

Directions:

Use the rubric to evaluate your students' completed journals. To receive an exemplary score (4), a student's work should reflect the criteria described below.

Expresses Written Ideas:

- _____ Scribble Stage
- _____ Isolated Letter Stage
- _____ Transitional/Stylized Sentence Stage
- _____ Writing Stage
- _____ Fluent Stage

Content Ideas:

***Bold items are CCSS/MICH Exp.**

- _____ **States the title of the book**
- _____ **Makes judgements about characters, story events, and/or illustrations**
- _____ Supports an opinion with evidence from the text

Conventions:

- _____ Upper case at the beginning of a sentence
- _____ End punctuation
- _____ Upper/lower case used correctly
- _____ Capitalize "I"
- _____ Spaces
- _____ Use grade appropriate spelling

Key:

- S - Exemplary / Advanced and Secure In Skill
- P - Accomplished / Progressing
- N - Developing / Needs more time practice at home/school.
- AC - Beginning / Area of Concern

K Writing Curriculum Guide

Core Writing Unit:

- Unit 2, Book Reviews

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can give my opinion about the illustrations.
- I can give my opinion about characters.
- I can give my opinion about events.
- I can give the title of the book.

Core Grammar/Conventions:

- Spaces between words
- Left to right directionality
- When to use uppercase & lowercase letters appropriately
- Appropriate end punctuation
- Common nouns, adjectives
- Hear beginning, middle, ending sounds
- Recognize sound/symbol relationships
- Write some CVC words
- Write many high-frequency words
- Varied sentence beginnings

Essential Student Vocabulary

- Book Cover
- Title
- Illustrations
- Mentor Text
- Pre-write/Plan
- Title
- Opinion
- Topic sentence
- Reasons
- Character
- Setting
- Problem
- Solution
- Recommendation
- Revising
- Sentence Variety/Fluency
- Editing
- Visualize

Literary Terms (Teacher/adult)

Informational Reports (Kindergarten)
Informational Evaluation Rubric

Student Name: _____

Directions: Use the rubric to evaluate your students' completed journals. To receive an exemplary score (4), a student's work should reflect the criteria described below.

Expresses Written Ideas:

- _____ Scribble Stage
- _____ Isolated Letter Stage
- _____ Transitional/Stylized Sentence Stage
- _____ Writing Stage
- _____ Fluent Stage

Content Ideas:

- _____ Names the topic they are writing about
- _____ Adds information that supports the topic

Conventions:

- _____ Upper case at the beginning of a sentence
- _____ End punctuation
- _____ Upper/lower case used correctly
- _____ Capitalize "I"
- _____ Spaces
- _____ Uses grade appropriate spelling

Key:

- S - Exemplary / Advanced and Secure In Skill
- P - Accomplished / Progressing
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K Writing Curriculum Guide

Core Writing Unit:

- Unit 3, Informational Reports

Core Writing Skills(aligned with learning targets using BWB literature, mentor texts, other):

- I can name the topic.
- I can add "facts" that support the topic.

Core Grammar/Conventions:

- Spaces between words
- When to use uppercase & lowercase letters appropriately
- Appropriate end punctuation
- Common nouns, adjectives,
- Topic sentence and facts
- Hear beginning, middle, ending sounds
- Recognize sound/symbol relationships
- Write some CVC words
- Write some high-frequency words

Essential Student Vocabulary

- Mentor Text
- Pre-write/Plan
- Cite sources
- Main Idea/Details
- Report/Nonfiction Text
- Topic
- Topic sentence
- Support
- Facts/Reasons
- Revising
- Editing
- Visualize
- Questioning
- Graphic Text Features - Title, picture
- Retell (the information orally)
- Publish

Literary Terms (Teacher/adult)

Journals (Kindergarten)
Evaluation Rubric

Student Name: _____

Directions: Use the rubric to evaluate your students' completed journals. To receive an exemplary score (4), a student's work should reflect the criteria described below.

