

Corsicana ISD

District Writing Expectations

2020-2021



Developed by the Teachers and Curriculum Department of CISD

Kindergarten

Organization/Progression

- Write first and last name
- Use primer lined paper (to teach letter formation)
- Model speaking and writing in complete sentences
- Write every day in all subjects (expository, procedural, and literary text)

Development of Ideas

- Generate lists on topic (with adult assistance)
- Planning a first draft-revise and edit (with adult assistance)
- Develop drafts using sequencing of action or details (with adult assistance)
- Students will write 3-5 complete sentences on topic

Use of Language/Conventions

- Focus on correct pencil grasp-use pencil grip if needed
- Directional writing (left to right-top to bottom) using CISD-provided capital and lowercase stroke descriptions
- Spelling CVC (consonant, vowel, consonant) words
- Practice basic conventions of print-correct punctuation, capitalization, word spacing
- Mastery of Fry Word lists
 - 50 sight words(content/word wall)
 - Mastery of list 1 and 2
- Focus on vocabulary acquisition (to be included in writing)
- Use of picture dictionaries
- Student/teacher writing conferences:
 - Quarterly
 - Provide individualized feedback

*District Expectation:

- ❖ Quarterly writing performance assessment
- ❖ Quarterly progress monitoring towards end-of-year writing goals
- ❖ These samples to be saved for individual student writing portfolio

First Grade

Organization/Progression

- Write first and last name
- Use primer lined paper (to teach letter formation)
- Model speaking and writing in complete sentences
- Write every day in all subjects (expository, procedural, and literary text)
- Understands paragraph structure-topic Sentence, 3 facts and/or details, Concluding sentence

Development of Ideas

- Planning first draft-brainstorming, outline, graphic organizers
 - 5-7 complete sentence paragraphs-**on topic** and make sense
- Students will write short poems and letters
- Students will be able to write a short composition, **on topic** with a beginning, middle and end
- Revise and edit first draft-using logical sequencing

Use of Language/Conventions

- Focus on correct pencil grasp-use pencil grip if needed
- Practice the basic conventions of handwriting- grammar, punctuation, spelling and spacing
- Directional writing (left to right-top to bottom) using CISD-provided capital and lowercase stroke descriptions
- Use of the acronym CUPS when writing sentences:
 - Capital letter: begin sentence with a capital letter
 - Understanding: does the sentence make sense
 - Punctuation: is the sentence punctuated correctly
 - Spacing: is the spacing correct between the words
 - Spelling: are all the words spelled correctly
- Mastery of first 100 Fry sight word list
 - New learning lists 3-4
 - Mastery of lists 1-4 by end of the year
- Peer Editing
- Student/Teacher writing conferences
 - Quarterly
 - Provide individualized feedback

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Second Grade

Organization/Progression

- Understand paragraph structure: topic sentence, 3 facts and/or details, concluding sentence
- Write every day in all subjects (expository, procedural, and literary text)
- Model speaking and writing in complete sentences

Development of Ideas

- Planning first draft-brainstorming, outline, graphic organizers
- Write complete (5-7 sentences) paragraphs-**on topic**, indented
- Write a short story, **on topic** with Beginning, Middle, and End (BME)
- Begin use of specific examples to support the topic
- Revise and edit first drafts:
 - Sequencing
 - Transition words and phrases
 - Logical progression of thoughts
- **Second semester-** Introduce 3-paragraph essay writing with:
 - Introductory statement (1-2 sentences)
 - Body (5-7 sentences)
 - Conclusion statement (1-2 sentences)
 - Logical thought progression

Use of Language/Conventions

- Writing vocabulary-introduction, phrase/sentence, closing
- Mastery of 2nd and 3rd 100 Fry list words
- Use of word webs, word bank, square graphic, and other organizational techniques
- Include the use of wide-ruled paper
- Practice conventions of handwriting- grammar, punctuation, spelling and spacing
- Directional writing (left to right-top to bottom) using CISD-provided capital and lowercase stroke descriptions
- Build dictionary skills
- Peer Editing
- Student/teacher writing conferences
 - Quarterly
 - Provide individual feedback

