

<b>WRITING CURRICULUM - K</b>		
<b>LEVEL K</b>		
<b>AEBSD Outcome Ref. Tag</b>	<b>AK. Perf. Stand. Ref. Tag</b>	<b>Outcome Target</b>
<b>Process</b>		
W K.1	W.5.7.2	Copies print from board, paper or other environment.
W K.2	W.5.7.3	Uses three fingers when holding a pencil.
W K.3	W.5.7.3a	Uses consonant and vowel letters to represent words.
W K.4	W.5.7.3a	Writes twenty-five recognizable and understandable words.
<b>Ideas</b>		
W K.5	W.5.7.3a	Dictates two self-created, teacher guided stories with an illustration.
W K.6	W.5.7.3a	Draws pictures representing part of a story read orally.
<b>Organization</b>		
W K.7	W.5.7.3a	Prints first and last name with correct capitalization.
W K.8	W.5.7.3b	Writes simple sentences using phonetic spelling.
W K.9	W.5.7.3b	Writes top to bottom, left to right.
<b>Conventions</b>		
W K.10	W.5.7.3a	Writes all letters in upper case and lower case independently.
W K.11	W.5.7.3a	Practices formation of letters with top to bottom, left to right format.
W K.12	W.5.7.3a	Follows spelling rules at level of a district approved spelling series. (cvc)
<b>Speech</b>		
W K.13	E.A.4	Orally shares a writing piece with a group.

<b>WRITING CURRICULUM - K</b>		
<b>LEVEL K</b>		
<b>AEBSD Outcome</b>	<b>AK. Perf. Stand.</b>	<b>Outcome Target</b>
<b>Ref. Tag</b>	<b>Ref. Tag</b>	
<b>Process</b>		
W K.1	W.5.7.2	Copies print from board, paper or other environment.
W K.2	W.5.7.3	Uses three fingers when holding a pencil.
W K.3	W.5.7.3a	Uses consonant and vowel letters to represent words.
W K.4	W.5.7.3a	Writes twenty-five recognizable and understandable words.
<b>Ideas</b>		
W K.5	W.5.7.3a	Dictates two self-created, teacher guided stories with an illustration.
W K.6	W.5.7.3a	Draws pictures representing part of a story read orally.
<b>Organization</b>		
W K.7	W.5.7.3a	Prints first and last name with correct capitalization.
W K.8	W.5.7.3b	Writes simple sentences using phonetic spelling.
W K.9	W.5.7.3b	Writes top to bottom, left to right.
<b>Conventions</b>		
W K.10	W.5.7.3a	Writes all letters in upper case and lower case independently.
W K.11	W.5.7.3a	Practices formation of letters with top to bottom, left to right format.
W K.12	W.5.7.3a	Follows spelling rules at level of a district approved spelling series. (cvc)
<b>Speech</b>		
W K.13	E.A.4	Orally shares a writing piece with a group.

<b>WRITING CURRICULUM - 1</b>		
<b>LEVEL I</b>		
<b>AEBSD Outcome Ref. Tag</b>	<b>AK. Perf. Stand. Ref. Tag</b>	<b>Outcome Target</b>
<b>Process</b>		<i>Uses skills learned at previous level and:</i>
W 1.1	W.5.7.4	Uses the writing process (pre-write, write, revise, edit: capitalizes, uses ending punctuation, and publishes).
W 1.2	W.5.7.3	Uses cvc and cvce sight words in writing process.
<b>Ideas</b>		
W 1.3	W.5.7.1a	Writes and illustrates three sentences which follow a common theme.
W 1.4	W.5.7.2	Writes a personal narrative, thank-you letter, and quatrain poem.* <i>*Two selections will be collected and placed in student portfolio.</i>
<b>Organization</b>		
W 1.5	W.5.7.1c	Writes four sentences in sequence about a common theme.
W. 1.6	W.5.7.1b	Writes a short report with a topic sentence and details.
W 1.7	W.5.7.5	Lists titles and authors when used as reference for a report.
<b>Word Choice</b>		
W 1.8	W.5.7.3b	Uses sight words in writing. Dolch List for 1 <sup>st</sup> Grade.
<b>Conventions</b>		
W 1.9	W.5.7.3a	Uses singular, plural, common and proper nouns correctly.
W 1.10	W.5.7.3a	Uses end punctuation rules (periods, questions, and exclamations) in all writing.
W 1.11	W.5.7.3a	Capitalizes the first word in a sentence, proper nouns and the pronoun "I".
W 1.12	W.5.7.3a	Uses correct word order to form a complete sentence.
W 1.13	W.5.7.3b	Spells common sight words at level. Dolch List (134 words).
W 1.14	W.5.7.3b	Follows spelling rules at level of a district approved spelling series. (cvc, cvce)

<b>Presentation</b>		
W 1.15	E.A.2	Shows conformity to appropriate size formation and spacing in upper and lower case manuscript.
W 1.16	E.A.2	Practices formation of letters with top to bottom, left to right format.
<b>Speech</b>		
W 1.17	E.A.4	Orally shares a piece of writing with peers, parents, or adults.
W 1.18	E.A.3	Expresses an opinion about a written piece.