Expresses Written Ideas:

- _____ Scribble Stage
- _____ Isolated Letter Stage
- _____ Transitional Stage
- _____ Stylized Sentence Stage
- _____ Writing Stage
- _____ Fluent Stage

Content Ideas:

- _____ Draws what he/she visualizes
- _____ Tells about life events through drawing and writing
- _____ Tells about thoughts and feelings through drawing and writing
- _____ Tells the events in the order in which they occurred

Conventions:

- _____ Upper case at the beginning of a sentence
- _____ End punctuation
- _____ Upper/lower case used correctly
- _____ Capitalize "I"
- _____ Spaces
- _____ Uses grade appropriate spelling

Key:

S - Exemplary / Advanced and Secure In Skill

- P - Accomplished / Progressing
- N - Developing / Needs more time practice at home/school.
- AC - Beginning / Area of Concern

K Writing Curriculum Guide

Core Writing Unit:

- Unit 1, Journals

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can draw what I visualize
- I can draw and write about my life
- I can draw and write about my thoughts and feelings
- I can tell the events in order

Core Grammar/Conventions

- Words carry meaning
- Words are comprised of letters
- Left to right directionality
- Spaces between words
- When to use uppercase & lowercase letters appropriately
- Appropriate end punctuation
- Complete sentences (subjects and verbs)
- Common nouns and adjectives
- Common subjects that include the pronoun I
- Recognize sound/symbol relationships
- Write some CVC Words
- Write some high-frequency words

Essential Student Vocabulary

- Draw
- Write
- Say it slowly
- Word
- Letter
- Sounds
- Spaces
- Reread
- Uppercase/lowercase
- Beginning/ending sounds
- Punctuation (Period, exclamation mark)
- Mentor Text
- Pre-write/Plan
- Revising
- Editing
- Visualize
- Details
- Feelings
- Describing words
- Retell (the information orally)
- Publish

Literary Terms (Teacher/adult)

Directions: Use the rubric to evaluate your students' completed pieces.

Expresses Written Ideas:

- _____ Scribble Stage
- _____ Isolated Letter Stage
- _____ Transitional Stage
- _____ Stylized Sentence Stage
- _____ Writing Stage
- _____ Fluent Stage

Content Ideas:

- _____ **States opinion about characters, events, or illustrations**
- _____ **Supports opinion with evidence from text**
- _____ Gives recommendation/rating
- _____ **Includes title of book**
- _____ Includes author of book

*The **bold** items are what a first grader must have for a P.

Conventions:

- _____ **Writes a complete sentence**
- _____ **Upper case at the beginning of a sentence**
- _____ **End punctuation**
- _____ **Upper/lower case used correctly**
- _____ **Capitalize "I"**
- _____ **Capitalizes people's names**
- _____ **Uses grade appropriate spelling**
- _____ Uses accurate adjectives

*The **bold** items are what 1st grader must have for a P.

Key:

- S - Exemplary / Advanced and Secure In Skill
- P - Accomplished / Progressing
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1st Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 4, Book Reviews

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can give my opinion about the illustrations.
- I can give my opinion about characters.
- I can give my opinion about events.
- I can support my opinion with evidence from the book.
- I can give the title of the book.

Core Grammar/Conventions:

- Spaces between words
- When to use uppercase & lowercase letters appropriately
- Appropriate end punctuation
- Underlining book titles
- Common nouns, verbs, adjectives, & personal pronouns
- Complete sentences (subjects and verbs)
- Hear beginning, middle, ending sounds
- Recognize sound/symbol relationships
- Apply phonics knowledge to encode unfamiliar words
- Write many high-frequency words
- Varied sentence beginnings

Essential Student Vocabulary

- Mentor Text
- Pre-write/Plan
- Title
- Opinion
- Topic sentence
- Reasons
- Character
- Setting
- Problem
- Resolution
- Recommendation
- Revising
- Sentence Variety/Fluency
- Editing
- Visualize
- Publish

Literary Terms (Teacher/adult)

1st Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 3, Informational Reports

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can identify the topic.
- I can include two or more facts on the topic.

Core Grammar/Conventions:

- Spaces between words
- When to use uppercase & lowercase letters appropriately
- Appropriate end punctuation
- Common nouns, verbs, adjectives, & personal pronouns
- Complete sentences (subjects and verbs)
- Topic sentence and facts
- Hear beginning, middle, ending sounds
- Recognize sound/symbol relationships
- Apply phonics knowledge to encode unfamiliar words
- Write many high-frequency words
- Varied sentence beginnings

Essential Student Vocabulary

- Mentor Text
- Pre-write/Plan
- Cite sources
- Main Idea/Details
- Topic
- Topic sentence
- Support
- Facts
- Revising
- Editing
- Visualize
- Questioning
- Graphic Text Features - Title, picture
- Retell (the information orally)
- Publish