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Third Grade

Organization/Progression

- Introduction to Expository texts and writing within the first nine weeks
- Introduce analysis of prompt:
 - Break down and eliminate distracting information
 - Circle key words to determine what the prompt is asking-determine the topic/central idea
 - Identify purpose for writing
- Establish a clear central idea that gives the essay direction and focus.
- Topic sentence is used for paragraph topic within the essay-related to the central idea
- Understand the writing process- pre-write (plan the draft), develop first draft, revise, edit, and make final draft as an on-going process

Development of Ideas

- Introduction to organizational techniques/brainstorming including mapping, outlines, etc.
- Stay **on topic** with logical progression of ideas throughout essay/paragraphs
- Compose multi-paragraph (3-4) essays:
 - Effective introduction- that introduces the central idea (2-3 sentences)
 - Body paragraphs, each containing a topic sentence related to the central idea (5-7 sentences)
 - Conclusion, emphasizes your central idea without being repetitive (2-3 sentences)
- Incorporate figurative language
- Include supporting sentences with simple facts, details, and explanations
- Sequencing/transition words-logical progression of thoughts and ideas
- Introduction to persuasive and literary texts and writing

Use of Language/Conventions

- Build vocabulary/define key terms or ideas within the text/prompt
- Respect margins
- Work with composition writing paper
- Write legibly in cursive script with spacing between words in a sentence
- Build dictionary and thesaurus skills
- Move away from first-person writing (“I”)
- Fry Word lists:
 - Reinforce mastery of 3rd 100
 - New list-4th 100 words
- Peer editing
- Student/teacher writing conferences
 - Quarterly
 - Provide individualized feedback

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Fourth Grade

Organization/Progression

- Use of organizational techniques/brainstorming including mapping, outlines, etc.
- Analysis of prompt:
 - Break down and eliminate distracting information
 - Circle key words to determine what the prompt is asking
 - Identify purpose for writing
- Students will write 3-5 paragraph expository essays (effective introduction, body, conclusion)
- Create expository compositions that
 - Establish a central idea in a topic sentence
 - Include supporting sentences with simple facts, details, and explanations
 - Contain a concluding statement
- Establish a clear thesis/central idea that sustains your focus-**on topic**
 - Thesis statement is the controlling/central idea of an entire essay
 - Topic sentence is the main idea of a paragraph and is related to the thesis statement
- Compose an effective introductory paragraph that establishes the thesis/central idea in the topic sentence
- Create body paragraphs that use specific evidence to illustrate the point of the thesis
- Create a conclusion emphasizing the central idea without being repetitive
- Understand the entire writing process: pre-write-plan first draft, revise drafts for coherence and organization, edit for mechanics, and publish final draft as an on-going process

Development of Ideas

- Use of figurative language in compositions
- Use of specific examples (literary, historical, scientific, etc.) to support topic in body paragraphs-supporting details
- Effective use of transitions that connect the ideas of adjoining paragraphs in specific, interesting ways
- Introduce persuasive and literary writing in 4th nine weeks

Use of Language/Conventions

- Practice revising and editing skills daily
- Writing in all subject areas
- Write legibly in cursive script
- Students will write in varied sentence structures: simple, complex, compound, use of clauses, etc. for sentence-to-sentence connection, etc.
- Build vocabulary/define key terms or ideas within the text/prompt
- Building dictionary and thesaurus skills
- Peer editing
- Student/teacher conferences
 - Quarterly
 - Provide individualized feedback

