English Language Arts Writing Continuum Grades 1–12

Background

The Education Sector Strategic Plan (ESSP) is a multi-year (2014 to 2020), province-wide plan developed collaboratively by the Deputy Minister of Education, the Assistant Deputy Ministers and the provincial school division directors of education. The ESSP outlines several outcomes. (See http://www.education.gov.sk.ca/educations-strategic-sector-plan-matrix-2014-2020).

The ESSP outcome that underpins the development of the writing continuum is "By June 2020, 80% of students will be at grade level or above in reading, writing, and math."

Outcome owners requested that a continuum of writing skills be developed for grades 1–12. Throughout 2015 a group of 5 educators, representing outcome owner school divisions (Christ the Teacher RCSSD, Holy Trinity RCSSD, Northwest School Division, Regina RCSSD) and the Ministry of Education (English Language Arts consultant) were tasked to identify the essential writing skills for each grade. The result of that work is the attached continuum.

Focus

The continuum provides an overview of the writing skills, text forms, and strategies for each grade/course. The continuum is not intended to replace the curricula.

Content

The English Language Arts grades 1–12 compose and create goal is the foundation for this continuum.

> **Compose and Create (CC)**—Students will extend their abilities to write to explore and present thoughts, feelings, and experiences in a variety of forms, for a variety of purposes, for a variety of audiences.

In addition, outcomes and indicators related to writing inform the continuum.

Format

The continuum, providing teachers with a grade 1–12 overview of writing, is organized into the following grade groupings: 1–3; 4–6; 7–9; 10–12.

> **Note:** If an indicator appears in multiple grades, it is listed with the grade in which it is first introduced or identified in curricula. For example, the indicator *effective capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes and hyphens* appears in ELA 8 and 9; on the continuum, it appears only in Grade 8.

	By the end of the year, **Grade 1** writers will…	By the end of the year, **Grade 2** writers will…	By the end of the year, **Grade 3** writers will…
CC Goal (writing)	Students will develop their abilities to write to explore and present thoughts, feelings, and experiences ○ in a variety of forms, ○ for a variety of purposes, ○ for a variety of audiences.		
Outcomes	**CC 1.1** Compose and create a range of written texts that explore and present thoughts on identity, community, and social responsibility. **CC 1.4** Write and share stories and short information texts about familiar events and experiences in a minimum of five sentences.	**CC 2.1** Compose and create written texts that explore identity, community, social responsibility and make connections to own life. **CC 2.4** Write using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences. • stories, poems, friendly letters, reports and observations.	**CC 3.1** Compose and create a range of written texts that explore identity, community, social responsibility and make connections across areas of study. **CC 3.4** Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing with a clear purpose, correct paragraph structure, and interesting detail. • a short report, a procedure , a letter, a story, a short script, and a poem

Essential Skills	• employ a simple writing process using before, during and after strategies with teacher support
	  ○ Pre-write
	  ○ Draft
	  ○ Fix-up
	• predominantly write a single draft
	
	• use language appropriate to the purpose and the audience
	
	• add words for interest or to clarify
	• use specialized content vocabulary words
	
	• write a complete simple sentence with 6 or more words including:
	  ○ spaces between words
	  ○ capital letters at the beginning of the sentence and for pronoun I, names, days of the week and months
	  ○ period at the end of a statement
	  ○ correct word order
		• employ a simple writing process using before, during, and after strategies
		  ○ Pre-write
		  ○ Draft
		  ○ Fix-up
		• polish at least 8 pieces of writing
		
		• consider language for purpose and audience
		
		• use descriptive words including:
		  ○ verbs, nouns, adjectives and adverbs
		• explore words and techniques such as:
		  ○ alliteration
		  ○ onomatopoeia
		
		• write complete sentences of 7 words with adequate detail including:
		  ○ a variety of sentence types:
		    ▪ statements
		    ▪ questions
		    ▪ exclamations
		  ○ capital letters at the start of sentences and with names, months, and places
		  ○ commas
		  ○ correct use of the negative
		  ○ recognition of subject and verb
		  ○ use simple connecting words
			• work through the stages of the writing process using before, during and after strategies to:
			  ○ pre-write
			  ○ draft
			  ○ revise
			  ○ share with an audience in and beyond the classroom
			• writing for extended periods of time
			
