasons/arguments)
Writing an introduction that sets the context (including materials list in procedures)
Selecting appropriate information to set context/background
Using transition words or phrases
Using numbering or words to arrange the steps in a logical manner
Writing a conclusion
Providing a list of resources (e.g. materials used in a task; sources used for reference)
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
In informational writing (reports or procedures only), students effectively convey purpose by:
Establishing a topic
Stating and maintaining a focus/controlling idea on a topic
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:
Including facts and details relevant to focus/controlling idea
Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images
<ul style="list-style-type: none"> * In Reports, Procedures, and Persuasive Writing, ideas should be grouped logically * Appropriate facts are used to set the context of a report * The steps of a procedure should be listed in a logical order, including materials needed, using numbering or transitional words to arrange the steps * A procedural report has a concluding statement * Writers select a topic and establish and maintain a focus or controlling idea within the topic * The focus narrows the topic in a report * Reports should include relevant details with elaboration * Illustrations can be used to convey purpose and new learning * Captions add information to pictures * Details in a report can include: naming, describing, explaining, comparing, using visual images

Sunapee Written and Oral Communication Curriculum 4th Grade

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics

In independent writing, students demonstrate command of appropriate English conventions by:

Identifying grammatical errors, when given examples (State) EXAMPLES: he don't; Him and me went

Applying basic capitalization rules (State) EXAMPLES: names, beginning sentences, proper nouns, titles

Using commas correctly in dates and in a series (Note: either form is correct – *x, y, and z* or *x, y and z*)

Using *end* punctuation correctly in a variety of sentence structures

Correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system (State) EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes

- * **Writers use conventional spelling of high frequency words (Fry 301 to 400)**
- * **Writers use accurate spelling of unfamiliar words using patterns, word families, and rules to spell words correctly (consonant doubling, change y to i, drop silent e, affixes, plurals)**
- * **Writers' message is clearer and more effective when using the correct spelling of words (contractions, homophones, irregular verbs, etc.)**
- * **Writers use resources such as word walls, environmental print, Quickwords, and dictionaries**
- * **Certain words are capitalized (names, proper nouns, beginning of sentences, I, speaker's first words in dialog, words used as nouns, titles with names)**
- * **Different kinds of sentences end with periods, question marks, or exclamation points**
- * **Commas are used in dates, after greeting and closing in a letter, city and state, introductory words, items in a series, in numbers, to separate speakers' words, in compound sentences, between describing words**
- * **Colons are used between numbers in time, in a business letter, and to introduce a list or as a formal introduction**
- * **Quotation marks are used to set off dialogue and to punctuate titles of songs, poems, short stories, and titles of chapters in a book**
- * **Periods are also used for abbreviations and decimals**
- * **Titles of books are underlined or italicized**
- * **Apostrophes show ownership and are used in contractions**
- * **Hyphens are used to divide words at the end of a line and in fractions written as words**
- * **Parenthesis are used to add information**
- * **Additional punctuation marks can be used to enhance the message (ellipsis, semi-colon, dash, hyphen, apostrophe, etc.)**
- * **Words can be categorized as nouns, pronouns, verbs, adjectives, adverbs, conjunctions**
- * **The subject and the verb must go together in a sentence (agreement)**
- * **The tense of the verbs in a piece should be consistent (present, past, future)**
- * **Sentences are complete thoughts**
- * **Run-on sentences and fragments can be corrected**

Sunapee Written and Oral Communication Curriculum
4th Grade

Habits of Writing: Uses a Writing Process
Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. See Appendix B for Writing Process
Habit of Writing: Writing Extensively
Demonstrates the habit of writing extensively by:
Writing with frequency, including in-school, out-of-school, and during the summer
Sharing thoughts, observations, or impressions
Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, and letters and personal notes
Writing in a variety of genres
<ul style="list-style-type: none">* Writers establish a purpose for writing (Why are you writing this?)* Writers alter their style and voice for different audiences (Who is your audience?)* Writers generate topics for writing* Writers prewrite to organize and generate ideas (webs, graphic organizers, notes, sketches)* Writers draft to express ideas* Writers revise to refine and redefine the content* Writers read aloud and confer with self, peers, and teacher to enhance meaning* Writers revise after comparing with rubric and given benchmarks* Writers confer with self, peers, and teachers to check for correctness* Writers use resources to support editing (dictionaries, Quickwords, etc.)* With the help of teachers and/or peers, writers prepare a finished/polished/grammatically correct piece for publishing* Writers write frequently (at least 4 days a week) for large blocks of time (40+ min.), with a purpose, and receive feedback from teachers* Writers write regularly outside of school to build stamina and fluency (homework and summer)* Fourth graders write and publish in a variety of genres, including:<ul style="list-style-type: none">o Narrative<ul style="list-style-type: none">▪ Realistic fiction▪ Fantasy/science fictiono Expressive<ul style="list-style-type: none">▪ Poetry▪ Reflective essay▪ Letter writingo Persuasive<ul style="list-style-type: none">▪ Essayo Procedural<ul style="list-style-type: none">▪ Lab reports▪ "How to" writingo Report<ul style="list-style-type: none">▪ One science focus▪ One social studies focuso Response to literary or informational text<ul style="list-style-type: none">▪ Essays▪ Retellings

Sunapee Written and Oral Communication Curriculum 4th Grade

Oral Communication Strategies
In oral communication, students demonstrate interactive listening by:
Following verbal instructions to perform tasks, to answer questions, or to solve problems
Identifying cue words to categorize and understand content to summarize, question or contribute to information presented
Participating in large and small group discussions to show understanding how other group members think.
Identifying choices, alternatives and consequences for problem solving
Attending to speaker and waiting for appropriate turn to speak
In oral communication, students make oral presentations by:
Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
Identifying how different verbal and nonverbal choices alter the meanings conveyed to others
Telling stories, giving information using details, providing conclusions that include inflectional tone to convey meaning EXAMPLE: using books, pictures, graphics, or artifacts
Providing effective and appropriate feedback
Using variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures)
<ul style="list-style-type: none"> * Performing tasks and solving problems require listening carefully to multi-step verbal instructions * Interactive listening is demonstrated by the ability to identify key components of the presentation, and to summarize, question, and contribute to the discussion * Communication is both verbal and nonverbal (facial expressions, body language, gestures) * Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard, and showing understanding of how other group members think * Respectful listeners make eye contact with the speaker and ask follow up questions * Speakers talk clearly, distinctly, and age appropriately when sharing information, stories, and experiences * Speakers use appropriate rate and volume for the situation (i.e. small group, individual, and presentations to a large group) * Voice inflections and tone can alter the meaning of the message being conveyed * When retelling familiar stories, the correct sequence of events is used with the beginning, middle, and end * Polite conversation includes respectful language such as: Please, Thank you, Excuse me, You're welcome, May I...? * Feedback can be effective and appropriate when given respectfully and thoughtfully

Sunapee Written and Oral Communication Curriculum 5th Grade

Structures of Language

Applying Understanding of Sentences, Paragraphs, Text Structures

Students demonstrate command of the structures of sentences, paragraphs, and text by:

Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)

Using the paragraph form: indenting, main idea, supporting details

Recognizing organizational structures within paragraphs (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast

Applying directionality as appropriate to text (Local) EXAMPLE: double-columned text

- * Sentences vary in length and can be simple, compound, or complex including phrases and clauses
- * There are different kinds of sentences (declarative, interrogative, exclamatory, imperative)
- * Sentences are organized in paragraphs
- * Paragraphs are indented
- * Paragraphs are on one topic
- * Paragraphs are focused and have a topic sentence, supporting details, and a closing sentence
- * Paragraphs have an organizational structure (description, sequential, chronology, proposition/support, compare/contrast)
- * An essay has an introduction, a body, and a conclusion
- * An introduction contains a hook, context, and focus
- * A hook can be: quotations, dialogue, startling/amazing fact, snapshot, question, sounds
- * A conclusion wraps up the piece and leaves the reader thinking
- * A conclusion can be: aha ending, surprise ending, quotation, call to action, question
- * The presentation of writing has a conventional format for different purposes and different intended audiences

Reading Connection

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

In response to literary or informational text, students show understanding of plot/ideas/concepts by:

Selecting appropriate information to set context/background (Local) EXAMPLE: When setting context, include introduction of a character to make sure the reader understands who the character is

Summarizing key ideas

Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text

In response to literary or informational text read aloud, students make and support analytical judgments about text by:

Stating and maintaining a focus (purpose) when responding to a given a question

Making inferences about the content, events, characters, setting, or common themes

Using specific details and references to text or citations to support focus

Organizing ideas, using transition words/phrases and writing a conclusion that provides closure

- * Writers set the context of their response to literature by stating the title, author, a brief summary, or other appropriate information such as introduction to the characters
- * The introduction to an extended response to text sets the context and background
- * Writers determine importance when writing a summary
- * A summary focuses on key ideas and is organized
- * Writers demonstrate understanding of text by stating and maintaining a focus
- * Writers demonstrate understanding by referring to evidence from the text and relevant prior knowledge, which may include other texts
- * Writers interpret common themes in text and justify them in writing
- * Response to text has a stated focus supported with references to the text, transition words, and a conclusion
- * Writers use exact citations and details from the text to support stated focus
- * Writers respond to text using thinking strategies (questioning, inferring, predicting, sensory images, determining importance)

Sunapee Written and Oral Communication Curriculum

5th Grade

Expressive Writing

Narrative Writing – Creating a Story Line and Applying Narrative Strategies

In written narratives, students organize and relate a story line/plot/series of events by:

Creating a clear and coherent (logically consistent) story line

Establishing context (setting or background information), problem/conflict/challenge, and resolution

Using transition words/phrases to establish clear chronology and to enhance meaning

Narrative Writing – Creating a Story Line and Applying Narrative Strategies

Students demonstrate use of narrative strategies by:

Using relevant and descriptive details and sensory language to advance the plot/story line

Using dialogue to advance plot/story line

Developing characters through description

Establishing a focus when writing about observations and experiences

Selecting and elaborating important ideas; and excluding extraneous details

- * **Writers create a clear storyline that is organized and stays focused throughout the piece**
- * **Narrative stories can be enhanced by illustrations**
- * **The context in a narrative includes the setting and other background information**
- * **Characters can be created and described by student authors**
- * **Characters have personalities and behaviors**
- * **Personal experiences and observations can be used to write stories**
- * **A story has a beginning, middle with elaboration, and end**
- * **Authors include relevant and descriptive details to convey their story**
- * **Authors use sensory images to convey the mood and feeling in a story**
- * **Transition words are used to move the plot along and to connect ideas and to establish a clear timeline**
- * **A story has a problem and a solution**
- * **Story events are relevant and move the plot along**
- * **Authors exclude details that are not relevant to the story**

Informational Writing

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures), students organize ideas/concepts by :

Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast

Selecting appropriate information to set the context

Using transition words or phrases appropriate to organizing text structure (Local) EXAMPLES: for procedures – using numbering, ordering; for compare/contrast - using “on the other hand”

Writing a conclusion that provides closure

Providing a list of resources (e.g. materials used in a tasks; sources used for reference)

In informational writing (reports or procedures only), students effectively convey purpose by:

Establishing a topic

Stating and maintaining a focus/controlling idea on a topic

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Including facts and details relevant to focus/controlling idea, and excluding extraneous information

Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images

Sunapee Written and Oral Communication Curriculum 5th Grade

- * In Reports, Procedures, and Persuasive Writing, ideas should be grouped logically
- * Depending on the focus or purpose, different organizational text structures can be used
- * Appropriate facts are used to set the context of a report
- * The steps of a procedure should be listed in a logical order, including materials needed, using numbering or transitional words to arrange the steps
- * A procedural report has a concluding statement
- * Writers select a topic and establish and maintain a focus or controlling idea within the topic
- * The focus narrows the topic in a report
- * Reports should include relevant details with elaboration
- * Reports should exclude extraneous details
- * Illustrations can be used to convey purpose and new learning
- * Captions add information to pictures
- * Details in a report can include: naming, describing, explaining, comparing, using visual images

Writing Conventions – Applying Rules of Grammar

In independent writing, students demonstrate command of appropriate English conventions by:

Identifying or correcting grammatical errors

Applying basic capitalization rules

Using punctuation to clarify meaning (Local) EXAMPLES: commas, apostrophes, quotation marks

Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules
EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes

- * Writers use conventional spelling of high frequency words (Fry 401 to 500)
- * Writers use accurate spelling of unfamiliar words using patterns, word families, and rules to spell words correctly (consonant doubling, change y to i, drop silent e, affixes, plurals)
- * Writers' message is clearer and more effective when using the correct spelling of words (contractions, homophones, irregular verbs, etc.)
- * Writers use resources such as word walls, environmental print, Quickwords, and dictionaries
- * Certain words are capitalized (names, proper nouns, beginning of sentences, I, speaker's first words in dialogue, words used as nouns, titles with names)
- * Different kinds of sentences end with periods, question marks, or exclamation points
- * Commas are used in dates, after greeting and closing in a letter, city and state, introductory words, items in a series, in numbers, to separate speakers' words, in compound sentences, between describing words
- * Colons are used between numbers in time, in a business letter, and to introduce a list or as a formal introduction
- * Quotation marks are used to set off dialogue and to punctuate titles of songs, poems, short stories, and titles of chapters in a book
- * Periods are also used for abbreviations and decimals
- * Titles of books are underlined or italicized
- * Apostrophes show ownership and are used in contractions
- * Hyphens are used to divide words at the end of lines and in fractions written as words
- * Parenthesis are used to add information
- * Additional punctuation marks can be used to enhance the message (ellipsis, semi-colon, dash, hyphen, apostrophe, etc.)
- * Words can be categorized as nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections

Sunapee Written and Oral Communication Curriculum 5th Grade

- * The subject and the verb must go together in a sentence (agreement)
- * The tense of the verbs in a piece should be consistent (present, past, future)
- * Sentences are complete thoughts
- * Run-on sentences must be corrected and fragments may be corrected according to style
- * Writing can be affected by point of view of the author (1st person, 2nd, 3rd)
- * Writing can be affected by use of active or passive voice

Habits of Writing: Uses a Writing Process

Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

See Appendix B for Writing Process

Habit of Writing: Writing Extensively

Demonstrates the habit of writing extensively by:

Writing with frequency, including in-school, out-of-school, and during the summer

Sharing thoughts, observations, or impressions

Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals

Writing in a variety of genres

- * Writers establish a purpose for writing (Why are you writing this?)
- * Writers alter their style and voice for different audiences (Who is your audience?)
- * Writers generate topics for writing
- * Writers prewrite to organize and generate ideas (webs, graphic organizers, notes, sketches)
- * Writers draft to express ideas
- * Writers revise to refine and redefine the content
- * Writers read aloud and confer with self, peers, and teacher to enhance meaning
- * Writers revise after comparing with rubric and given benchmarks
- * Writers confer with self, peers, and teachers to check for correctness
- * Writers use resources to support editing (dictionaries, Quickwords, etc.)
- * With the help of teachers and/or peers, writers prepare a finished/polished/grammatically correct piece for publishing
- * Writers write frequently (at least 4 days a week) for large blocks of time (40+ min.), with a purpose, and receive feedback from teachers
- * Writers write regularly outside of school to build stamina and fluency (homework and summer)
- * Fifth graders write and publish in a variety of genres, including:
 - o Narrative
 - Historical fiction
 - Myths/legends
 - Family stories
 - o Expressive
 - Poetry
 - Reflective essay
 - o Persuasive
 - Letter writing
 - Essay
 - o Procedural
 - Lab reports
 - "How to" writing
 - o Report
 - Biography/autobiography
 - One science focus
 - o Response to literary or informational text
 - Essays
 - Book reviews

Sunapee Written and Oral Communication Curriculum

5th Grade

Oral Communication Strategies

In oral communication, students demonstrate interactive listening by:

Following verbal instructions to perform specific tasks, to answer questions, or to solve problems

Summarizing, paraphrasing, questioning, or contributing to information presented

Participating in large and small group discussions showing respect for a range of individual ideas

Reaching consensus to solve a problem, make a decision, or achieve a goal

In oral communication, students make oral presentations by:

Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)

Using verbal and nonverbal choices to convey consistent focus

Telling stories, giving information using details and providing a coherent conclusion EXAMPLE: using books, pictures, displays, graphics, or artifacts

Providing effective and appropriate feedback to audience and small groups

Using variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures)

- * Performing tasks and solving problems require listening carefully to multi-step verbal instructions
- * Interactive listening is demonstrated by the ability to identify key components of the presentation, and to summarize, question, and contribute to the discussion
- * Interactive listening is demonstrated by being respectful of different points of view
- * Communication is both verbal and nonverbal (facial expressions, body language, gestures)
- * Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard, and showing understanding of how other group members think, and working towards consensus
- * Respectful listeners make eye contact with the speaker and ask follow up questions
- * Speakers talk clearly, distinctly, and age appropriately when sharing information, stories, and experiences
- * Speakers use appropriate rate and volume for the situation (i.e. small group, individual, and presentations to a large group)
- * Voice inflections and tone can alter the meaning of the message being conveyed
- * When retelling familiar stories, the correct sequence of events is used with the beginning, middle, and end
- * Polite conversation includes respectful language such as: Please, Thank you, Excuse me, You're welcome, May I...?
- * Feedback can be effective and appropriate when given respectfully and thoughtfully

Sunapee Written and Oral Communication Curriculum

Grade 6

Structures of Language
Applying Understanding of Sentences, Paragraphs, Text Structures
Students demonstrate command of the structures of sentences, paragraphs, and text by:
Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
Using the paragraph form: indenting, main idea, supporting details
Recognizing organizational structures <i>within</i> paragraphs EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast
Applying a format and text structure appropriate to the purpose of the writing EXAMPLE: Given a paragraph, students write the next paragraph, using appropriate and consistent text structure
Applying directionality as appropriate
<ul style="list-style-type: none"> * Sentences vary in length and can be simple, compound, or complex including phrases and clauses * Varying sentence lengths affect meaning * Sentences are organized in paragraphs * Paragraphs are indented * Paragraphs are on one topic * Paragraphs are focused and have a topic sentence, supporting details, and a transition sentence to the next paragraph * Multiple paragraphs share a common focus (unity, flow, common purpose) * Paragraphs have an organizational structure (description, sequential, chronology, proposition/support, compare/contrast) * An essay has an introduction, a body, and a conclusion * An introduction contains a hook, context, and focus * The hook is the introductory sentence that grabs the reader's attention, and there are many kinds of hooks * A conclusion wraps up the piece and leaves the reader thinking about the focus * The presentation of writing has a conventional format for different purposes and different intended audiences
Reading Connection
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
In response to literary or informational text, students show understanding of plot /ideas/concepts by:
Selecting appropriate information to set context/background
Summarizing key ideas
Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
In response to literary or informational text read aloud, students make and support analytical judgments about text by:
Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question
Making inferences about content, events, characters, setting, or common themes and the relationship(s) among them EXAMPLE: Identifying theme and then making links between content/events and theme
Using specific details and references to text or relevant citations to support focus or judgment
Organizing ideas, using transition words/phrases and writing a conclusion that provides closure.
<ul style="list-style-type: none"> * The introduction to a response to literature states the title, author, a brief summary, or other appropriate information that sets the context and background * Writers determine importance when writing a summary * Writers demonstrate understanding by referring to evidence from the text and relevant prior knowledge, which may include other texts * Writers interpret common themes in text and justify them in writing * Responses to text state and maintain a focus which can be the writer's opinion or point of view * Writers use exact citations and details from the text to support stated focus * Writers respond to text using critical thinking strategies (questioning, inferring, predicting, sensory images, determining importance)

Sunapee Written and Oral Communication Curriculum

Grade 6

Expressive Writing

Narrative Writing – Creating a Story Line and Applying Narrative Strategies

In written narratives, students organize and relate a story line/plot/series of events by:

Creating a clear and coherent (logically consistent) storyline

Establishing context, problem/conflict/ challenge, and resolution, and maintaining point of view, (1st person, 3rd person, or omniscient)

Using transition words/phrases to establish clear chronology and to enhance meaning

Narrative – Applying Narrative Strategies

Students demonstrate use of narrative strategies by:

Using relevant and descriptive details and sensory language to advance the plot/story line EXAMPLE: I could hear bells ringing. It sent shivers down my spine.

Using dialogue to advance plot/storyline

Developing characters through description, dialogue, and actions

Using voice appropriate to purpose

Maintaining focus

Selecting and elaborating important ideas; and excluding extraneous details

- * **Writers create a clear storyline that is organized and stays focused throughout the piece**
- * **A story has a beginning, middle with elaboration (rising action), and end**
- * **The context in a narrative includes the setting and other background information**
- * **The setting of a story influences the plot**
- * **Characters can be developed by actions, dialogue, and description (characters have personalities and behaviors)**
- * **Personal experiences and observations influence stories**
- * **Authors include relevant and descriptive details to convey their story**
- * **Authors use sensory images to convey the mood and feeling in a story**
- * **Transition words are used to move the plot along, to connect ideas, and to establish a clear timeline**
- * **A story has a conflict and falling action leading to a resolution**
- * **Authors exclude details that are not relevant to the story**
- * **Authors establish and maintain point of view throughout the story (1st person, 3rd person, omniscient)**

Informational Writing

Reports, Procedures, or Persuasive Writing Organizing and Conveying Information

In informational writing (reports or procedures), students organize ideas/concepts by :

Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast

Selecting appropriate information to set context, which may include a lead/hook EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific quotation

Reports, Procedures, or Persuasive Writing Organizing and Conveying Information

In informational writing (reports or procedures only), students effectively convey purpose by:

Establishing a topic

Stating and maintaining a focus/controlling idea on a topic

Reports, Procedures, or Persuasive Writing Using Elaboration Strategies

In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Including facts and details relevant to focus/controlling idea, and excluding extraneous information

Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images

Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports

Sunapee Written and Oral Communication Curriculum

Grade 6

- * Depending on the focus or purpose, different organizational text structures can be used (description, sequence, chronology, proposition/support, compare/contrast)
- * Appropriate facts are used to set the context of a report, including hooks: startling statistic, anecdote/scenario, or moving from the general to a specific quotation
- * Informational writing has a concluding statement
- * Writers select a topic and establish and maintain a focus or controlling idea within the topic
- * The focus narrows the topic in a report
- * Reports should include relevant details with elaboration
- * Reports should exclude extraneous details
- * Details in a report can include: naming, describing, explaining, comparing, using visual images
- * Informational writing can address audience concerns (counterarguments, addressing potential problems, providing context)

Writing Conventions

Applying Rules of Grammar, Usage, and Mechanics

In independent writing, students demonstrate command of appropriate English conventions by:

Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, irregular plurals, sentence fragments and run-ons

Applying basic capitalization rules

Using punctuation to clarify meaning EXAMPLES: commas, apostrophes, quotation marks

Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes

- * Writers use accurate spelling of unfamiliar words using patterns, word families, and rules to spell words correctly (consonant doubling, change y to i, drop silent e, affixes, common roots, base words, plurals)
- * Writers spell high frequency words correctly
- * Writers' message is clearer and more effective when using the correct spelling of words (contractions, homophones, irregular verbs, etc.)
- * Writers use resources such as dictionaries and thesauruses
- * Certain words are capitalized (names, proper nouns, beginning of sentences, I, speaker's first words in dialog, words used as nouns, titles with names)
- * Writers end sentences with proper punctuation
- * Commas are used in dates, after greeting and closing in a letter, city and state, introductory words, items in a series, in numbers, to separate speakers' words, in compound sentences, between describing words
- * Colons are used between numbers in time, in a business letter, and to introduce a list or as a formal introduction
- * Quotation marks are used to set off dialogue and to punctuate titles of songs, poems, short stories, and titles of chapters in a book
- * Periods are also used for abbreviations and decimals
- * Titles of books are underlined or italicized
- * Apostrophes show ownership and are used in contractions
- * Hyphens are used to divide words at the end of lines and in fractions written as words
- * Parenthesis are used to add information
- * Additional punctuation marks can be used to enhance the message (ellipsis, semi-colon,

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Grade 6

- dash, hyphen, apostrophe, etc.)
- * Words can be categorized as nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections
 - * The subject and the verb must go together in a sentence (agreement)
 - * The tense of the verbs in a piece should be consistent (present, past, future)
 - * Sentences are complete thoughts
 - * Run-on sentences must be corrected and fragments may be corrected according to style
 - * Writing can be affected by point of view of the author (1st person, 2nd, 3rd)
 - * Writing can be affected by use of active or passive voice

Habits of Writing

Writing Extensively

See Appendix B for Writing Process

Demonstrates the habit of writing extensively by:

Writing with frequency, including in school, out-of-school, and during the summer

Sharing thoughts, observations, or impressions

Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics

Writing in a variety of genres

- * Writers establish a purpose for writing (Why are you writing this?)
- * Writers alter their style and voice for different audiences (Who is your audience?)
- * Writers generate topics for writing
- * Writers pre-write to organize and generate ideas (webs, graphic organizers, notes, sketches)
- * Writers draft to express ideas
- * Writers revise to refine and redefine the content and to consider strategies to improve the writing style
- * Writers read aloud and confer with self, peers, and teacher to enhance meaning
- * Writers revise after comparing with rubric and given benchmarks
- * Writers confer with self, peers, and teachers to check for correctness
- * Writers use resources to support editing
- * Writers prepare a finished/polished/grammatically correct piece for publishing
- * Writers write frequently for large blocks of time with a purpose, and receive feedback from teachers
- * Writers write regularly outside of school to build stamina and fluency (homework and summer)
- * Sixth graders write and publish at least two pieces per genre, including but not limited to:
 - o Expressive
 - Narrative Story
 - Personal Essay
 - o Persuasive
 - Letter writing
 - Essay
 - o Procedural
 - Lab reports
 - o Report
 - One social studies focus
 - One science focus
 - o Response to literary or informational text
 - Essay
 - Rewrites based upon anchor text

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Grade 6

<u>Oral Communication Strategies</u>
In oral communication, students demonstrate interactive listening by :
Following verbal instructions to perform specific tasks, to answer questions, or to solve problems
Summarizing, paraphrasing, questioning, or contributing to information presented
Participating in large and small group discussions showing respect for a range of individual ideas
Reaching consensus to solve a problem, make a decision, or achieve a goal
In oral communication, students make oral presentations by :
Demonstrating skills and logical organization and language use in interpersonal ,small group and public exchanges (e.g., discussions, interviews)
Using verbal and nonverbal choices to convey consistent focus
Telling stories, giving information using details /elaboration and providing a coherent conclusion EXAMPLE: using books, pictures displays, graphics or artifacts
Effectively responding to audience questions and feedback
Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, intonation, rhythm, and gesture) to communicate ideas effectively
<ul style="list-style-type: none"> * Performing tasks and solving problems require listening carefully to multi-step verbal instructions * Interactive listening is demonstrated by the ability to identify key components of the presentation, and to summarize, question, and contribute to the discussion * Interactive listening is demonstrated by being respectful of different points of view * Communication is both verbal and nonverbal (eye contact, facial expressions, body language, gestures) * Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard, and showing understanding of how other group members think, and working towards consensus * Speakers effectively respond to audience questions and feedback * Respectful listeners make eye contact with the speaker and ask follow up questions * Speakers talk clearly and distinctly when sharing information, stories, and experiences * Speakers use appropriate rate and volume for the situation (i.e. small group, individual, and presentations to a large group) * Voice inflections and tone can alter the meaning of the message being conveyed * When making oral presentations, details and elaboration should be used and should lead to a logical conclusion * Polite conversation includes respectful language such as: Please, Thank you, Excuse me, You're welcome, May I...?

Sunapee Written and Oral Communication Curriculum

Grade 7

Structures of Language
Applying Understanding of Sentences, Paragraphs, Text Structures
Students demonstrate command of the structures of sentences, paragraphs, and text by:
Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
Using the paragraph form: indenting, main idea, supporting details
Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures):description, sequence, chronology, proposition/support, compare/contrast ,problem/solution EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes
Applying a format and text structure appropriate to the purpose of the writing
Applying directionality as appropriate to text
<ul style="list-style-type: none"> * Sentences vary in length and can be simple, compound, or complex including phrases and clauses * Varying sentence lengths affect meaning * Sentences are organized in paragraphs * Paragraphs are focused and have a topic sentence, supporting details, and a transition sentence to the next paragraph * Multiple paragraphs share a common focus (unity, flow, common purpose) * Paragraphs have an organizational structure (description, sequential, chronology, proposition/support, compare/contrast, problem/solution) * An essay has an introduction, a body, and a conclusion * An introduction contains a hook, context, and focus * The hook is the introductory sentence that grabs the reader's attention * Within the body of an essay, paragraphs should support the focus stated in the introduction * A conclusion wraps up the piece and leaves the reader thinking about the focus * The presentation of writing has a conventional format for different purposes and different intended audiences
Reading Connection
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
In response to literary or informational text, students show understanding of plot /ideas/concepts by:
Selecting and summarizing key ideas to set context
Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, <u>or the broader world of ideas</u> , by referring to <u>and explaining</u> relevant ideas
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
In response to literary or informational text read aloud, students make and support analytical judgments about text by:
Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question EXAMPLES: Making links between characterization and author's choice of words; making links to characteristics of literary forms or genres
Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft
Using specific details and references to text or relevant citations to support focus or judgment
Organizing ideas, using transitional words/phrases and writing a conclusion that provides closure
<ul style="list-style-type: none"> * The introduction to a response to literature states the title, author, a brief summary, or other appropriate information that sets the context and background * Writers determine key ideas when writing a summary * Writers demonstrate understanding and explain relevant ideas using evidence from the text and prior knowledge, which may include other texts or the broader world of ideas * Writers interpret common themes in text and justify them in writing * Responses to text state and maintain a focus which can be the writer's opinion or point of view * Writers use exact citations and details from the text to support stated focus * Writers respond to text using critical thinking strategies (questioning, inferring, predicting, sensory images, determining importance)

Sunapee Written and Oral Communication Curriculum

Grade 7

<u>Expressive Writing</u>
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
In written narratives, students organize and relate a story line/plot/series of events by:
Creating a clear and coherent (logically consistent) story line
Establishing context, character motivation, problem/conflict/challenge, and resolution and maintaining point of view
Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning
Establishing and maintaining a theme
Providing a sense of closure
Narrative – Applying Narrative Strategies
Students demonstrate use of narrative strategies by:
Using relevant and descriptive details and sensory language to advance the plot/story line
Using dialogue to advance plot/story line
Developing characters through description, dialogue, and actions
Using voice appropriate to purpose
Maintaining focus
Selecting and elaborating important ideas; and excluding extraneous details
Poetry
In writing poetry, students demonstrate awareness of purpose by:
Writing poems that express the speaker’s moods, thoughts, or feelings
Choosing conventional or alternative text structures to achieve impact EXAMPLES (text structures): free verse, haiku, concrete poems
<ul style="list-style-type: none"> * Writers create a clear storyline that is organized and stays focused throughout the piece * A story has a beginning, middle with elaboration (rising action), and end * The storyline has a message or theme which provides a sense of closure * The context in a narrative includes the setting and other background information * The setting of a story influences the plot * Characters can be developed by actions, dialogue, and description (characters have personalities and behaviors) * Personal experiences and observations influence stories * Authors include relevant and descriptive details to convey their story * Authors use sensory images to convey the mood and feeling in a story * Transition techniques are used to move the plot along and to connect ideas and to establish a clear timeline (words, ellipses, time, white space, etc.) * A story has a conflict and falling action leading to a resolution * Authors exclude details that are not relevant to the story * Authors establish and maintain point of view throughout the story (1st person, 3rd person, omniscient) * Poetry expresses moods, thoughts or feelings * Poems have a variety of text structures which can be used to achieve impact
<u>Informational Writing</u>
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
In informational writing (reports or procedures), students organize ideas/concepts by :
Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution
Selecting appropriate information to set context, which may include a lead/hook
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
In informational writing (reports or procedures only), students effectively convey purpose by:
Establishing a topic
Stating and maintaining a focus/controlling idea
Writing with a sense of audience, when appropriate
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:
Including facts and details relevant to focus/controlling idea, and excluding extraneous information
Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images
Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)
Commenting on the significance of information, when appropriate

Sunapee Written and Oral Communication Curriculum

Grade 7

- * Depending on the focus or purpose, different organizational text structures can be used (description, sequence, chronology, proposition/support, compare/contrast)
- * Appropriate facts are used to set the context of a report, including hooks: startling statistic, anecdote/scenario, or moving from the general to a specific quotation
- * Informational writing has a concluding statement
- * Writers select a topic and establish and maintain a focus or controlling idea within the topic
- * The focus narrows the topic in a report
- * Reports should include relevant details with elaboration, with commentary about the significance of the information
- * Reports should exclude extraneous details
- * Details in a report should be sufficient for depth of information and can include: naming, describing, explaining, comparing, using visual images
- * Writers have a sense of audience, when appropriate (counterarguments, addressing potential problems, providing context)

Writing Conventions

Applying Rules of Grammar, Usage, and Mechanics

In independent writing, students demonstrate command of appropriate English conventions by:

Applying rules of standard English usage to correct grammatical errors EXAMPLES: Clear pronoun referent, subject verb agreement, consistency of verb tense, irregular forms of verbs and nouns