<b>WRITING CURRICULUM - 2</b>		
<b>LEVEL II</b>		
<b>AEBSD Outcome</b>	<b>AK. Perf. Stand.</b>	<b>Outcome Target</b>
<b>Ref. Tag</b>	<b>Ref. Tag</b>	
<i>Uses skills learned at previous level and:</i>		
<b>Process</b>		
W 2.1	W.5.7.4	Uses the writing process (pre-write, write, revise, edit for at level conventions, rewrites and publishes).
W 2.2	W.5.7.3b	Uses editing symbols (capital, lower case, insertion, deletion, spelling).
<b>Ideas</b>		
W 2.3	W.5.7.1c	Writes and illustrates five sentences which follow a common theme.
W 2.4	W.5.7.2	Writes an imaginative story, a math story problem, report, friendly letter, shape poem and book.* <i>*One selection will be collected and placed in student portfolio.</i>
<b>Organization</b>		
W 2.5	W.5.7.1c	Writes a five-sentence paragraph in sequence about a common theme with a title and topic sentence.** <i>*One selection will be collected and placed in student portfolio.</i>
W 2.6	W.5.7.5	Lists titles and authors when used as reference for reports.
<b>Word Choice</b>		
W 2.7	W.5.7.3a	Uses precise, clear and accurate verbs and nouns which give writing clarity.
<b>Sentence Fluency</b>		
W 2.8	W.5.7.3a	Writes 4 types of sentences (declarative, interrogative, imperative, exclamatory).
W 2.9	W.5.7.1a	Uses coordinating conjunctions to write a compound sentence (and, or, but).
<b>Conventions</b>		
W 2.10	W.5.7.3a	Uses commas correctly.
W 2.11	W.5.7.3a	Uses pronouns correctly.

W 2.12	W.5.7.3a	Uses subject/verb agreement correctly.
<b>W 2.13</b>	W.5.7.3a	Uses correct word order to form a complete sentence.
W 2.14	W.5.7.3b	Spells common sight words at level. Dolch List (180 words).
W 2.15	W.5.7.3b	Follows spelling rules at level of a district approved spelling series. (cvc, cvce)
W 2.16	W.5.7.3a	Defines, identifies, and cites examples of nouns and verbs.
<b>Presentation</b>		
W 2.17	E.A.2	Shows conformity to appropriate size, formation, and spacing in upper and lower case manuscript.
W 2.18	E.A.2	Shows correct formation of letters in cursive.
<b>Speech</b>		
W 2.19	E.A.4	Orally shares a piece of writing with peers, parents, or adults.

<b>WRITING CURRICULUM - 3</b>		
<b>LEVEL III</b>		
<b>AEBSD Outcome Ref. Tag</b>	<b>AK. Perf. Stand. Ref. Tag</b>	<b>Outcome Target</b>
<b>Process</b>		Uses skills learned at previous level and:
W 3.1	W.5.7.4	Uses the writing process (pre-write, write, revise, edit for at level conventions, rewrites and publishes).
W 3.2	W.5.7.4b	Provides appropriate feedback to peers about written work through oral and written response using 6 traits of good writing.
<b>Ideas</b>		
W 3.3	W.5.7.1b	Selects a topic that is narrow and manageable.
W 3.4	W.5.7.1b	Writes a well-developed main idea and supports it with at least three appropriate details.
W 3.5	W.5.7.2	Writes a personal narrative, a free verse poem, and at least 2 of the following: (cinquain, limerick, haiku or alphabet poem) and a nonfiction report.*
W 3.6	W.5.7.1c	Writes four kinds of paragraphs (descriptive, narrative, expository, persuasive) with a clearly constructed beginning, middle, and end.* <i>*One selection of each target will be collected and placed in student portfolio.</i>
<b>Organization</b>		
W 3.7	W.5.7.3a	Students use effective beginnings: (surprising fact, quotation, rhetorical question).
<b>Voice</b>		
W 3.8	W.5.7.2	Uses expressive voice that makes writing sound personal.
W 3.9	W.5.7.2	Uses voice appropriate for the purpose and audience.
<b>Word Choice</b>		
W 3.10	W.5.7.3a	Uses verbs, nouns, and adjectives that are active, specific, and colorful.
W 3.11	W.5.7.4a	Uses at level vocabulary words that make the writing clear.
W 3.12	W.5.7.3b	Uses resources such as dictionaries and thesauruses to make choices when writing.

<b>Sentence Fluency</b>		
W 3.13	W.5.7.4a	Can recognize fragments, run-on, and rambling sentences in their own writing and correct them.
W 3.14	W.5.7.1a	Understands four ways of sentence combining: a series, compound subjects and verbs, and key words.
<b>Conventions</b>		
W 3.15	W.5.7.3b	Recognizes and uses previous editing marks as well as paragraph symbol.
W 3.16	W.5.7.3a	Uses possessive, singular and plural pronouns.
W 3.17	W.5.7.3a	Uses apostrophes and contractions.
W 3.18	W.5.7.3b	Spells common sight words at level. Dolch List (words).
W 3.19	W.5.7.3b	Follows spelling rules at level of a district approved spelling series. (cvc, cvce)
W 3.20	W.5.7.5	Lists titles and authors of books and other materials when used as a reference in written work.
W 3.21	W.5.7.3a	Defines, identifies, and cites examples of verbs (action, linking and helping).
W 3.22	W.5.7.3a	Identifies forms and tenses of verbs. (past, present, future, singular, plural, regular and irregular).
W 3.23	W.5.7.3a	Uses punctuation correctly (colon, quotation marks, hyphen, parenthesis, commas, underlining, and italics).
<b>Presentation</b>		
W 3.24	E.A.2	Shows conformity to appropriate size, formation, and spacing in upper and lower case manuscript.
W 3.25	E.A.2	Shows conformity to appropriate size, formation, and spacing in cursive.
W 3.26	W.2.3a	Creates at least one word-processed document for final publication.
<b>Speech</b>		
W 3.27	E.A.4	Delivers an oral presentation to a group, class, or community audience.
W 3.28	E.A.3	Participates in class discussions about writing.
W 3.29	E.A.3	Shares own writing with class.