			• identify and use language appropriate to the purpose and the audience
			
			• explore words and techniques to create:
			  ○ excitement
			  ○ humour
			  ○ suspense
			
			• write and punctuate complete sentences with 7 or more words including:
			  ○ capital letters for names, books and places
			  ○ use correct subject-verb agreement
			  ○ use connecting words and phrases

Column 1:

- write a main idea with two or more related details

- use correct letter and number formation for upper and lower case
- use comfortable or correct grip of writing tool

- spell in daily writing:
  - name
  - high frequency words
  - plurals of single syllable words (dog/dogs)
  - invented spelling and conventional spelling
    - including three- and four-letter short vowel words

- use spelling strategies:
  - phonics
  - patterns in words
  - sounding out (stretching) and representing all substantial sounds in spelling words
  - resources to confirm spelling:
    - word wall

Column 2:

- write basic paragraphs of six sentences with:
  - main idea
  - several related details that are logically organized and developed

- use legible printing
- use an efficient pencil grip

- spell in daily writing:
  - predominately using conventional spelling
  - common high-frequency words
  - their village, town, or city name
  - days of the week
  - long and short vowel words
  - plural of certain words using "es"

- use spelling strategies:
  - phonics
  - patterns in words
  - same sound may be represented by different spellings
  - resources to confirm spelling
    - personal dictionary
    - word wall

Column 3:

- write a paragraph with:
  - a main idea
  - supporting details, explanations, and examples

- write multi-paragraph (3) compositions
  - beginning that introduces the topic,
  - middle that is sequenced and connected to the topic,
  - an end

  - use organizational patterns
    - Description
    - Sequence
    - Comparison
    - Cause and effect
    - Problem-solution
- use correct letter formation in cursive writing

- spell in daily writing:
  - Canadian spelling of words
  - multi-syllable words
  - high-frequency words
  - irregular plurals
  - months of the year
  - abbreviations
  - long and short vowel words
  - compound words
  - contractions

- use spelling strategies:
  - phonics
  - patterns in words
  - spelling rules
  - resources to check spelling
    - personal dictionary
    - word wall
    - computer,
    - dictionary

Text Forms	Required Forms (follow a model and use own ideas for):	Optional Forms (follow a model and use own ideas for):	Required Forms	Optional Forms	Required Forms	Optional Forms

	• stories
	• informational texts
		• explanations
		• descriptions
		• poems
		• autobiographical
			• stories (narrative)
			  o setting, characters, character traits, goals and events
			• poems
				• songs
				• opinion
					• short report
					• procedure
					• letter (personal)
					  o commas in dates locations, addresses
						• log
						• invitation
						• thank-you note
						• opinions
						• descriptions and explanations

		narratives
		• imaginative stories
		• opinion
			• friendly letters
			     ○ date, salutation, body, closing, signature
			• reports
			• observations
					• story (narrative)
					     ○ characters and their traits, setting, problem and solution
					     ○ create imaginative characters and events
					• short script
					• poem
					     ○ stanzas
						○ familiar objects, events and experiences
						○ -sensory details

Before	Consider the task, prompt or find a topic Activate prior knowledge Consider purpose and audience Consider and generate specific ideas and information that might be included Consider and choose/adapt a possible form Collect and focus ideas and information Plan and organize ideas for drafting					
During	Create draft(s) and experiment with possible product(s) Use language and its conventions to construct message Experiment with communication features and techniques Confer with others Reflect, clarify, self-monitor, self-correct, and use "fix-up" strategies					
After	Revise for content and meaning (adding, deleting, substituting, and rethinking) Revise for organization (reordering) Revise for sentence structure and flow Revise for word choice, spelling, and usage Proofread for mechanics and appearance (including punctuation and capitalization) Confer with peers, teacher, or others Polish, practise, and decide how work will be shared and/or published Share, reflect, and consider feedback					

	By the end of the year, **Grade 4** writers will…	By the end of the year, **Grade 5** writers will…	By the end of the year, **Grade 6** writers will…

CC Goal (writing)	Students will develop their abilities to write to explore and present thoughts, feelings, and experiences
	    o in a variety of forms,
	    o for a variety of purposes,
	    o for a variety of audiences.
			Students will extend their abilities to write to explore and present thoughts, feelings, and experiences
			    o in a variety of forms,
			    o for a variety of purposes,
			    o for a variety of audiences.

