

New Lenox School District 122

District 122
Writing
Curriculum

Revised, 2003

New Lenox School District 122's Writing Curriculum Guide was designed through the collaborative efforts of the writing committee (writing raters), language arts teachers in each building, and the Assistant Superintendent for Instructional Services. The purpose of the guide is to provide instructional guidelines to create a universal district-wide writing curriculum. Teachers should adhere to the guidelines/standards specific to their grade level and be fully aware of the guidelines/standards of the grade levels before and after their grade level. It is imperative that students are exposed to the same universal language, graphic organizers and rubrics within and among grade levels. Please note that this guide will change based upon teacher input at future grade level meetings.

This guide includes the following instructional information:

1. ISAT Writing Guidelines/Standards per Grade Level
2. Universal Instructional Language for District 122
3. Writing Formats per Grade Level
4. Rubrics Per Grade Level
5. Essential Terms and Vocabulary
6. Transition Lists
7. Graphic Organizers
8. Peer Editing Sheets
9. Classroom Posters
10. Grade Level Prompts
11. Lessons (To be added through future committee work and teacher share sessions; this section will continue to expand each year.)
12. Grade Level 122 Student Samples (To be added through future committee work and teacher share sessions; this section will continue to expand each year.)

Basic Philosophical Tenets

It should be noted that although this guide provides guidelines, format, and even formulas, it is the philosophy of the District that students in grades **K-3** should be introduced to the District's universal language and begin to acquire some of the organizational skills associated with the formats. However, teachers should primarily focus on allowing students to write freely so that they develop a love for writing. It is important to develop students' confidence as writers. Although some structure is important at this age, students who write freely and are not always tied to a format will eventually begin to elaborate naturally. A heavier focus on organization will begin in the intermediate grades.

With the foundation for a love of writing established in grades K-3, teachers of students in grades **4-5** should begin to focus more in-depth on the formats associated with each domain of writing. It is imperative that students in these grades master the basic formats, mechanics, and usage associated with the District's universal language. Once these tools and skills are in place, students will be able to use this organization as a foundation for developing writing that possesses more complex ideas and thoughts.

Teachers of students in grades **6-8** should review the universal language and formats. However, at this level, students should be focusing on elaboration of thoughts and ideas. Students should be incorporating effective sentence structure and precise word choice on a regular basis.

**Illinois Standards Achievement Testing
District Grade Level Writing Curriculum
Revised 2003**

Kindergarten students will:	• Be exposed to narrative pieces of literature/writing.
	• Be exposed to persuasive pieces of literature/writing.
	• Be exposed to expository pieces/writing (Informational; how to).
	• Practice with descriptive word (colors, sizes, etc) both in verbal and written language-Adjectives.
	• Identify and incorporate letter/sound correspondences.
	• Write a complete sentence.
	• Use capitalization at the beginning of a sentence.
	• Use a period at the end of a sentence.
	• Identify one topic sentence and three supporting sentences.
Grade 1 students will:	•
Grade 1 students will:	• Be exposed to narrative pieces of literature/writing.
	• Be exposed to persuasive pieces of literature/writing.
	• Be exposed to expository pieces/writing (Informational; how to).
	• Practice with descriptive word (colors, sizes, etc) both in verbal and written language-Adjectives.
	• Storytell for the purpose of understanding narrative elements.
	• Dictate of stories to teachers.
	• Write a story with a beginning, middle, and an end using Grade 1 Format (Attachment A).
	• Be introduced to the writing process (prewriting, drafting, etc).
	• Given a topic sentence, write three supporting sentences using transitions words and a concluding sentence (paragraph).
	• Use time order transitions when appropriate.
	• Use reason/example transitions when appropriate.
	• Speak to persuade others (persuasive domain).
	• Speak to inform others (expository domain).
	• Use details in conversation.
	• Use sensory images in conversation.
	• Identify main ideas in writing.
• Identify and use nouns, verbs, and adjectives in writing.	