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Fifth Grade

Organization/Progression

- Use of organizational techniques/brainstorming including mapping, outlines, etc.
- Analysis of prompt:
 - Break down and eliminate distracting information
 - Circle key words to determine what the prompt is asking
 - Identify the purpose of writing
- Create multi-paragraph (3-5) expository essays to convey information about the topic that:
 - Presents effective introduction and concluding paragraphs
 - Guide and inform the reader's understanding of key ideas and evidence
 - Include specific facts, details, and examples in an appropriately organized structure
 - Use a variety of sentence structures and transitions to link paragraphs
- Establish a clear thesis/controlling idea that sustains focus in the introductory paragraph
- Create body paragraphs that use specific evidence to illustrate the point of the thesis
- Create a conclusion emphasizing the central idea without being repetitive
- Understand the entire writing process: pre-write and plan first draft, revise drafts for coherence and organization, edit for mechanics, and publish final draft as an on-going process

Development of Ideas

- Develop/add to schema through literature/multimedia exposure
- Use of intentional figurative language in compositions, poetry and writing (for example: alliteration, onomatopoeia, simile, metaphor, etc.)
- Use of specific examples (literary, historical, scientific, etc.) to support thesis in body paragraphs-supporting details
- Use of effective transitions that connect the ideas of adjoining paragraphs in specific, interesting ways
- Begin use of voice, style, tone
- Practice persuasive and literary writing

Use of Language/Conventions

- Build vocabulary/define key terms or ideas within the text/prompt
- Review and clarify parts of speech
- Write legibly in cursive script
- Use varied sentence structures: simple, compound, complex, etc.
- Understand multiple meaning words (homophones, homographs)
- Peer editing
- Student/teacher conferences
 - Quarterly
 - Provide individualized feedback

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Sixth Grade

Organization/Progression

- Use of outline or flow charts with focus on organizational structure
- Analysis of prompt:
 - Break down and eliminate distracting information
 - Circle key words to determine what the prompt is asking
 - Identify purpose for writing
- Create multi paragraph essays to convey information about the topic that:
 - Presents effective introductions and concluding paragraphs
 - Guide and inform the reader's understanding of key ideas and evidence
 - Include specific facts, details, and examples in an appropriately organized structure
 - Use a variety of sentence structures varied in length
- Create an effective introductory paragraph, establishing a clear thesis/controlling idea that sustains the focus of the essay
- Create body paragraphs that use specific evidence to illustrate your informative or analytic points that add to the thesis
- Create a conclusion that emphasizes the central idea in a different way
- Understand the entire writing process: pre-write and plan first draft, revise drafts for coherence and organization, edit for mechanics, and publish final draft as an on-going process

Development of Ideas

- Develop/add to schema (background knowledge) through literature/multimedia exposure
- Use of figurative language in compositions
- Use of specific examples (literary, historical, scientific, etc.) to support thesis in body paragraphs
- Smooth transitions that connect the ideas of adjoining paragraphs in specific, interesting ways
- Use smooth transitions that connect the ideas of adjoining paragraphs in specific, interesting ways
- Use voice, style, tone
- Practice persuasive and literary writing

Use of Language/Conventions

- Build vocabulary/define key terms or ideas within the text/prompt
- Build dictionary/thesaurus skills
- Use of sentence stems/starters
- Use varied sentence structures: simple, compound, complex, etc.
- Understanding multiple meaning words (homophones, homographs)
- Understand active and passive voice
- Improve sentence structure
- Build grammar skills
- Review/clarify parts of speech
- Peer editing
- Student/teacher conferences
 - Quarterly
 - Provide individualized feedback

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Seventh Grade

Organization/Progression

- Logical organization and progression of ideas: use of outlines/organizational structures
- Analysis of prompt:
 - Break down and eliminate distracting information
 - Circle key words to determine what the prompt is asking
 - Identify purpose for writing
- Write a multi-paragraph essay to convey information about a topic that:
 - Presents effective introductions and concluding paragraphs
 - Contains a clearly stated purpose or controlling idea
 - Is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies
 - Accurately synthesizes ideas from several sources
 - Uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs
- Create an effective introductory paragraph, establishing a clear thesis/controlling idea that sustains the focus of the essay
- Create body paragraphs that contain evidence and analysis connecting that evidence to the thesis
- Create a concluding paragraph that sums up the paper by reevaluating the thesis in light of the evidence discussed in the essay's body
- Understand the entire writing process: pre-write and plan first draft, revise drafts for coherence and organization, edit for mechanics, and publish final draft as an on-going process