Outcomes	**CC4.1** Compose and create a range of written texts that explore identity, community, social responsibility through personal experiences and inquiry. **CC4.4** Use a writing process to produce compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence • descriptive, narrative, and expository.	**CC5.1** Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, social responsibility and express personal thoughts shaped through inquiry. **CC5.4** Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.	**CC6.1** Create various written texts that explore identity, social responsibility, and efficacy. **CC6.2** Select and use the appropriate strategies to communicate meaning before, during, and after writing. **CC6.3** Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning. **CC6.7** Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and to persuade to support a viewpoint or stand. **CC6.8** Experiment with a variety of text forms and techniques.

Essential Skills	• employ a writing process using before, during, and after strategies
	    o pre-write
	    o draft
	    o revise successive versions
	
	• identify and use language for the intended purpose and audience
	• choose interesting words including:
	    o synonyms and antonyms
	    o descriptive words
	
	• write and punctuate complete sentences that include:
	    o varying lengths and types(such as exclamatory, interrogative)
	    o simple and compound sentences
	    o appropriate verb tense (past, present, future)
	    o quotation marks for direct speech
		• employ a writing process using before, during, and after strategies
		    o pre-write
		    o draft
		    o revise successive versions
		
		• use level of language (register) appropriate to purpose and intended audience; adjust tone to situation
		• use descriptive words
		• use specialized terms in different subject areas
		
		• write and punctuate complete sentences that include:
		    o varying sentence lengths and structures
		    o simple, compound, and complex sentences
		    o subject, verb and noun-pronoun agreement
			• progress through stages of the writing process using before, during and after strategies
			    o pre-write
			    o draft
			    o revise
			
			• identify and explain *function and purpose* of text
			• use language that demonstrates respect for others
			• use appropriate register and tone (level of language and voice)
			• use standard Canadian English
			• use words that are appropriate for context
			• *use figurative language* such as*:*
			    o personification
			    o simile
			    o metaphor
			
			• use clear sentence structures (S-V, SVO, S-LV-C) that include:
			    o conjunctions to combine closely related ideas
			    o *appropriate subordination and modification*
			    o varied sentence beginnings
			    o agreement of subjects, verbs and pronouns
			    o correct verb tense

			○ effective capitalization and punctuation including colons, dash and hyphens

Column 1:

- write multi-paragraph (3–5) compositions that include:
    - ○ introductory paragraph that establishes a main idea
    - ○ supporting paragraphs with simple facts, details, and explanations
    - ○ connecting words to link ideas in a paragraph
    - ○ logical and cohesive paragraphs
    - ○ concluding paragraphs that summarize the points
    - ○ use organizational use organizational patterns
        - Description
        - Sequence
        - Comparison
        - Cause and effect
        - Problem-solution

- write using correct letter formation in cursive writing

- spell in daily writing
    - ○ Canadian spelling of words
    - ○ high frequency words
    - ○ apostrophe to indicate possession

- use spelling strategies:
    - ○ phonics
    - ○ knowledge of word structure
    - ○ knowledge of word meaning
    - ○ resources to confirm spelling and expand vocabulary:
        - dictionary
        - thesaurus
        - word walls

Column 2:

- write multi-paragraph (3-5) compositions of at least 300 words that include:
    - ○ main idea
    - ○ introduction
    - ○ logical and coherent organization of ideas
    - ○ paragraphs in logical sequence
    - ○ text features such as:
        - graphs
        - diagrams
        - captions
    - ○ conclusion

- select and use a variety of spelling strategies
    - ○ sound
    - ○ resources
        - thesaurus
        - word walls

Column 3:

- write multi-paragraph (minimum of 3-5) compositions of 400-600 words that include:
    - ○ experiment with points of view (first, third)
    - ○ logical sequence of ideas
    - ○ logical ending
    - ○ text features such as:
        - titles
        - headings
        - illustrations

