

Vertical Alignment Document

English Language Arts and Reading

Grade 6 – Grade 8

Writing

2011 – 2012



ELAR VERTICAL ALIGNMENT DOCUMENT
WRITING

	GRADE 6		GRADE 7		GRADE 8
<i>Writing /Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i>					
CCRS	<i>E/LAS: Writing: A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose. (Grades 6, 7, 8)</i> <i>CDS: II. Foundational Skills: B. Writing across the curriculum. (Grades 6, 7, 8)</i>				
6.14A	<p>Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</p> <p>Plan</p> <p>A FIRST DRAFT BY SELECTING A GENRE APPROPRIATE FOR CONVEYING THE INTENDED MEANING TO AN AUDIENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Generate idea or topic • Categorize ideas by grouping (e.g., webbing, graphic organizer) • Select appropriate genre for audience and purpose • Write for self, teacher, peers, and others <p>Determine</p> <p>APPROPRIATE TOPICS THROUGH A RANGE OF STRATEGIES</p>	7.14A	<p>Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</p> <p>Plan</p> <p>A FIRST DRAFT BY SELECTING A GENRE APPROPRIATE FOR CONVEYING THE INTENDED MEANING TO AN AUDIENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Generate idea or topic • Categorize ideas by grouping (e.g., webbing, graphic organizer) • Select appropriate genre for audience and purpose • Write for self, teacher, peers, and others <p>Determine</p> <p>APPROPRIATE TOPICS THROUGH A RANGE OF STRATEGIES</p>	8.14A	<p>Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</p> <p>Plan</p> <p>A FIRST DRAFT BY SELECTING A GENRE APPROPRIATE FOR CONVEYING THE INTENDED MEANING TO AN AUDIENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Generate idea or topic • Categorize ideas by grouping (e.g., webbing, graphic organizer) • Select appropriate genre for audience and purpose • Write for self, teacher, peers, and others <p>Determine</p> <p>APPROPRIATE TOPICS THROUGH A RANGE OF STRATEGIES</p>

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	GRADE 6		GRADE 7		GRADE 8
	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Background reading • Personal interest • Interviews • Discussion <p>Develop</p> <p>A THESIS OR CONTROLLING MAIN IDEA</p> <p>Thesis - the subject or theme of a speech or composition</p> <p>Note: This is the first step in the writing process. It is sometimes called brainstorming, prewriting, or generating ideas.</p>		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Background reading • Personal interest • Interviews • Discussion <p>Develop</p> <p>A THESIS OR CONTROLLING MAIN IDEA</p> <p>Thesis - the subject or theme of a speech or composition</p> <p>Note: This is the first step in the writing process. It is sometimes called brainstorming, prewriting, or generating ideas.</p>		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Background reading • Personal interest • Interviews • Discussion <p>Develop</p> <p>A THESIS OR CONTROLLING MAIN IDEA</p> <p>Thesis - the subject or theme of a speech or composition</p> <p>Note: This is the first step in the writing process. It is sometimes called brainstorming, prewriting, or generating ideas.</p>
6.14B	<p>Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.</p> <p>Develop</p> <p>DRAFTS BY CHOOSING AN APPROPRIATE ORGANIZATIONAL STRATEGY</p> <p>Examples of organizational structure:</p> <ul style="list-style-type: none"> • Sequence of events 	7.14B	<p>Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.</p> <p><i>Readiness Standard</i></p> <p>Develop</p> <p>DRAFTS BY CHOOSING AN APPROPRIATE ORGANIZATIONAL STRATEGY</p> <p>Examples of organizational structure:</p>	8.14B	<p>Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.</p> <p>Develop</p> <p>DRAFTS BY CHOOSING AN APPROPRIATE ORGANIZATIONAL STRATEGY</p> <p>Examples of organizational structure:</p> <ul style="list-style-type: none"> • Sequence of events