Literary Terms (Teacher/adult)

1st Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 1, Journals

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can draw what I visualize
- I can tell about life events
- I can tell about thoughts and feelings
- I can tell the events in the order in which they occurred

Core Grammar/Conventions:

- Spaces between words
- When to use uppercase & lowercase letters appropriately
- Appropriate end punctuation
- Common nouns, adjectives
- Complete sentences (subjects and verbs)
- Hear beginning, middle, ending sounds
- Recognize sound/symbol relationships
- Write some one-syllable
- Write some high-frequency words
- Capitalize proper nouns
- Vary sentences using pronouns
- Plurals/inflected endings

Essential Student Vocabulary

- Mentor Text
- Pre-write/Plan
- Revising
- Editing
- Visualize
- Feelings
- Describing words
- Retell (the information orally)
- Publish

Literary Terms (Teacher/adult)

Directions: Use the rubric to evaluate your students' completed journals.

Expresses Written Ideas:

- _____ Scribble Stage
- _____ Isolated Letter Stage
- _____ Transitional Stage
- _____ Stylized Sentence Stage
- _____ Writing Stage
- _____ Fluent Stage

Content Ideas:

- _____ Draws what he/she visualizes
- _____ Tells about life events
- _____ Tells about thoughts and feelings
- _____ Tells the events in the order in which they occurred

Conventions:

- _____ **Writes a complete sentence**
- _____ **Upper case at the beginning of a sentence**
- _____ **End punctuation**
- _____ **Upper/lower case used correctly**
- _____ **Capitalize "I"**
- _____ **Capitalizes people's names**
- _____ **Uses grade appropriate spelling**
- _____ **Uses accurate adjectives**

*The **bold** items are what
1st grader must have for a P.

Key:

- S - Exemplary / Advanced and Secure In Skill
- P - Accomplished / Progressing
- N - Developing / Needs more time practice at home/school.
- AC - Beginning / Area of Concern

Directions: Use the rubric to evaluate your students' completed pieces.

Expresses Written Ideas:

- _____ Scribble Stage
- _____ Isolated Letter Stage
- _____ Transitional Stage
- _____ Stylized Sentence Stage
- _____ Writing Stage
- _____ Fluent Stage

Content Ideas:

- _____ Includes self as main character
- _____ Includes a problem in the narrative
- _____ Develops a resolution to the problem
- _____ Details are related to what happened in the events (setting, character actions, etc.)

Organization:

- _____ Includes a beginning, middle, and ending
- _____ Temporal words to organize

Conventions:

- _____ Writes a complete sentence
- _____ Upper case at the beginning of a sentence
- _____ End punctuation
- _____ Upper/lower case used correctly
- _____ Capitalize "I"
- _____ Capitalizes people's names
- _____ Uses grade appropriate spelling
- _____ Uses accurate adjectives

*The bold items are what
1st grader must have for a P.

Key:

- 3 - Exemplary / Advanced and Secure In Skill
- 2 - Accomplished / Progressing
- 1 - Developing / Needs more time practice at home/school.
- 0 - Beginning / Area of Concern

1st Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 2, Personal Narrative

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can include myself as the main character
- I can include a problem
- I can develop a resolution
- I can include details that are related to what happened in the events
- I can include a beginning, middle, and ending
- I can use words to organize my writing (transition/temporal words)

Core Grammar/Conventions:

- Spaces between words
- When to use uppercase & lowercase letters appropriately
- Appropriate end punctuation
- Common nouns, adjectives, and personal pronouns
- Complete sentences (subjects and verbs)
- Hear beginning, middle, ending sounds
- Recognize sound/symbol relationships
- Write many high-frequency words
- Encode unfamiliar words

Essential Student Vocabulary

- Mentor Text
- Pre-write/Plan (Oral Rehearsal)
- Draft
- Beginning, Middle, Ending
- Revising
- Editing (Checklist)
- Visualizing
- Feelings
- Characters
- Setting
- Problem
- Resolution
- Writer's voice/speaking voice
- Describing words (overused words/varying words used)
- Retell (the information orally)
- Publish

2nd Grade Persuasive Letters Evaluation Rubric

Student_____ Teacher_____ Date_____

Directions: Use the rubric to evaluate your student's completed persuasive letter.