<p>Grade 2 students will:</p>	<ul style="list-style-type: none"> • Utilize all phases of the writing process (prewriting, drafting, etc.) • Write one paragraph with an introduction, at least three main ideas, and conclusion using Grade 2 Format (Attachment B). • Write a narrative paragraph employing feelings, sensory details, and time order transitions/chronological (optional), using the above format. • Write an expository paragraph with three ideas (facts, details-optional), and reason/example transitions/logical- (optional) using the above format • Write a persuasive paragraph using three ideas/reasons and reason/example transitions/logical (optional) using the above format. • Be introduced to peer editing
<p>Grade 3 students will:</p>	<ul style="list-style-type: none"> • Utilize all phases of the writing process (prewriting, drafting, etc.) • Write a narrative paragraph/essay employing feelings, sensory details, and time order transitions (chronological) using Grade 3 Format (Attachment C). • Write an expository paragraph/essay using facts, details, and reason/example transitions (logical) using Grade 3 Format (Attachment C). • Write a persuasive paragraph/essay using reasons, examples, and reason/example transitions (logical) using Grade 3 Format (Attachment C). • Use second order details in all forms of writing. • Utilize peer editing. • Self-evaluate using state rubrics. See attachment C. • DO NOT USE A THREE PARARAPH FORMAT.

Grade 4 students will:	<ul style="list-style-type: none"> Utilize all phases of the writing process (prewriting, drafting, etc.)
	<ul style="list-style-type: none"> Write a multi-paragraph narrative essay employing feelings, sensory details, and time order transitions or transitional phrases (chronological) using Grade 4 Format. (Attachment D.)
	<ul style="list-style-type: none"> Write a five-paragraph expository paragraph/essay using facts, details, and reason/example transitions or transitional phrases (logical) using Grade 4 Format (Attachment D).
	<ul style="list-style-type: none"> Write a five-paragraph persuasive paragraph/essay using reasons, examples, and reason/example transitions or transitional phrases (logical) using Grade 4 Format (Attachment D).
	<ul style="list-style-type: none"> Use second and third order details in all forms of writing.
	<ul style="list-style-type: none"> Utilize peer editing.
	<ul style="list-style-type: none"> Self-evaluate using state rubrics.
Grade 5 students will:	<ul style="list-style-type: none"> Utilize all phases of the writing process (prewriting, drafting, etc.)
	<ul style="list-style-type: none"> Write a multi-paragraph narrative essay employing feelings, sensory details, and time order transitions or transitional phrases (chronological) using Grade 5 Format (Attachment E).
	<ul style="list-style-type: none"> Write at least a five-paragraph expository paragraph/essay using facts, details, and reason/example transitions or transitional phrases (logical) using Grade 5 Format (Attachment E).
	<ul style="list-style-type: none"> Write at least a five-paragraph persuasive paragraph/essay using reasons, examples, and reason/example transitions or transitional phrases (logical) using Grade 5 Format (Attachment E).
	<ul style="list-style-type: none"> Use second and third order details in all forms of writing.
	<ul style="list-style-type: none"> Utilize peer editing.
	<ul style="list-style-type: none"> Self-evaluate using state rubrics.

Grade 6-8 students will:	<ul style="list-style-type: none"> Utilize all phases of the writing process (prewriting, drafting, etc.)
	<ul style="list-style-type: none"> Write a multi-paragraph narrative essay employing feelings, sensory details, and time order transitional phrases (chronological) using the Middle School Format (Attachment F).
	<ul style="list-style-type: none"> Write at least a five-paragraph expository paragraph/essay using facts, details, and reason/example transitional phrases (logical) using the Middle School Format (Attachment F).
	<ul style="list-style-type: none"> Write at least a five-paragraph persuasive paragraph/essay using reasons, examples, and reason/example transitional phrases (logical) using the Middle School Format (Attachment F).
	<ul style="list-style-type: none"> Use second and third order details in all forms of writing.
	<ul style="list-style-type: none"> Utilize peer editing.
	<ul style="list-style-type: none"> Self-evaluate using state rubrics.

