

Visions Unlimited Academy
Writing Curriculum Map
Kindergarten

Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. 2	Writing Process: Prewriting	How do I prepare to write? What is my idea?	Strand 1 Concept 1 PO1 generate ideas, PO2 draw pictures	Class participation, Writing Rubric	Mini lesson, class discussion, read aloud, draw together	Journals, pencil, paper, writing center, cross curricular topics
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. 3	Writing Process: Drafting	How do I get my ideas down on paper? How do I arrange what I am writing?	Strand 1 Concept 2 PO1 purposeful communication, PO2 group draft	Class participation, writing rubric	Shared writing, Writer's Workshop	Journals, pencil, paper, writing center, cross curricular topics
Revising includes evaluating and refining the rough draft for clarity and effectiveness 4	Writing Process: Revising	Does this draft say what you want it to say?	Strand 1 Concept 3 PO1 reread draft, PO2 add details	Class participation, group discussion, writing rubric	Teacher writing, class discussion, read aloud	paper, pencil, paper
Editing includes proofreading and correcting the draft for conventions 4	Writing Process: Editing	What errors do I find? Can I add anything? What happens if I don't edit?	Strand 1 Concept 4 PO1 find errors	Peer editing, group discussion, writing rubric	Class discussion, sample of teachers writing, edit teachers writing	paper, pencil, marking pens, chart paper, sentence strips, word journals, word walls, spelling dictionary, letter charts (alphabet), writing rubric

Publishing involves formatting and presenting a final product for the intended audience. 4	Writing Process: Publishing	How should I publish this? How am I going to illustrate this story?	Strand 1 Concept 5 PO1 share finished piece	Group discussions, writing rubric, viewing of published piece	Writers Celebration, class discussion, view teachers published piece	paper, pencil, marking pens, crayons, samples of illustrations
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. 3	Six Traits: Ideas and Content	Do my pictures match what I wrote? Does it make sense?	Strand 2 Concept 1 PO1 pictures to convey meaning, PO2 pictures used with symbols/text, PO3 labels, captions, descriptors w/ pictures	Six traits rubric, class participation, writing journal	Teacher demonstration, group discussion, mini lesson	Children books with illustration, paper, pencil, makers, crayons, samples of stories illustrated
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. 4	Six Traits: Organization	Do my illustrations and story match all the way through? Why do we write from left to right?	Strand 2 Concept 2 PO1 coordination of words & pictures, PO2 writes left to right and top to bottom, PO3 appropriate spacing	Six traits rubric, class participation, writing journal	Mini lesson, class discussion, group writing, teacher demonstration	Sentence strips, writing and listening centers, graphic organizers, writing chart for teacher modeling
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose. 4	Six Traits: Voice	Who am I writing this for? When and why?	Strand 2 Concept 3 PO1 personal style and originality	Six traits rubric, class participation, writing journal	Mini lesson, class discussion, group writing, teacher demonstration	Sentence strips, writing and listening centers, writing chart for teacher modeling

<p>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. 2</p>	<p>Six Traits: Word Choice</p>	<p>Does that sentence go with the picture? Are there any other words I could have used?</p>	<p>Strand 2 Concept 4 PO1 labels, captions, or descriptors to enhance, PO2 Use words, labels, or short phrases that clearly go with picture text.</p>	<p>Six traits rubric, class participation, writing journal</p>	<p>Mini lesson, class discussion, group writing, teacher demonstration</p>	<p>Word Walls, writing and listening centers, writing chart for teacher modeling, sample writing</p>
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. 4.</p>	<p>Six Traits: Fluency</p>	<p>Do the sentences in the story flow? Did student use a variety of sentences?</p>	<p>Strand 2 Concept 5 PO1 simple sentences</p>	<p>Six traits rubric, class participation, writing journal</p>	<p>Mini lesson, class discussion, group writing, teacher demonstration</p>	<p>sentence strips, writing and listening centers, writing chart for teacher modeling</p>
<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. 3</p>	<p>Six Traits: Conventions</p>	<p>Are the words at the beginning of the sentence capitalized? Are the words spelled right? What punctuation goes at the end of the sentence?</p>	<p>Strand 2 Concept 6 PO1 write 26 letters (upper & lower), PO2 distinguish between upper and lower case, PO3 capitalization, PO4 spacing, PO5 alignment, PO6 punctuation, PO7 spelling, PO8 use resources, PO9 write name</p>	<p>Six traits rubric, class participation, writing journal</p>	<p>Mini lesson, class discussion, group writing, teacher demonstration</p>	<p>Word Walls, writing and listening centers, writing chart for teacher modeling, dictionary</p>

<p>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events. 4</p>	<p>Writing Applications Expressive</p>	<p>Does your main idea match your story? Does your story follow a sequence?</p>	<p>Strand 3 Concept 1 PO1 create narratives, PO2 simple poetry, rhymes, songs, or chants</p>	<p>Writing Application Rubric, class participation, writing journal</p>	<p>Teacher demonstration, class discussion, mini lesson, read aloud</p>	<p>Journals, variety of poems, pencil, paper, writing center, cross curricular topics</p>
<p>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. 3</p>	<p>Writing Applications Expository</p>	<p>Does the summary match the data from ____? Do your captions match your illustrations?</p>	<p>Strand 3 Concept 2 PO1 labels, lists, observations, journals, summaries</p>	<p>Writing Application Rubric, class participation, writing journal</p>	<p>Samples, teacher demonstration, class discussion</p>	<p>Writing utensils, paper, writing center, charts and graphs, writing journal</p>

<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas. 3</p>	<p>Writing Applications Functional</p>	<p>Is the recipe in the right sequence? Who would you write a thank you note to? How would you take this data and turn it into a graph?</p>	<p>Strand 3 Concept 3 PO1 classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables, PO2 friendly letters & thank you notes</p>	<p>Writing Application Rubric, class participation, writing journal</p>	<p>Sample letters, instructions, recipes, teacher samples, class discussion</p>	<p>Paper, writing utensils, writing center, writing journal</p>
<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it. 4</p>	<p>Writing Applications Literary Response</p>	<p>What is a plot? Who are some of the characters? Where did this story take place? What do you think happens next?</p>	<p>Strand 3 Concept 5 PO1 group discussions of story elements, PO2 making connections,</p>	<p>Writing Application Rubric, class participation, writing journal</p>	<p>Class discussion, Teacher samples, writing journals</p>	<p>Writing utensils, paper, writing journals, chart paper</p>

<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product. 4</p>	<p>Writing Applications Research</p>	<p>What is the topic? What question are you asking? What did you find out? What is your conclusion?</p>	<p>Strand 3 Concept 6 PO1 simple class report</p>	<p>Writing Application Rubric, class participation, writing journal</p>	<p>Class discussion, read aloud, teacher demonstration</p>	<p>Writing utensils, paper, chart paper, writing journals</p>
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Visions Unlimited Academy
Writing Curriculum Map
Grade One

Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
<p>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</p>	<p>Writing Process: Prewriting</p>	<p>How do we organize yourself before writing?</p>	<p>Strand 1 Concept 1 PO1 brainstorming, webbing, drawing, writer's notebook, group discussion, PO2 draw pictures, PO3 webs, lists, maps; PO4 purpose, PO5 audience</p>	<p>Six Traits Writing Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons</p>	<p>chart paper, markers, writing utensils, <i>Teaching Young Writers</i></p>