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GRADE 6	GRADE 7	GRADE 8
<ul style="list-style-type: none"> • Order of importance • Cause-and-effect • Compare and contrast • Problem/solution <p>Building on Ideas, Create</p> <p>A FOCUSED, ORGANIZED, AND COHERENT PIECE OF WRITING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Write in an authentic and individual manner • Use appropriate voice <p>Voice - articulation or expression in coherent form, either verbally or in a piece of writing. Writers use voice to assert their own way of looking at an idea (capturing a range of emotions).</p> <p>Organizational pattern - the pattern an author constructs as he organizes his or her ideas and provides supporting details</p> <p>Organizational strategy is selected based on the purpose (determined in the first writing-process step) in order to convey meaning to an intended audience.</p> <p>Note: This is the second step in the writing process. This SE combines prewriting</p>	<ul style="list-style-type: none"> • Sequence of events • Order of importance • Cause-and-effect • Compare and contrast • Problem/solution <p>Building on Ideas, Create</p> <p>A FOCUSED, ORGANIZED, AND COHERENT PIECE OF WRITING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Write in an authentic and individual manner • Use appropriate voice <p>Voice - articulation or expression in coherent form, either verbally or in a piece of writing. Writers use voice to assert their own way of looking at an idea (capturing a range of emotions).</p> <p>Organizational pattern - the pattern an author constructs as he organizes his or her ideas and provides supporting details</p> <p>Organizational strategy is selected based on the purpose (determined in the first writing-process step) in order to convey meaning to an intended audience.</p> <p>Note: This is the second step in the writing</p>	<ul style="list-style-type: none"> • Order of importance • Cause-and-effect • Compare and contrast • Problem/solution <p>Building on Ideas, Create</p> <p>A FOCUSED, ORGANIZED, AND COHERENT PIECE OF WRITING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Write in an authentic and individual manner • Use appropriate voice <p>Voice - articulation or expression in coherent form, either verbally or in a piece of writing. Writers use voice to assert their own way of looking at an idea (capturing a range of emotions).</p> <p>Organizational pattern - the pattern an author constructs as he organizes his or her ideas and provides supporting details</p> <p>Organizational strategy is selected based on the purpose (determined in the first writing-process step) in order to convey meaning to an intended audience.</p> <p>Note: This is the second step in the writing process. This SE combines prewriting</p>

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	(making a plan) and writing a draft (putting thoughts onto paper). The focus is on content, not mechanics.		process. This SE combines prewriting (making a plan) and writing a draft (putting thoughts onto paper). The focus is on content, not mechanics.		(making a plan) and writing a draft (putting thoughts onto paper). The focus is on content, not mechanics.
6.14C	<p>Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>Revise</p> <p>DRAFTS BY REARRANGING SENTENCES OR LARGER UNITS OF TEXT AFTER RETHINKING HOW WELL QUESTIONS OF PURPOSE, AUDIENCE, AND GENRE HAVE BEEN ADDRESSED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Clarify meaning • Enhance style • Improve transitions • Include simple and compound sentences • Use varied structure/word order • Use varied sentence beginnings • Check coherence • Maintain sustained connections 	7.14C	<p>Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p><i>Readiness Standard</i></p> <p>Revise</p> <p>REVISE DRAFTS AFTER RETHINKING HOW WELL QUESTIONS OF PURPOSE, AUDIENCE, AND GENRE HAVE BEEN ADDRESSED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Clarify meaning • Enhance Style • Use effective transitions • Use simple, compound, and complex sentences • Use varied structure/word order • Use varied sentence beginnings • Check internal (within the paragraph) and external (within the complete piece) coherence 	8.14C	<p>Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, complex sentences; internal and external coherence; and the use of effective transition after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>Revise</p> <p>REVISE DRAFTS AFTER RETHINKING HOW WELL QUESTIONS OF PURPOSE, AUDIENCE, AND GENRE HAVE BEEN ADDRESSED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Clarify meaning • Enhance Style • Use effective transitions • Use simple, compound, and complex sentences • Use varied structure/word order • Use varied sentence beginnings • Internal (within the paragraph) and external (within the complete piece) coherence • Maintain consistent point of view