- *utilize spelling rules and strategies*

Text forms	Required Forms	Optional Forms	Required Forms	Optional Forms	Required Forms	Optional Forms
	Descriptive • sensory details • observations and recollections Narrative • sensory details • observations and recollections Expository • central idea	information reports • focus on a central question or issue • facts and details • more than one source of information procedures • clear directions and explanations summaries	Narrative • dialogue • develop a situation or plot and point of view • describe the setting Expository • use note-making strategies (paraphrasing, summarizing,	poems short scripts journal	Descriptive • sensory details in a logical order Narrative • develop plot, character and setting • sensory details • use a range of narrative devices (dialogue,	Peer Interview Presentation at an assembly Poem Letter to Parents Short Review Poster Tableaux Graphic Organizer Article Instructions

	• logical order • reasons or evidence	• main idea and significant details poem play letter journal entry response to texts • support judgments with references to text and prior knowledge opinions	highlighting, graphic organizers, outlining) • provide details • transitional expressions that clearly link one paragraph to another Persuasive • clear position • supported with evidence		suspense, tension) Expository, Informational and Procedural • state purpose • develop topic with facts, details, examples and explanations from multiple sources • follow an organizational pattern • offer evidence to support conclusions Persuasive • state stand or viewpoint • give reasons, facts and expert opinion to support stand	Diagram Leaflet Cartoon Short Video Script
Before	Consider the task, prompt or find a topic Activate prior knowledge Consider purpose and audience Consider and generate specific ideas and information that might be included Consider and choose/adapt a possible form Collect and focus ideas and information Plan and organize ideas for drafting					
During	Create draft(s) and experiment with possible product(s) Use language and its conventions to construct message Experiment with communication features and techniques Confer with others Reflect, clarify, self-monitor, self-correct, and use "fix-up" strategies					
After	Revise for content and meaning (adding, deleting, substituting, and rethinking) Revise for organization (reordering) Revise for sentence structure and flow Revise for word choice, spelling, and usage Proofread for mechanics and appearance (including punctuation and capitalization) Confer with peers, teacher, or others Polish, practise, and decide how work will be shared and/or published Share, reflect, and consider feedback					

	By the end of the year, **Grade 7** writers will…	By the end of the year, **Grade 8** writers will…	By the end of the year, **Grade 9** writers will…
CC Goal (Writing)	Students will extend their abilities to write to explore and present thoughts, feelings, and experiences o in a variety of forms, o for a variety of purposes, o for a variety of audiences.		
Outcomes	**CC7.1** Create various written texts that explore identity, social responsibility, and efficacy. **CC7.3** Select and use the appropriate strategies to communicate meaning before, during, and after writing. **CC7.4** Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning. **CC7.8** Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text. **CC7.9** Experiment with a variety of text forms and techniques.	**CC8.1** Create various written texts that explore identity, social responsibility, and efficacy. **CC8.3** Select and use the appropriate strategies to communicate meaning before, during, and after writing. **CC8.4** Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning. **CC8.8** Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review. **CC8.9** Experiment with a variety of text forms and techniques.	**CC9.1a and CC9.1b** Create various written texts that explore identity, social responsibility, and efficacy. **CC9.3.a and CC9.3b** Select and use appropriate strategies to communicate meaning before, during, and after writing. **CC9.4a and CC9.4b** Use pragmatic, textual, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning. **CC9.8a** Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review). **CC9.8b** Write to describe (a description of a scene), to narrate (a personal essay), to explain and inform (a multi-paragraph letter), and to persuade (a letter to the editor). **CC9.9a and CC9.9b** Experiment with a variety of text forms and techniques.

