

**LANGUAGE ARTS Strand: Writing & Language**

<p><b>Genre: Text Types</b></p> <p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>-Introduce topic or text/State opinion</li> <li>- Logically group ideas to support purpose</li> <li>-Support ideas with facts and details</li> <li>- Link opinion and reasons using words, phrases &amp; clauses</li> <li>- Provide concluding statement or section</li> </ul> <p><b>Informative/Explanatory</b></p> <ul style="list-style-type: none"> <li>-Introduce Topic/Provide general observations and focus</li> <li>-Logically group related information</li> <li>-Develop topic with facts, definitions and details</li> <li>-Link ideas within and across categories using phrases or clauses</li> <li>-Include an anecdote</li> <li>-Explain your topic by using domain specific language and vocabulary</li> <li>-Provide concluding Statement or Section</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>-Establish a situation/introduce narrator or characters.</li> <li>-Include story elements(develop setting, main character, plot, theme, resolve the plot)</li> <li>- Organize event sequence that unfolds naturally, using transitional words, phrases and clauses</li> <li>-Use narrative techniques (i.e.: dialogue, or responses of characters to situations)</li> <li>-Use precise concrete words/phrases and sensory details/imagery to describe events</li> <li>-Provide a conclusion that follows the narrated experiences or events</li> </ul> <p><b>Research:</b></p> <ul style="list-style-type: none"> <li>-Conduct research using several sources (print or digital) to gather information on a topic</li> <li>-Summarize or paraphrase information</li> <li>-Provide a list of sources</li> </ul>	<p><b>Process:</b></p> <p><b>Prewrite/Plan:</b></p> <ul style="list-style-type: none"> <li>_ Generate a List</li> <li>_ Timeline</li> <li>_Graphic Organizer or Sketch</li> </ul> <p><b>Draft:</b></p> <ul style="list-style-type: none"> <li>_ Write to explain/give an opinion</li> <li>_ Write what happened</li> </ul> <p><b>Revise Based on Questions &amp; Suggestions:</b></p> <ul style="list-style-type: none"> <li>_Add another word</li> <li>_Add descriptive words: adjective/adverb</li> <li>_Use precise vocabulary</li> <li>_Add more information/details/facts</li> <li>_Substitute synonyms, sentences</li> <li>_Replacing weak and repetitive transitions (ex., then. . .and then)</li> <li>_Delete extraneous information</li> <li>_Repeated words</li> <li>_Extra words</li> <li>_Dialogue that does not advance plot</li> <li>_Reorder information</li> </ul> <p><b>Edit:</b></p> <ul style="list-style-type: none"> <li>_Grammar</li> <li>_Conventions</li> </ul> <p><b>Publish:</b></p> <ul style="list-style-type: none"> <li>_ Individual Book or Class Project</li> <li>_ Portfolio</li> <li>_ PowerPoint /Video</li> </ul>	<p><b>Targeted Skills:</b></p> <p><b>Organizing</b></p> <ul style="list-style-type: none"> <li>_ Clump Details</li> <li>_Sequencing (BME) Transitions</li> </ul> <p><b>Orient the reader:</b></p> <ul style="list-style-type: none"> <li>_Introduce topic/State Opinion (<b>Opinion</b>)</li> <li>_Introduce topic/Observation and Focus (<b>Inform./Explan.</b>)</li> <li>_Establish a Situation/Intro. Characters or Narrator (<b>Narrative</b>)</li> <li>_Introduce topic (<b>Research</b>)</li> </ul> <p><i>_Beginnings (Address the reader, Definitions, Establish Relevance to the Reader, Exclamation, Onomatopoeia/verb)</i></p> <p><i>_Endings (Tell what was learned or accomplished, Feeling/ Reaction, Universal word, Remind reader of important point, Advice to the reader , Circle back to the hook)</i></p> <li>_Clincher</li> <p><b>Composing/Literary Skills:</b></p> <ul style="list-style-type: none"> <li>_Strong Verbs</li> <li>_Descriptive Attributes-color, #, size, age, shape, movement, habitat, composition (wooden), taste, temperature, texture etc.</li> <li>_Specificity -use names for people &amp; pets</li> <li>_Comparisons-metaphors, analogies, simile, personifications, <i>It reminds me of, -er, est</i></li> <li>_Figures of Speech -idioms, alliteration, onomatopoeia, hyperbole</li> <li>_Sentence Variation (?,!,,.)</li> <li>_Elaborations</li> <li>_Supporting Details</li> <li>_Voice</li> <li>_Point of View</li> <li>_Dialogue</li> <li>_Dialogue Tags</li> <li>_Internal transitions (progression)</li> </ul>	<p><b>Language Standards</b></p> <table border="1"> <tr> <td> <p><b>Grammar/Usage</b></p> <ul style="list-style-type: none"> <li>_Noun &amp; Verbs</li> <li>_Plural regular nouns</li> <li>_Proper Nouns</li> <li>_Possessive nouns</li> <li>_Personal, possessive &amp; indefinite pronouns</li> <li>_Prepositions (during, beyond, toward)</li> <li>_Composing &amp; Expanding Simple &amp; Compound Sentences</li> <li>_Verb Tense</li> <li>_ Frequently occurring adjectives</li> <li>_ Frequently occurring conjunctions (and, but, or, so, because)</li> </ul> </td> <td> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>_Indent</li> <li>_Complete Sentences</li> <li>_Paragraphing</li> <li>_Consistent point of view (I vs they)</li> <li>_Consistent tense</li> <li>_Underlining or italicizing book titles</li> <li><b>Punctuation</b></li> <li>_Period, Exclamation, Question, Apostrophes</li> <li>_Colons</li> <li>_Commas-dates, series</li> <li>_Quotation Marks (Dialogue)</li> <li>_Subject/Verb Agreement</li> <li>_Pronouns/Antecedent</li> <li><b>Capitalize</b></li> <li>_Proper Nouns</li> <li><b>Spell</b></li> <li>_High Frequency words</li> <li>_Class Word Bank</li> </ul> </td> </tr> </table>		<p><b>Grammar/Usage</b></p> <ul style="list-style-type: none"> <li>_Noun &amp; Verbs</li> <li>_Plural regular nouns</li> <li>_Proper Nouns</li> <li>_Possessive nouns</li> <li>_Personal, possessive &amp; indefinite pronouns</li> <li>_Prepositions (during, beyond, toward)</li> <li>_Composing &amp; Expanding Simple &amp; Compound Sentences</li> <li>_Verb Tense</li> <li>_ Frequently occurring adjectives</li> <li>_ Frequently occurring conjunctions (and, but, or, so, because)</li> </ul>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>_Indent</li> <li>_Complete Sentences</li> <li>_Paragraphing</li> <li>_Consistent point of view (I vs they)</li> <li>_Consistent tense</li> <li>_Underlining or italicizing book titles</li> <li><b>Punctuation</b></li> <li>_Period, Exclamation, Question, Apostrophes</li> <li>_Colons</li> <li>_Commas-dates, series</li> <li>_Quotation Marks (Dialogue)</li> <li>_Subject/Verb Agreement</li> <li>_Pronouns/Antecedent</li> <li><b>Capitalize</b></li> <li>_Proper Nouns</li> <li><b>Spell</b></li> <li>_High Frequency words</li> <li>_Class Word Bank</li> </ul>
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<p><b>MENTOR TEXT(S) OR STIMULI</b></p>		<p><b>END PRODUCT:</b></p>				