Applying capitalization rules

Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: colons, semicolons

Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes

- * **Writers use accurate spelling of unfamiliar words using patterns, word families, and rules to spell words correctly (consonant doubling, change y to i, drop silent e, affixes, common roots, base words, plurals)**
- * **Writers spell high frequency words correctly**
- * **Writers' message is clearer and more effective when using the correct spelling of words (contractions, homophones, irregular verbs, etc.)**
- * **Word origins, roots, and affixes affect the meaning and spelling of words (etymology)**
- * **Writers use resources such as dictionaries and thesauruses**
- * **Certain words are capitalized (names, proper nouns, beginning of sentences, I, speaker's first words in dialog, words used as nouns, titles with names)**
- * **Writers end sentences with proper punctuation**
- * **Commas are used in dates, after greeting and closing in a letter, city and state, introductory words, items in a series, in numbers, to separate speakers' words, in compound sentences, between describing words**
- * **Colons are used between numbers in time, in a business letter, and to introduce a list or as a formal introduction**
- * **Semi colons are used in compound sentence structures and to separate items in a series**
- * **Quotation marks are used to set off dialogue and to punctuate titles of songs, poems, short stories, and titles of chapters in a book**
- * **Periods are also used for abbreviations and decimals**
- * **Titles of books are underlined or italicized**
- * **Apostrophes show ownership and are used in contractions**

Sunapee Written and Oral Communication Curriculum

Grade 7

- * Hyphens are used to divide words at the end of lines and in fractions written as words
- * Parenthesis are used to add information
- * Additional punctuation marks can be used to enhance the message (ellipsis, semi-colon, dash, hyphen, apostrophe, etc.)
- * Words can be categorized as nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections
- * Pronouns have an antecedent to avoid ambiguity and should agree in number and case
- * The subject and the verb must go together in a sentence (agreement)
- * The tense of the verbs in a piece should be consistent (present, past, future)
- * Sentences are complete thoughts
- * Run-on sentences must be corrected and fragments may be corrected according to style
- * Writing can be affected by point of view of the author (1st person, 2nd, 3rd)
- * Writing can be affected by use of active or passive voice

Habits of Writing

Writing Extensively

See Appendix B for Writing Process

Demonstrates the habit of writing extensively by:

Writing with frequency, including in school, out-of-school, and during the summer EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics

Sharing thoughts, observations, or impressions

Generating topics for writing

Writing in a variety of genres

- * Writers establish a purpose for writing (Why are you writing this?)
- * Writers alter their style and voice for different audiences (Who is your audience?)
- * Writers generate topics for writing
- * Writers pre-write to organize and generate ideas (webs, graphic organizers, notes, sketches)
- * Writers draft to express ideas
- * Writers revise to refine and redefine the content and to consider strategies to improve the writing style
- * Writers read aloud and confer with self, peers, and teacher to enhance meaning
- * Writers revise after comparing with rubric and given benchmarks
- * Writers confer with self, peers, and teachers to check for correctness
- * Writers use resources to support editing
- * Writers prepare a finished/polished/grammatically correct piece for publishing
- * Writers write frequently for large blocks of time with a purpose, and receive feedback from teachers
- * Writers write regularly outside of school to build stamina and fluency (homework and summer)
- * Seventh graders write and publish at least two pieces per genre, including but not limited to:
 - o Expressive
 - o Persuasive
 - o Procedural
 - o Report
 - o Response to literary or informational text

Sunapee Written and Oral Communication Curriculum

Grade 7

<u>Oral Communication Strategies</u>
In oral communication, students demonstrate interactive listening by :
Following verbal instructions to perform specific tasks, to answer questions, or to solve problems
Summarizing, paraphrasing, questioning, or contributing to information presented
Participating in large and small group discussions showing respect for a range of individual ideas
Reaching consensus to solve a problem, make a decision, or achieve a goal
In oral communication, students make oral presentations by :
Exhibiting logical organization and language use, appropriate to audience, context, and purpose
Maintaining a consistent focus
Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts
Effectively responding to audience questions and feedback
Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively
<ul style="list-style-type: none"> * Interactive listening is demonstrated by being respectful of different points of view * Communication is both verbal and nonverbal (eye contact, facial expressions, body language, gestures) * Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard, and showing understanding of how other group members think, and working towards consensus * Speakers effectively respond to audience questions and feedback * Respectful listeners make eye contact with the speaker and ask follow up questions * Speakers talk clearly and distinctly when sharing information, stories, and experiences * Speakers use appropriate rate and volume for the situation (i.e. small group, individual, and presentations to a large group) * Voice inflections and tone can alter the meaning of the message being conveyed * Oral presentations should exhibit logical organization and proper language use appropriate to audience, context, and purpose * Oral presentations should maintain a consistent focus with smooth transitions, a supporting thesis, details to support the thesis, and a coherent conclusion * Polite conversation includes respectful language such as: Please, Thank you, Excuse me, You're welcome, May I...?

Sunapee Written and Oral Communication Curriculum

Grade 8

Structures of Language

Applying Understanding of Sentences, Paragraphs, Text Structures

Students demonstrate command of the structures of sentences, paragraphs, and text by:

Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)

Using the paragraph form: indenting, main idea, supporting details

Recognizing organizational structures within paragraphs or within texts **EXAMPLES** (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation

Applying a format and text structure appropriate to the purpose of the writing

Applying directionality as appropriate to text

- * Sentences vary in length and can be simple, compound, or complex including phrases and clauses
- * Varying sentence lengths affect meaning and fluency of the piece
- * Paragraphs are focused and have a topic sentence, supporting details, and a transition sentence to the next paragraph
- * Multiple paragraphs share a common focus (unity, flow, common purpose)
- * Paragraphs have an organizational structure (description, sequential, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation)
- * An essay has an introduction, a body, and a conclusion
- * An introduction contains a hook, context, and focus
- * The hook is the introductory sentence that grabs the reader's attention
- * Within the body of an essay, paragraphs should support the focus stated in the introduction
- * A conclusion wraps up the piece and leaves the reader thinking about the focus
- * The presentation of writing has a conventional format for different purposes and different intended audiences

Reading Connection

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

In response to literary or informational text, students show understanding of plot /ideas/concepts by:

Selecting and summarizing key ideas to set context

Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text

In response to literary or informational text read aloud, students make and support analytical judgments about text by:

Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question

Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft **EXAMPLES:** Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres

Using specific details and references to text or relevant citations to support focus or judgment (Local)

Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)

- * The introduction to a response to literature states the title, author, a brief summary, or other appropriate information that sets the context and background
- * Writers determine key ideas when writing a summary
- * Writers demonstrate understanding and explain relevant ideas using evidence from the text and prior knowledge, which may include other texts or the broader world of ideas
- * Writers interpret common themes in text and justify them in writing
- * Writers make inferences about the relationship among content, events, characters, setting, theme, or author's craft
- * Responses to text state and maintain a focus which can be the writer's opinion or point of view
- * Writers use exact citations and details from the text to support stated focus
- * Writers respond to text using critical thinking strategies (questioning, inferring, predicting, sensory images, determining importance)
- * Writers synthesize information from text

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Expressive Writing
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
In written narratives, students organize and relate a story line/plot/series of events by:
Creating a clear and coherent (logically consistent) story line
Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view
Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning
Establishing and maintaining a theme
Providing a sense of closure
Narrative – Applying Narrative Strategies
Students demonstrate use of narrative strategies by:
Creating images, using details and sensory language to advance the plot/story line
Using dialogue to advance plot/story line
Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate
Using voice appropriate to purpose
Maintaining focus
Selecting and elaborating important ideas; and excluding extraneous details
Controlling the pace of the story EXAMPLE: Developing the narrative with greatest emphasis on the most important parts
In writing poetry, students demonstrate awareness of purpose by:
Writing poems in a variety of voices for a variety of audiences (purpose)
Writing poems that express speaker's moods, thoughts, or feelings
Choosing conventional or alternative text structures to achieve impact EXAMPLES (Text structures): free verse, haiku, concrete poems
In writing poetry, use language effectively by:
Selecting vocabulary according to purpose and for effect on audience
Using rhyme, figurative language EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia
Using a variety of poetic forms
Reflective Essay
In reflective writing, students explore and share thoughts, observations, and impressions by:
Engaging the reader by establishing context (purpose)
Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection
Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus
Providing closure - leaving the reader with something to think about
<ul style="list-style-type: none"> * Writers create a clear storyline that is organized and stays focused throughout the piece * A story has a beginning, middle with elaboration (rising action), and end * The storyline has a message or theme which provides a sense of closure * The context in a narrative includes the setting and other background information * The setting of a story influences the plot * Characters can be developed by actions, dialogue, description, and relationships with other characters * Personal experiences and observations influence stories * Authors include relevant and descriptive details to convey their story * Authors use sensory images to convey the mood and feeling in a story and to advance the storyline * Transition techniques are used to move the plot along and to connect ideas and to establish a clear timeline (words, ellipses, time, white space, etc.) * Authors determine the pace of a story by emphasizing the most important parts * A story has a conflict and falling action leading to a resolution * Authors exclude details that are not relevant to the story * Authors establish and maintain point of view throughout the story (1st person, 3rd person, omniscient) * Poetry expresses moods, thoughts or feelings * Poems can be written in a variety of voices for different audiences * Poems have a variety of text structures which can be used to achieve impact * Poets carefully select vocabulary according to their purpose * Poets use rhyme and figurative language * Students express ideas through reflective essays that have an established purpose * Reflective essays use a range of elaboration techniques to establish a focus and to analyze a condition or situation of significance * Reflective essays conclude by leaving the reader with something to think about

Sunapee Written and Oral Communication Curriculum

Grade 8

<u>Informational Writing</u>
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
In informational writing (reports or procedures), students organize ideas/concepts by :
Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
Selecting appropriate information to set context, which may include a lead/hook
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
In informational writing (reports or procedures only), students effectively convey purpose by:
Establishing a topic
Stating and maintaining a focus/controlling idea/thesis
Writing with a sense of audience, when appropriate
Establishing an authoritative voice
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:
Including facts and details relevant to focus/controlling idea, and excluding extraneous information
Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images
Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)
Commenting on the significance of the information, when appropriate
<ul style="list-style-type: none"> * Depending on the focus or purpose, different organizational text structures can be used (description, sequence, chronology, proposition/support, compare/contrast, cause/effect, investigation) * Appropriate facts are used to set the context of a report, including hooks: startling statistic, anecdote/scenario, or moving from the general to a specific quotation * Informational writing has a concluding statement * Writers select a topic and establish and maintain a focus or controlling idea (thesis) within the topic * Reports should include relevant details with elaboration, with commentary about the significance of the information * Reports should exclude extraneous details * Details in a report should be sufficient for depth of information and can include: naming, describing, explaining, comparing, using visual images * Writers have a sense of audience, when appropriate (counterarguments, addressing potential problems, providing context) * It is appropriate to use an authoritative voice in informational writing
<u>Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics</u>
In independent writing, students demonstrate command of appropriate English conventions by:
Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns
Applying capitalization rules
Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: hyphens, dashes, parentheses
Applying conventional and word-derivative spelling patterns/rules EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation
<ul style="list-style-type: none"> * Writers use accurate spelling of unfamiliar words using patterns, word families, and rules to spell words correctly (consonant doubling, change y to i, drop silent e, affixes, common roots, base words, plurals) * Writers spell high frequency words correctly * Word origins, roots, and affixes affect the meaning and spelling of words (etymology) * Writers’ message is clearer and more effective when using the correct spelling of words (contractions, homophones, irregular verbs, etc.) * Writers use resources such as dictionaries and thesauruses