*The **bold** items are what 2nd graders must have for a P.

Score	Traits
<p>___ S</p> <p>___ P</p> <p>___ N</p> <p>___ AC</p>	<p>Style, Voice and Organization</p> <p>The persuasive letter . . .</p> <ul style="list-style-type: none"> • is logically sequenced and uses linking words (e.g because, and, also). • states a strong position, or point of view. • begins with a strong lead that grabs the reader's attention, such as something unexpected, a quote, dialogue, or a question. • suggests solutions and actions. • uses emotional words to influence the reader.
<p>___ S</p> <p>___ P</p> <p>___ N</p> <p>___ AC</p>	<p>Content and Ideas</p> <p>The persuasive letter . . .</p> <ul style="list-style-type: none"> • states a strong position or point of view. • supply reasons that support the position. • indicates a specific audience. • suggests solutions and actions. • uses emotional words to influence the reader.
<p>___ S</p> <p>___ P</p> <p>___ N</p> <p>___ AC</p>	<p>Conventions</p> <p>The persuasive letter includes . . .</p> <ul style="list-style-type: none"> • correct punctuation (commas in greetings/closings and too). • correct capitalization. • correct spelling. • no run-on sentences. • no sentence fragments • correct subject/verb agreement. • correct verb tense (future) • indented paragraphs.
Key:	<p>S - Secure in Skill</p> <p>P - Progressing as Expected</p> <p>N - Needs more practice at school and home</p> <p>AC - Area of Concern</p>

2nd Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 1, Personal Narrative

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can focus on one particular event in the author's life.
- I can include specific details about the time, place and people involved.
- I can include an author's thoughts and feelings as well as the actual event.
- I can have writing that is logically sequenced and contains temporal words such as first, later, next and finally.
- I can include descriptive words, including adjectives & adverbs that "show not tell"
- I can begin my writing with a strong lead that grabs reader's attention.
- I can have a strong ending that provides a sense of closure.

Core Grammar/Conventions:

- Proper Nouns
- Adverbs Ending With -ly
- Commas In A Series
- Simple Contractions
- Editing For Capitalization

Essential Student Vocabulary

- Mentor Text
- Brainstorm
- Genre
- Sequence Of Events
- Text Structure
- Organizing Ideas
- Onomatopoeia
- Interjections
- Revising
- Editing

Literary Terms (Teacher/adult)

2nd Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 4, Persuasive Letters

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can logically sequence and use linking words (e.g because, and, also).
- I can state a strong position, or point of view.
- I can supply reasons that support the position.

Core Grammar/Conventions:

- Subject/Verb Agreement
- Future Tense Verbs
- Future Tense
- Commas (Letter Greetings & Closings)
- Use "too"

Essential Student Vocabulary

- Persuasive Writing
- Audience
- Position
- Facts & Evidence
- Solutions/Actions
- Influence
- Mentor Text
- Problem/Solution
- Conclusion

Literary Terms (Teacher/adult)

2nd Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 5, Procedural Text

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can include logically sequenced steps that are either numbered or written in paragraph form using temporal words.
- I can include descriptive words, including adjectives, that “show rather than tell.”
- I can have an introduction about the topic.
- I can provide a concluding statement or section.
- I can have a concise, bulleted list of materials listed in the order of use.

Core Grammar/Conventions:

- Present Tense Verbs
- Adjectives
- Present Tense Verbs
- Adjectives
- Periods At The End Of Sentences
- Commas In A Series

Essential Student Vocabulary

- Procedures/Procedural Writing
- Mentor Text
- Brainstorm
- Introduction
- Bulleted List
- Tip
- Text Features
- Sensory Words

Literary Terms (Teacher/adult)

3rd Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 4, Procedural Text

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can compose an introduction that conveys the purpose of the procedure (voice).
- I can logically sequence to connect ideas with linking words and phrases.
- I can write a concluding statement
- I can develop my topic with details. including numbered steps or instructions written in paragraph form with signal language.
- I can use short sentences with command verbs.
- I can use graphic features/illustrations to show steps.