Universal Instructional Language

Writing Domain	K-3	3-5	6-8
Narrative	Tell	Tell	Tell
Transitions	Time Order	Chronological	Chronological
Person	1 st	1 st	1 st
1 st Order	Beginning-Middle-Ending Event	Beginning-Middle-Ending Event	Beginning-Middle-Ending Event
2 nd Order	Details about Events	Details about Events	Details about Events
3 rd Order	Feeling-Reactions to Events	Feeling-Reactions to Events	Feeling-Reactions to Events
Expository	Explain	Explain	Explain
Transitions	Reason/Example	Logical	Logical
Point of View	3 rd or 1 st	3 rd	3 rd
1 st Order	Ideas 1,2, and 3	Ideas 1,2, and 3	Ideas 1,2, and 3
2 nd Order	Details-Facts about Ideas 1, 2, and 3	Details-Facts about Ideas 1, 2, and 3	Details-Facts about Ideas 1, 2, and 3
3 rd Order	Examples about of the details of Ideas 1, 2, and 3	Examples about of the details of Ideas 1, 2, and 3	Examples about of the details of Ideas 1, 2, and 3
Persuasive	Convince	Convince	Convince
Transitions	Reason/Example	Logical	Logical
Person	3 rd or 1 st	3 rd	3 rd
1 st Order	Ideas/Reasons 1, 2, and 3	Ideas/Reasons 1, 2, and 3	Ideas/Reasons 1, 2, and 3
2 nd Order	Details-Facts about Ideas 1, 2, and 3	Details-Facts about Ideas 1, 2, and 3	Details-Facts about Ideas 1, 2, and 3
3 rd Order	Examples about of the details of Ideas 1, 2, and 3	Examples about of the details of Ideas 1, 2, and 3	Examples about of the details of Ideas 1, 2, and 3

Essential Terms/Vocabulary

Audience	The reader/listener
Body	The section of writing between the introduction and conclusion
Conclusion	Closing of a piece of writing
Conventions	The general writing rules based on common consent which govern sentence construction, spelling, punctuation/capitalization, paragraph format, and usage
Descriptive	A style of writing in which the writer provides the audience with a clear, concise picture
Editing	Correcting the conventions of a piece of writing
Elaboration	Additional information or detail explaining and/or describing the support (Second order support)
Expository	One of the three genres of writing in which the main purpose is to inform or explain. This can be done through explanation, cause and effect, comparison and contrast, and problem and solution
External Transition	The organization of a piece from beginning to end, linking together the sections of text in a logical way found at the beginning of a paragraph

Attachment A

Grade 1 Formats <i>(Kindergarten may also adhere to this format with capable learners.)</i>		
Writing Domain	Average Student Learner	Capable Learner
Narrative	<ul style="list-style-type: none"> • Topic Sentence • Beginning Event • Middle Event • Ending Event • Conclusion (Feeling) 	<ul style="list-style-type: none"> • Topic Sentence • Beginning Event • <i>Transition</i> • Middle Event • <i>Transition</i> • Ending Event • <i>Transition</i> • Conclusion (Feeling-Memorable Point/Lesson Learned)
Expository	<ul style="list-style-type: none"> • Topic Sentence • Idea One • Idea Two • Idea Three • Concluding Sentence 	<ul style="list-style-type: none"> • Topic Sentence • Idea One • <i>Transition</i> • Idea Two • <i>Transition</i> • Idea Three • <i>Transition</i> • Concluding Sentence
Persuasive	<ul style="list-style-type: none"> • Topic Sentence • Idea One (Reason) • Idea Two (Reason) • Idea Three (Reason) • Concluding Sentence 	<ul style="list-style-type: none"> • Topic Sentence • Idea One (Reason) • <i>Transition</i> • Idea Two (Reason) • <i>Transition</i> • Idea Three (Reason) • <i>Transition</i> • Concluding Sentence

Attachment B

Grade 2 Formats		
Writing Domain	Developing Learner	Average-Capable Learner
Narrative	<ul style="list-style-type: none"> • Topic Sentence • Beginning Event • <i>Transition</i> • Middle Event • <i>Transition</i> • Ending Event • <i>Transition</i> • Conclusion (Feeling-Memorable Point/Lesson Learned) 	<ul style="list-style-type: none"> • Topic Sentence • Beginning Event <ul style="list-style-type: none"> ○ Details • <i>Transition</i> • Middle Event <ul style="list-style-type: none"> ○ Details • <i>Transition</i> • Ending Event <ul style="list-style-type: none"> ○ Details • <i>Transition</i> • Conclusion (Feeling-Memorable Point/Lesson Learned)
Expository	<ul style="list-style-type: none"> • Topic Sentence • Idea One • <i>Transition</i> • Idea Two • <i>Transition</i> • Idea Three • <i>Transition</i> • Concluding Sentence 	<ul style="list-style-type: none"> • Topic Sentence • Idea One <ul style="list-style-type: none"> ○ Detail(s)-2nd Order • <i>Transition</i> • Idea Two <ul style="list-style-type: none"> ○ Detail(s)-2nd Order • <i>Transition</i> • Idea Three <ul style="list-style-type: none"> ○ Detail(s)-2nd Order • <i>Transition</i> • Concluding Sentence
Persuasive	<ul style="list-style-type: none"> • Topic Sentence • Idea One (Reason) • <i>Transition</i> • Idea Two (Reason) • <i>Transition</i> • Idea Three (Reason) • <i>Transition</i> • Concluding Sentence 	<ul style="list-style-type: none"> • Topic Sentence • Idea One (Reason) <ul style="list-style-type: none"> ○ Detail(s)-Facts-2nd Order • <i>Transition</i> • Idea Two (Reason) <ul style="list-style-type: none"> ○ Detail(s)-Facts-2nd Order • <i>Transition</i> • Idea Three (Reason) <ul style="list-style-type: none"> ○ Detail(s)-Facts-2nd Order • <i>Transition</i> • Concluding Sentence