<b>WRITING CURRICULUM - 4</b>		
<b>LEVEL IV</b>		
<b>AEBSD Outcome</b>	<b>AK. Perf. Stand.</b>	<b>Outcome Target</b>
<b>Ref. Tag</b>	<b>Ref. Tag</b>	
		<i>Writes a one-page paper using all steps of the writing process to show proficiency of skills learned at previous levels and:</i>
<b>Process</b>		
W 4.1	W.5.7.4	Uses the writing process (pre-write with a plan, write, revise using a checklist, edit and proofread with a checklist, rewrite and publish).
W 4.2	W.5.7.3b	Provides peers with positive and corrective feedback to improve writing with oral responses and specific checklists from 6 traits of good writing,
<b>Ideas</b>		
W 4.3	W.5.7.1c	Presents ideas that are original with a specific focus.
W 4.4	W.5.7.2	Writes on a variety of topics across the curriculum and from various prompts.
W 4.5	W.5.7.1c	Writes a news article, a book review, and a legend.*
W 4.6	W.5.7.5	Writes free verse or lyric and choice of playful poetry.*
		<i>*One selection will be collected from either and placed in student portfolio.</i>
<b>Organization</b>		
W 4.7	W.5.7.3a	Write paragraphs using three main ways of organizing: time order, order of location, and order of importance.**
W 4.8	W.5.7.3a	Writes four types of paragraphs using appropriate types of topic sentences, developments of middle and closing sentences.**
W 4.9	W.5.7.1a	<i>**One selection will be collected from either and placed in student portfolio.</i> Writes a story that includes a beginning, middle and end.
W 4.10	W.5.7.3a	Use transition words to show location, time, compare/contrast, emphasize a point, add information, conclude or summarize.
<b>Voice</b>		
W 4.11	W.5.7.3a	Writes using appropriate voice for topic and audience.*Uses a district rubric for 6 trait writing to determine appropriate voice.

<b>Word Choice</b>		
W 4.12	W.8.10.3b	Uses nouns, pronouns, verbs, adjectives, adverbs, interjections, prepositions and conjunctions to clarify meaning.
<b>W 4.13</b>	W.8.10.6	In addition to references, uses technology to improve writing vocabulary.
<b>Sentence Fluency</b>		
W 4.14	W.8.10.3	Uses three ways of varying sentence beginnings: (modifier, phrase, clause).
W 4.15	W.8.10.3a	Understands four ways of sentence combining: a series, compound subjects and verbs, and key words.
<b>Conventions</b>		
W 4.16	W.8.10.3b	Uses correct tense with a composition.
W 4.17	W.8.10.1	Uses appropriate paragraphing conventions. (Begins new paragraph on a new line, indents beginning of a paragraph, uses margins.)
W 4.18	W.8.10.3b	Defines, identifies, and cites examples of adjectives and adverbs.
W 4.19	W.8.10.3b	Defines, identifies, and cites examples of subjects and predicates.
W 4.20	W.8.10.3b	Follows spelling rules at level of a district approved spelling series. (cvc, cvce)
W 4.21	W.8.10.5	Cites title, author, and /or illustrator when using others' work.
<b>Presentation</b>		
W 4.22	E.A.2	Shows conformity to appropriate size, formation, and spacing in cursive.
W 4.23	W.8.10.6	Creates at least two word-processed documents for final publication.
W 4.24	W.8.10.6	Follows district publishing guidelines. (font, size, spacing, cover page, etc.).
<b>Speech</b>		
W 4.25	E.A.4	Delivers informative, demonstrative, and persuasive presentations using three note cards.
W 4.26	E.A.4	Orally discusses personal writing with peers and /or teacher.
W 4.27	E.A.3	Shares own writing with class using proper presentation guidelines. Including volume, intonation and clarity.

<b>WRITING CURRICULUM - 5</b>		
<b>LEVEL V</b>		
<b>AEBSD Outcome</b>	<b>AK. Perf. Stand.</b>	<b>Outcome Target</b>
<b>Ref. Tag</b>	<b>Ref. Tag</b>	
		<i>Writes a one-page paper using all steps of the writing process to show proficiency of skills learned at previous levels and:</i>
<b>Process</b>		
W 5.1	W.8.10.4a	Uses the writing process: using a 3-4 part outline, write drafts, revise, edit, proofread and publish using checklists.
W 5.2	W.8.10.4b	Evaluates own and peer's writing using a writing rubric from 6 traits of writing.
W 5.3	W.8.10.6	Uses technology and print resources to edit and revise writing.
<b>Ideas</b>		
W 5.4	W.8.10.2	Writes an expository essay, a persuasive essay, and various stories and plays using 6 traits.
W 5.5	W.8.10.2	Writes a ballad poem and a variety of other poetry. <i>*Two selections will be collected and placed in student portfolio.</i>
<b>Organization</b>		
W 5.6	W.8.10.1	Recognizes and selects correct form of paragraph development. (Descriptive, persuasive, narrative, instructive)
W 5.7	W.8.10.1	Writes a multi-paragraph paper/story with a main idea and supporting details.
W 5.8	W.8.10.4a	Connects details to main point in an order that makes the best sense.
W 5.9	W.8.10.4a	Writes a conclusion that supports the main idea.
W 5.10	W.8.10.1	Writes a classroom report (1-2 page, 2 resource) using the writing process with an appropriate order of development and a works-cited page.
<b>Voice</b>		
W 5.11	W.8.10.2	Writes using appropriate voice for topic and audience. *Uses a district rubric for 6 trait writing to determine appropriate voice.