Core Grammar/Conventions:

- Articles (the, a, and)
- Irregular plural nouns
- Commas after sequence words
- Parenthesis

Essential Student Vocabulary

- Procedures/Procedural Text
- Mentor Texts
- Supplies/Equipment/Materials
- Graphics
- Command Verbs
- Bulleted List
- Sequence Words

Literary Terms (Teacher/adult)

3rd Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 3, Informational Reports

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can develop the topic and contains accurate information including facts, definitions, and details.
- I can include graphics that support the information.
- introduces a topic.
- I can logically sequence/group related information together.
- I can use linking words and phrases to connect ideas within categories of information
- I can provide a concluding statement or section.

Core Grammar/Conventions:

- Nouns
- Adjectives
- Commas in compound sentences
- Coordinating conjunctions

Essential Student Vocabulary

- Informational report
- Mentor text
- Nonfiction
- Graphic feature
- Research
- Primary sources
- Different perspectives (point of view)
- Strong lead/ending
- Logical order
- Description

3rd Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 1, Personal Narratives

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can include specific details about the time, place, and people involved.
- I can use descriptive words that accurately describe the author's feelings and emotions.
- I can provide a sense of closure.
- I can logically sequence the text using temporal words such as first, later, next, and finally.
- I can focus on one particular incident in the author's life.

Core Grammar/Conventions:

- Regular and irregular past tense verbs
- Subject pronouns
- Object pronouns
- Capitalize and punctuate sentences
- End punctuation in sentences

Essential Student Vocabulary

- Personal narrative
- Mentor text
- Dialogue
- First person point of view
- Sequence-of-events
- Personal Voice
- Side comments

Literary Terms (Teacher/adult)

3rd Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 5, Persuasive Letter

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can introduce the topic.
- I can state a strong position, or point of view.
- I can make a case using reasons, facts, concrete examples, and supporting evidence.
- I can logically sequence to connect my opinion and reasons using linking words and phrases.

Core Grammar/Conventions:

- Subject/verb agreement
- Noun/pronoun agreement
- Commas in Letter Greetings & Closings
- Capitalization of Names, Institutions, & Locations

Essential Student Vocabulary

- Persuasive
- Letter (Greeting/Closing)
- Mentor Text
- Audience
- Position
- Facts & Evidence
- Solutions & Actions
- Powerful Words

3rd Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 2, Realistic Fiction

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can write a beginning, middle, and end (sequences with temporal words).
- I can create a believable sense of closure that sums up the problem and solution in the story.
- I can use descriptive words, including adjectives and adverbs, that add detail to people, places.
- I can tell my piece from a first or third person point of view (voice).
- I can use characters based on people you might meet in real life.
- I can include at least one character who deals with a realistic conflict within himself/herself, with others, or with nature.
- I can include dialogue that helps brings the story to life.

Core Grammar/Conventions:

- Use adverbs for how, when, where, and how often
- Objective pronouns
- Dialogue, commas, and quotation marks

Essential Student Vocabulary

- Realistic fiction
- Fantasy
- Mentor text
- First and third person point of view
- Real-life problems and situations (conflict)
- Solution
- Dialogue

Literary Terms (Teacher/adult)

4th Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 1 Personal Narrative

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can logically sequence my writing.
- I can use sequence words in my writing.
- I can use descriptive words, including adjectives and adverbs, that make writing clearer.
- I can begin with a strong lead that grabs the readers' attention.
- I can have a strong ending that makes the reader think about the author's ideas.
- I can include dialogue.
- I can focus on one particular event in the author's life.
- I can include specific details about the time, place, and people involved.
- I can include the author's thoughts and feelings as well as the actual event.
- I can include words that describe the author's knowledge about the event (voice).

Core Grammar/Conventions:

- Adverbial Phrases (Place and Time)
- Subject/Verb Agreement
- Quotation Marks in Dialogue
- Capitalize Proper Nouns

Essential Student Vocabulary

- Personal Narrative
- Audience
- Mentor Text
- Genre
- Sequence of Events
- Signal Words
- Writing Process
- Visualizing
- Idioms
- Revising
- Paragraphing

Literary Terms (Teacher/adult)

4th Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 4 Book Review

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can follow a logical pattern in my writing
- I can have a strong ending that makes the reader think about reading, or not reading, the book.
- I can include descriptive words, such as adjectives, that make the writing clearer.
- I can name the title and author of the book.
- I can include a summary of the book.
- I can analyze characters, plot, and ideas in the book.
- I can identify strengths and weaknesses of the book.
- I can evaluate characters, plot, and ideas in the book.