Attachment C

Grade 3 Formats	
Writing Domain	Developing-Average Student Learner-One Paragraph
Narrative	<ul style="list-style-type: none"> • Topic Sentence • Write a sentence(s) that conveys the setting, topic, and/or feelings associated with the event. • Beginning Event <ul style="list-style-type: none"> ○ Details-Feelings/Personal Reactions (2nd Order) • <i>Chronological Transition</i> • Middle Event <ul style="list-style-type: none"> ○ Details-Feelings/Personal Reactions (2nd Order) • <i>Chronological Transition</i> • Ending Event <ul style="list-style-type: none"> ○ Details-Feelings/Personal Reactions (2nd Order) • <i>Chronological Transition</i> • Conclusion-Summarize the event by stating a personal reflections-lesson-memory of the event.
	High Average-Highly Capable Student Learner Five Paragraph
	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence • Write a sentence(s) that conveys the setting, topic, and/or feelings associated with the event. <p>Paragraph Two-Begin with a chronological transition.</p> <ul style="list-style-type: none"> • Beginning Event <ul style="list-style-type: none"> ○ Details-Feelings/Personal Reactions (2nd Order) <p>Paragraph Three-Begin with chronological transition.</p> <ul style="list-style-type: none"> • Middle Event <ul style="list-style-type: none"> ○ Details-Feelings/Personal Reactions (2nd Order) <p>Paragraph Four-Begin with chronological transition.</p> <ul style="list-style-type: none"> • Ending Event-Begin with chronological transition. <ul style="list-style-type: none"> ○ Details-Feelings/Personal Reactions (2nd Order) <p>Paragraph Five-Begin with chronological transition.</p> <ul style="list-style-type: none"> • Conclusion-Summarize the event by stating a personal reflections-lesson-memory of the event. (At least 2 Sentences)

DO NOT USE DIALOGUE

Attachment C-Continued

Grade 3 Formats-Continued	
Writing Domain	Developing-Average Student Learner-One Paragraph
Expository	<ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 Ideas (1 Sentence) • State 1st Idea-Begin with reason/example transition. <ul style="list-style-type: none"> ○ Details (2nd Order) • State 2nd Idea-Begin with reason/example transition. <ul style="list-style-type: none"> ○ Details (2nd Order) • State 3rd Idea-Begin with reason/example transition. <ul style="list-style-type: none"> ○ Details (2nd Order) • Conclusion-Summarize the 3 ideas and restate the topic sentence-Begin with reason/example or summary/conclusion transition. (<i>Preferably 2 sentences</i>)
	High Average-Highly Capable Student Learner Five Paragraph
	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 ideas (1 or more sentences) <p>Paragraph Two-Begin with reason/example transition.</p> <ul style="list-style-type: none"> • State 1st Idea <ul style="list-style-type: none"> ○ Multiple Details (2nd Order) <p>Paragraph Three-Begin with reason/example transition.</p> <ul style="list-style-type: none"> • State 2nd Idea <ul style="list-style-type: none"> ○ Multiple Details (2nd Order) <p>Paragraph Four-Begin with reason/example transition.</p> <ul style="list-style-type: none"> • State 3rd Idea <ul style="list-style-type: none"> ○ Multiple Details (2nd Order) <p>Paragraph Five</p> <ul style="list-style-type: none"> • Summarize the 3 ideas. (<i>Preferably 2 sentences</i>) • Restate the topic sentence.