<b>Word Choice</b>		
W 5.12	W.8.10.3b	Uses colorful adjectives, specific nouns, and strong verbs to convey meaning.
W 5.13	W.8.10.6	Uses at level vocabulary in writing.
<b>Sentence Fluency</b>		
W 5.14	W.8.10.3a	Uses sentences that vary in length and structure.
W 5.15	W.8.10.3a	Identifies fragments and complete sentences.
<b>Conventions</b>		
W 5.16	W.8.10.3b	Follows spelling rules at level of a district approved spelling series. (cvc, cvce)
W 5.17	W.8.10.3b	Uses quotation in dialogue.
W 5.18	W.8.10.3b	Recognizes appropriate, consistent verb tenses with subject verb agreement.
W 5.19	W.8.10.3b	Uses ellipsis, semicolon, dash, italics, and underlining.
W 5.20	W.8.10.3b	Defines, identifies, and cites examples of articles, pronouns and conjunctions.
W 5.21	W.8.10.5	Cites title, author, and /or illustrator when using others' writing.
<b>Presentation</b>		
W 5.22	E.A.2	Shows conformity to appropriate size, formation, and spacing in cursive.
W 5.23	W.8.10.6	Creates at least four word-processed documents for final publication.
W 5.24	W.8.10.6	Follows district publishing guidelines. (font, size, spacing, cover page, etc.).
<b>Speech</b>		
W 5.25	E.A.4	Delivers informative, demonstrative, and persuasive presentations using three note cards.
W 5.26	E.A.4	Orally discusses personal writing with peers and/or teacher.
W 5.27	E.A.3	Shares own writing with class using proper presentation guidelines including volume, intonation, and clarity.

<b>WRITING CURRICULUM - 6</b>		
<b>LEVEL VI</b>		
<b>AEBSD Outcome</b>	<b>AK. Perf. Stand.</b>	<b>Outcome Target</b>
<b>Ref. Tag</b>	<b>Ref. Tag</b>	
		<i>Writes a one-page paper using all steps of the writing process to show proficiency of skills learned at previous levels and:</i>
<b>Process</b>		
W 6.1	W.8.10.4a	Uses the writing process independently to express ideas and revise own writing using a district approved writing guide.
W 6.2	W.8.10.4b	Produces and evaluates own and peer's writing using a writing rubric from 6 traits of writing.
W 6.3	W.8.10.5	Does not plagiarize: takes notes, cites sources, uses own words.
W 6.4	W.8.10.6	Uses technology and print resources to edit and revise writing.
<b>Ideas</b>		
W 6.5	E.A.1	Constructs a main idea statement using various strategies (clustering, listing, mapping, etc.).
W 6.6	W.8.10.2	Writes a formal letter (request, complaint, opinion), a special or invented poem, and a personal anecdote. <i>*Two selections will be collected and placed in student portfolio.</i>
<b>Organization</b>		
W 6.7	W.8.10.1	Writes a one page personal narrative and a one page biographical sketch.
W 6.8	W.8.10.1	Writes a 2-3 page, 3 resource classroom report using the writing process with an appropriate order of development and a works-cited page. (MLA)
<b>Voice</b>		
W 6.9	W.8.10.2	Writes using appropriate voice for topic and audience. * Uses a district rubric for 6 trait writing to determine appropriate voice.

<b>Word Choice</b>		
W 6.10	E.A.5	Uses appropriate language or content area words and phrases.
W 6.11	E.A.2	Uses various writing techniques to clarify writing (metaphor, simile, personification).
<b>Sentence Fluency</b>		
W 6.12	W.8.10.3a	Combine sentences using compound subjects and verbs, compound and complex sentences.
W 6.13	W.8.10.3a	Identifies fragments and complete sentences.
<b>Conventions</b>		
W 6.14	W.8.10.3b	Defines, identifies, and cites examples of prepositions, prepositional phrases, and interjections.
W 6.15	W.8.10.3b	Spells appropriate vocabulary words correctly in writing,
W 6.16	W.8.10.3b	Follows spelling rules at level of a district approved spelling series. (cvc, cvce)
W 6.17	W.8.10.3b	Uses quotation marks and underlining or italics when writing titles.
W 6.18	W.8.10.3b	Uses quotation marks correctly in dialogue.
W 6.19	W.8.10.5	Cites resources using title, author, publisher, and copyright date.
W 6.20	W.8.10.3b	Final draft is correct in capitalization, grammar and usage, punctuation, spelling, and paragraphing. (Revisions should include proofreading marks.)
W 6.21	W.8.10.3b	Uses appropriate, consistent verb tenses with subject verb agreement.
<b>Presentation</b>		
W 6.22	W.8.10.6	Follows district publishing guidelines. (font, size, spacing, cover page, etc.).
W 6.23	W.8.10.6	Uses word processing to create and edit all final publications.
W 6.24	E.A.5	Utilizes different methods of publishing. (on-line, posting, school paper, etc.).
W 6.25	W.8.10.6	Uses typography, spacing, margins, and graphic devices with a computer.
<b>Speech</b>		
W 6.26	E.A.4	Delivers informative, demonstrative, and persuasive presentations using three note cards.
W 6.27	E.A.4	Orally discusses personal writing with peers and/or teacher.
W 6.28	E.A.3	Shares own writing with class using proper presentation guidelines including volume, intonation and clarity.

## **Grade 7: Writing**

### Course Description:

Seventh grade English includes all four strands of language: reading, writing, listening, and speaking. English skills to be studied and applied include basic grammar, parts of speech, capitalization, punctuation, spelling, sentence structure, and paragraph structure. Student writing will be based upon personal experience, literature, and research. The writing process includes pre-writing, drafting, revising, editing, and publishing. Reading will include the introduction of literary elements of literature, the enhancement of comprehension skills, the application of literature to real-life situations, and the integration of reading, writing, speaking, and listening.