Essential Skills	o progress through stages of the writing process using before, during and after strategies
	  o plan
	  o draft
	  o revise
	o select and use the language appropriate for specific audiences and purposes
	o use language that demonstrates respect for others
	o ensure voice/tone is appropriate to audience and text type
	o use standard Canadian English
	o use words that are appropriate for audience, purpose, and context (avoid overused and misused words)
	o use common homonyms
	o use words figuratively and for imagery
	
	o use clear sentence structures that include:
	  o phrases, clauses, and a variety of qualifiers
	  o combined sentences to form compound and complex sentences for variety, interest, and effect
	  o agreement of subjects, pronouns, and verbs
	  o varied sentence beginnings
	  o punctuation and capitalization including periods, commas,
		o progress through stages of the writing process using before, during and after strategies
		  o pre-write
		  o draft
		  o revise
		  o final copy
		o use appropriate language register for audience and purpose
		o use words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning
		o use synonyms for variety
		
		o use clear sentence structures that contain:
		  o subordination to show more precisely the relationship between ideas (e.g., because, although, when)
		  o capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes and hyphens
			o progress through stages of the writing process using before, during and after strategies
			  o pre-write
			  o draft
			  o revise
			  o final copy
			o use inclusive language that supports and demonstrates respect for others
			o use language and techniques to create a dominant impression, mood, tone and style
			o consider both the denotative and connotative meaning of words
			
			o use clear sentence structures that include:
			  o recognize that effective co-ordination, subordination, and apposition of ideas make sentences clear and varied;
			  o recognize and use parallel structure or balanced sentences for parallel ideas

quotation marks, colons, dashes and hyphens
 	
o write multi-paragraph (minimum of 5) compositions of 500-700 words that include:
  o appropriate point of view (including third person) for purpose
  o common organizational patterns within texts such as:
    ▪ chronological
    ▪ enumerative
    ▪ problem/solution
    ▪ cause/effect
    ▪ comparison/contrast
    ▪ procedural
  o strong leads and effective conclusions
  o focus from beginning to end
  o transition words
 	
o utilize spelling rules and strategies
	o write multi-paragraph (minimum of 5) compositions of 500-800 words that include:
	  o artistic devices such as:
	    ▪ exaggeration
	    ▪ symbolism
	  o text features such as:
	    ▪ credits
	    ▪ headings
	    ▪ diagrams
	    ▪ columns
	    ▪ sidebars
	    ▪ pull-quotes
		o write multi-paragraph compositions (e.g., 1500 words)
		  o craft strong leads, coherent bodies, and effective conclusions

Text Forms	**Required Forms**	**Optional Forms**	**Required Forms**	**Optional Forms**	**Required Forms**	**Optional Forms**
	Narrative o establish a context o develop it systematically leading to a climax or conclusion Expository, Informational, and Procedural o introduce the purpose o include covering page and list of references o underline and/or italicize names of books and periodicals; use quotation marks correctly in speech, songs, poems, and short stories Descriptive Persuasive o support opinions with reasons, explanations, and evidence from text	Descriptive Poem Opinion Piece Review Front Page of a Newspaper Short Script Article Instructions Diagram Leaflet Cartoon Short Video Script	Narrative o develop character Expository, Informational, and Procedural o define a thesis Descriptive Persuasive o define a thesis o include supporting arguments	Humorous Instructions Electronic Presentation Letters Scripts	Narrative o use interior monologue to depict characters' feelings Expository, Informational, and Procedural o develop topic with important facts, details, examples, and explanations from multiple authoritative sources Descriptive Persuasive o differentiate fact from opinion and support argument with detailed reasoning and examples o structure ideas and arguments in a sustained and logical fashion o maintain a reasonable tone	Short story Consumer letter Persuasive Essay Poetry Précis Short script Advice Column Comic Strip

Before	Consider the task, prompt or find a topic
	Activate prior knowledge
	Consider purpose and audience
	Consider and generate specific ideas and information that might be included
	Consider and choose/adapt a possible form
	Collect and focus ideas and information
	Plan and organize ideas for drafting
During	Create draft(s) and experiment with possible product(s)
	Use language and its conventions to construct message
	Experiment with communication features and techniques
	Confer with others
	Reflect, clarify, self-monitor, self-correct, and use "fix-up" strategies
After	Revise for content and meaning (adding, deleting, substituting, and rethinking)
	Revise for organization (reordering)
	Revise for sentence structure and flow
	Revise for word choice, spelling, and usage
	Proofread for mechanics and appearance (including punctuation and capitalization)
	Confer with peers, teacher, or others
	Polish, practise, and decide how work will be shared and/or published
	Share, reflect, and consider feedback