<p><b>WRITER'S WORKSHOP FORMAT</b></p> <p><b>Teacher Models Topic or Skill</b></p> <p><b>-Thinking, Planning, Talking</b></p> <p><b>Guided (Student Think-Sketch-Talk)</b></p> <p><b>Think</b>-Pick a topic</p> <p><b>Plan</b> the ideas/details of topic</p> <p><b>Talk to partner</b> about what their writing will say.</p> <p><b>Independent Writing</b> (teacher roams/confers)</p> <p><b>Sharing (Students)</b> Share writing</p> <p>Tell what their partner wrote (TAG)</p> <p>Tell what skill they were working on</p> <p>Give a compliment when they hear a target skill in their partner's writing</p>		<p><b>Teacher Models Topic or Skill:</b></p> <p><b>Guided (Students Think, Plan, Talk)</b></p> <p><b>Independent Writing</b></p> <p><b>Sharing:</b></p>	<p><b>Teacher Models Topic or Skill:</b></p> <p><b>Guided (Students Think, Plan, Talk)</b></p> <p><b>Independent Writing</b></p> <p><b>Sharing:</b></p>	<p><b>Teacher Models Topic or Skill:</b></p> <p><b>Guided (Students Think, Plan, Talk)</b></p> <p><b>Independent Writing</b></p> <p><b>Sharing:</b></p>	<p><b>Teacher Models Topic or Skill:</b></p> <p><b>Guided (Students Think, Plan,Talk)</b></p> <p><b>Independent Writing</b></p> <p><b>Sharing:</b></p>	<p><b>Teacher Models Topic or Skill:</b></p> <p><b>Guided (Students Think. Plan, Talk)</b></p> <p><b>Independent Writing</b></p> <p><b>Sharing:</b></p>
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