Development of Ideas

- Effective use of transitions that connect paragraphs and sentences in specific ways
- Use of figurative language in compositions
- Use of specific examples (literary, historical, scientific, etc.) to support topic sentence in body paragraphs that are connected explicitly to central idea and to each other
- Investigate the common thread among the examples/synthesize sources in relation to the thesis/controlling idea
- Polish essay through revision to make it artful, original, and interesting. Avoid clichéd language or the most obvious examples
- Further develop voice, style, tone
- Practice persuasive and literary writing in the 4th nine-weeks

Use of Language/Conventions

- Build vocabulary/define key terms or ideas within the text/prompt
- Build dictionary and thesaurus skills
- Practice grammar and conventions
- Vivid and precise word choice
- Use varied sentence structures: simple, compound, complex, etc.
- Revising and editing practice for writing clarity and purpose
- Peer editing
- Student/teacher conferences
 - Quarterly
 - Provide individual feedback

*District Expectation:

- ❖ Quarterly writing performance assessment
- ❖ Quarterly progress monitoring towards end-of-year writing goals
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Eighth Grade

Organization/Progression

- Logical organization and progression of ideas: use of outlines/organizational structures
- Analysis of prompt-
 - Break down and eliminate distracting information
 - Circle key words to determine what the prompt is asking
 - Identify purpose for writing
- Write multi-paragraph (4-5) expository essays to convey information about a topic that:
 - Presents effective introductions and concluding paragraphs
 - Contains a clearly stated purpose or controlling idea
 - Is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies
 - Accurately synthesizes ideas from several works
 - Uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs
- Create an effective introductory paragraph with a clear, concise thesis that sustains focus throughout the essay
- Create body paragraphs that offer specific evidence and analysis relative to the thesis (controlling idea)
- Create a concluding paragraph that sums up the paper by reevaluating the thesis in light of the evidence discussed in the essay's body
- Understand the entire writing process: pre-write and plan first draft, revise drafts for coherence and organization, edit for mechanics, and publish final draft as an on-going process

Development of Ideas

- Use of purposeful figurative language, allusions, etc., in compositions and poetry
- Begin understanding of persuasive writing through debate and persuasive language (short answer responses and visual representations)
- Intentional varied sentence structure: use of clauses, etc. for sentence-to-sentence connection
- Effective use of transitions that connect paragraphs and sentences in specific ways
- Use of specific examples (literary, historical, scientific, etc.) to support thesis in body paragraphs
- Investigate the common thread among the examples/synthesize sources in relation to thesis/controlling idea
- Polish essay through revision to make it artful, original, and interesting. Avoid clichéd language or the most obvious examples.
- Further develop voice, style, tone
- Practice literary analysis

Use of Language/Conventions

- Build vocabulary/define key terms or ideas within the text/prompt
- Build dictionary and thesaurus skills
- Work on vivid and precise word choice
- Use varied sentence structures: simple, compound, complex, etc.
- Revising and editing practice for writing clarity and purpose
- Continued peer editing
- Student/teacher writing conferences
 - Quarterly
 - Provide individual feedback

***District Expectation:**

- ❖ Quarterly writing performance assessment
- ❖ Quarterly progress monitoring towards end-of-year writing goals
- ❖ These samples to be saved for individual student writing portfolio (Student Learning Objectives)