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- * Certain words are capitalized (names, proper nouns, beginning of sentences, I, speaker's first words in dialog, words used as nouns, titles with names)
- * Writers end sentences with proper punctuation
- * Commas are used in dates, after greeting and closing in a letter, city and state, introductory words, items in a series, in numbers, to separate speakers' words, in compound sentences, between describing words
- * Colons are used between numbers in time, in a business letter, and to introduce a list or as a formal introduction
- * Semi colons are used in compound sentence structures and to separate items in a series
- * Quotation marks are used to set off dialogue and to punctuate titles of songs, poems, short stories, and titles of chapters in a book
- * Periods are also used for abbreviations and decimals
- * Titles of books are underlined or italicized
- * Apostrophes show ownership and are used in contractions
- * Hyphens are used to divide words at the end of lines and in fractions written as words
- * Parenthesis are used to add information
- * Additional punctuation marks can be used to enhance the message (ellipsis, semi-colon, dash, hyphen, apostrophe, etc.)
- * Words can be categorized as nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections
- * Pronouns have an antecedent to avoid ambiguity and should agree in number and case
- * The subject and the verb must go together in a sentence (agreement)
- * The tense of the verbs in a piece should be consistent (present, past, future)
- * Sentences are complete thoughts
- * Run-on sentences must be corrected and fragments may be corrected according to style
- * Writing can be affected by point of view of the author (1st person, 2nd, 3rd)
- * Writing can be affected by use of active or passive voice

Habits of Writing: Uses a Writing Process

Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

See Appendix B for Writing Process

Habit of Writing: Writing Extensively

Demonstrates the habit of writing extensively by:

Writing with frequency, including in-school, out-of-school, and during the summer

Sharing thoughts, observations, or impressions

Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays

Writing in a variety of genres

- * Writers establish a purpose for writing (Why are you writing this?)
- * Writers alter their style and voice for different audiences (Who is your audience?)
- * Writers generate topics for writing
- * Writers pre-write to organize and generate ideas (webs, graphic organizers, notes, sketches)
- * Writers draft to express ideas
- * Writers revise to refine and redefine the content and to consider strategies to improve the writing style
- * Writers read aloud and confer with self, peers, and teacher to enhance meaning

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- * Writers revise after comparing with rubric and given benchmarks
- * Writers confer with self, peers, and teachers to check for correctness
- * Writers use resources to support editing
- * Writers prepare a finished/polished/grammatically correct piece for publishing
- * Writers write frequently for large blocks of time with a purpose, and receive feedback from teachers
- * Writers write regularly outside of school to build stamina and fluency (homework and summer)
- * Eighth graders write and publish at least two pieces per genre, including but not limited to:
 - o Expressive
 - o Persuasive
 - o Procedural
 - o Report
 - o Response to literary or informational text

Oral Communication Strategies

In oral communication, students demonstrate interactive listening by :

Following verbal instructions to perform specific tasks, to answer questions, or to solve problems

Summarizing, paraphrasing, questioning, or contributing to information presented

Participating in large and small group discussions showing respect for a range of individual ideas

Reaching consensus to solve a problem, make a decision, or achieve a goal

In oral communication, students make oral presentations by :

Exhibiting logical organization and language use, appropriate to audience, context, and purpose

Maintaining a consistent focus

Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts

Effectively responding to audience questions and feedback

Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively

- * Interactive listening is demonstrated by being respectful of different points of view
- * Communication is both verbal and nonverbal (eye contact, facial expressions, body language, gestures)
- * Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard, showing understanding of how other group members think, and working towards consensus
- * Speakers effectively respond to audience questions and feedback
- * Respectful listeners make eye contact with the speaker and ask follow up questions
- * Speakers talk clearly, distinctly, and age appropriately when sharing information, stories, and experiences
- * Speakers use appropriate rate and volume for the situation (i.e. small group, individual, and presentations to a large group)
- * Voice inflections and tone can alter the meaning of the message being conveyed
- * Oral presentations should exhibit logical organization and proper language use appropriate to audience, context, and purpose
- * Oral presentations should maintain a consistent focus with smooth transitions, a supporting thesis, details to support the thesis, and a coherent conclusion
- * Polite conversation includes respectful language such as: Please, Thank you, Excuse me, You're welcome, May I...?

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<u>Structures of Language</u>
Applying Understanding of Sentences, Paragraphs, Text Structures
Students demonstrate command of the structures of sentences, paragraphs, and text by:
Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
Using paragraph structures appropriately (e.g., block or indented format)
Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive
Applying a format and text structure appropriate to purpose, audience, and context
Applying directionality as appropriate to text
<ul style="list-style-type: none"> * Sentences vary in length and can be simple, compound, or complex for emphasis * Phrases and clauses have different compositional significance * Varying sentence length affects meaning and fluency of the piece (e.g. subordination and reduction) * Paragraphs are focused and have a topic sentence, supporting details, and a transition sentence to the next paragraph * Multiple paragraphs share a common focus (unity, flow, common purpose) * Paragraphs have an organizational structure (description, sequential, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive) * An essay has an introduction, a body, and a conclusion * An introduction contains a hook, context, and focus (thesis) * A conclusion leaves the reader thinking about the focus * The presentation of writing has a conventional format for different purposes and different intended audiences
<u>Reading Connection</u>
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
In response to literary or informational text, students show understanding of plot /ideas/concepts by:
Selecting and summarizing key ideas to set context, appropriate to audience
Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
In response to literary or informational text read aloud, students make and support analytical judgments about text by:
Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt
Establishing an interpretive claim/assertion in the form of a thesis (purpose)
Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (State) EXAMPLES: Making links to author’s choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres
Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions
Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)
<ul style="list-style-type: none"> * The introduction to an extended response to text sets the context and background * Writers determine key ideas when writing a summary * When given a prompt, writers demonstrate understanding and explain relevant ideas using evidence from the text and prior knowledge, which may include other texts or the broader world of ideas * Writers assert and support an independent thesis (without a prompt) using evidence from the text * Writers interpret common themes in text and justify them in writing * Writers draw conclusions about the relationship among content, events, characters, setting, or author’s craft

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Grade 9

Expressive Writing
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
In written narratives, students organize and relate a story line/plot/series of events by:
Creating a clear and coherent (logically consistent) story line
Establishing context, character motivation, problem/conflict/challenge, and resolution, <u>significance of setting</u> , and maintaining point of view
Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as <u>flashback or foreshadowing</u> ; white space; or words/phrases) to enhance meaning
Using a variety of effective literary devices (i.e., flashback or foreshadowing, <u>figurative language imagery</u>) to enhance meaning
Establishing and maintaining a theme
Providing a sense of closure
Narrative Writing – Applying Narrative Strategies
Students demonstrate use of narrative strategies to engage the reader by:
Creating images, using <u>relevant and descriptive details</u> and sensory language to advance the plot/story line
Using dialogue to advance plot/story line
Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate
Using voice appropriate to purpose
Maintaining focus
Selecting and elaborating important ideas; and excluding extraneous details
Controlling the pace of the story EXAMPLE: Intentional use of sentence length and punctuation
Poetry
In writing poetry, students demonstrate awareness of purpose by:
Writing poems in a variety of voices for a variety of audiences (purpose)
Writing poems that express speaker's moods, thoughts, or feelings
Choosing conventional or alternative text structures to achieve impact EXAMPLES (text structures): sonnet, free verse, haiku, ballad, ode, concrete poems
In writing poetry, use language effectively by:
Selecting vocabulary according to purpose and for effect on audience
Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, <u>metaphor</u>
Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact
Using a variety of poetic forms
Reflective Essay
In reflective writing, students explore and share thoughts, observations, and impressions by:
Engaging the reader by establishing context (purpose)
Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection
Using an organizational structure that allows for a progression of ideas to develop
Using a range of elaboration techniques (i.e., <u>questioning, comparing, connecting, interpreting, analyzing, or describing</u>) to establish a focus
Providing closure - leaving the reader with something to think about
<ul style="list-style-type: none"> * Writers create a clear storyline that is organized and stays focused throughout the piece * The storyline has a message or theme which provides a sense of closure * The setting of a story influences the plot * Characters are developed by actions, dialogue, description, and relationships with other characters * Authors use sensory images to convey the mood and feeling in a story and to advance the storyline * Writers use variations of common plotline techniques such as flashback, foreshadowing, irony * Transition techniques are used to move the plot along and to connect ideas and to establish a clear timeline (flashbacks, words, ellipses, time, white space, etc.) * Authors determine the pace of a story by emphasizing the most important parts * Authors establish and maintain point of view throughout the story (1st person, 3rd person, omniscient) * Poems can be written in a variety of voices for different audiences

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- * Poems have a variety of text structures which can be used to achieve impact
- * Poets carefully select vocabulary (diction) according to their purpose and audience
- * Poets may use rhyme and figurative language
- * Students express ideas through reflective essays that have an established purpose
- * Reflective essays use a range of elaboration techniques to establish a focus and to analyze a condition or situation of significance
- * Reflective essays conclude by leaving the reader with something to think about

Informational Writing

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures), students organize ideas/concepts by:

Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning

Selecting appropriate and relevant information (excluding extraneous details) to set context

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures only), students effectively convey purpose by:

Establishing a topic

Stating and maintaining a focus/controlling idea/thesis

Writing with a sense of audience, when appropriate

Establishing an authoritative voice

Using precise and descriptive language that clarifies and supports intent

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information

Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose

Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience)

Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)

- * Depending on the focus or purpose, different organizational text structures can be used (description, sequence, chronology, proposition/support, compare/contrast, cause/effect, investigation, inductive/deductive reasoning)
- * Appropriate facts are used to set the context of a report, including hooks: startling statistic, anecdote/scenario, or moving from the general to a specific quotation
- * A procedural report has a concluding statement which may include commentary about the significance of the information
- * Writers select a topic and establish and maintain a focus or thesis within the topic
- * Reports should include only relevant details with elaboration, prioritizing significance according to sentence structure, and essay organization
- * Details in a report should be sufficient for depth of information and can include: naming, describing, explaining, comparing, contrasting, using visual images
- * Writers have a sense of audience, when appropriate (counterarguments, addressing potential problems, providing context)
- * It is appropriate to use an authoritative voice by using precise and descriptive language that clarifies and supports intent
- * Informational writing is enhanced by use of graphics or other media

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Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics
In independent writing, students demonstrate command of appropriate English conventions by:
Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns
Applying capitalization rules
Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: hyphens, dashes, parentheses
Applying conventional and word-derivative spelling patterns/rules EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation
<ul style="list-style-type: none">* Word origins, roots, and affixes affect the meaning and spelling of words (etymology)* Writers end sentences with proper punctuation* Commas are used in dates, after greeting and closing in a letter, city and state, introductory words, items in a series, in numbers, to separate speakers' words, in compound sentences, between describing words* Colons are used between numbers in time, in a business letter, and to introduce a list or as a formal introduction* Semi colons are used in compound sentence structures and to separate items in a series* Quotation marks are used to set off dialogue and to punctuate titles of songs, poems, short stories, and titles of chapters in a book* Titles of books are underlined or italicized* Apostrophes show ownership and are used in contractions* Hyphens are used to divide words at the end of lines and in fractions written as words and in compound word constructions* Parenthesis are used to add information (non-restrictive information)* Additional punctuation marks can be used to enhance the message (ellipsis, semi-colon, dash, hyphen, apostrophe, etc.)* Pronouns have an antecedent to avoid ambiguity and should agree in number and case* The subject and the verb must go together in a sentence (agreement)* The tense of the verbs in a piece should be consistent (present, past, future)* Run-on sentences must be corrected and fragments may be corrected according to style* Writing can be affected by use of active or passive voice

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Grade 9

Habits of Writing: Uses a Writing Process

Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

See Appendix B for Writing Process

Habit of Writing: Writing Extensively

Demonstrates the habit of writing extensively by:

Writing with frequency, including in-school, out-of-school, and during the summer