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	Writing Process: Drafting	What have we learned about-- or What is a birthday party like? How can we get the ideas down?	Strand 1 Concept 2 PO1 write a draft	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons	chart paper, markers, writing utensils, <i>Teaching Young Writers</i>
Revising includes evaluating and refining the rough draft for clarity and effectiveness	Writing Process: Revising	Does this draft say what you want it to say?	Strand 1 Concept 3 PO1 reread draft, PO2 add details	Six Traits Writing Rubric, writing samples, published piece	Writer's workshop, mini lessons	chart paper, markers, writing utensils, <i>Teaching Young Writers</i>
Editing includes proofreading and correcting the draft for conventions	Writing Process: Editing	How can we help others who are reading your draft understand?	Strand 1 Concept 4 PO1 find errors	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons	chart paper, markers, writing utensils, <i>Teaching Young Writers</i>
Publishing involves formatting and presenting a final product for the intended audience.	Writing Process: Publishing	As authors, how can we put out the book (draft) that looks its very best?	Strand 1 Concept 5 PO1 rewrite & illustrate, PO2 write legibly	Six Traits Writing Rubric, writing samples, published pieces, checklist	Writer's workshop, mini lessons, writer's celebration	chart paper, markers, writing utensils, <i>Teaching Young Writers</i>
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	Six Traits: Ideas and Content	How do we know if this writing is complete and says what we want it to say?	Strand 2 Concept 1 PO1 stand alone text, PO2 details	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	Six Traits: Organization	How do writers make their sentences flow together and sound smooth?	Strand 2 Concept 2 PO1 sequence or patterns, PO2 beginning, PO3 multiple sentences to support main idea	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	Six Traits: Voice	Why do we write? Who are we writing for?	Strand 2 Concept 3 PO1 text is expressive, individualistic, engaging, and lively	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.	Six Traits: Word Choice	What words can we use to make our writing interesting?	Strand 2 Concept 4 PO1 select clear words for meaning, PO2 word variety, PO3 expressive or descriptive phrases and short sentences	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, read aloud texts, chart paper, markers, writing utensils; other words for said

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	Six Traits: Fluency	How do writers make their sentences flow together and sound smooth?	Strand 2 Concept 5 PO1 simple sentences	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	Six Traits: Conventions	What do reader's expect from a published piece that helps them understand?	Strand 2 Concept 6 PO1 alignment, spacing & title, PO2 capitalization, PO3 punctuation, PO4 high frequency words, PO5 spelling patterns, PO6 phonetic spelling, PO7 use resources, PO8 subject/ verb agreement, PO9 use nouns/ verbs correctly, PO10 put name on work	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events	Writing Applications Expressive	What is your reason for writing this piece?	Strand 3 Concept 1 PO1 create narratives, PO2 simple poetry, rhymes, songs, or chants	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils

<p>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p>	<p>Writing Applications Expository</p>		<p>Strand 3 Concept 2 PO1 labels, lists, observations, journals, PO2 simple summaries from informational texts, graphs, tables, or maps</p>	<p>Six Traits Writing Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, published pieces</p>	<p>big books, chart paper, markers, writing utensils</p>
<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p>Writing Applications Functional</p>	<p>What is your reason for writing this piece?</p>	<p>Strand 3 Concept 3 PO1 classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables, PO2 friendly letters & thank you notes</p>	<p>Six Traits Writing Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, published pieces</p>	<p>big books, chart paper, markers, writing utensils</p>

<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p>Writing Applications Literary Response</p>	<p>What is your purpose for writing this piece?</p>	<p>Strand 3 Concept 5 PO1 identify story elements, PO2 making connections,</p>	<p>Six Traits Writing Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, published pieces</p>	<p>big books, chart paper, markers, writing utensils</p>
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p>Writing Applications Research</p>	<p>How can we find out what we want to know to write this piece (after KWL)</p>	<p>Strand 3 Concept 6 PO1 simple report with a title & three facts, using informational sources</p>	<p>Six Traits Writing Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, published pieces</p>	<p>big books, chart paper, markers, writing utensils</p>

Visions Unlimited Academy
Writing Curriculum Map
Grade Two

Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
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Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	Writing Process: Prewriting	How do we organize ourself when writing?	Strand 1 Concept 1 PO1 brainstorming, webbing, drawing, writer's notebook, group discussion, PO2 purposes for writing, PO3 audience, PO4 record ideas	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons	chart paper, markers, writing utensils, <i>Teaching Young Writers</i>
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	Writing Process: Drafting	What have we learned about-- or What is a birthday party like? How can we get the ideas down?	Strand 1 Concept 2 PO1 write w/ details, PO2 organize details	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons	chart paper, markers, writing utensils, <i>Teaching Young Writers</i>
Revising includes evaluating and refining the rough draft for clarity and effectiveness	Writing Process: Revising	Does this draft say what you want it to say?	Strand 1 Concept 3 PO1 reread draft, PO2 add details, PO3 evaluate draft	Six Traits Writing Rubric, writing samples, published piece	Writer's workshop, mini lessons	chart paper, markers, writing utensils, <i>Teaching Young Writers</i>
Editing includes proofreading and correcting the draft for conventions	Writing Process: Editing	How can we help others who are reading your draft understand?	Strand 1 Concept 4 PO1 find errors, PO2 use resources to correct errors	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons	chart paper, markers, writing utensils, <i>Teaching Young Writers</i>

Publishing involves formatting and presenting a final product for the intended audience.	Writing Process: Publishing	As authors, how can we put out the book (draft) that looks its very best?	Strand 1 Concept 5 PO1 rewrite & illustrate, PO2 write legibly	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, writer's celebration	chart paper, markers, writing utensils, <i>Teaching Young Writers</i>
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	Six Traits: Ideas and Content	How do we know if this writing is complete and says what we want it to say?	Strand 2 Concept 1 PO1 stand alone text, PO2 relevant details	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	Six Traits: Organization	How do writers make their sentences flow together and sound smooth?	Strand 2 Concept 2 PO1 organize details for format, PO2 beginning and concluding statements, PO3 time order words, PO4 transition words, PO5 multiple sentences	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	Six Traits: Voice	Why do we write? Who are we writing for?	Strand 2 Concept 3 PO1 awareness of audience through words, PO2 text is expressive, individualistic, engaging & lively	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.	Six Traits: Word Choice	What words can we use to make our writing interesting?	Strand 2 Concept 4 PO1 words create a picture, PO2 word variety, PO3 expressive or descriptive phrases and short sentences	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, read aloud texts, chart paper, markers, writing utensils
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	Six Traits: Fluency	How do writers make their sentences flow together and sound smooth?	Strand 2 Concept 5 PO1 simple sentences, PO2 sentences flow together & sound natural, PO3 sentence beginnings & lengths	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	Six Traits: Conventions	What do reader's expect from a published piece that helps them understand?	Strand 2 Concept 6 PO1 capitalization, PO2 end punctuation, PO3 commas, PO4 colons, PO5 apostrophes, PO6 high frequency words, PO7 spelling patterns, PO8 phonetic spelling & syllabication, PO9 use resources, PO10 parts of speech, PO11 subject/verb agreement, PO12 name	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events	Writing Applications Expressive	What is your reason for writing this piece?	Strand 3 Concept 1 PO1 create narratives, PO2 simple poetry, rhymes, songs, or chants	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils
Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	Writing Applications Expository	What is your reason for writing this piece?	Strand 3 Concept 2 PO1 labels, lists, observations, journals, PO2 simple summaries from informational texts, graphs, tables, or maps	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils

<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p>Writing Applications Functional</p>	<p>What is your purpose for writing this piece?</p>	<p>Strand 3 Concept 3 PO1 classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables, PO2 friendly letters & thank you notes</p>	<p>Six Traits Writing Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, published pieces</p>	<p>big books, chart paper, markers, writing utensils</p>
<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p>Writing Applications Literary Response</p>	<p>What is your reason for writing this piece?</p>	<p>Strand 3 Concept 5 PO1 identify story elements, PO2 making connections</p>	<p>Six Traits Writing Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, published pieces</p>	<p>big books, chart paper, markers, writing utensils</p>

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.	Writing Applications Research	How can we find out what we want to know to write this piece (after KWL)	Strand 3 Concept 6 PO1 simple report with a title, main idea, & supporting details using informational sources	Six Traits Writing Rubric, writing samples, published pieces	Writer's workshop, mini lessons, published pieces	big books, chart paper, markers, writing utensils
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Visions Unlimited Academy
Writing Curriculum Map
Grade Three

Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	Writing Process: Prewriting	What steps to Writers follow?	Strand 1 Concept 1 PO1 generate ideas, PO2 purposes for writing, PO3 audience, PO4 organized plan, PO5 record ideas, PO6 time management	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons	big books, read aloud texts, chart paper, markers, writing utensils

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	Writing Process: Drafting	How do we develop a 'draft' by writing around a 'seed' idea?	Strand 1 Concept 2 PO1 use plan to draft, PO2 logical sequence	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons	big books, read aloud texts, chart paper, markers, writing utensils
Revising includes evaluating and refining the rough draft for clarity and effectiveness	Writing Process: Revising	Does this draft say what you want it to say?	Strand 1 Concept 3 PO1 evaluate for 6 traits, PO2 add details, PO3 rearrange, PO4 sentence fluency, PO5 word choice, PO6 use tools to refine, PO7 use resources	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons	big books, read aloud texts, chart paper, markers, writing utensils
Editing includes proofreading and correcting the draft for conventions	Writing Process: Editing	When you help your buddy with proofreading for punctuation what will you look for?	Strand 1 Concept 4 PO1 find errors, PO2 use resources to correct errors, PO3 proofreading marks, PO4 apply tools to edit	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons	big books, read aloud texts, chart paper, markers, writing utensils
Publishing involves formatting and presenting a final product for the intended audience.	Writing Process: Publishing	Tell me some thing you remember about how to present your published piece so the audience sees how good it is?	Strand 1 Concept 5 PO1 format appropriate for audience & purpose, PO2 share, PO3 margins & spacing, PO4 write legibly	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, writer's celebration	big books, read aloud texts, chart paper, markers, writing utensils

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	Six Traits: Ideas and Content	What traits to writer's have? What are traits?	Strand 2 Concept 1 PO1 clear, on topic ideas, PO2 relevant to audience & purpose, PO3 details support idea	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, writer's celebration	big books, read aloud texts, chart paper, markers, writing utensils
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	Six Traits: Organization	What are the parts of the story we've studied in reading that fit in with organizing this writing?	Strand 2 Concept 2 PO1 organize details for format, PO2 effective leads, PO3 details support idea, PO4 transition words, PO5 conclusion, PO6 paragraphing	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, writer's celebration	big books, read aloud texts, chart paper, markers, writing utensils
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.	Six Traits: Voice	How does a voice in a piece differ if we are writing a letter rather than a story?	Strand 2 Concept 3 PO1 awareness of audience through words, PO2 sense of originality, sincerity, liveliness, or humor	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, writer's celebration	big books, read aloud texts, chart paper, markers, writing utensils

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.	Six Traits: Word Choice	How does word choice affect a piece of writing? Can your reader form a picture in their mind?	Strand 2 Concept 4 PO1 words convey message, PO2 descriptive words & phrases, PO3 vocabulary & terminology, PO4 literal & figurative language	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, writer's celebration	big books, read aloud texts, chart paper, markers, writing utensils
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	Six Traits: Fluency	How does fluency affect a piece of writing? Does your piece sound smooth? Is your piece easy to read?	Strand 2 Concept 5 PO1 simple & compound sentences, PO2 sentences flow together & sound natural, PO3 vary beginning, length, & pattern	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, writer's celebration	big books, read aloud texts, chart paper, markers, writing utensils
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	Six Traits: Conventions	How do errors in conventions affect a piece of writing? What kinds of errors do we most worry about?	Strand 2 Concept 6 PO1 capitalization, PO2 end punctuation, PO3 commas, PO4 quotation marks PO5 colons, PO6 apostrophes, PO7 high frequency words, PO8 spelling patterns, PO9 homonyms, PO10 use resources, PO11 parts of speech, PO12 subject/verb agreement	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, writer's celebration	big books, read aloud texts, chart paper, markers, writing utensils

<p>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events</p>	<p>Writing Applications Expressive</p>	<p>What type of writing are you doing? What is your reason for writing this piece?</p>	<p>Strand 3 Concept 1 PO1 narrative based on imagined or real events, observations, or memories, PO2 expressive forms</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, writer's celebration</p>	<p>big books, read aloud texts, chart paper, markers, writing utensils</p>
<p>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</p>	<p>Writing Applications Expository</p>	<p>What type of writing are you doing? What is your reason for writing this piece?</p>	<p>Strand 3 Concept 2 PO1 observations, notes, lists, charts, map labels and legends, PO2 expository paragraph, PO3 expository forms</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, writer's celebration</p>	<p>big books, read aloud texts, chart paper, markers, writing utensils</p>

<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p>Writing Applications Functional</p>	<p>What type of writing are you doing? What is your reason for writing this piece?</p>	<p>Strand 3 Concept 3 PO1 recipes, labels, directions, procedures, graphs/tables, rubrics, PO2 thank you notes, letters, messages, invitations, PO3 address envelopes</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, writer's celebration</p>	<p>big books, read aloud texts, chart paper, markers, writing utensils</p>
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	<p>Writing Applications Persuasive</p>	<p>What type of writing are you doing? What is your reason for writing this piece?</p>	<p>Strand 3 Concept 4 PO1 text attempts to influence</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, writer's celebration</p>	<p>big books, read aloud texts, chart paper, markers, writing utensils</p>

<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p>Writing Applications Literary Response</p>	<p>What type of writing are you doing? What is your reason for writing this piece?</p>	<p>Strand 3 Concept 5 PO1 reflection to literature, PO2 book report, PO3 making connections</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, writer's celebration</p>	<p>big books, read aloud texts, chart paper, markers, writing utensils</p>
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p>Writing Applications Research</p>	<p>What type of writing are you doing? What is your reason for writing this piece?</p>	<p>Strand 3 Concept 6 PO1 paraphrase info from source, PO2 organize notes, PO3 informational report with main idea & supportive details</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, writer's celebration</p>	<p>big books, read aloud texts, chart paper, markers, writing utensils</p>

Visions Unlimited Academy
Curriculum Map
Writing Grade Four

Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
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Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. 1*	Writing Process: Prewriting	How does using the writing process help you as a writer? How can it make you a better writer? What do you want to write about?	Strand 1 Concept 1 PO1 generate ideas, PO2 purposes for writing, PO3 audience, PO4 organized plan, PO5 record ideas, PO6 time management	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. 1	Writing Process: Drafting	What type of format would be best for your purpose? Does your piece flow?	Strand 1 Concept 2 PO1 use plan to draft, PO2 logical sequence	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Revising includes evaluating and refining the rough draft for clarity and effectiveness 1	Writing Process: Revising	Does this draft say what you want it to say? What can you change, add or delete to make it sound better?	Strand 1 Concept 3 PO1 evaluate for 6 traits, PO2 add details, PO3 rearrange, PO4 sentence fluency, PO5 word choice, PO6 use tools to refine, PO7 use resources	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, play dough activity	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks, play dough, dictionary, thesaurus
Editing includes proofreading and correcting the draft for conventions 1	Writing Process: Editing	Is your piece error free? What errors do you need to correct using your editing checklist?	Strand 1 Concept 4 PO1 find errors, PO2 use resources to correct errors, PO3 proofreading marks, PO4 apply tools to edit	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, editing checklist	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks, dictionary, thesaurus
Publishing involves formatting and presenting a final product for the intended audience. 1	Writing Process: Publishing	Is your piece ready to share?	Strand 1 Concept 5 PO1 format appropriate for audience & purpose, PO2 share, PO3 margins & spacing, PO4 write legibly	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writer's celebration	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks

<p>Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. 1</p>	<p>Six Traits: Ideas and Content</p>	<p>How do your ideas enhance your piece? Do you have a clear message?</p>	<p>Strand 2 Concept 1 PO1 clear, on topic ideas, PO2 relevant to audience & purpose, PO3 details support idea</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers by Spandel, Using Picture Books to Teach Writing with the Traits (Scholastic), Trait Based Mini Lessons (Scholastic), student writing</i></p>
<p>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. 1</p>	<p>Six Traits: Organization</p>	<p>How does organization affect a piece of writing? How are you going to organize this piece? Does your lead bring your reader in? Do you have an effective ending?</p>	<p>Strand 2 Concept 2 PO1 structure, PO2 effective leads, PO3 details support idea, PO4 effective transitions, PO5 conclusion, PO6 paragraphing</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers by Spandel, Using Picture Books to Teach Writing with the Traits (Scholastic), Trait Based Mini Lessons (Scholastic), student writing</i></p>
<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose. 2</p>	<p>Six Traits: Voice</p>	<p>How does voice affect a piece of writing? When your piece is read aloud, does it sound like you?</p>	<p>Strand 2 Concept 3 PO1 awareness of audience through words, PO2 sense of originality, sincerity, liveliness, or humor, PO3 appropriate language for topic & purpose</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers by Spandel, Using Picture Books to Teach Writing with the Traits (Scholastic), Trait Based Mini Lessons (Scholastic), student writing</i></p>

<p>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. 2</p>	<p>Six Traits: Word Choice</p>	<p>How does word choice affect a piece of writing? Can your reader form a picture in their mind?</p>	<p>Strand 2 Concept 4 PO1 words convey message, PO2 descriptive words & phrases, PO3 vocabulary & terminology, PO4 literal & figurative language</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic, student writing, thesaurus</p>
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. 2</p>	<p>Six Traits: Fluency</p>	<p>How does fluency affect a piece of writing? Does your piece sound smooth? Is your piece easy to read?</p>	<p>Strand 2 Concept 5 PO1 simple & compound sentences, PO2 sentences flow together & sound natural, PO3 vary beginning, length, & pattern PO4 dialogue</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic, student writing</p>

<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. 1-4</p>	<p>Six Traits: Conventions</p>	<p>How do errors in conventions affect a piece of writing? Have you corrected any errors in capitalization, punctuation, grammar, and spelling?</p>	<p>Strand 2 Concept 6 PO1 capitalization, PO2 end punctuation, PO3 commas, PO4 quotation marks PO5 colons, PO6 apostrophes, PO7 high frequency words, PO8 spelling patterns, PO9 homonyms, PO10 use resources, PO11 paragraphing, PO12 parts of speech, PO13 subject/verb agreement</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers by Spandel, Using Picture Books to Teach Writing with the Traits (Scholastic), Trait Based Mini Lessons (Scholastic), student writing, editing checklist</i></p>
<p>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events 1</p>	<p>Writing Applications Expressive</p>	<p>How does expressive writing affect the author's message?</p>	<p>Strand 3 Concept 1 PO1 narrative based on imagined or real events, observations, or memories, PO2 expressive forms</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation</p>	<p><i>Teaching Students to Read Nonfiction (Scholastic), examples of expressive forms of writing</i></p>
<p>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. 2</p>	<p>Writing Applications Expository</p>	<p>How does expository writing differ from other types of writing? What is the purpose of this type of writing?</p>	<p>Strand 3 Concept 2 PO1 observations, notes, lists, charts, map labels and legends, PO2 expository paragraph, PO3 expository forms</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation, research project</p>	<p><i>Teaching Students to Read Nonfiction (Scholastic), examples of expository forms of writing, internet, reference materials</i></p>

<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas. 2</p>	<p>Writing Applications Functional</p>	<p>What is the purpose of this type of writing? Where do we find this type of writing in our everyday lives?</p>	<p>Strand 3 Concept 3 PO1 recipes, labels, directions, procedures, graphs/tables, rubrics, PO2 thank you notes, letters, messages, invitations, PO3 address envelopes</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of functional forms of writing, envelopes</p>
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action. 4</p>	<p>Writing Applications Persuasive</p>	<p>What is the purpose of this type of writing? What forms of influence can we see or hear?</p>	<p>Strand 3 Concept 4 PO1 text attempts to influence</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation, create advertisements for products</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of persuasive forms of writing</p>

<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it. 1</p>	<p>Writing Applications Literary Response</p>	<p>What did you think about this text? Can you make a connection with this text? How does this text compare to (another text)?</p>	<p>Strand 3 Concept 5 PO1 reflection to literature, PO2 book review, PO3 response demonstrates understanding</p>	<p>reading journal rubric</p>	<p>Writer's workshop, mini lessons, reader's workshop, guided reading group</p>	<p>read aloud texts, guided reading books, reading journals</p>
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product. 3</p>	<p>Writing Applications Research</p>	<p>What steps go into researching a topic? Why is it important to be organized?</p>	<p>Strand 3 Concept 6 PO1 paraphrase info from sources, PO2 organize notes, PO3 informational report with main idea & supportive details</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, research project</p>	<p>examples of informational reports, internet, reference materials</p>
<p>*Indicates quarter of focused instructional delivery.</p>						

Visions Unlimited Academy
Curriculum Map
Writing Grade Five

Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. 1*	Writing Process: Prewriting	How does using the writing process help you as a writer? How can it make you a better writer? What do you want to write about?	Strand 1 Concept 1 PO1 generate ideas, PO2 purposes for writing, PO3 audience, PO4 organized plan, PO5 record ideas, PO6 time management	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. 1	Writing Process: Drafting	What type of format would be best for your purpose? Does your piece flow?	Strand 1 Concept 2 PO1 use plan to draft, PO2 logical sequence	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Revising includes evaluating and refining the rough draft for clarity and effectiveness 1	Writing Process: Revising	Does this draft say what you want it to say? What can you change, add or delete to make it sound better?	Strand 1 Concept 3 PO1 evaluate for 6 traits, PO2 add details, PO3 rearrange, PO4 sentence fluency, PO5 word choice, PO6 use tools to refine, PO7 use resources	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, play dough activity	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks, play dough, dictionary, thesaurus
Editing includes proofreading and correcting the draft for conventions 1	Writing Process: Editing	Is your piece error free? What errors do you need to correct using your editing checklist?	Strand 1 Concept 4 PO1 find errors, PO2 use resources to correct errors, PO3 proofreading marks, PO4 apply tools to edit	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, editing checklist	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks, dictionary, thesaurus

<p>Publishing involves formatting and presenting a final product for the intended audience. 1</p>	<p>Writing Process: Publishing</p>	<p>Is your piece ready to share?</p>	<p>Strand 1 Concept 5 PO1 format appropriate for audience & purpose, PO2 share, PO3 margins & spacing, PO4 write legibly</p>	<p>Observation, published pieces, six trait rubric</p>	<p>20 day plan, mini lessons, writer's workshop, writer's celebration</p>	<p><i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks</p>
<p>Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. 1</p>	<p>Six Traits: Ideas and Content</p>	<p>How do your ideas enhance your piece? Do you have a clear message?</p>	<p>Strand 2 Concept 1 PO1 clear, on topic ideas, PO2 relevant to audience & purpose, PO3 details support idea</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>
<p>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. 1</p>	<p>Six Traits: Organization</p>	<p>How does organization affect a piece of writing? How are you going to organize this piece? Does your lead bring your reader in? Do you have an effective ending?</p>	<p>Strand 2 Concept 2 PO1 structure, PO2 effective leads, PO3 details support idea, PO4 effective transitions, PO5 conclusion, PO6 paragraphing</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>