Core Grammar/Conventions:

- Noun/Pronoun Agreement
- Regular and Irregular Plural Nouns
- Apostrophes in Contractions
- Use Commas in Compound Sentences

Essential Student Vocabulary

- Persuasive
- Mentor Texts
- Brainstorm
- Genre
- Sequence of Events
- Writer's Voice Thoughts and Feelings
- Strong Ending
- Adjectives
- Verb Tenses
- Revising
- Editing Punctuation

Literary Terms (Teacher/adult)

4th Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 4 Book Review

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can follow a logical pattern in my writing
- I can have a strong ending that makes the reader think about reading, or not reading, the book.
- I can include descriptive words, such as adjectives, that make the writing clearer.
- I can name the title and author of the book.
- I can include a summary of the book.
- I can analyze characters, plot, and ideas in the book.
- I can identify strengths and weaknesses of the book.
- I can evaluate characters, plot, and ideas in the book.

Core Grammar/Conventions:

- Noun/Pronoun Agreement
- Regular and Irregular Plural Nouns
- Apostrophes in Contractions
- Use Commas in Compound Sentences

Essential Student Vocabulary

- Persuasive
- Mentor Texts
- Brainstorm
- Genre
- Sequence of Events
- Writer's Voice Thoughts and Feelings
- Strong Ending
- Adjectives
- Verb Tenses
- Revising
- Editing Punctuation

Literary Terms (Teacher/adult)

4th Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 3 Informational Report

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can logically sequence my writing
- I can have a strong ending that keeps readers thinking.
- I can include words that establish a presence (voice).
- I can include accurate information.
- I can include graphics that support the information.
- I can include multiple perspectives that do not sway readers.
- I can include subheads that separate sections of the text.

Core Grammar/Conventions:

- Regular/Irregular Plural Possessive Nouns
- Appositives
- Capitalization of Abbreviations
- Colons

Essential Student Vocabulary

- Mentor Texts
- Brainstorm
- Genre
- Compare-and Contrast Text Structure
- Internet Sources
- Strong lead
- Possessive Pronoun Its
- Writer's Voice
- Captions
- Possessive Pronoun Their
- Editing Conventions

Literary Terms (Teacher/adult)

4th Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 5 Procedural Text

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can logically sequence my writing.
- I can include descriptive words and phrases, including adjectives and prepositional phrases, that show not tell.
- I can include various sentence structures (starts with different words, long and short sentences, dependent clauses) to make the writing clearer.
- I can have an introduction that conveys the purpose of the procedure (voice).
- I can use graphic features

Core Grammar/Conventions:

- Prepositional Phrases
- Adjectives
- Commas in a Series
- Use Commas to Separate Definitions in a Sentence

Essential Student Vocabulary

- Mentor Texts
- Brainstorm
- Genre
- Steps-in-a-Process Text Structure
- Research
- Taking Notes
- Starting sentences with different words
- Specific and accurate language
- Revising
- Editing for Punctuation

Literary Terms (Teacher/adult)

4th Grade Writing Curriculum Guide

Core Writing Unit:

- Unit 2 Science Fiction

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can have all story elements—setting, characters, problem with events, and solution in my writing
- I can begin with a strong lead that grabs the readers' attention, such as something unexpected, a quote, dialogue, or a question.
- I can have a strong ending that leaves readers wondering.
- I can use descriptive words that add detail to people, places, and events.
- I can include comparatives and superlatives that make the writing clearer.
- I can include dialogue to establish character traits.

Core Grammar/Conventions:

- Regular and Irregular Past Tense Verbs
- Comparatives and Superlatives
- Ellipses
- Em Dashes

Essential Student Vocabulary

- Mentor Texts
- Brainstorming
- Genre
- Problem-and-Solution Structure
- Striking Words and Phrases
- Story Beginnings
- Dialogue to Establish Character Traits
- Sequencing Transition Words
- Ominous or Dark Tone
- Revising
- Editing for Spelling

Literary Terms (Teacher/adult)

5th Grade - Memoir Writing Curriculum Guide

Core Writing Unit:

- Unit 1, Memoirs

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can logically sequence my writing to let the reader understand the order in which the events happen.
- I can use signal words for sequential text structures.
- I can provide a strong lead that grabs the reader's attention.
- I can provide a strong ending by analyzing and reflecting on past events.
- I can use words to describe people, places, emotions, and/or events.
- I can include specific details about the time, place, and people involved.
- I can include dialogue.
- I can use narrative techniques to develop experiences and events or show the responses of characters to situations.
- I can organize an event sequence that unfolds naturally.