### Minimum Requirements:

Each student will:

1. Write and publish at least one of each type of essay listed below (type is mandatory, topic is suggested only). Two pieces and the district writing assessment will be placed in the student's portfolio
  - a. Expository: write a compare/contrast paper
  - b. Descriptive: write a description modeled after a required literary piece
  - c. Narrative: write a personal narrative autobiographical piece
  - d. Imaginative: write a poem and/or sonnet
  - e. Persuasive: write a three paragraph essay on the topic of your choice
2. Write a two-page biographical research paper, using at least three documented sources

### Speech:

1. Give a minimum of two speeches representing two of the five modes (expository, descriptive, narrative, imaginative and persuasive).

### CROSS-CURRICULAR CONNECTIONS:

Social Studies Connection: Pre-history to the Middle Ages  
Science Connection: Physical Science

<b>WRITING CURRICULUM</b>		
<b>LEVEL 7</b>		
<b><u>AEBSD</u></b>		
<b><u>Outcome Ref.</u></b>	<b><u>AK. Perf. Stand.</u></b>	<b><u>Outcome Target</u></b>
<b><u>Tag</u></b>	<b><u>Ref. Tag</u></b>	
		Uses skills learned at previous levels and:
<b>Process</b>		
W 7.1		Uses the writing process independently to express ideas.
W.7.2	W 11-14.3	Uses conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work.
W 7.2	W 11-14.4a	Evaluates own and peer writing using a rubric.
W 7.3	W 11-14.5	Takes notes from resources and arranges writing avoiding plagiarism.
W 7.4	W 11-14.6	Uses technology and print resources to edit and revise writing.
<b>Ideas</b>		
W 7.5	W 11-14.1	Writes prose which uses personal examples and adequate detail to create a clear picture for the reader.
W 7.6	W 11-14.1	Chooses a topic that is manageable.
W 7.7	W 11-14.2	Writes a historical account within the social studies curriculum.
W 7.8	W 11-14.2	Writes a 'how-to' paper within the science curriculum.
W 7.9		Writes and publishes a minimum of one each of the following types of papers:
		a. Expository
		b. Descriptive
		c. Narrative
		d. Imaginative
		e. Persuasive
		f. Biographical research paper
		<i>**Two pieces and the district writing assessment will be collected and placed in student portfolio.</i>
<b>Organization</b>		
W 7.10	W 11-14.1	Writes an introduction that engages the reader and includes a thesis statement.
W 7.11	W 11-14.1	Writes a conclusion that brings the topic to closure.

W 7.12	W 11-14.2	Writes five organized paragraphs about a single subject in fiction and nonfiction.
<b>Voice</b>		
W 7.13	W 11-14.2	Writes using appropriate voice in topic and audience.
<b>Word Choice</b>		
W 7.14	W 11-14.4a	Writes using vocabulary at or above grade level.
<b>Sentence Fluency</b>		
W 7.15	W 11-14.2	Uses sentences of varying length and structure with fluency which match the mood and purpose.
<b>Conventions</b>		
W 7.16	W 11-14.3	Spells common sight words at level.
W 7.17	W 11-14.3	Follows spelling rules at level.
W 7.18	W 11-14.4a	Edits for all conventions learned at previous levels.
W 7.19	W 11-14.5	Cites resources using MLA format.
<b>Presentation</b>		
W 7.20		Uses appropriate and effective font, size, and display in publication.
W 7.21		Uses graphics, graphs, illustrations, maps, tables, etc., to enhance reader's understanding.
<b>Speech</b>		
W 7.22	W 11-14.3	Uses the conventions of standard English.
W 7.23		Uses appropriate volume, intonation, and clarity when speaking to an audience.
W 7.24		Delivers a minimum of two speeches for specific purposes.
W 7.25		Evaluates the student's own speaking and that of others using a rubric.

## **Grade 8: Writing**

### Course Description:

Eighth grade English includes all four strands of language: reading, writing, listening, and speaking. This course emphasizes the writing process including pre-writing, writing, revising, editing, and publishing. Basic grammar, parts of speech spelling, sentence structure, paragraph structure, and study skills are studied and applied. Students will study basic literary terms and forms including the novel, the short story, drama, and poetry. Literature will be expanded in discussions, presentation, speaking, and writing. speaking, and listening.

### Minimum Requirements:

Each student will:

1. Write and publish at least one of each type of essay listed below (type is mandatory, topic is suggested only). Two pieces and the district writing assessment will be placed in the student's portfolio.
  - a. Expository: write a compare/contrast two heroes from the required literature
  - b. Descriptive: write a description of the physical setting from one of the stories in the required literature
  - c. Narrative: write about what you think your responsibilities are towards your fellow man in times of war/strife
  - d. Imaginative: write an essay discussing "courage under fire".
  - e. Persuasive: write a four paragraph essay on the topic of your choice
2. Write a three-page biographical research paper, using at least three documented sources

### Speech:

1. Give a minimum three speeches representing three of the five modes (expository, descriptive, narrative, imaginative and persuasive).