<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose. 2</p>	<p>Six Traits: Voice</p>	<p>How does voice affect a piece of writing? When your piece is read aloud, does it sound like you?</p>	<p>Strand 2 Concept 3 PO1 awareness of audience through words, PO2 sense of originality, sincerity, liveliness, or humor, PO3 appropriate language for topic & purpose</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>
<p>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. 2</p>	<p>Six Traits: Word Choice</p>	<p>How does word choice affect a piece of writing? Can your reader form a picture in their mind?</p>	<p>Strand 2 Concept 4 PO1 words convey message, PO2 descriptive words & phrases, PO3 vocabulary & terminology, PO4 literal & figurative language</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing, thesaurus</p>
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. 2</p>	<p>Six Traits: Fluency</p>	<p>How does fluency affect a piece of writing? Does your piece sound smooth? Is your piece easy to read?</p>	<p>Strand 2 Concept 5 PO1 simple & compound sentences, PO2 sentences flow together & sound natural, PO3 vary beginning, length, & pattern PO4 dialogue</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>

<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. 1-4</p>	<p>Six Traits: Conventions</p>	<p>How do errors in conventions affect a piece of writing? Have you corrected any errors in capitalization, punctuation, grammar, and spelling?</p>	<p>Strand 2 Concept 6 PO1 capitalization, PO2 end punctuation, PO3 commas, PO4 quotation marks PO5 colons, PO6 apostrophes, PO7 high frequency words, PO8 spelling patterns, PO9 homonyms, PO10 use resources, PO11 paragraphing, PO12 parts of speech, PO13 subject/verb agreement</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers by Spandel, Using Picture Books to Teach Writing with the Traits (Scholastic), Trait Based Mini Lessons (Scholastic), student writing, editing checklist</i></p>
<p>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events 1</p>	<p>Writing Applications Expressive</p>	<p>How does expressive writing affect the author's message?</p>	<p>Strand 3 Concept 1 PO1 narrative based on imagined or real events, observations, or memories, PO2 expressive forms</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation</p>	<p><i>Teaching Students to Read Nonfiction (Scholastic), examples of expressive forms of writing</i></p>
<p>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. 2</p>	<p>Writing Applications Expository</p>	<p>How does expository writing differ from other types of writing? What is the purpose of this type of writing?</p>	<p>Strand 3 Concept 2 PO1 observations, notes, lists, charts, map labels and legends, PO2 expository paragraph, PO3 expository forms</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation, research project</p>	<p><i>Teaching Students to Read Nonfiction (Scholastic), examples of expository forms of writing, internet, reference materials</i></p>

<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas. 2</p>	<p>Writing Applications Functional</p>	<p>What is the purpose of this type of writing? Where do we find this type of writing in our everyday lives?</p>	<p>Strand 3 Concept 3 PO1 recipes, labels, directions, procedures, graphs/tables, rubrics, PO2 thank you notes, letters, messages, invitations, PO3 address envelopes</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of functional forms of writing, envelopes</p>
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action. 4</p>	<p>Writing Applications Persuasive</p>	<p>What is the purpose of this type of writing? What forms of influence can we see or hear?</p>	<p>Strand 3 Concept 4 PO1 text attempts to influence</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation, create advertisements for products</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of persuasive forms of writing</p>

<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it. 1</p>	<p>Writing Applications Literary Response</p>	<p>What did you think about this text? Can you make a connection with this text? How does this text compare to (another text)?</p>	<p>Strand 3 Concept 5 PO1 reflection to literature, PO2 book review, PO3 response demonstrates understanding</p>	<p>reading journal rubric</p>	<p>Writer's workshop, mini lessons, reader's workshop, guided reading group</p>	<p>read aloud texts, guided reading books, reading journals</p>
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product. 3</p>	<p>Writing Applications Research</p>	<p>What steps go into researching a topic? Why is it important to be organized?</p>	<p>Strand 3 Concept 6 PO1 paraphrase info from sources, PO2 organize notes, PO3 informational report with main idea & supportive details</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, research project</p>	<p>examples of informational reports, internet, reference materials</p>
<p>*Indicates quarter of focused instructional delivery.</p>						

Visions Unlimited Academy
Curriculum Map
Writing Grade Five

Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. 1*	Writing Process: Prewriting	How does using the writing process help you as a writer? How can it make you a better writer? What do you want to write about?	Strand 1 Concept 1 PO1 generate ideas, PO2 purposes for writing, PO3 audience, PO4 central idea, PO5 organizational strategies, PO6 record ideas, PO7 time management	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. 1	Writing Process: Drafting	What type of format would be best for your purpose? Does your piece flow?	Strand 1 Concept 2 PO1 use plan to draft, PO2 logical sequence	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Revising includes evaluating and refining the rough draft for clarity and effectiveness 1	Writing Process: Revising	Does this draft say what you want it to say? What can you change, add or delete to make it sound better?	Strand 1 Concept 3 PO1 evaluate for 6 traits, PO2 add details, PO3 deleting unneeded or irrelevant info, PO4 rearranging, PO5 transitions, PO6 sentence fluency, PO7 use tools to refine, PO8 use resources	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, play dough activity	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks, play dough, dictionary, thesaurus

Editing includes proofreading and correcting the draft for conventions 1	Writing Process: Editing	Is your piece error free? What errors do you need to correct using your editing checklist?	Strand 1 Concept 4 PO1 find errors, PO2 use resources to correct errors, PO3 proofreading marks, PO4 apply tools to edit	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, editing checklist	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks, dictionary, thesaurus
Publishing involves formatting and presenting a final product for the intended audience. 1	Writing Process: Publishing	Is your piece ready to share?	Strand 1 Concept 5 PO1 format appropriate for audience & purpose, PO2 margins & spacing, PO3 graphics when applicable PO4 write legibly	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writer's celebration	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. 1	Six Traits: Ideas and Content	How do your ideas enhance your piece? Do you have a clear message?	Strand 2 Concept 1 PO1 clear, focused ideas & details, PO2 relevant to audience & purpose, PO3 sufficient explanation or exploration of topic, PO4 originality	Six Trait Rubric, observation, published pieces	Writer's workshop, mini lessons, writing conferences	<i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. 1	Six Traits: Organization	How does organization affect a piece of writing? How are you going to organize this piece? Does your lead bring your reader in? Do you have an effective ending?	Strand 2 Concept 2 PO1 structure, PO2 effective leads, PO3 placement of details support idea, PO4 effective transitions, PO5 arrange sentences with an organizing principle, PO6 ending indicates resolution or closure	Six Trait Rubric, observation, published pieces	Writer's workshop, mini lessons, writing conferences	<i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing

<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose. 2</p>	<p>Six Traits: Voice</p>	<p>How does voice affect a piece of writing? When your piece is read aloud, does it sound like you?</p>	<p>Strand 2 Concept 3 PO1 awareness of audience through words, PO2 create identity through originality, sincerity, liveliness, or humor, PO3 appropriate language for topic & purpose, PO4 appropriate voice for audience & purpose</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>
<p>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. 2</p>	<p>Six Traits: Word Choice</p>	<p>How does word choice affect a piece of writing? Can your reader form a picture in their mind?</p>	<p>Strand 2 Concept 4 PO1 use accurate, specific, powerful words, PO2 words & phrases consistently support style & type of writing, PO3 original, varied, & natural vocabulary, PO4 literal & figurative language</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing, thesaurus</p>
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. 2</p>	<p>Six Traits: Fluency</p>	<p>How does fluency affect a piece of writing? Does your piece sound smooth? Is your piece easy to read?</p>	<p>Strand 2 Concept 5 PO1 simple & compound sentences, PO2 sentences flow together & sound natural, PO3 vary beginning, length, & pattern PO4 dialogue</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>