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	<ul style="list-style-type: none"> • Check organization • Use details • Use precise words • Use action verbs <p>Note: This is the third step in the writing process: revising, changing, adding, or deleting words, phrases, or sentences to clarify and/or enhance meaning.</p>		<ul style="list-style-type: none"> • Maintain consistent point of view • Maintain sustained connections • Check organization • Use details • Ensure precise word choice and vivid images • Use action verbs <p>Note: This is the third step in the writing process: revising, changing, adding, or deleting words, phrases, or sentences to clarify and/or enhance meaning.</p>		<ul style="list-style-type: none"> • Maintain sustained connections • Check organization • Use details • Ensure precise word choice and vivid images • Use action verbs • Use interesting words <p>Note: This is the third step in the writing process: revising, changing, adding, or deleting words, phrases, or sentences to clarify and/or enhance meaning.</p>
6.14D	<p>Edit drafts for grammar, mechanics, and spelling.</p> <p>Edit</p> <p>DRAFTS FOR GRAMMAR, MECHANICS, AND SPELLING</p> <p>Including, but not included to:</p> <p>Conventions</p> <ul style="list-style-type: none"> • Complete sentences with subject-verb agreement • Grade-appropriate use of parts of speech <p>Capitalization</p> <ul style="list-style-type: none"> • First letter of the first word in a sentence 	7.14D	<p>Edit drafts for grammar, mechanics, and spelling.</p> <p><i>Readiness Standard</i></p> <p>Edit</p> <p>DRAFTS FOR GRAMMAR, MECHANICS, AND SPELLING</p> <p>Including, but not limited to:</p> <p>Conventions</p> <ul style="list-style-type: none"> • Complete sentences with subject-verb agreement • Grade-appropriate use of parts of speech <p>Capitalization</p> <ul style="list-style-type: none"> • First letter of the first word in a 	8.14D	<p>Edit drafts for grammar, mechanics, and spelling.</p> <p>Edit</p> <p>DRAFTS FOR GRAMMAR, MECHANICS, AND SPELLING</p> <p>Including, but not limited to:</p> <p>Conventions</p> <ul style="list-style-type: none"> • Complete sentences with subject-verb agreement • Grade-appropriate use of parts of speech <p>Capitalization</p> <ul style="list-style-type: none"> • First letter of the first word in a sentence

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<ul style="list-style-type: none"> • Proper nouns • Pronoun “I” • Salutation and closing in a letter • First letter of first word in a line of poetry • Correct capitalization in quotation • Abbreviations • Initials and acronyms <p>Punctuation</p> <ul style="list-style-type: none"> • Ending sentence punctuation • Commas in salutation and closing • Apostrophes in contractions and possessives • Periods in abbreviations • Colons in stating specific time • Hyphens in two part words • Commas in a series • Commas in compound sentences • Paragraphs indention • Punctuation in quotation (divided quotations, direct quotations, quotations at the beginning, middle, and end of a sentence) • Parentheses and brackets <p>Spelling</p> <ul style="list-style-type: none"> • Use the spell check function in word processing, but understand its 	<p>sentence</p> <ul style="list-style-type: none"> • Proper nouns • Pronoun “I” • Salutation and closing in a letter • First letter of first word in a line of poetry • Correct capitalization in quotation • Abbreviations • Initials and acronyms <p>Punctuation</p> <ul style="list-style-type: none"> • Ending sentence punctuation • Commas in salutation and closing • Apostrophes in contractions and possessives • Periods in abbreviations • Colons in stating specific time • Hyphens in two part words • Commas in a series • Commas in compound sentences • Paragraphs indention • Punctuation in quotation (divided quotations, direct quotations, quotations at the beginning, middle, and end of a sentence) • Parentheses and brackets • Commas after introductory structures • Semicolons 	<ul style="list-style-type: none"> • Proper nouns • Pronoun “I” • Salutation and closing in a letter • First letter of first word in a line of poetry • Correct capitalization in quotation • Abbreviations • Initials and acronyms <p>Punctuation</p> <ul style="list-style-type: none"> • Ending sentence punctuation • Commas in salutation and closing • Apostrophes in contractions and possessives • Periods in abbreviations • Colons in stating specific time • Hyphens in two part words • Commas in a series • Commas in compound sentences • Paragraphs indention • Punctuation in quotation (divided quotations, direct quotations, quotations at the beginning, middle, and end of a sentence) • Parentheses and brackets • Commas after introductory words, phrases, and clauses • Semicolons