### CROSS-CURRICULAR CONNECTIONS:

Social Studies Connection: Renaissance through Modern Times (through WWII)

Science Connection: Life Science

<b>WRITING CURRICULUM</b>		
<b>LEVEL 8</b>		
	<b>AK. Perf. Stand. Ref. Tag</b>	<b>Outcome Target</b>
		Uses skills learned at previous levels and:
<b>Process</b>		
W 8.1		Uses the writing process independently to express ideas.
W 8.2	W 11-14.5	Takes notes from resources and arranges writing avoiding plagiarism.
W 8.3	W 11-14.6	Uses technology and print resources to edit and revise writing.
<b>Ideas</b>		
W 8.4	W 11-14.1	Presents a topic in a way that is original.
W 8.5	W 11-14.1	Chooses a topic that is manageable and appropriate.
W 8.6	W 11-14.1	Uses relevant details to enrich topic.
W 8.7	W 11-14.2	Writes a biography within the social studies curriculum.
W 8.8	W 11-14.2	Writes a comparison paper within the science curriculum.
W 8.9	W 11-14.2	Writes and publishes a minimum of one each of the following types of papers:
		a. Expository
		b. Descriptive
		c. Narrative
		d. Imaginative
		e. Persuasive
		f. Biographical research paper
		<i>**Two pieces and the district writing assessment will be collected and placed in student portfolio.</i>
<b>Organization</b>		
W 8.10	W 11-14.1	Writes five organized paragraphs about a single subject in fiction and nonfiction.
W 8.11	W 11-14.1	Writes an introduction that engages the reader and includes a thesis statement.
W 8.12	W 11-14.1	Writes a conclusion that brings the topic to closure.
W 8.13	W 11-14.2	Creates a piece of fiction that has a strong beginning, a climax, and a resolution.

<b>Voice</b>		
W 8.14	W 11-14.2	Writes using appropriate voice for topic and audience.
<b>Word Choice</b>		
W 8.15	W 11-14.4a	Writes using vocabulary at grade level.
W 8.16	W 11-14.4a	Writes using metaphor, simile, personification, and sensory detail.
<b>Sentence Fluency</b>		
W 8.17	W 11-14.2	Uses sentences of varying length and structure with fluency that match the mood and purpose.
<b>Conventions</b>		
W 8.18	W 11-14.3	Spells common sight words at level.
W 8.19	W 11-14.3	Follows spelling rules at level.
W 8.20	W 11-14.3	Edits for all conventions learned at previous levels.
W 8.21	W 11-14.3	Uses semicolons, colons, hyphens, and the dash.
W 8.22	W 11-14.3	Defines and identifies direct objects and indirect objects.
W 8.23	W 11-14.5	Cites resources using MLA format.
<b>Presentation</b>		
W 8.24		Uses appropriate and effective font, size, and display in publication.
W 8.25		Uses graphics, graphs, illustrations, maps, tables, etc., to enhance reader's understanding.
<b>Speech</b>		
W 8.26	W 11-14.3	Uses the conventions of standard English.
W 8.27		Uses appropriate volume, intonation, and clarity when speaking to an audience.
W 8.28		Delivers a minimum of three speeches for specific purposes.
W 8.29		Evaluates the student's own speaking and that of others using a rubric.

## **Grade 9: Writing**

### Course Description:

In this course, students will read several selections from assigned readings dealing with Northern Literature and other selected literature. In addition, students will write their own myths, practice public speaking or reading, learn appropriate vocabulary, and utilize writing. Students will discuss lifestyle and the pioneering spirit, become familiar with, and develop a sense of early Alaskan style.

### Minimum Requirements:

Each student will:

1. Write and publish at least one of each type of essay listed below (type is mandatory, topic is suggested only). Two pieces and the district writing assessment will be placed in the student's portfolio.
  - a. Expository: write a news article
  - b. Descriptive: write a description of what life might have been like before man had modern conveniences
  - c. Narrative: take the point of view of a struggling person lost and in need of help, and narrate an incident involving how you were taken in and helped in a community
  - d. Imaginative: write a myth
  - e. Persuasive: write a five paragraph essay about a controversial topic of the day
  - f. Functional: write a friendly letter
2. Write a three-page research/I-Search paper, using at least three documented sources. The topic choice could be the setting, author, or history from any of the required literature selections.

### Speech:

1. Give a minimum of four speeches representing four of the five modes (expository, descriptive, narrative, imaginative and persuasive). One speech must be developed from the information gathered while working on the research paper.

### CROSS-CURRICULAR CONNECTIONS:

Social Studies Connection: Alaska History/Geography

Science Connection: Physical Science

<b>WRITING CURRICULUM</b>		
<b>LEVEL 9</b>		
<b><u>AEBSD</u></b>		
<b><u>Outcome Ref. Tag</u></b>	<b><u>AK. Perf. Stand. Ref. Tag</u></b>	<b><u>Outcome Target</u></b>
		Uses skills learned at previous levels and:
<b>Process</b>		
W 9.1	W 15-18.4	Uses the writing process independently to express ideas, evaluate, and revise own writing.
W 9.2	W 15-18.4	Uses technology and printed resources to edit and revise writing.
W 9.3	W 15-18.5	Takes notes from resources and arranges writing avoiding plagiarism.
W 9.4		Creates and uses an outline.
<b>Ideas</b>		
W 9.5	W 15-18.1,2,3	Students will write and publish a minimum of one each of the following types of papers (written in English, Social Studies, Science, etc., when appropriate): a. Expository b. Descriptive c. Narrative d. Imaginative e. Persuasive f. Functional g. Research/I-Search paper  <i>** Two pieces and the district writing assessment will be collected and placed in student portfolio.</i>
<b>Organization</b>		
W 9.6	W 15-18.1	Uses all organization skills learned at previous levels.
<b>Voice</b>		
W 9.7	W 15-18.2	Uses appropriate voice for topic and audience.
W 9.8		Expresses personal style in writing.

<b>Word Choice</b>		
W 9.9	W 15-18.1	Uses appropriate and precise vocabulary for topic and audience.
<b>Sentence Fluency</b>		
W 9.10	W 15-18.1	Writes sentences of varying length and structure that match the mood and purpose.
<b>Conventions</b>		
W 9.11	W 15-18.3	Uses spelling, punctuation, and grammar rules from previous levels.
W 9.12	W 15-18.3	Edits for all conventions learned at previous levels.
W 9.13	W 15-18.5	Cites resources using MLA format.
<b>Presentation</b>		
W 9.14		Adjusts size and font of text for appropriate publication.
W 9.15		Uses graphics, illustrations, maps, tables, etc., to enhance reader's understanding.
<b>Speech</b>		
W 9.16	W 11-14.3	Uses the conventions of standard English.
W 9.17		Uses appropriate volume, intonation, and clarity when speaking to an audience.
W 9.18		Delivers a minimum of four speeches for specific purposes.
W 9.19		Evaluates the student's own speaking and that of others using a rubric.