Ninth Grade: English I

Organization/Progression

- Logical organization and progression of ideas: use of outlines/organizational structures
- Analysis of prompt:
 - Break down and eliminate distracting information
 - Circle key words to determine what the prompt is asking
 - Identify a purpose for writing
- Write an [analytical] expository essay of sufficient length that includes:
 - Effective introductory and concluding paragraphs and a variety of sentence structures
 - Rhetorical devices, and transitions between paragraphs
 - A controlling idea or thesis
 - An organizing structure appropriate to purpose, audience, and context
 - Relevant information and valid inferences
- Create an effective introductory paragraph with a clear, concise thesis that sustains focus throughout the essay
- Create body paragraphs that offer specific evidence and analysis relative to the thesis (controlling idea)
- Create a concluding paragraph that sums up the paper by reevaluating the thesis in light of the evidence discussed in the essay's body.
- Understand the entire writing process: pre-write and plan first draft, revise drafts for coherence and organization, edit for mechanics, and publish final draft as an on-going process
- Logical and well controlled ideas-connection to thesis throughout the essay
- Sentences structure-purposeful use of transitions and clauses to connect sentences and ideas

Development of Ideas

- Add specific examples that are appropriate and specific (literary, historical, scientific) to support thesis
- Investigate the common thread among your examples/synthesize
- Analyze cause-and-effect relationships among your examples.
- Connect examples explicitly to central idea and to each other.
- Polish essay through revision to make it artful, original, and interesting. Avoid clichéd language or the most obvious examples.
- Build voice, tone and individual style

Use of Language/Conventions

- Build vocabulary/define key terms or ideas within the text/prompt
- Practice purposeful, varied and well-controlled sentence structure
- Write complex, compound, complex-compound sentences
- Practice grammar and mechanics
- Peer editing
- Student/teacher writing conferences
 - Quarterly
 - Provide individual feedback

*District Expectation-Monthly writing performance assessment

-quarterly progress monitoring towards end-of-year writing goals

-these samples to be entered into the writing portfolio (Student Learning Objectives)

Tenth Grade: English II

Organization/Progression

- Logical organization and progression of ideas: use of outlines/organizational structures
- Prompt analysis-
 - Break down and eliminate distracting information
 - Circle key words to determine what the prompt is asking
 - Identify purpose for writing
- Write an argumentative essay to the appropriate audience that includes:
 - A clear thesis or position based on logical reasons supported by precise and relevant evidence
 - An organizing structure appropriate to the purpose, audience, and context
 - An analysis of the relative value of specific data, facts, and ideas
- Create an effective introductory paragraph with a clear, concise thesis that sustains focus throughout the essay
- Create body paragraphs that offer specific evidence and analysis relative to the thesis (controlling idea)
- Create a concluding paragraph that sums up the paper by reevaluating the thesis in light of the evidence discussed in the essay's body
- Understand the entire writing process: pre-write and plan first draft, revise drafts for coherence and organization, edit for mechanics, and publish final draft as an on-going process
- Logical and well controlled ideas-connection to thesis throughout the essay
- Sentences structure-purposeful use of transitions and clauses to connect sentences and ideas

Development of Ideas

- Development of a convincing argument
- Specific use of loaded language-active verbs, figurative language, allusions, etc.
- Use of reasons-specific and well-chosen in relation to the argument
- Add specific examples that are appropriate and specific (literary, historical, scientific) to support thesis
- Briefly address opposing or alternative view
- Describe and analyze specific examples of the topic
- Summarize and evaluate contrasting opinions on topic
- Connect examples explicitly to central idea and to each other

Use of Language/Conventions

- Build vocabulary/define key terms or ideas within the text/prompt
- Practice purposeful, varied and well-controlled sentence structure
- Write complex, compound, compound-complex sentences
- Practice grammar and mechanics
- Peer editing
- Student/teacher writing conferences
 - Quarterly
 - Provide individual feedback

*District Expectation:

- ❖ Quarterly writing performance assessment
- ❖ Quarterly progress monitoring towards end-of-year writing goals
- ❖ These samples to be saved for individual student writing portfolio (Student Learning Objectives)