<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. 1-4</p>	<p>Six Traits: Conventions</p>	<p>How do errors in conventions affect a piece of writing? Have you corrected any errors in capitalization, punctuation, grammar, and spelling?</p>	<p>Strand 2 Concept 6 PO1 capitalization, PO2 commas, PO3 quotation marks, PO4 italics & underlining, PO5 colons, PO6 apostrophes, PO7 high frequency words, PO8 spelling patterns, PO9 homonyms, PO10 use resources, PO11 paragraphing, PO12 parts of speech, PO13 subject/verb agreement</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers by Spandel, Using Picture Books to Teach Writing with the Traits (Scholastic), Trait Based Mini Lessons (Scholastic), student writing, editing checklist</i></p>
<p>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events 1</p>	<p>Writing Applications Expressive</p>	<p>How does expressive writing affect the author's message?</p>	<p>Strand 3 Concept 1 PO1 narrative including engaging plot, effective characters, clear setting, dialogue, & figurative or descriptive language, PO2 variety of expressive forms</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation</p>	<p><i>Teaching Students to Read Nonfiction (Scholastic), examples of expressive forms of writing</i></p>
<p>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. 2</p>	<p>Writing Applications Expository</p>	<p>How does expository writing differ from other types of writing? What is the purpose of this type of writing?</p>	<p>Strand 3 Concept 2 PO1 observations, notes, lists, charts, map labels and legends, PO2 summary writing, PO3 process essay</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation, research project</p>	<p><i>Teaching Students to Read Nonfiction (Scholastic), examples of expository forms of writing, internet, reference materials</i></p>

<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas. 2</p>	<p>Writing Applications Functional</p>	<p>What is the purpose of this type of writing? Where do we find this type of writing in our everyday lives?</p>	<p>Strand 3 Concept 3 PO1 directions, recipes, procedures, rubrics, labels, posters, graphs/tables, PO2 correct friendly letter format, PO3 correct business letter format, PO4 address envelopes</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of functional forms of writing, envelopes</p>
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action. 4</p>	<p>Writing Applications Persuasive</p>	<p>What is the purpose of this type of writing? What forms of influence can we see or hear?</p>	<p>Strand 3 Concept 4 PO1 text has a controlling idea with support & evidence and includes persuasive techniques</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation, create advertisements for products</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of persuasive forms of writing</p>

<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it. 1</p>	<p>Writing Applications Literary Response</p>	<p>What did you think about this text? Can you make a connection with this text? How does this text compare to (another text)?</p>	<p>Strand 3 Concept 5 PO1 response includes several ideas, supports inferences & conclusions with textual evidence, relates self to ideas</p>	<p>reading journal rubric</p>	<p>Writer's workshop, mini lessons, reader's workshop, guided reading group</p>	<p>read aloud texts, guided reading books, reading journals</p>
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product. 3</p>	<p>Writing Applications Research</p>	<p>What steps go into researching a topic? Why is it important to be organized?</p>	<p>Strand 3 Concept 6 PO1 summarizes info from sources, PO2 informational report with focused topic, relevant facts & details, logical sequence, conclusion, & list of sources</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, research project</p>	<p>examples of informational reports, internet, reference materials</p>
<p>*Indicates quarter of focused instructional delivery.</p>						

Visions Unlimited Academy
Curriculum Map
Writing Grade Six

Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. 1*	Writing Process: Prewriting	How does using the writing process help you as a writer? How can it make you a better writer? What do you want to write about?	Strand 1 Concept 1 PO1 generate ideas, PO2 purposes for writing, PO3 audience, PO4 central idea, PO5 organizational strategies, PO6 record ideas, PO7 time management	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. 1	Writing Process: Drafting	What type of format would be best for your purpose? Does your piece flow?	Strand 1 Concept 2 PO1 use plan to draft, PO2 logical sequence	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Revising includes evaluating and refining the rough draft for clarity and effectiveness 1	Writing Process: Revising	Does this draft say what you want it to say? What can you change, add or delete to make it sound better?	Strand 1 Concept 3 PO1 evaluate for 6 traits, PO2 add details, PO3 deleting unneeded or irrelevant info, PO4 rearranging, PO5 transitions, PO6 sentence fluency, PO7 use tools to refine, PO8 use resources	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, play dough activity	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks, play dough, dictionary, thesaurus

Editing includes proofreading and correcting the draft for conventions. 1	Writing Process: Editing	Is your piece error free? What errors do you need to correct using your editing checklist?	Strand 1 Concept 4 PO1 find errors, PO2 use resources to correct errors, PO3 proofreading marks, PO4 apply tools to edit	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, editing checklist	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks, dictionary, thesaurus
Publishing involves formatting and presenting a final product for the intended audience. 1	Writing Process: Publishing	Is your piece ready to share?	Strand 1 Concept 5 PO1 format appropriate for audience & purpose, PO2 margins & spacing, PO3 graphics when applicable PO4 write legibly	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writer's celebration	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. 1	Six Traits: Ideas and Content	How do your ideas enhance your piece? Do you have a clear message?	Strand 2 Concept 1 PO1 clear, focused ideas & details, PO2 relevant to audience & purpose, PO3 sufficient explanation or exploration of topic, PO4 originality	Six Trait Rubric, observation, published pieces	Writer's workshop, mini lessons, writing conferences	<i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. 1	Six Traits: Organization	How does organization affect a piece of writing? How are you going to organize this piece? Does your lead bring your reader in? Do you have an effective ending?	Strand 2 Concept 2 PO1 structure, PO2 effective leads, PO3 placement of details support idea, PO4 effective transitions, PO5 arrange sentences with an organizing principle, PO6 ending indicates resolution or closure	Six Trait Rubric, observation, published pieces	Writer's workshop, mini lessons, writing conferences	<i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing

<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose. 2</p>	<p>Six Traits: Voice</p>	<p>How does voice affect a piece of writing? When your piece is read aloud, does it sound like you?</p>	<p>Strand 2 Concept 3 PO1 awareness of audience through words, PO2 create identity through originality, sincerity, liveliness, or humor, PO3 appropriate language for topic & purpose, PO4 appropriate voice for audience & purpose</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers by Spandel, Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>
<p>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. 2</p>	<p>Six Traits: Word Choice</p>	<p>How does word choice affect a piece of writing? Can your reader form a picture in their mind?</p>	<p>Strand 2 Concept 4 PO1 use accurate, specific, powerful words, PO2 words & phrases consistently support style & type of writing, PO3 original, varied, & natural vocabulary, PO4 literal & figurative language</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers by Spandel, Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing, thesaurus</p>
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. 2</p>	<p>Six Traits: Fluency</p>	<p>How does fluency affect a piece of writing? Does your piece sound smooth? Is your piece easy to read?</p>	<p>Strand 2 Concept 5 PO1 simple & compound sentences, PO2 sentences flow together & sound natural, PO3 vary beginning, length, & pattern PO4 dialogue</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers by Spandel, Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>

<p>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. 1-4</p>	<p>Six Traits: Conventions</p>	<p>How do errors in conventions affect a piece of writing? Have you corrected any errors in capitalization, punctuation, grammar, and spelling?</p>	<p>Strand 2 Concept 6 PO1 capitalization, PO2 commas, PO3 quotation marks, PO4 italics & underlining, PO5 colons, PO6 apostrophes, PO7 high frequency words, PO8 spelling patterns, PO9 homonyms, PO10 use resources, PO11 paragraphing, PO12 parts of speech, PO13 subject/verb agreement</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers by Spandel, Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing, editing checklist</p>
<p>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events 1</p>	<p>Writing Applications Expressive</p>	<p>How does expressive writing affect the author's message?</p>	<p>Strand 3 Concept 1 PO1 narrative including engaging plot, effective characters, clear setting, dialogue, & figurative or descriptive language, PO2 variety of expressive forms</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of expressive forms of writing</p>
<p>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. 2</p>	<p>Writing Applications Expository</p>	<p>How does expository writing differ from other types of writing? What is the purpose of this type of writing?</p>	<p>Strand 3 Concept 2 PO1 observations, notes, lists, charts, map labels and legends, PO2 summary writing, PO3 process essay</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation, research project</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of expository forms of writing, internet, reference materials</p>