## **Grade 10: Writing**

### Course Description:

In this course, students will become familiar with all forms of literature and several authors of contemporary literature. The students will study contemporary novels, novelists, short stories, poetry, and will provide the basis for adult recreational reading. Writing in this course will focus on contemporary issues and current events in the world. A broad selection of various genres of contemporary novels will be presented for students to explore.

### Minimum Requirements:

Each student will:

1. Write and publish at least one of each type of essay listed below to be placed in the student's portfolio (type is mandatory, topic is suggested only).
  - a. Expository: 1) write a poem, 2) write a lab report, 3) write an advertisement
  - b. Descriptive: write a description of a cultural event
  - c. Narrative: write a short story about being in the minority culture
  - d. Imaginative: write a story about an event involving outer space
  - e. Persuasive: write a five paragraph essay about a controversial topic of the day, attempting to persuade the reader to support one side
  - f. Functional: write a business letter
2. Write a four-page research paper, using at least four documented sources, on a current event.

### Speech:

1. Give a minimum of four speeches representing four of the five modes (expository, descriptive, narrative, imaginative and persuasive). One speech must be developed from the information gathered while working on the research paper.

### CROSS-CURRICULAR CONNECTIONS:

Social Studies Connection: World History

Science Connection: Biology

<b>WRITING CURRICULUM</b>		
<b>LEVEL 10</b>		
<b>AEBSD</b>		
<b>Outcome Ref. Tag</b>	<b>AK. Perf. Stand. Ref. Tag</b>	<b>Outcome Target</b>
		Uses skills learned at previous levels and:
<b>Process</b>		
W 10.1	W 15-18.4	Uses the writing process independently to express ideas, evaluate, and revise own writing.
W 10.2	W 15-18.4	Uses technology and printed resources to edit and revise writing.
W 10.3	W 15-18.5	Takes notes from resources and arranges writing avoiding plagiarism.
W 10.4		Creates and uses an outline.
<b>Ideas</b>		
W 10.5	W 15-18.1,2,3	Students will write and publish a minimum of one each of the following types of papers (written in English, Social Studies, Science, etc., when appropriate):
		a. Expository
		b. Descriptive
		c. Narrative
		d. Imaginative
		e. Persuasive
		f. Functional
		g. Research/I-Search paper
		<i>**Two pieces and the district writing assessment will be collected and placed in the student portfolio.</i>
<b>Organization</b>		
W 10.6	W 15-18.1	Uses all organization skills learned at previous levels.
<b>Voice</b>		
W 10.7	W 15-18.2	Uses appropriate voice for topic and audience.
W 10.8		Expresses personal style in writing.

<b>Sentence Fluency</b>		
W 10.9	W 15-18.1	Writes sentences of varying length and structure that match the mood and purpose.
<b>Conventions</b>		
W 10.10	W 15-18.1	Uses vocabulary appropriate and precise for topic and audience.
W 10.11	W 15-18.3	Uses spelling, punctuation, and grammar rules from previous levels.
W 10.12	W 15-18.3	Edits for all conventions learned at previous levels.
W 10.13	W 15-18.5	Cites resources using MLA format.
<b>Presentation</b>		
W 10.14		Adjusts size and font of text for appropriate publication.
W 10.15		Uses graphics, illustrations, maps, tables, etc., to enhance the reader's understanding.
<b>Speech</b>		
W 10.16	W 11-14.3	Uses the conventions of standard English.
W 10.17		Uses appropriate volume, intonation, and clarity when speaking to an audience.
W 10.18		Delivers a minimum of four speeches for specific purposes.
W 10.19		Evaluates the student's own speaking and that of others using a rubric.

## **Grade 11: Writing**

### Course Description:

In this course, students will read and discuss classic books and short selections written primarily by American authors. In addition, students will practice writing skills, including a critique, short story, and business letter, using appropriate vocabulary. The study of grammar will also be a focus. Students will be learning to make the inseparable connection between history and literature. They will also become familiar with famous American authors and their works, styles, contributions to literature, and of famous historic figures and their historic speeches and writing.

### Minimum Requirements:

Each student will:

1. Write and publish at least one of each type of essay listed below to be placed in the student's portfolio (type is mandatory, topic is suggested only).
  - a. Expository: write a paper which compares/contrasts two writers from different eras
  - b. Descriptive: write a paper using one of the required readings to create an historical perspective of the author's era
  - c. Narrative: write a short story about a character's future, what their life would be like and what happens to them after the book/story ends
  - d. Imaginative: write a short story about the decisions you would have made if you were in the position of one of the characters in the required readings
  - e. Persuasive: critique one of the required readings, and discuss why it would or would not make a good movie
  - f. Functional: 1) practice writing applications, 2) write a letter of intent/introduction
2. Write a four-page research paper, using at least four documented sources, on an historical event.

### Speech:

1. Give a minimum of four speeches representing four of the five modes (expository, descriptive, narrative, imaginative and persuasive). One speech must be developed from the information gathered while working on the research paper.