Eleventh Grade: English III

Organization/Progression

- Logical organization and progression of ideas: use of outlines/organizational structures
- Prompt analysis-
 - Break down and eliminate distracting information
 - Circle key words to determine what the prompt is asking
 - Identify purpose for writing
- Write an analytical essay of sufficient length that includes:
 - Effective introductory and concluding paragraphs and a variety of sentence structures
 - Rhetorical devices, and transitions between paragraphs
 - A clear thesis statement or controlling idea
 - A clear organizational schema for conveying ideas
 - Relevant and substantial evidence and well-chosen details
 - Information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources
- Create an effective introductory paragraph with a clear, concise thesis that sustains focus throughout the essay
- Create body paragraphs that offer specific evidence and analysis relative to the thesis (controlling idea)
- Create a concluding paragraph that sums up the paper by reevaluating the thesis in light of the evidence discussed in the essay's body
- Understand the entire writing process: pre-write and plan first draft, revise drafts for coherence and organization, edit for mechanics, and publish final draft as an on-going process
- Logical and well controlled ideas-connection to thesis throughout the essay
- Sentences structure-purposeful use of transitions and clauses to connect sentences and ideas

Development of Ideas

- Development of a literary analysis
- Specific use of loaded language-active verbs, figurative language, allusions, etc.
- Use of examples, specific that are appropriate (literary, historical, scientific) to support thesis and well-chosen in relation to the analysis
- Describe and analyze specific examples of the topic
- Summarize and evaluate contrasting opinions on topic
- Compare and contrast your examples and their relation to thesis
- Connect examples explicitly to central idea and to each other

Use of Language/Conventions

- Build vocabulary/define key terms or ideas.
- Practice purposeful, varied and well-controlled sentence structure
- Write complex, compound, compound-complex sentences
- Practice grammar and mechanics
- Peer editing
- Student/teacher writing conferences
 - Quarterly
 - Provide individual feedback

*District Expectation:

- ❖ Quarterly writing performance assessment
- ❖ Quarterly progress monitoring towards end-of-year writing goals
- ❖ These samples to be saved for individual student writing portfolio (Student Learning Objectives)

Twelfth Grade: English IV

Organization/Progression

- Logical organization and progression of ideas: use of outlines/organizational structures
- Prompt analysis-
 - Break down and eliminate distracting information
 - Circle key words to determine what the prompt is asking
 - Identify purpose for writing
- Write an analytical essay of sufficient length that includes:
 - Effective introductory and concluding paragraphs and a variety of sentence structures
 - Rhetorical devices, and transitions between paragraphs
 - A clear thesis statement or controlling idea
 - A clear organizational schema for conveying ideas
 - Relevant and substantial evidence and well-chosen details
 - Information on all relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources
 - An analysis of views and information that contradict the thesis statement and the evidence presented
- Create an effective introductory paragraph with a clear, concise thesis that sustains focus throughout the essay
- Create body paragraphs that offer specific evidence and analysis relative to the thesis (controlling idea)
- Create a concluding paragraph that sums up the paper by reevaluating the thesis in light of the evidence discussed in the essay's body
- Understand the entire writing process: pre-write and plan first draft, revise drafts for coherence and organization, edit for mechanics, and publish final draft as an on-going process
- Logical and well-controlled ideas-connection to thesis throughout the essay
- Sentences structure-purposeful use of transitions and clauses to connect sentences and ideas

Development of Ideas

- Development of a literary analysis
- Development of ideas-highly effective
- Specific use of loaded language-active verbs, figurative language, allusions, etc.
- Use of examples-specific and well-chosen in relation to the analysis
- Use of well-chosen examples from history, literature, science, etc.
- Describe and analyze specific examples of the topic
- Summarize and evaluate contrasting opinions on topic
- Compare and contrast your examples and their relation to thesis
- Connect examples explicitly to central idea and to each other

Use of Language/Conventions

- Build vocabulary/define key terms or ideas.
- Practice purposeful, varied and well-controlled sentence structure
- Write complex, compound, compound-complex sentences
- Practice grammar and mechanics
- Peer editing
- Student/teacher writing conferences
 - Quarterly
 - Provide individual feedback

*District Expectation:

- ❖ Quarterly writing performance assessment
- ❖ Quarterly progress monitoring towards end-of-year writing goals
- ❖ These samples to be saved for individual student writing portfolio (Student Learning Objectives)