Sharing thoughts, observations, or impressions

Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays

Writing in a variety of genres

- * Writers establish a purpose for writing (Why are you writing this?)
- * Writers alter their style and voice for different audiences (Who is your audience?)
- * Writers generate topics for writing
- * Writers pre-write to organize and generate ideas (webs, graphic organizers, notes, sketches)
- * Writers draft to express ideas
- * Writers revise to refine and redefine the content and to consider strategies to improve the writing style
- * Writers read aloud and confer with self, peers, and teacher to enhance meaning
- * Writers revise after comparing with rubric and given benchmarks
- * Writers confer with self, peers, and teachers to check for correctness
- * Writers use resources to support editing
- * Writers prepare a finished/polished/grammatically correct piece for publishing
- * Writers write frequently for large blocks of time with a purpose, and receive feedback from teachers
- * Writers write regularly outside of school to build stamina and fluency (homework and summer)
- * Ninth graders write and publish at least two pieces per genre, including but not limited to:
 - o Expressive
 - o Persuasive
 - o Procedural
 - o Report
 - o Response to literary or informational text
- * At least one piece from each genre must be published in student's e-portfolio (5)

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Grade 9

<u>Oral Communication Strategies</u>
Interactive Listening
In oral communication, students demonstrate interactive listening by:
Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems
Summarizing, paraphrasing, questioning, or contributing to information presented
Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message
Participating in large and small group discussions showing respect for a range of individual ideas
Reaching consensus to solve a problem, make a decision, or achieve a goal
Make Oral Presentations
In oral communication, students make oral presentations by:
Exhibiting logical organization and language use, appropriate to audience, context, and purpose
Maintaining a consistent focus
Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts
Effectively responding to audience questions and feedback
Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively
Using tools of technology to enhance message
<ul style="list-style-type: none"> * Interactive listening is demonstrated by being respectful of different points of view * Communication is both verbal and nonverbal (eye contact, facial expressions, body language, gestures) * Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard, and showing understanding of how other group members think, and working towards consensus * Speakers effectively respond to audience questions and feedback * Respectful listeners make eye contact with the speaker and ask follow up questions * Perceptive listeners apprehend thesis and essential elements of elaboration in determining the message of oral presentations * Speakers articulate and enunciate when sharing information, stories, and experiences * Speakers use appropriate rate and volume for the situation (i.e. small group, individual, and presentations to a large group) * Voice inflections and tone can alter the meaning of the message being conveyed * Oral presentations should exhibit logical organization and proper language use appropriate to audience, context, and purpose * Oral presentations should maintain a consistent focus by transitioning smoothly from precept to example, using details, anecdotes, or analogies that support the thesis, which lead to a coherent conclusion * Oral presentations can include the use of technology to enhance meaning

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Grade 10

<u>Structures of Language</u>
Applying Understanding of Sentences, Paragraphs, Text Structures
Students demonstrate command of the structures of sentences, paragraphs, and text by:
Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
Using paragraph structures appropriately (e.g., block or indented format)
Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive
Applying a format and text structure appropriate to purpose, audience, and context
Applying directionality as appropriate to text
<ul style="list-style-type: none"> * Sentences vary in length and can be simple, compound, or complex for emphasis * Phrases and clauses have different compositional significance * Varying sentence length affects meaning and fluency of the piece (e.g. subordination and reduction) * Paragraphs are focused and have a topic sentence, supporting details, and a transition sentence to the next paragraph * Multiple paragraphs share a common focus (unity, flow, common purpose) * Paragraphs and essays have audience-specific organizational structure (description, sequential, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive) * An essay has an introduction, a body, and a conclusion * An introduction contains a hook, context, and focus (thesis) * A conclusion leaves the reader thinking about the focus * The presentation of writing has a conventional format for different purposes and different intended audiences
<u>Reading Connection</u>
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
In response to literary or informational text, students show understanding of plot /ideas/concepts by:
Selecting and summarizing key ideas to set context, appropriate to audience
Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
In response to literary or informational text read aloud, students make and support analytical judgments about text by:
Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt
Establishing an interpretive claim/assertion in the form of a thesis (purpose)
Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (State) EXAMPLES: Making links to author’s choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres
Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions
Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)
<ul style="list-style-type: none"> * The introduction to an extended response to text sets the context and background * Writers determine key ideas when writing a summary * When given a prompt, writers demonstrate understanding and explain relevant ideas using evidence from the text and prior knowledge, which may include other texts or the broader world of ideas * Writers assert and support an independent thesis (without a prompt) using evidence from the text * Writers interpret common themes in text and justify them in writing * Writers draw conclusions about the relationship among content, events, characters, setting, or author’s craft

Expressive Writing

Narrative Writing – Creating a Story Line and Applying Narrative Strategies

In written narratives, students organize and relate a story line/plot/series of events by:

Creating a clear and coherent (logically consistent) story line

Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view

Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as flashback or foreshadowing; white space; or words/phrases) to enhance meaning

Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning

Establishing and maintaining a theme

Providing a sense of closure

Narrative Writing – Applying Narrative Strategies

Students demonstrate use of narrative strategies to engage the reader by:

Creating images, using relevant and descriptive details and sensory language to advance the plot/story line

Using dialogue to advance plot/story line

Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate

Using voice appropriate to purpose

Maintaining focus

Selecting and elaborating important ideas; and excluding extraneous details

Controlling the pace of the story EXAMPLE: Intentional use of sentence length and punctuation

Poetry

In writing poetry, students demonstrate awareness of purpose by:

Writing poems in a variety of voices for a variety of audiences (purpose)

Writing poems that express speaker's moods, thoughts, or feelings

Choosing conventional or alternative text structures to achieve impact EXAMPLES (text structures): sonnet, free verse, haiku, ballad, ode, concrete poems

In writing poetry, use language effectively by:

Selecting vocabulary according to purpose and for effect on audience

Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, metaphor

Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact

Using a variety of poetic forms

Reflective Essay

In reflective writing, students explore and share thoughts, observations, and impressions by:

Engaging the reader by establishing context (purpose)

Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection

Using an organizational structure that allows for a progression of ideas to develop

Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus

Providing closure - leaving the reader with something to think about

- * **Writers create a clear storyline that is organized and stays focused throughout the piece**
- * **The storyline has a message or theme which provides a sense of closure**
- * **The setting of a story influences the plot**
- * **Characters are developed by actions, dialogue, description, and relationships with other characters**
- * **Authors use sensory images to convey the mood and feeling in a story and to advance the storyline**
- * **Writers use variations of common plotline techniques such as flashback, foreshadowing, irony**
- * **Transition techniques are used to move the plot along and to connect ideas and to establish a clear timeline (flashbacks, words, ellipses, time, white space, etc.)**
- * **Authors determine the pace of a story by emphasizing the most important parts**
- * **Authors establish and maintain point of view throughout the story (1st person, 3rd person, omniscient)**
- * **Poems can be written in a variety of voices for different audiences**
- * **Poems have a variety of text structures which can be used to achieve impact**
- * **Poets carefully select vocabulary (diction) according to their purpose and audience**
- * **Poets may use rhyme and figurative language**
- * **Students express ideas through reflective essays that have an established purpose**
- * **Reflective essays use a range of elaboration techniques to establish a focus and to analyze a condition or situation of significance**
- * **Reflective essays conclude by leaving the reader with something to think about**

Informational Writing

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures), students organize ideas/concepts by:

Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning

Selecting appropriate and relevant information (excluding extraneous details) to set context

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures only), students effectively convey purpose by:

Establishing a topic

Stating and maintaining a focus/controlling idea/thesis

Writing with a sense of audience, when appropriate

Establishing an authoritative voice

Using precise and descriptive language that clarifies and supports intent

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information

Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose

Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience)

Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)

- * **Depending on the focus or purpose, different organizational text structures can be used (description, sequence, chronology, proposition/support, compare/contrast, cause/effect, investigation, inductive/deductive reasoning)**
- * **Appropriate facts are used to set the context of a report, including hooks: startling statistic, anecdote/scenario, or moving from the general to a specific quotation**
- * **Informational writing has a concluding statement which may include commentary about the significance of the information**
- * **Writers select a topic and establish and maintain a focus or thesis within the topic**
- * **Reports should include only relevant details with elaboration, prioritizing significance according to sentence structure, and essay organization**
- * **Details in a report should be sufficient for depth of information and can include: naming, describing, explaining, comparing, contrasting, using visual images**
- * **Writers have a sense of audience, when appropriate (counterarguments, addressing potential problems, providing context)**
- * **It is appropriate to use an authoritative voice by using precise and descriptive language that clarifies and supports intent**
- * **Informational writing is enhanced by use of graphics or other media**

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics

In independent writing, students demonstrate command of appropriate English conventions by:

Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns

Applying capitalization rules

Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: hyphens, dashes, parentheses

Applying conventional and word-derivative spelling patterns/rules EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation

- * **Word origins, roots, and affixes affect the meaning and spelling of words (etymology)**
- * **Writers end sentences with proper punctuation**
- * **Commas are used in dates, after greeting and closing in a letter, city and state, introductory words, items in a series, in numbers, to separate speakers' words, in compound sentences, between describing words**
- * **Colons are used between numbers in time, in a business letter, and to introduce a list or as a formal introduction**

- * Semi colons are used in compound sentence structures and to separate items in a series
- * Quotation marks are used to set off dialogue and to punctuate titles of songs, poems, short stories, and titles of chapters in a book
- * Titles of books are underlined or italicized
- * Apostrophes show ownership and are used in contractions
- * Hyphens are used to divide words at the end of lines and in fractions written as words and in compound word constructions
- * Parenthesis are used to add information (non-restrictive information)
- * Additional punctuation marks can be used to enhance the message (ellipsis, semi-colon, dash, hyphen, apostrophe, etc.)
- * Pronouns have an antecedent to avoid ambiguity and should agree in number and case
- * The subject and the verb must go together in a sentence (agreement)
- * The tense of the verbs in a piece should be consistent (present, past, future)
- * Run-on sentences must be corrected and fragments may be corrected according to style
- * Writing can be affected by use of active or passive voice

Habits of Writing: Uses a Writing Process

Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

See Appendix B for Writing Process

Habit of Writing: Writing Extensively

Demonstrates the habit of writing extensively by:

Writing with frequency, including in-school, out-of-school, and during the summer

Sharing thoughts, observations, or impressions

Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays

Writing in a variety of genres

- * Writers establish a purpose for writing (Why are you writing this?)
- * Writers alter their style and voice for different audiences (Who is your audience?)
- * Writers generate topics for writing
- * Writers pre-write to organize and generate ideas (webs, graphic organizers, notes, sketches)
- * Writers draft to express ideas
- * Writers revise to refine and redefine the content and to consider strategies to improve the writing style
- * Writers read aloud and confer with self, peers, and teacher to enhance meaning and apply rules of standard usage
- * Writers revise after comparing with rubric and given benchmarks
- * Writers prepare a finished/polished/grammatically correct piece for publishing
- * Writers write frequently for large blocks of time with a purpose, and receive feedback from teachers
- * Writers write regularly outside of school to build stamina and fluency (homework and summer)
- * Tenth graders write and publish at least two pieces per genre, including but not limited to:
 - o Expressive
 - o Persuasive
 - o Procedural
 - o Report
 - o Response to literary or informational text
- * At least one piece from each genre must be published in student's e-portfolio (5)

Oral Communication Strategies

Interactive Listening

In oral communication, students demonstrate interactive listening by:

Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems

Summarizing, paraphrasing, questioning, or contributing to information presented

Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message

Participating in large and small group discussions showing respect for a range of individual ideas

Reaching consensus to solve a problem, make a decision, or achieve a goal

Make Oral Presentations

In oral communication, students make oral presentations by:

Exhibiting logical organization and language use, appropriate to audience, context, and purpose

Maintaining a consistent focus

Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion **EXAMPLES** (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts

Effectively responding to audience questions and feedback

Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively

Using tools of technology to enhance message

- * **Interactive listening is demonstrated by being respectful of different points of view**
- * **Communication is both verbal and nonverbal (eye contact, facial expressions, body language, gestures)**
- * **Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard, and showing understanding of how other group members think, and working towards consensus**
- * **Speakers effectively respond to audience questions and feedback**
- * **Respectful listeners make eye contact with the speaker and ask follow up questions**
- * **Perceptive listeners apprehend thesis and essential elements of elaboration in determining the message of oral presentations**
- * **Speakers articulate and enunciate when sharing information, stories, and experiences**
- * **Speakers use appropriate rate and volume for the situation (i.e. small group, individual, and presentations to a large group)**
- * **Voice inflections and tone can alter the meaning of the message being conveyed**
- * **Oral presentations should exhibit logical organization and proper language use appropriate to audience, context, and purpose**
- * **Oral presentations should maintain a consistent focus by transitioning smoothly from precept to example, using details, anecdotes, or analogies that support the thesis, which lead to a coherent conclusion**
- * **Oral presentations can include the use of technology to enhance meaning**

Sunapee Written and Oral Communication Curriculum

Grade 11

<u>Structures of Language</u>
Applying Understanding of Sentences, Paragraphs, Text Structures
Students demonstrate command of the structures of sentences, paragraphs, and text by:
Using varied sentence length and structure to enhance meaning (e.g., including phrases, clauses, and parallel structure)
Using paragraph structures appropriately (e.g., block or indented format)
Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive
Applying a format and text structure appropriate to purpose, audience, and context EXAMPLES (of formats): academic essay, extended research essay, critical analysis
Applying directionality as appropriate to text
<ul style="list-style-type: none"> * Phrases, clauses and fragmentary writing have different compositional significance * Varying sentence length affects meaning and fluency of the piece (e.g. subordination and reduction) * Multiple paragraphs share a common focus (unity, flow, common purpose) * Paragraphs and essays have audience-specific organizational structure (description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive) * An introduction contains a hook, provides context, and presents thesis * A conclusion leaves the reader thinking about the thesis * The presentation of writing has a conventional format for different purposes and different intended audiences (poetry, reports, letters, proposals, captions, resumes) * Academic writing (AP/SAT prompts and tests) has a well-defined structure/style * Analysis of literary masters provides models of compositional structures
<u>Reading Connection</u>
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
In response to literary or informational text, students show understanding of plot /ideas/concepts by:
Selecting and summarizing key ideas to set context, appropriate to audience
Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas, themes, motifs, or archetypes
Explaining the visual components (e.g., charts, diagrams, artwork) of the text, when appropriate
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
In response to literary or informational text read aloud, students make and support analytical judgments about text by:
Establishing an interpretive claim/assertion in the form of a thesis (purpose)
Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres
Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions
Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)
<ul style="list-style-type: none"> * The introduction to an extended response to text sets the context and background * Writers determine key ideas when writing a summary * When given a prompt, writers demonstrate understanding and explain relevant ideas using evidence from the text and prior knowledge, which may include other texts or the broader world of ideas * Writers make thematic connections between text and visual components * Writers assert and support an independent thesis (without a prompt) using evidence from the text * Writers interpret common motifs (repeated theme) in text that lead to archetypical elements of a writer or class of writing * Writers draw conclusions about the relationship among content, events, characters, setting, or author's craft

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Expressive Writing
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
In written narratives, students organize and relate a story line/plot/series of events by:
Creating a clear and coherent, logically consistent structure. EXAMPLES: Biographical or historical accounts, fiction or non-fiction stories, personal narratives, narrative poems or songs, parodies of particular narrative styles (fable, soap opera)
Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view
Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as flashback or foreshadowing; white space; or words/phrases) to enhance meaning
Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning
Establishing and maintaining a theme
Providing a sense of closure
Narrative Writing – Applying Narrative Strategies
Students demonstrate use of narrative strategies to engage the reader by:
Creating images, using relevant and descriptive details and sensory language to advance the plot/story line
Using dialogue to advance plot/story line
Developing characters through description, dialogue, actions (including gestures, expressions), and relationships with other characters, when appropriate
Using voice appropriate to purpose
Maintaining focus
Selecting and elaborating important ideas; and excluding extraneous details
Controlling the pace of the story. EXAMPLE: Developing tension or suspense
Poetry
In writing poetry, students demonstrate awareness of purpose by:
Writing poems in a variety of voices for a variety of audiences (purpose)
Writing poems that express speaker's moods, thoughts, or feelings
Choosing conventional or alternative text structures to achieve impact
In writing poetry, use language effectively by:
Selecting vocabulary according to purpose and for effect on audience
Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language. EXAMPLES: (of figurative language): simile, personification, alliteration, onomatopoeia, metaphor
Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact
Using a variety of poetic forms
Reflective Essay
In reflective writing, students explore and share thoughts, observations, and impressions by:
Engaging the reader by establishing context (purpose)
Analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection
Using an organizational structure that allows for a progression of ideas to develop
Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus
Providing closure - leaving the reader with something to think about
Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights EXAMPLE: In a reflection upon a personal friendship, a student identifies a new insight about the relationship.
<ul style="list-style-type: none"> * Writers create a clear storyline that is organized and stays focused throughout the piece * The storyline has a message or theme which provides a sense of closure * The setting of a story influences the plot * Characters are developed by actions, dialogue, description, and relationships with other characters * Authors use sensory images to convey the mood and feeling in a story and to advance the storyline * Writers use variations of common plotline techniques such as flashback, foreshadowing, irony * Transition techniques are used to move the plot along and to connect ideas and to establish a clear timeline (flashbacks, words, ellipses, time, white space, etc.) * Authors determine the pace of a story by development of character and plot complexity which leads to tension and/or suspense * Authors establish and maintain point of view throughout the story (1st person, 3rd person, omniscient)

Sunapee Written and Oral Communication Curriculum

Grade 11

- * Authors can utilize elements of conventional literary device (symbolism, dialogue, archetypes, vignette)
- * Poems can be written in a variety of voices for different audiences
- * Poems have a variety of text structures which can be used to achieve impact
- * Poets carefully select vocabulary (diction) according to their purpose and audience
- * Poets may use rhyme and figurative language
- * Writers express ideas and gain new perspective through reflective essays that have an established purpose and significance in their experience
- * Reflective essays use a range of elaboration techniques to establish a focus and to analyze a condition or situation of significance
- * Reflective essays conclude by leaving the reader with something to think about

Informational Writing

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures), students organize ideas/concepts by:

Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning

Selecting appropriate and relevant information (excluding extraneous details) to set context

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures only), students effectively convey purpose by:

Establishing a topic

Stating and maintaining a focus/controlling idea/thesis

Selecting and using formal, informal, literary, or technical language appropriate to audience and context

Establishing an authoritative voice

Using precise and descriptive language that clarifies and supports intent and enhances meaning

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information

Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose

Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience)

Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)

- * Depending on the focus or purpose, different organizational text structures can be used (description, sequence, chronology, proposition/support, compare/contrast, cause/effect, investigation, inductive/deductive reasoning)
- * Appropriate facts are used to set the context of a report, including hooks: startling statistic, anecdote/scenario, or moving from the general to a specific quotation
- * Informational writing has a concluding statement which may include commentary about the significance of the information
- * Writers select a topic and establish and maintain a focus or thesis within the topic
- * Reports should include only relevant details with elaboration, prioritizing significance according to sentence structure, and essay organization
- * Details in a report should be sufficient for depth of information and can include: naming, describing, explaining, comparing, contrasting, using visual images
- * Writers have a sense of audience, when appropriate (counterarguments, addressing potential problems, providing context)
- * It is appropriate to use an authoritative voice by using precise and descriptive language that clarifies and supports intent
- * Informational writing is enhanced by use of graphics or other media

Sunapee Written and Oral Communication Curriculum

Grade 11

<u>Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics</u>
In independent writing, students demonstrate command of appropriate English conventions by:
Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns
Applying capitalization rules
Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: brackets
Applying conventional and word-derivative spelling patterns/rules EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation
<ul style="list-style-type: none"> * Word origins, roots, and affixes affect the meaning and spelling of words (etymology) * Writers use proper punctuation * Commas are used to separate introductory phrases and clauses * Colons are used compositionally to show relationship of example between phrases and clauses * Semi colons are used in compound sentence structures and to separate items in a series * Punctuation is used for nonrestrictive information (commas, parentheses, dashes, brackets) * Additional punctuation marks can be used to enhance the message (hyphens, ellipses, semi-colons, dashes, apostrophes, etc.) * Pronouns have an antecedent to avoid ambiguity and should agree in number and case * The subject and the verb must agree * The tense of the verbs in a piece should be consistent (present, past, future) * Run-on sentences must be corrected, and fragments may be corrected determined by style * Writing can be affected by use of active or passive voice
<u>Habits of Writing: Uses a Writing Process</u>
Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
See appendix B
Demonstrates the habit of writing extensively by:
Writing with frequency, including in-school, out-of-school, and during the summer
Sharing thoughts, observations, or impressions
Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays
Writing in a variety of genres
<ul style="list-style-type: none"> * Writers establish a purpose for writing (Why are you writing this?) * Writers alter their style and voice for different audiences (Who is your audience?) * Writers generate topics for writing * Writers pre-write to organize and generate ideas (webs, graphic organizers, notes, sketches) * Writers draft to express ideas * Writers revise to refine and redefine the content and to consider strategies to improve the writing style * Writers read aloud and confer with self, peers, and teacher to enhance meaning and apply rules of standard usage * Writers revise after comparing with rubric and given benchmarks * Writers prepare a finished/polished/grammatically correct piece for publishing * Writers write frequently for large blocks of time with a purpose, and receive feedback from teachers

Sunapee Written and Oral Communication Curriculum

Grade 11

- * Writers write regularly outside of school to build stamina and fluency (homework and summer)
- * Eleventh graders write and publish at least two pieces per genre, including but not limited to:
 - o Expressive
 - o Persuasive
 - o Procedural
 - o Report
 - o Response to literary or informational text
- * At least one piece from each genre must be published in student's e-portfolio (5)

Oral Communication Strategies

Interactive Listening

In oral communication, students demonstrate interactive listening by:

Following verbal instructions to perform specific tasks, to answer questions, or to solve problems

Summarizing, paraphrasing, questioning, or contributing to information presented to advance understanding

Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message

Participating in large and small group discussions showing respect for individual ideas

Reaching consensus to solve a problem, make a decision, or achieve a goal

In oral communication, students make oral presentations by:

Exhibiting logical organization and language use, appropriate to audience, context, and purpose