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	<p>limitations</p> <p>Note: This is the fourth step in the writing process. The focus is not on content; rather, it is on grammar, capitalization, punctuation, spelling, and handwriting.</p>		<ul style="list-style-type: none"> • Hyphens <p>Spelling</p> <ul style="list-style-type: none"> • Edit own writing and that of others <p>Note: This is the fourth step in the writing process. The focus is not on content; rather, it is on grammar, capitalization, punctuation, spelling, and handwriting.</p>		<ul style="list-style-type: none"> • Hyphens • Colons • Ellipses <p>Spelling</p> <ul style="list-style-type: none"> • Edit own writing and that of others <p>Note: This is the fourth step in the writing process. The focus is not on content; rather, it is on grammar, capitalization, punctuation, spelling, and handwriting.</p>
6.14E	<p>Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p>Revise</p> <p>FINAL DRAFT IN RESPONSE TO FEEDBACK FROM PEERS AND TEACHER</p> <p>Publish</p> <p>WRITTEN WORK FOR A SPECIFIC AUDIENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use available technology to publish text • Select medium according to purpose • Share completed work with 	7.14E	<p>Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p>Revise</p> <p>FINAL DRAFT IN RESPONSE TO FEEDBACK FROM PEERS AND TEACHER</p> <p>Publish</p> <p>WRITTEN WORK FOR A SPECIFIC AUDIENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use available technology to publish text • Select medium according to purpose • Share completed work with 	8.14E	<p>Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p>Revise</p> <p>FINAL DRAFT IN RESPONSE TO FEEDBACK FROM PEERS AND TEACHER</p> <p>Publish</p> <p>WRITTEN WORK FOR A SPECIFIC AUDIENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use available technology to publish text • Select medium according to purpose • Share completed work with

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	appropriate audience		appropriate audience		appropriate audience
	Note: This is the last step in the writing process.		Note: This is the last step in the writing process.		Note: This is the last step in the writing process.
Writing /Literary Texts. Students write literary text to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:					
CCRS	<i>E/LAS: Writing: A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose. (Grades 6, 7, 8)</i> <i>CDS: II. Foundational Skills: B. Writing across the curriculum. (Grades 6, 7, 8)</i>				
6.15A	<p>Write imaginative stories that include:</p> <p>Write</p> <p>IMAGINATIVE STORIES THAT INCLUDE</p> <p>(i) a clearly defined focus, plot, and point of view</p> <p>Plot - the basic sequence of events in a story. In conventional stories, plot has three parts: rising action, climax, and falling action.</p> <p>Components of Plot:</p> <ul style="list-style-type: none"> • Exposition - (can introduce problem) - information needed to understand the story (background information), may include the narrator and point of view • Narrative hook - inciting incident; introduction of the conflict or the story problem • Rising action/problem/conflict - builds on the problem- events leading up to the climax- obstacles- highest point of 	7.15A	<p>Write an imaginative story that:</p> <p>Write</p> <p>AN IMAGINATIVE STORY THAT</p>	8.15A	<p>Write an imaginative story that:</p> <p>Write</p> <p>AN IMAGINATIVE STORY THAT</p>

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<p>interest</p> <ul style="list-style-type: none"> • Turning point/climax - decide to deal with the problem- turning point- when the character tries to resolve the complication/ problem (complication-tension between the opposing forces)- the action that occurs when the problem is about to be solved • Falling action - events that solve problem- leading to the solution • Denouement/Resolution-Closure - events that bring the story to a close <p>Point of view - the perspective from which the events in the story are told</p>	<p>(i) sustains reader interest</p> <p>(ii) includes well-paced action and an engaging story line</p> <p>(iii) creates a specific, believable setting through the use of sensory details</p> <p>Purpose for setting</p> <ul style="list-style-type: none"> • Create problems for characters • Develop a plot • Better understand the characters and their conflicts 	<p>(i) sustains reader interest</p> <p>(ii) includes well-paced action and an engaging story line</p> <p>(iii) creates a specific, believable setting through the use of sensory details</p> <p>Purpose for setting</p> <ul style="list-style-type: none"> • Create problems for characters • Develop a plot • Better understand the characters a
<p>(ii) a specific, believable setting created through the use of sensory details</p> <p>Purpose for setting</p> <ul style="list-style-type: none"> • Create problems for characters • Develop a plot • Better understand the characters and their conflicts 	<p>(iii) creates a specific, believable setting through the use of sensory details</p> <p>Purpose for setting</p> <ul style="list-style-type: none"> • Create problems for characters • Develop a plot • Better understand the characters and their conflicts 	<p>(iii) creates a specific, believable setting through the use of sensory details</p> <p>Purpose for setting</p> <ul style="list-style-type: none"> • Create problems for characters • Develop a plot • Better understand the characters a

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