	By the end of the course, **Grade 10** writers will…	By the end of the course, **Grade 11** writers will…	By the end of the course, **Grade 12** writers will…
CC Goal (Writing)	Students will extend their abilities to write to explore and present thoughts, feelings, and experiences, ○ in a variety of forms, ○ for a variety of purposes, ○ for a variety of audiences.		
Outcomes	**CC A10.1 and CC B10.1** Compose and create a range of written texts that explore identity, social responsibility and social action. **CC A10.4** Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation [eye-witness] report and researched or technical report) texts attending to various elements of discourse (e.g., purpose, speaker, audience, form). **CC B10.4** Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.	**CC 20.1** Create a range of written texts to explore identity, social responsibility and social action. **CC 20.4** Create a variety of written informational (including an essay of explanation of a process, an application letter and résumé, and an argumentative or persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.	**CC A 30.1 and CC B 30.1** Create a range of written texts that explore identity, social responsibility and social action. **CC A 30.4** Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining. **CC B 30.4** Compose and create narrative, descriptive, expository, and persuasive writings that include a position paper, a comparative essay, a letter of inquiry, a critique of an author's style, and a short story or essay that uses parody, satire, and/or irony.

Essential Skills	• progress through stages of the writing process using before, during and after strategies
	  ○ pre-write
	  ○ draft
	  ○ revise
	  ○ final copy
	
	• select and use language register appropriate for the subject, context, audience, and purpose
	• use words precisely, accurately and for effect
	• use standard Canadian spelling
	
	• use meaningful and clear sentence structures that include:
	  ○ correct punctuation
	  ○ subject-verb agreement
	  ○ pronoun-antecedent agreement
	  ○ consistent verb tense
	  ○ various forms (e.g., parallelism, inversion, subordination)
	
	• write texts that include:
	  ○ a clear thesis and logical points to support ideas, messages and arguments
	  ○ coherent and logical progression
	  ○ smooth transitions
	  ○ clear patterns of organization
	  ○ convincing or justifiable conclusions
		• progress through stages of the writing process using before, during and after strategies
		  ○ pre-write
		  ○ draft
		  ○ revise
		  ○ final copy
		
		• select and use language register, style, voice, and format that are audience, purpose, and context appropriate
		
		• create sentences that include:
		  ○ clarity and variety
		    ▪ statement/question
		    ▪ command/exclamation
		    ▪ simple/compound/complex
		  ○ logical and linked ideas
		  ○ active voice
		  ○ appropriate punctuation
		
		• write texts that include:
		  ○ an engaging introduction
		  ○ a clear thesis
		  ○ accurate, appropriate, and convincing details to support the thesis
		  ○ unity and coherence
		  ○ effective and clear organization patterns
		  ○ a valid and justifiable conclusion
			• progress through stages of the writing process using before, during and after strategies
			  ○ pre-write
			  ○ draft
			  ○ revise
			  ○ final copy
			
			• use language, language register, style, and tone appropriate to the subject, audience, purpose, and context
			
			• create sentences that include:
			  ○ clarity and variety
			  ○ logical and linked ideas
			  ○ active voice
			  ○ appropriate punctuation
			
			• write texts that include:
			  ○ an engaging introduction
			  ○ a clear thesis
			  ○ accurate, appropriate, and convincing details to support the thesis
			  ○ unity and coherence
			  ○ effective and clear organization patterns
			  ○ a valid and justifiable conclusion

Text Forms	Required Forms A10	Optional Forms A10	Required Forms 20	Optional Forms 20	Required Forms A30	Optional Forms A30

	Literary
	• Historical Persona Essay
	  o Uses the "I" voice
	  o Shows understanding of the person, the events, and gathered details about the place and time
	  o Includes thoughts and feelings
	  o Uses dialogue
	
	• Review
	  o expresses and justifies an opinion about a text
	  o does not retell plot
	
	Informational
	• Observation/Eye-Witness Report
	  o Answers the 5W and H (who, what, when, where, why, and how) questions for facts about what happened
	  o Uses descriptive details (including sights, sounds, tastes, textures, and smells)
	• Researched or Technical Report
	  o includes information that is current, and drawn from reliable, relevant sources that are cited
		Poem
		Memorandum
		Legend
			Literary
			• Reflective or Personal Essay
			  o expresses a unique view of some aspect of life that is important to the student
			