Attachment C-Continued

Grade 3 Formats-Continued	
Writing Domain	Developing-Average Student Learner-One Paragraph
Persuasive	<ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 Ideas/Reasons (1 Sentence) • State 1st Idea <ul style="list-style-type: none"> ○ Details-Facts (2nd Order) • Reason/Example Transition • State 2nd Idea <ul style="list-style-type: none"> ○ Details-Facts (2nd Order) • Reason/Example Transition • State 3rd Idea <ul style="list-style-type: none"> ○ Details-Facts (2nd Order) • Reason/Example Transition • Conclusion-Summarize the 3 ideas and restate the topic sentence-Begin with reason/example transition or summary/conclusion transition. (<i>Preferably 2 sentences</i>)
	High Average-Highly Capable Student Learner Five Paragraph
	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 ideas (1 or more sentences) <p>Paragraph Two</p> <ul style="list-style-type: none"> • State 1st Idea/Reason-Begin with reason/example transition. <ul style="list-style-type: none"> ○ Multiple Details (2nd Order) <p>Paragraph Three-Begin with reason/example transition.</p> <ul style="list-style-type: none"> • State 2nd Idea/Reason <ul style="list-style-type: none"> ○ Multiple Details (2nd Order) <p>Paragraph Four-Begin with reason/example transition.</p> <ul style="list-style-type: none"> • State 3rd Idea/Reason <ul style="list-style-type: none"> ○ Multiple Details (2nd Order) <p>Paragraph Five-Begin with reason/example transition or summary/conclusion transition.</p> <ul style="list-style-type: none"> • Summarize the 3 ideas. (<i>Preferably 2 sentences</i>) • Restate the topic sentence.

Attachment D

Grade 4 Formats	
Writing Domain	Developing-Average Student Learner-Five Paragraphs
Narrative	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence • Write a sentence(s) that conveys the setting, topic, and/or feelings associated with the event. <p>Paragraph Two-Begin with a chronological transition or phrase.</p> <ul style="list-style-type: none"> • Beginning Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions (2nd Order) <p>Paragraph Three-Begin with a chronological transition or phrase.</p> <ul style="list-style-type: none"> • Middle Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions (2nd Order) <p>Paragraph Four-Begin with a chronological transition or phrase.</p> <ul style="list-style-type: none"> • Ending Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions (2nd Order) <p>Paragraph Five-Begin with a chronological transition or phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Conclusion-Summarize the event by stating a personal reflections-lesson-memory of the event (At least 2 Sentences)
	<p>High Average-Highly Capable Student Learner Five Paragraph</p>
	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence • Write at least two sentences that conveys the setting, topic, and/or feelings associated with the event. <p>Paragraph Two-Begin with a chronological transition or phrase.</p> <ul style="list-style-type: none"> • Beginning Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions/Examples (2nd Order and 3rd Order) <p>Paragraph Three-Begin with a chronological transition or phrase.</p> <ul style="list-style-type: none"> • Middle Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions/Examples (2nd Order and 3rd Order) <p>Paragraph Four-Begin with a chronological transition or phrase.</p> <ul style="list-style-type: none"> • Ending Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions/Examples (2nd Order and 3rd Order) <p>Paragraph Five-Begin with a chronological transition or phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Conclusion-Summarize the event by stating a personal reflections-lesson-memory of the event (At least 2-3 Sentences)

DO NOT USE DIALOGUE

Attachment D-Continued

Grade 4 Formats-Continued	
Writing Domain	Developing-Average Student Learner-Five Paragraphs
Expository	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 ideas (1 or more sentences) <p>Paragraph Two-Begin with reason/example transition.</p> <ul style="list-style-type: none"> • State 1st Idea <ul style="list-style-type: none"> ○ Multiple Details (2nd Order) <p>Paragraph Three-Begin with reason/example transition.</p> <ul style="list-style-type: none"> • State 2nd Idea <ul style="list-style-type: none"> ○ Multiple Details(2nd Order) <p>Paragraph Four-Begin with reason/example transition.</p> <ul style="list-style-type: none"> • State 3rd Idea <ul style="list-style-type: none"> ○ Multiple Details (2nd Order) <p>Paragraph Five-Begin with reason/example transition or summary/conclusion transition.</p> <ul style="list-style-type: none"> • Summarize the 3 ideas. (<i>Preferably 2 sentences</i>) • Restate the topic sentence.
	<p style="text-align: center;">High Average-Highly Capable Student Learner Five Paragraph</p> <p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 ideas (2 or more sentences) <p>Paragraph Two-Begin with reason/example transition or transitional phrase</p> <ul style="list-style-type: none"> • State 1st Idea <ul style="list-style-type: none"> ○ Details (2nd Order) ○ Examples (3rd Order) <p>Paragraph Three-Begin with reason/example transition or transitional phrase</p> <ul style="list-style-type: none"> • State 2nd Idea <ul style="list-style-type: none"> ○ Details (2nd Order) ○ Examples (3rd Order) <p>Paragraph Four-Begin with reason/example transition or transitional phrase</p> <ul style="list-style-type: none"> • State 3rd Idea <ul style="list-style-type: none"> ○ Details (2nd Order) ○ Examples (3rd Order) <p>Paragraph Five-Begin with reason/example transition or transitional phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Summarize the 3 ideas. (<i>Preferably 2 sentences</i>) • Restate the topic sentence.