Maintaining a consistent focus

Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts

Effectively responding to audience questions and feedback

Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively

Using tools of technology to enhance message

- * Interactive listening is demonstrated by being respectful of different points of view
- * Communication is both verbal and nonverbal (eye contact, facial expressions, body language, gestures)
- * Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard, and showing understanding of how other group members think, and working towards consensus
- * Speakers effectively respond to audience questions and feedback for clarification of a position or perspective
- * Respectful listeners make eye contact with the speaker and ask follow up questions
- * Perceptive listeners apprehend thesis and essential elements of elaboration in determining the message of oral presentations
- * Speakers articulate and enunciate when sharing information, stories, and experiences
- * Speakers use appropriate rate and volume for the situation (i.e. small group, individual, and presentations to a large group)
- * Voice inflections and tone can alter the meaning of the message being conveyed
- * Oral presentations should exhibit logical organization and proper language use appropriate to audience, context, and purpose
- * Oral presentations should maintain a consistent focus by transitioning smoothly from precept to example, using details, anecdotes, or analogies that support the thesis, which lead to a coherent conclusion
- * Oral presentations can include the use of technology to enhance meaning

Sunapee Written and Oral Communication Curriculum

Grade 12

<u>Structures of Language</u>
Applying Understanding of Sentences, Paragraphs, Text Structures
Students demonstrate command of the structures of sentences, paragraphs, and text by:
Using varied sentence length and structure to enhance meaning (e.g., including phrases, clauses, and parallel structure)
Using paragraph structures appropriately (e.g., block or indented format)
Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive
Applying a format and text structure appropriate to purpose, audience, and context EXAMPLES (of formats): academic essay, extended research essay, critical analysis
Applying directionality as appropriate to text
<ul style="list-style-type: none"> * Phrases, clauses and fragmentary writing have different compositional significance * Varying sentence length affects meaning and fluency of the piece (e.g. subordination and reduction) * Multiple paragraphs share a common focus (unity, flow, common purpose) * Paragraphs and essays have audience-specific organizational structure (description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive) * An introduction contains a hook, provides context, and presents thesis * A conclusion leaves the reader thinking about the thesis * The presentation of writing has a conventional format for different purposes and different intended audiences (poetry, reports, letters, proposals, captions, resumes) * Academic writing (AP/SAT prompts and tests) has a well-defined structure/style * Analysis of literary masters provides models of compositional structures
<u>Reading Connection</u>
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
In response to literary or informational text, students show understanding of plot /ideas/concepts by:
Selecting and summarizing key ideas to set context, appropriate to audience
Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas, themes, motifs, or archetypes
Explaining the visual components (e.g., charts, diagrams, artwork) of the text, when appropriate
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
In response to literary or informational text read aloud, students make and support analytical judgments about text by:
Establishing an interpretive claim/assertion in the form of a thesis (purpose)
Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres
Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions
Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)
<ul style="list-style-type: none"> * The introduction to an extended response to text sets the context and background * Writers determine key ideas when writing a summary * When given a prompt, writers demonstrate understanding and explain relevant ideas using evidence from the text and prior knowledge, which may include other texts or the broader world of ideas * Writers make thematic connections between text and visual components * Writers assert and support an independent thesis (without a prompt) using evidence from the text * Writers interpret common motifs (repeated theme) in text that lead to archetypal elements of a writer or class of writing * Writers draw conclusions about the relationship among content, events, characters, setting, or author's craft

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Expressive Writing
Narrative Writing – Creating a Story Line and Applying Narrative Strategies
In written narratives, students organize and relate a story line/plot/series of events by:
Creating a clear and coherent, logically consistent structure. EXAMPLES: Biographical or historical accounts, fiction or non-fiction stories, personal narratives, narrative poems or songs, parodies of particular narrative styles (fable, soap opera)
Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view
Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as flashback or foreshadowing; white space; or words/phrases) to enhance meaning
Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning
Establishing and maintaining a theme
Providing a sense of closure
Narrative Writing – Applying Narrative Strategies
Students demonstrate use of narrative strategies to engage the reader by:
Creating images, using relevant and descriptive details and sensory language to advance the plot/story line
Using dialogue to advance plot/story line
Developing characters through description, dialogue, actions (including gestures, expressions), and relationships with other characters, when appropriate
Using voice appropriate to purpose
Maintaining focus
Selecting and elaborating important ideas; and excluding extraneous details
Controlling the pace of the story. EXAMPLE: Developing tension or suspense
Poetry
In writing poetry, students demonstrate awareness of purpose by:
Writing poems in a variety of voices for a variety of audiences (purpose)
Writing poems that express speaker's moods, thoughts, or feelings
Choosing conventional or alternative text structures to achieve impact
In writing poetry, use language effectively by:
Selecting vocabulary according to purpose and for effect on audience
Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language. EXAMPLES: (of figurative language): simile, personification, alliteration, onomatopoeia, metaphor
Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact
Using a variety of poetic forms
Reflective Essay
In reflective writing, students explore and share thoughts, observations, and impressions by:
Engaging the reader by establishing context (purpose)
Analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection
Using an organizational structure that allows for a progression of ideas to develop
Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus
Providing closure - leaving the reader with something to think about
Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights. EXAMPLE: In a reflection upon a personal friendship, a student identifies a new insight about the relationship.
<ul style="list-style-type: none"> * Writers create a clear storyline that is organized and stays focused throughout the piece * The storyline has a message or theme which provides a sense of closure * The setting of a story influences the plot * Characters are developed by actions, dialogue, description, and relationships with other characters * Authors use sensory images to convey the mood and feeling in a story and to advance the storyline * Writers use variations of common plotline techniques such as flashback, foreshadowing, and irony * Transitions are used to move the plot along, to connect ideas, and to establish a clear timeline (flashbacks, words, ellipses, time, white space, etc.) * Authors determine the pace of a story by development of character and plot complexity which leads to tension and/or suspense * Authors establish and maintain point of view throughout the story (1st person, 3rd person, omniscient)

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- * Authors can utilize elements of conventional literary device (symbolism, dialogue, archetypes, vignette)
- * Poems can be written in a variety of voices for different audiences
- * Poems have a variety of text structures which can be used to achieve impact
- * Poets carefully select vocabulary (diction) according to purpose and audience
- * Poets may use rhyme and figurative language
- * Writers express ideas and gain new perspective through reflective essays that have an established purpose and significance in personal experience
- * Reflective essays use a range of elaboration techniques to establish a focus and to analyze a condition or situation of significance
- * Reflective essays conclude by leaving the reader with something to think about

Informational Writing

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures), students organize ideas/concepts by:

Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning

Selecting appropriate and relevant information (excluding extraneous details) to set context

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information

In informational writing (reports or procedures only), students effectively convey purpose by:

Establishing a topic

Stating and maintaining a focus/controlling idea/thesis

Selecting and using formal, informal, literary, or technical language appropriate to audience and context

Establishing an authoritative voice

Using precise and descriptive language that clarifies and supports intent and enhances meaning

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information

Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose

Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience)

Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)

- * Depending on the focus or purpose, different organizational text structures can be used (description, sequence, chronology, proposition/support, compare/contrast, cause/effect, investigation, inductive/deductive reasoning)
- * Appropriate facts are used to set the context of a report, including hooks: startling statistic, anecdote/scenario, or moving from the general to a specific quotation
- * Informational writing has a concluding statement which may include commentary about the significance of the information
- * Writers select a topic and establish and maintain a focus or thesis within the topic
- * Reports should include only relevant details with elaboration, prioritizing significance according to sentence structure, and essay organization
- * Details in a report should be sufficient for depth of information and can include: naming, describing, explaining, comparing, contrasting, using visual images
- * Writers have a sense of audience, when appropriate (counterarguments, addressing potential problems, providing context)
- * It is appropriate to use an authoritative voice by using precise and descriptive language that clarifies and supports intent
- * Informational writing is enhanced by use of graphics or other media

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Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics
In independent writing, students demonstrate command of appropriate English conventions by:
Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns
Applying capitalization rules
Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: brackets
Applying conventional and word-derivative spelling patterns/rules EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation
<ul style="list-style-type: none"> * Word origins, roots, and affixes affect the meaning and spelling of words (etymology) * Writers use proper punctuation * Commas are used to separate introductory phrases and clauses * Colons are used compositionally to show relationship of example between phrases and clauses * Semi colons are used in compound sentence structures and to separate items in a series * Punctuation is used for nonrestrictive information (commas, parentheses, dashes, brackets) * Additional punctuation marks can be used to enhance the message (hyphens, ellipses, semi-colons, dashes, apostrophes, etc.) * Pronouns have an antecedent to avoid ambiguity and should agree in number and case * The subject and the verb must agree * The tense of the verbs in a piece should be consistent (present, past, future) * Run-on sentences must be corrected, and fragments may be corrected determined by style * Writing can be affected by use of active or passive voice
Habits of Writing: Uses a Writing Process
Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
See appendix B
Demonstrates the habit of writing extensively by:
Writing with frequency, including in-school, out-of-school, and during the summer
Sharing thoughts, observations, or impressions
Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers’/writers’ notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays
Writing in a variety of genres
<ul style="list-style-type: none"> * Writers establish a purpose for writing (Why are you writing this?) * Writers alter their style and voice for different audiences (Who is your audience?) * Writers generate topics for writing * Writers pre-write to organize and generate ideas (webs, graphic organizers, notes, sketches) * Writers draft to express ideas * Writers revise to refine and redefine the content and to consider strategies to improve the writing style * Writers read aloud and confer with self, peers, and teacher to enhance meaning and apply rules of standard usage * Writers revise after comparing with rubric and given benchmarks * Writers prepare a finished/polished/grammatically correct piece for publishing * Writers write frequently for large blocks of time with a purpose, and receive feedback from teachers

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- * **Writers write regularly outside of school to build stamina and fluency (homework and summer)**
- * **Twelfth graders write and publish at least two pieces per genre, including but not limited to:**
 - o **Expressive**
 - o **Persuasive**
 - o **Procedural**
 - o **Report**
 - o **Response to literary or informational text**
- * **At least one piece from each genre must be published in student's e-portfolio (5)**

Oral Communication Strategies

Interactive Listening

In oral communication, students demonstrate interactive listening by:

Following verbal instructions to perform specific tasks, to answer questions, or to solve problems

Summarizing, paraphrasing, questioning, or contributing to information presented to advance understanding

Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message

Participating in large and small group discussions showing respect for individual ideas

Reaching consensus to solve a problem, make a decision, or achieve a goal

In oral communication, students make oral presentations by:

Exhibiting logical organization and language use, appropriate to audience, context, and purpose

Maintaining a consistent focus

Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion **EXAMPLES** (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts

Effectively responding to audience questions and feedback

Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively

Using tools of technology to enhance message

- * **Interactive listening is demonstrated by being respectful of different points of view**
- * **Communication is both verbal and nonverbal (eye contact, facial expressions, body language, gestures)**
- * **Interactive communication includes attention to speaker and respectfully waiting for appropriate turn to speak, as well as asking questions about what has been heard, and showing understanding of how other group members think, and working towards consensus**
- * **Speakers effectively respond to audience questions and feedback for clarification of a position or perspective**
- * **Respectful listeners make eye contact with the speaker and ask follow up questions**
- * **Perceptive listeners apprehend thesis and essential elements of elaboration in determining the message of oral presentations**
- * **Speakers enunciate and articulate when sharing information, stories, and experiences**
- * **Speakers use appropriate rate and volume for the situation (i.e. small group, individual, and presentations to a large group)**
- * **Voice inflections and tone can alter the meaning of the message being conveyed**
- * **Oral presentations should exhibit logical organization and proper language use appropriate to audience, context, and purpose**
- * **Oral presentations should maintain a consistent focus by transitioning smoothly from precept to example, using details, anecdotes, or analogies that support the thesis, which lead to a coherent conclusion**
- * **Oral presentations can include the use of technology to enhance meaning**