			• Analysis of a Literary Text
			  o introduces and focuses on the elements (e.g., plot, character, theme) being analyzed
			  o uses developing paragraphs to explain the elements using examples from the text
			
			Informational
			• Explanation of a Process
			  o demonstrates thorough understanding of the process of written work and presents the work in manageable steps (time order, numbered steps, and so on) and the correct order
			
			  o uses terms associated with the process accurately
			
			• Letter of Application and Résumé
			Letter of Application
			  o tailors letter to position or job and advertisement
				Articles
				Blog posting
					Literary
					• Real or Invented Narrative
					  o show rather than tell character through dialogue, thoughts, and action
					
					• Literary Criticism Essay
					  o use text as evidence
					
					Informational
					• Inquiry/Research Paper
					  o use and cite primary and secondary sources that have been judged for their accuracy, completeness, currency, and biases
					
					• Editorial
					  o Focus on a current issue or topic
						Chapter of a novel
						Shorty Story
						Minutes of a Meeting

Required Forms B10	Optional Forms B10			Required Forms B30	Optional Forms B30

Literary
• Fictionalized Journal Entry
  o focuses on a made-up character or someone read about or observed
  o contains impressions, reflections, and observations about life, people, and experiences
 	
• Short Script
  o includes stage directions that indicate the time and place of the action, entrances and exits, and what characters are doing on stage
  o gives details of setting that lead into the beginning of the script
  o employs dialogue that moves the action along
  o builds around a believable conflict or problem
 	
Informational
• Business Letter
  o uses a consistent style (semi-block or full block)
  o includes all the parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature
  o states purpose clearly and immediately
  o states clearly what the writer wants the reader to do
  o begins, continues, and ends with courteous tone
	Letter of complaint
	Obituary
	Brochure
		o analyzes what he/she has to offer
		o reflects a confident, formal, but respectful tone.
		
		• Résumé
		  o includes specific and necessary information and categories
		  o presents most relevant accomplishments, qualifications, and strengths
		
		• Argumentative/Persuasive Essay
		  o states clearly a position about the current issue or problem
		  o uses a persuasive voice that balances facts and feelings
		  o chooses inclusive and respectful language and qualifiers to strengthen position
				• Position Paper
				  o Defend position well and compel reader to act
				
				• Comparative Essay
				  o Reveal new insights about topic because of the comparison
				  o Discuss each topic point by point in the body
				
				• Letter of Inquiry
				  o State what the inquiry is about and explain specifically what the recipient should do
				
				• Critique of an Author's Style
				  o Address the author's treatment of subject
				  o Consider tone, point of view, arrangement and organization of ideas, sentence structures, diction, images and symbols, use of rhetorical devices
				
				• Short Story or Essay that uses parody, satire, and/or irony
				  o Use a tone that seems straightforward but leads the reader to know that the real intention is to criticize or ridicule and, in the end, illuminate a problem.
				  o Use exaggeration and/or understatement.
					Proposal
					Script
					Letter to government official

	• Biographical Profile
	   o includes key ideas learned about the person
	   o begins by sharing some important background information
	   o describes the subject and explains what he or she accomplished
	
	• Problem-solution Essay
	   o Analyze a problem and present one or more solutions
	   o Ends effectively explaining what the writer would like to see done					

Before	Consider the task, prompt or find a topic Activate prior knowledge Consider purpose and audience Consider and generate specific ideas and information that might be included Consider and choose/adapt a possible form Collect and focus ideas and information Plan and organize ideas for drafting Consider Qualities of effective communication and the language to use					
During	Create draft(s) and experiment with possible product(s) Use language and its conventions to construct message Experiment with communication features and techniques Confer with others Reflect, clarify, self-monitor, self-correct, and use "fix-up" strategies					
After	Revise for content and meaning (adding, deleting, substituting, and rethinking) Revise for organization (reordering) Revise for sentence structure and flow Revise for word choice, spelling, and usage Proofread for mechanics and appearance (including punctuation and capitalization) Confer with peers, teacher, **or** others Polish, practise, and decide how work will be shared and/or published Share, reflect, and consider feedback					