### CROSS-CURRICULAR CONNECTIONS:

Social Studies Connection: American Government/Current Events

<b>WRITING CURRICULUM</b>		
<b>LEVEL 11</b>		
<b>AEBSD</b>		
<b>Outcome Ref. Tag</b>	<b>AK. Perf. Stand. Ref. Tag</b>	<b>Outcome Target</b>
		Uses skills learned at previous levels and:
<b>Process</b>		
W 11.1	W 15-18.4	Uses the writing process independently to express ideas, evaluate, and revise own writing.
W 11.2	W 15-18.4	Uses technology and printed resources to edit and revise writing.
W 11.3	W 15-18.5	Takes notes from resources and arranges writing avoiding plagiarism.
W 11.4		Creates and uses an outline.
<b>Ideas</b>		
W 11.5	W 15-18.1,2,3	** Students will write and publish at least one piece from each of the following types of papers (written in English, Social Studies, Science, etc., when appropriate):
		a. Expository
		b. Descriptive
		c. Narrative
		d. Imaginative
		e. Persuasive
		f. Functional
		g. Research/I-Search paper
		** <i>Two pieces and the district writing assessment will be collected and placed in the student portfolio.</i>
<b>Organization</b>		
W 11.6	W 15-18.1	Uses all organization skills learned at previous levels.
<b>Voice</b>		
W 11.7	W 15-18.2	Uses appropriate voice for topic and audience.
W 11.8		Expresses personal style in writing.

<b>Word Choice</b>		
W 11.9	W 15-18.1	Uses appropriate and precise vocabulary for topic and audience.
<b>Sentence Fluency</b>		
W 11.10	W 15-18.1	Writes using sentences of varying length and structure that match the mood and purpose.
<b>Conventions</b>		
W 11.11	W 15-18.3	Uses spelling, punctuation, and grammar rules from previous levels.
W 11.12	W 15-18.3	Edits for all conventions learned at previous levels.
W 11.13	W 15-18.5	Cites resources using MLA format.
<b>Presentation</b>		
W 11.14		Publishes documents using appropriate layout.
W 11.15		Uses graphics, illustrations, maps, tables, etc., to enhance the reader's understanding.
<b>Speech</b>		
W 11.16	W 11-14.3	Uses the conventions of standard English.
W 11.17		Uses appropriate volume, intonation, and clarity when speaking to an audience.
W 11.18		Delivers a minimum of four speeches for specific purposes.
W 11.19		Evaluates the student's own speaking and that of others using a rubric.

## **Grade 12: Writing**

### Course Description:

In this course, students will read and discuss classic books and short selections written by authors from all over the world. In addition, students will practice writing skills, learn appropriate vocabulary, study grammar, and deliver speeches.

### Minimum Requirements:

Each student will:

1. Write and publish at least one of each type of essay listed below to be placed in the student's portfolio (type is mandatory, topic is suggested only).
  - a. Expository: write a position paper explaining why you feel the way you do about an issue
  - b. Descriptive: write a paper describing the setting/mood created in one of the required readings
  - c. Narrative: write a short story about what you hope your best friend accomplishes with his/her life
  - d. Imaginative: write a play
  - e. Persuasive: write a persuasive essay supporting an ethical issue a character in the required reading faced
  - f. Functional: write a resume
2. Write a five-page research paper, using at least five documented sources, on an issue involving more than one country in the world

### Speech:

1. Give a minimum of four speeches representing four of the five modes (expository, descriptive, narrative, imaginative and persuasive). One speech must be developed from the information gathered while working on the research paper.

<b>WRITING CURRICULUM</b>		
<b>LEVEL 12</b>		
<b><u>AEBSD</u></b>		
<b><u>Outcome Ref.</u></b>	<b><u>AK. Perf. Stand.</u></b>	<b><u>Outcome Target</u></b>
<b><u>Tag</u></b>	<b><u>Ref. Tag</u></b>	
		Uses skills learned at previous levels and:
<b>Process</b>		
W 12.1	W 15-18.4	Uses the writing process independently to express ideas, evaluate, and revise own writing.
W 12.2	W 15-18.4	Uses technology and printed resources to edit and revise writing.
W 12.3	W 15-18.5	Takes notes from resources and arranges writing avoiding plagiarism.
W 12.4		Creates and uses an outline.
<b>Ideas</b>		
W 12.5	W 15-18.1,2,3	** Students will write and publish a minimum of one of each of the following types of papers (written in English, Social Studies, Science, etc., when appropriate):
		a. Expository
		b. Descriptive
		c. Narrative
		d. Imaginative
		e. Persuasive
		f. Functional
		g. Research/I-Search paper
		** <i>Two pieces and the district writing assessment will be collected and placed in student portfolio.</i>
<b>Organization</b>		
W 12.6	W 15-18.1	Uses all organization skills learned at previous levels.

<b>Voice</b>		
W 12.7	W 15-18.2	Uses appropriate voice for topic and audience.
W 12.8		Expresses personal style in writing.
<b>Word Choice</b>		
W 12.9	W 15-18.1	Uses appropriate and precise vocabulary for topic and audience.
<b>Sentence Fluency</b>		
W 12.10	W 15-18.1	Writes using sentences of varying length and structure that match the mood and purpose.
<b>Conventions</b>		
W 12.11	W 15-18.3	Uses spelling, punctuation, and grammar rules from previous levels.
W 12.13	W 15-18.3	Edits for all conventions learned at previous levels.
W 12.12	W 15-18.5	Cites resources using MLA format.
<b>Presentation</b>		
W 12.14		Publishes documents using appropriate layout.
W 12.15		Uses graphics, illustrations, maps, tables, etc., to enhance the reader's understanding.
<b>Speech</b>		
W 12.16	W 11-14.3	Uses the conventions of standard English.
W 12.17		Uses appropriate volume, intonation, and clarity when speaking to an audience.
W 12.18		Delivers a minimum of four speeches for specific purposes.
W 12.19		Evaluates the student's own speaking and that of others using a rubric.