<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas. 2</p>	<p>Writing Applications Functional</p>	<p>What is the purpose of this type of writing? Where do we find this type of writing in our everyday lives?</p>	<p>Strand 3 Concept 3 PO1 directions, recipes, procedures, rubrics, labels, posters, graphs/tables, PO2 correct friendly letter format, PO3 correct business letter format, PO4 address envelopes</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of functional forms of writing, envelopes</p>
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action. 4</p>	<p>Writing Applications Persuasive</p>	<p>What is the purpose of this type of writing? What forms of influence can we see or hear?</p>	<p>Strand 3 Concept 4 PO1 text has a controlling idea with support & evidence and includes persuasive techniques</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation, create advertisements for products</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of persuasive forms of writing</p>

<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it. 1</p>	<p>Writing Applications Literary Response</p>	<p>What did you think about this text? Can you make a connection with this text? How does this text compare to (another text)?</p>	<p>Strand 3 Concept 5 PO1 response includes several ideas, supports inferences & conclusions with textual evidence, relates self to ideas</p>	<p>reading journal rubric</p>	<p>Writer's workshop, mini lessons, reader's workshop, guided reading group</p>	<p>read aloud texts, guided reading books, reading journals</p>
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product. 3</p>	<p>Writing Applications Research</p>	<p>What steps go into researching a topic? Why is it important to be organized?</p>	<p>Strand 3 Concept 6 PO1 summarizes info from sources, PO2 informational report with focused topic, relevant facts & details, logical sequence, conclusion, & list of sources</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, research project</p>	<p>examples of informational reports, internet, reference materials</p>
<p>*Indicates quarter of focused instructional delivery.</p>						

Visions Unlimited Academy
Grade Seven

Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	Writing Process: Prewriting	How does using the writing process help you as a writer? How can it make you a better writer? What do you want to write about?	Strand 1 Concept 1 PO1 generate ideas, PO2 purposes for writing, PO3 audience, PO4 central idea, PO5 organizational strategies, PO6 record ideas, PO7 time management	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop	<i>Lessons that Change Writers by Nancy Atwell</i> ; writer's notebooks
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	Writing Process: Drafting	What type of format would be best for your purpose? Does your piece flow?	Strand 1 Concept 2 PO1 use plan to draft, PO2 logical sequence	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Revising includes evaluating and refining the rough draft for clarity and effectiveness	Writing Process: Revising	Does this draft say what you want it to say? What can you change, add or delete to make it sound better?	Strand 1 Concept 3 PO1 evaluate for 6 traits, PO2 add details, PO3 deleting unneeded or irrelevant info, PO4 rearranging, PO5 transitions, PO6 sentence fluency, PO7 use tools to refine, PO8 use resources	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, play dough activity	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks, play dough, dictionary, thesaurus

Editing includes proofreading and correcting the draft for conventions	Writing Process: Editing	Is your piece error free? What errors do you need to correct using your editing checklist?	Strand 1 Concept 4 PO1 find errors, PO2 use resources to correct errors, PO3 proofreading marks, PO4 apply tools to edit	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, editing checklist	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks, dictionary, thesaurus
Publishing involves formatting and presenting a final product for the intended audience.	Writing Process: Publishing	Is your piece ready to share?	Strand 1 Concept 5 PO1 format appropriate for audience & purpose, PO2 margins & spacing, PO3 graphics when applicable PO4 write legibly	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writer's celebration	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	Six Traits: Ideas and Content	How do your ideas enhance your piece? Do you have a clear message?	Strand 2 Concept 1 PO1 clear, focused ideas & details, PO2 relevant to audience & purpose, PO3 sufficient explanation or exploration of topic, PO4 originality	Six Trait Rubric, observation, published pieces	Writer's workshop, mini lessons, writing conferences	<i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	Six Traits: Organization	How does organization affect a piece of writing? How are you going to organize this piece? Does your lead bring your reader in? Do you have an effective ending?	Strand 2 Concept 2 PO1 structure, PO2 effective leads, PO3 placement of details support idea, PO4 effective transitions, PO5 arrange sentences with an organizing principle, PO6 ending indicates resolution or closure	Six Trait Rubric, observation, published pieces	Writer's workshop, mini lessons, writing conferences	<i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing

<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	<p>Six Traits: Voice</p>	<p>How does voice affect a piece of writing? When your piece is read aloud, does it sound like you?</p>	<p>Strand 2 Concept 3 PO1 awareness of audience through word choice, style, & appropriate connection or distance, PO2 create identity through originality, sincerity, liveliness, or humor, PO3 appropriate language for topic & purpose, PO4 appropriate voice for audience & purpose</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>
<p>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>	<p>Six Traits: Word Choice</p>	<p>How does word choice affect a piece of writing? Can your reader form a picture in their mind?</p>	<p>Strand 2 Concept 4 PO1 use accurate, specific, powerful words, PO2 words consistently support style & type of writing, PO3 original, varied, & natural vocabulary, PO4 literal & figurative language</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing, thesaurus</p>
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	<p>Six Traits: Fluency</p>	<p>How does fluency affect a piece of writing? Does your piece sound smooth? Is your piece easy to read?</p>	<p>Strand 2 Concept 5 PO1 simple, compound, & complex sentences, PO2 sentences flow together & sound natural, PO3 vary beginning, length, & pattern PO4 dialogue</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	Six Traits: Conventions	How do errors in conventions affect a piece of writing? Have you corrected any errors in capitalization, punctuation, grammar, and spelling?	Strand 2 Concept 6 PO1 capitalization, PO2 commas, PO3 quotation marks, PO4 italics & underlining, PO5 colons, PO6 apostrophes, PO7 high frequency words, PO8 spelling patterns, PO9 homonyms, PO10 use resources, PO11 paragraphing, PO12 parts of speech, PO13 subject/verb agreement	Six Trait Rubric, observation, published pieces	Writer's workshop, mini lessons, writing conferences	<i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing, editing checklist
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events	Writing Applications Expressive	How does expressive writing affect the author's message?	Strand 3 Concept 1 PO1 narrative including engaging plot, effective characters, clear setting, dialogue, & figurative or descriptive language, PO2 variety of expressive forms	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, observation	<i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of expressive forms of writing
Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	Writing Applications Expository	How does expository writing differ from other types of writing? What is the purpose of this type of writing?	Strand 3 Concept 2 PO1 observations, notes, lists, charts, map labels and legends, PO2 summary writing, PO3 process essay	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, observation, research project	<i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of expository forms of writing, internet, reference materials

<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p>Writing Applications Functional</p>	<p>What is the purpose of this type of writing? Where do we find this type of writing in our everyday lives?</p>	<p>Strand 3 Concept 3 PO1 directions, recipes, procedures, rubrics, labels, posters, graphs/tables, PO2 correct friendly letter format, PO3 correct business letter format, PO4 address envelopes</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of functional forms of writing, envelopes</p>
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	<p>Writing Applications Persuasive</p>	<p>What is the purpose of this type of writing? What forms of influence can we see or hear?</p>	<p>Strand 3 Concept 4 PO1 text has a controlling idea with support & evidence, includes persuasive techniques, and uses sources</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation, create advertisements for products</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of persuasive forms of writing</p>

<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p>Writing Applications Literary Response</p>	<p>What did you think about this text? Can you make a connection with this text? How does this text compare to (another text)?</p>	<p>Strand 3 Concept 5 PO1 response includes several ideas, supports inferences & conclusions with textual evidence, relates self to ideas</p>	<p>reading journal rubric</p>	<p>Writer's workshop, mini lessons, reader's workshop, guided reading group</p>	<p>read aloud texts, guided reading books, reading journals</p>
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p>Writing Applications Research</p>	<p>What steps go into researching a topic? Why is it important to be organized?</p>	<p>Strand 3 Concept 6 PO1 summarizes info from sources, PO2 informational report with focused topic, relevant facts & details, logical sequence, conclusion, & list of sources</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, research project</p>	<p>examples of informational reports, internet, reference materials</p>