Attachment D-Continued

Grade 4 Formats-Continued	
Writing Domain	Developing-Average Student Learner-Five Paragraph
Persuasive	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 ideas (1 or more sentences) <p>Paragraph Two-Begin with reason/example transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 1st Idea/Reason <ul style="list-style-type: none"> ○ Multiple Details-Facts (2nd Order) <p>Paragraph Three-Begin with reason/example transition or transitional phrase</p> <ul style="list-style-type: none"> • State 2nd Idea/Reason <ul style="list-style-type: none"> ○ Multiple Details-Facts (2nd Order) <p>Paragraph Four-Begin with reason/example transition or transitional phrase</p> <ul style="list-style-type: none"> • State 3rd Idea/Reason <ul style="list-style-type: none"> ○ Multiple Details-Facts (2nd Order) <p>Paragraph Five-Begin with reason/example transition or transitional phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Summarize the 3 ideas. (<i>Preferably 2 sentences</i>) • Restate the topic sentence.
	<p>High Average-Highly Capable Student Learner Five Paragraph</p>
	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 ideas (2 or more sentences) <p>Paragraph Two-Begin with reason/example transition or transitional phrase</p> <ul style="list-style-type: none"> • State 1st Idea/Reason <ul style="list-style-type: none"> ○ Details-Facts (2nd Order) ○ Examples- (3rd Order) <p>Paragraph Three-Begin with reason/example transition or transitional phrase</p> <ul style="list-style-type: none"> • State 2nd Idea/Reason <ul style="list-style-type: none"> ○ Details-Facts (2nd Order) ○ Examples- (3rd Order) <p>Paragraph Four-Begin with reason/example transition or transitional phrase</p> <ul style="list-style-type: none"> • State 3rd Idea/Reason <ul style="list-style-type: none"> ○ Details-Facts (2nd Order) ○ Examples- (3rd Order) <p>Paragraph Five-Begin with reason/example transition or transitional phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Summarize the 3 ideas. (<i>Preferably 2 sentences</i>) • Restate the topic sentence.

Attachment E

Grade 5 Formats	
Writing Domain	Developing Students
Narrative	Teachers may choose to employ any of the formats from previous grades depending upon the specific learner.
	All Students-Five Paragraphs
	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence • Write at least two sentences that convey the setting, topic, and/or feelings associated with the event. <p>Paragraph Two-Begin with a chronological transition or phrase.</p> <ul style="list-style-type: none"> • Beginning Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions/Examples(2nd Order and 3rd Order) <p>Paragraph Three-Begin with a chronological transition or phrase.</p> <ul style="list-style-type: none"> • Middle Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions/Examples (2nd Order and 3rd Order) <p>Paragraph Four-Begin with a chronological transition or phrase.</p> <ul style="list-style-type: none"> • Ending Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions/Examples (2nd Order and 3rd Order) <p>Paragraph Five-Begin with a chronological transition or phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Conclusion-Summarize the event by stating a personal reflections-lesson-memory of the event (At least 2-3 Sentences)
<p>Students should also consider the following writing elements:</p> <ul style="list-style-type: none"> • Precise word choice (e.g. strong verbs, adverbs) • Sentence Structure (combining sentences effectively) • Eliminating weak words (e.g. a lot, stuff, things) 	