Core Grammar/Conventions:

- Tricky Verbs
- Compound Subjects
- Semicolons
- Punctuate Dialogue

Essential Student Vocabulary

- Memoir
- Genre
- Features
- Sequential Text Structure
- Descriptive Text Structure
- Tricky Verbs
- Tenses
- Storyboard
- Compound Subjects
- Analysis
- Reflection
- Run-on Sentences
- Semicolon
- Postscript

Literary Terms (Teacher/adult)

5th Grade - Historical Fiction Writing Curriculum Guide

Core Writing Unit:

- Unit 2, Historical Fiction

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can include all the story elements - setting, characters, problem with events, and solution.
- I can provide a strong lead that grabs the reader's attention.
- I can provide a strong ending.
- I can use descriptive words that add detail to people, places, and events.
- I can include figurative language, such as similes and idioms, that make writing clearer.

Core Grammar/Conventions:

- Past Perfect Tense
- Indefinite Pronouns
- Apostrophes in Contractions
- Plural Possessives

Essential Student Vocabulary

- Historical Fiction
- Genre
- Features
- Problem-and-Solution Text Structure
- Past Perfect Tense
- Similes
- Indefinite Pronouns
- Personification
- One-Word Exchanges
- Idioms
- Apostrophes
- Contractions
- Plural Possessives

Literary Terms (Teacher/adult)

5th Grade - Informational Reports Writing Curriculum Guide

Core Writing Unit:

- Unit 3, Informational Reports

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can logically sequence my writing.
- I can include a strong ending.
- I can provide accurate information.
- I can include graphics that support the information.
- I can include primary sources.
- I can include multiple perspectives.

Core Grammar/Conventions:

- Regular and Irregular Past Tense Verbs
- Active and Passive Voices
- Words in Quotation Marks
- Words in Italics

Essential Student Vocabulary

- Informational
- Genre
- Cause-and-Effect Text Structure
- Descriptive Text Structure
- Regular and Irregular Past Tense Verbs
- Sources
- Elaboration
- Plagiarism
- Active and Passive Voices
- Conversational Language
- Advanced Nouns
- Text Features
- Graphic Features

Literary Terms (Teacher/adult)

5th Grade - Persuasive Letters Writing Curriculum Guide

Core Writing Unit:

- Unit 4, Persuasive Letters

Core Writing Skills(aligned with learning targets using BWW literature, mentor texts, other):

- I can logically sequence my writing.
- I can include a strong ending.
- I can include compound sentences to make writer clearer.
- I can state a strong position, or point of view.
- I can make a case using facts, concrete examples, and supporting evidence.

Core Grammar/Conventions:

- Participial Phrases
- Future Perfect Tense
- Dashes
- Use Commas to Punctuate People's Titles

Essential Student Vocabulary

- Persuasive
- Analyze
- Features
- Problem-and-Solution Text Structure
- Descriptive Text Structure
- Selective Research
- Participial Phrases
- Future Perfect Tense
- Alliance
- Formal and Informal Language
- Compound Sentences
- Sentence Structure
- Sarcasm
- Downplay
- Opposing
- Point of View
- People's Titles

Literary Terms (Teacher/adult)

5th Grade - Biography Writing Curriculum Guide

Core Writing Unit:

- Unit 5, Biography

Core Writing Skills(aligned with learning targets using BWB literature, mentor texts, other):

- I can logically sequence my writing.
- I can include a strong ending.
- I can contain sequence words such as first, later, next, and finally.
- I can use strong verbs that depict the subject's actions and motives (verb tense).
- I can vary sentence structure (starts sentences with different words, varies sentence length).
- I can include prepositional phrases to make writing clearer.

Core Grammar/Conventions:

- Prepositional Phrases
- Negatives
- Double Negatives
- Commas in a Series

Essential Student Vocabulary

- Biography
- Biographical
- Analyze
- Features
- Evaluate
- Sequential Text Structure
- Primary Sources
- Prepositional Phrases
- Secondary Sources
- Drafting
- Negatives
- Direct Quotes
- Third Person Voice
- Dependent Clauses
- Vary Sentence Structure
- Double Negatives
- Series

Literary Terms (Teacher/adult)