Visions Unlimited Academy
Math Grade Eight

Arizona Standard	Unit Name	Essential Questions	Content/ Skills	Assessment	Instructional Strategies	Resources
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Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	Writing Process: Prewriting	How does using something like a web help you organize your thoughts? How can it make you a faster or better writer?	Strand 1 Concept 1 PO1 generate ideas, PO2 purposes for writing, PO3 audience, PO4 central idea, PO5 organizational strategies, PO6 record ideas, PO7 time management	Observation, published pieces, anchor chart, six trait rubric	20 day plan, mini lessons, writer's workshop	<i>Lessons that Change Writers by Nancy Atwell</i> , writer's notebooks
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	Writing Process: Drafting	What type of pre writing format would be best for your purpose? Does your piece flow?	Strand 1 Concept 2 PO1 use plan to draft, PO2 logical sequence	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences	Lessons that Change Writers by Nancy Atwell, writer's notebooks
Revising includes evaluating and refining the rough draft for clarity and effectiveness	Writing Process: Revising	What can you change, add or delete to make it flow or sound more smooth?	Strand 1 Concept 3 PO1 evaluate for 6 traits, PO2 add details, PO3 deleting unneeded or irrelevant info, PO4 rearranging, PO5 transitions, PO6 sentence fluency, PO7 use tools to refine, PO8 use resources	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, play dough activity	<i>Lessons that Change Writers by Nancy Atwell</i> , writer's notebooks, play dough, dictionary, thesaurus
Editing includes proofreading and correcting the draft for conventions	Writing Process: Editing	Is your piece error free? What errors do you need to correct using your editing checklist?	Strand 1 Concept 4 PO1 find errors, PO2 use resources to correct errors, PO3 proofreading marks, PO4 apply tools to edit	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writing conferences, editing checklist	<i>Lessons that Change Writers by Nancy Atwell</i> , writer's notebooks, dictionary, thesaurus

Publishing involves formatting and presenting a final product for the intended audience.	Writing Process: Publishing	Is your piece ready to share with other classes or to put on the internet?	Strand 1 Concept 5 PO1 format appropriate for audience & purpose, PO2 margins & spacing, PO3 graphics when applicable PO4 write legibly	Observation, published pieces, six trait rubric	20 day plan, mini lessons, writer's workshop, writer's celebration	<i>Units of Study for Teaching Writing 3-5</i> by Calkins, writer's notebooks
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	Six Traits: Ideas and Content	How do your ideas enhance your piece? Do you have a clear message?	Strand 2 Concept 1 PO1 clear, focused ideas & details, PO2 relevant to audience & purpose, PO3 sufficient explanation or exploration of topic, PO4 originality	Six Trait Rubric, observation, published pieces	Writer's workshop, mini lessons, writing conferences	<i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	Six Traits: Organization	How does organization affect a piece of writing? How are you going to organize this piece? Does your lead bring your reader in? Do you have an effective ending?	Strand 2 Concept 2 PO1 structure, PO2 effective leads, PO3 placement of details support idea, PO4 effective transitions, PO5 arrange sentences with an organizing principle, PO6 ending indicates resolution or closure	Six Trait Rubric, observation, published pieces	Writer's workshop, mini lessons, writing conferences	<i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing

<p>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	<p>Six Traits: Voice</p>	<p>How does voice affect a piece of writing? When your piece is read aloud, does it sound like you?</p>	<p>Strand 2 Concept 3 PO1 awareness of audience through word choice, style, & appropriate connection or distance, PO2 create identity through originality, sincerity, liveliness, or humor, PO3 appropriate language for topic & purpose, PO4 appropriate voice for audience & purpose</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>
<p>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>	<p>Six Traits: Word Choice</p>	<p>How does word choice affect a piece of writing? Can your reader form a picture in their mind?</p>	<p>Strand 2 Concept 4 PO1 use accurate, specific, powerful words, PO2 words consistently support style & type of writing, PO3 original, varied, & natural vocabulary, PO4 literal & figurative language</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing, thesaurus</p>
<p>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</p>	<p>Six Traits: Fluency</p>	<p>How does fluency affect a piece of writing? Does your piece sound smooth? Is your piece easy to read?</p>	<p>Strand 2 Concept 5 PO1 simple, compound, & complex sentences, PO2 sentences flow together & sound natural, PO3 vary beginning, length, & pattern PO4 dialogue</p>	<p>Six Trait Rubric, observation, published pieces</p>	<p>Writer's workshop, mini lessons, writing conferences</p>	<p><i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing</p>

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	Six Traits: Conventions	How do errors in conventions affect a piece of writing? Have you corrected any errors in capitalization, punctuation, grammar, and spelling?	Strand 2 Concept 6 PO1 capitalization, PO2 commas, PO3 quotation marks, PO4 italics & underlining, PO5 colons, PO6 apostrophes, PO7 high frequency words, PO8 spelling patterns, PO9 homonyms, PO10 use resources, PO11 paragraphing, PO12 parts of speech, PO13 subject/verb agreement	Six Trait Rubric, observation, published pieces	Writer's workshop, mini lessons, writing conferences	<i>Creating Writers</i> by Spandel, <i>Using Picture Books to Teach Writing with the Traits</i> (Scholastic), <i>Trait Based Mini Lessons</i> (Scholastic), student writing, editing checklist
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events	Writing Applications Expressive	How does expressive writing affect the author's message?	Strand 3 Concept 1 PO1 narrative including engaging plot, effective characters, clear setting, dialogue, & figurative or descriptive language, PO2 variety of expressive forms	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, observation	<i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of expressive forms of writing
Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.	Writing Applications Expository	How does expository writing differ from other types of writing? What is the purpose of this type of writing?	Strand 3 Concept 2 PO1 observations, notes, lists, charts, map labels and legends, PO2 summary writing, PO3 explanatory essay	Six Trait Rubric, writing samples, published pieces	Writer's workshop, mini lessons, observation, research project	<i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of expository forms of writing, internet, reference materials

<p>Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	<p>Writing Applications Functional</p>	<p>What is the purpose of this type of writing? Where do we find this type of writing in our everyday lives?</p>	<p>Strand 3 Concept 3 PO1 directions, recipes, procedures, rubrics, labels, posters, graphs/tables, PO2 correct friendly letter format, PO3 correct business letter format, PO4 address envelopes</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of functional forms of writing, envelopes</p>
<p>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	<p>Writing Applications Persuasive</p>	<p>What is the purpose of this type of writing? What forms of influence can we see or hear?</p>	<p>Strand 3 Concept 4 PO1 text has a controlling idea with support & evidence, includes persuasive techniques, and uses sources</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, observation, create advertisements for products</p>	<p><i>Teaching Students to Read Nonfiction</i> (Scholastic), examples of persuasive forms of writing</p>

<p>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</p>	<p>Writing Applications Literary Response</p>	<p>What did you think about this text? Can you make a connection with this text? How does this text compare to (another text)?</p>	<p>Strand 3 Concept 5 PO1 response includes several ideas, supports inferences & conclusions with textual evidence, relates self to ideas, and provides support adequate to the literary selection</p>	<p>reading journal rubric</p>	<p>Writer's workshop, mini lessons, reader's workshop, guided reading group</p>	<p>read aloud texts, guided reading books, reading journals</p>
<p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	<p>Writing Applications Research</p>	<p>What steps go into researching a topic? Why is it important to be organized?</p>	<p>Strand 3 Concept 6 PO1 summarizes info from sources, PO2 informational report with focused topic, relevant facts & details, logical sequence, conclusion, & list of sources</p>	<p>Six Trait Rubric, writing samples, published pieces</p>	<p>Writer's workshop, mini lessons, research project</p>	<p>examples of informational reports, internet, reference materials</p>