DO NOT USE DIALOGUE

Attachment E-Continued

Grade 5 Formats-Continued	
Writing Domain	Developing Students
Expository	Teachers may choose to employ any of the formats from previous grades depending upon the specific learner.
	All Students-Five Paragraphs
	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 ideas (2 or more sentences) • Clarification Sentence (Stating the significance of the topic) <p>Paragraph Two-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 1st Idea <ul style="list-style-type: none"> ○ Details (2nd Order) ○ Examples (3rd Order) <p>Paragraph Three-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 2nd Idea <ul style="list-style-type: none"> ○ Details (2nd Order) ○ Examples (3rd Order) <p>Paragraph Four-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 3rd Idea <ul style="list-style-type: none"> ○ Details (2nd Order) ○ Examples (3rd Order) <p>Paragraph Five-Begin with a logical transition or transitional phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Summarize the 3 ideas. (<i>Preferably 2 sentences</i>) • Restate the topic sentence.
<p>Students should also consider the following writing elements:</p> <ul style="list-style-type: none"> • Precise word choice (e.g. strong verbs, adverbs) • Sentence Structure (combining sentences effectively) • Eliminating weak words (e.g. a lot, stuff, things) 	

Attachment E-Continued

Grade 5 Formats-Continued	
Writing Domain	Developing Students
Persuasive	Teachers may choose to employ any of the formats from previous grades depending upon the specific learner.
	High Average-Highly Capable Student Learner Five Paragraph
	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 ideas (2 or more sentences) • Clarification Sentence (Stating the significance of the topic) <p>Paragraph Two-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 1st Idea/Reason <ul style="list-style-type: none"> ○ Details-Facts (2nd Order) ○ Examples (3rd Order) <p>Paragraph Three-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 2nd Idea/Reason <ul style="list-style-type: none"> ○ Details-Facts (2nd Order) ○ Examples (3rd Order) <p>Paragraph Four-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 3rd Idea/Reason <ul style="list-style-type: none"> ○ Details-Facts (2nd Order) ○ Examples (3rd Order) <p>Paragraph Five-Begin with a logical transition or transitional phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Summarize the 3 ideas. (<i>Preferably 2 sentences</i>) • Restate the topic sentence.
<p>Students should also consider the following writing elements:</p> <ul style="list-style-type: none"> • Precise word choice (e.g. strong verbs, adverbs) • Sentence Structure (combining sentences effectively) • Eliminating weak words (e.g. a lot, stuff, things) 	

Attachment F

Grade 6-8 Formats	
Writing Domain	Developing Students
<p>Narrative</p> <p>Do Not Use Dialogue</p>	<p>Teachers may choose to employ any of the formats from previous grades depending upon the specific learner.</p>
	<p>All Students-Five Paragraphs</p> <p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence • Write at least two sentences that convey the setting, topic, and/or feelings associated with the event. <p>Paragraph Two-Begin with a chronological transition or transitional phrase.</p> <ul style="list-style-type: none"> • Beginning Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions/Examples (2nd Order and 3rd Order) <p>Paragraph Three-Begin with a chronological transition or transitional phrase.</p> <ul style="list-style-type: none"> • Middle Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions/Examples (2nd Order and 3rd Order) <p>Paragraph Four-Begin with a chronological transition or transitional phrase.</p> <ul style="list-style-type: none"> • Ending Event <ul style="list-style-type: none"> ○ Multiple Details-Feelings/Personal Reactions/Examples (2nd Order and 3rd Order) <p>Paragraph Five-Begin with a chronological transition or transitional phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Conclusion-Summarize the event by stating a personal reflections-lesson-memory of the event (At least 2-3 Sentences)
	<p>Highly Capable Students-Variation from Five Paragraphs</p>
	<p>Once students have mastered or acquired the organizational skills associated with the five paragraph format, they may vary from the format to enhance their ideas. As their ideas become more complex they may incorporate additional paragraphs as needed. On the other hand, they may have only two excellent ideas and may elaborate using only four paragraphs.</p> <p>By the 7th and 8th grade, it is expected that most students will have mastered the organizational skills needed to provide a strong foundation for them to write more freely without feeling prisoner to a format.</p>
<p>Students should also consider the following writing elements:</p> <ul style="list-style-type: none"> • Precise word choice (e.g. strong verbs, adverbs) • Sentence Structure (combining sentences effectively, complex) • Eliminating weak words (e.g. a lot, stuff, things) • Use of facts and statistics to support ideas • Use of definitions/explanations to support ideas • Use of “how/why” to support ideas 	

Attachment F-Continued

Grade 6-8 Formats-Continued	
Writing Domain	Developing Students
Expository	Teachers may choose to employ any of the formats from previous grades depending upon the specific learner.
	All Students-Five Paragraphs
	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 ideas (2 or more sentences) • Clarification Sentence (Reiterating the importance of the topic) <p>Paragraph Two-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 1st Idea <ul style="list-style-type: none"> ○ Details (2nd Order) ○ Examples (3rd Order) <p>Paragraph Three-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 2nd Idea <ul style="list-style-type: none"> ○ Details (2nd Order) ○ Examples (3rd Order) <p>Paragraph Four-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 3rd Idea <ul style="list-style-type: none"> ○ Details (2nd Order) ○ Examples (3rd Order) <p><i>Middle paragraphs should be balanced; however, one paragraph might have an example for each detail, and others may have additional details with less examples. Students should be encouraged to elaborate naturally while trying to stay balanced with content.</i></p> <p>Paragraph Five-Begin with a logical transition or transitional phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Summarize the 3 ideas. (<i>Preferably 2 sentences</i>) • Restate the topic sentence. • State the importance of the topic (Optional)
	Highly Capable Students-Variation from Five Paragraphs
<p>Once students have mastered or acquired the organizational skills associated with the five paragraph format, they may vary from the format to enhance their ideas. As their ideas become more complex they may incorporate additional paragraphs as needed. On the other hand, they may have only two excellent ideas and may elaborate using only four paragraphs.</p> <p>By the 7th and 8th grade, it is expected that most students will have mastered the organizational skills needed to provide a strong foundation for them to write more freely without feeling prisoner to a format.</p> <p>Students should also consider the following writing elements:</p> <ul style="list-style-type: none"> • Precise word choice (e.g. strong verbs, adverbs) • Sentence Structure (combining sentences effectively, complex) • Eliminating weak words (e.g. a lot, stuff, things) • Use of facts and statistics to support ideas • Use of definitions/explanations to support ideas • Use of "how/why" to support ideas 	

Attachment F-Continued

Grade 6-8 Formats-Continued	
Writing Domain	Developing Students
Persuasvie	Teachers may choose to employ any of the formats from previous grades depending upon the specific learner.
	All Students-Five Paragraphs
	<p>Paragraph One</p> <ul style="list-style-type: none"> • Topic Sentence (<i>Attention Grabber may be used prior to topic sentence.</i>) • Preview 3 ideas (2 or more sentences) • Clarification Sentence (Reiterating the importance of the topic) <p>Paragraph Two-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 1st Idea/Reason <ul style="list-style-type: none"> ○ Details/Facts (2nd Order) ○ Examples (3rd Order) <p>Paragraph Three-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 2nd Idea/Reason <ul style="list-style-type: none"> ○ Details/Facts (2nd Order) ○ Examples (3rd Order) <p>Paragraph Four-Begin with a logical transition or transitional phrase.</p> <ul style="list-style-type: none"> • State 3rd Idea <ul style="list-style-type: none"> ○ Details/Facts (2nd Order) ○ Examples (3rd Order) <p><i>Middle paragraphs should be balanced; however, one paragraph might have an example for each detail, and others may have additional details with less examples. Students should be encouraged to elaborate naturally while trying to stay balanced with content.</i></p> <p>Paragraph Five-Begin with a logical transition or transitional phrase or summary/conclusion transitional phrase.</p> <ul style="list-style-type: none"> • Summarize the 3 ideas. (<i>Preferably 2 sentences</i>) • Restate the topic sentence. • State the importance of the topic (Optional)
	Highly Capable Students-Variation from Five Paragraphs
<p>Once students have mastered or acquired the organizational skills associated with the five paragraph format, they may vary from the format to enhance their ideas. As their ideas become more complex they may incorporate additional paragraphs as needed. On the other hand, they may have only two excellent ideas and may elaborate using only four paragraphs.</p> <p>By the 7th and 8th grade, it is expected that most students will have mastered the organizational skills needed to provide a strong foundation for them to write more freely without feeling prisoner to a format.</p> <p>Students should also consider the following writing elements:</p> <ul style="list-style-type: none"> • Precise word choice (e.g. strong verbs, adverbs) • Sentence Structure (combining sentences effectively, complex) • Eliminating weak words (e.g. a lot, stuff, things) • Use of facts and statistics to support ideas • Use of definitions/explanations to support ideas • Use of "how/why" to support ideas 	