

MSAD 71

Writing Curriculum

Prepared by :
MSAD 71 Writing Committee

Loralie Mildner
Nancy Naimey
Erica Sullivan
Heather Keep
Terri Post
Amy Panagakos
Beth Carlson
Laurie Jacques
Sandra Zerbinopoulos

May 2009

Consultant: Susan Walters, Ed. D.

Introduction

The MSAD 71 K-12 Writing Curriculum was developed by a district-wide committee with representation from all district schools and grade spans. The committee began work in 2007 and this document was completed in May 2009. The committee began by mapping the existing writing curriculum by grade level. We then identified modes of writing for different purposes that should be integrated into the curriculum. Teachers then developed Grade Level Expectations (GLEs) and matched them to the new Maine Learning Results (MLRs) for English-Language Arts. Throughout the process, drafts of the work were taken back to grade level teachers for feedback and input.

For MLR. B.1., Integrated Elements: The Writing Process, no Grade Level Expectations were developed. The writing process is the foundation for writing instruction at all grade levels. The committee members decided to include a graphic representation of the writing process. Teachers also use writer’s language to talk to students about the qualities of good writing during the instructional process. The terms are included on the graphic as well.

For MLR D. Language and Grammar, the committee decided to include a list of “Words Often Confused”. It should be noted that these are not intended as a list of spelling words. When writers misuse these words, it is actually an issue of incorrect meaning, not spelling. Also, the committee included a Handbook of Grammar and Mechanics, to provide additional guidance for instruction in these topics. The committee used *The Least You Should Know About English Writing Skills*, as a resource to develop the GLEs in Language and Grammar.

This curriculum provides a guide for the knowledge and skills students should master at each grade level. However, teachers may need to provide reviews of knowledge and skills previously mastered, on the basis of pre-assessments at the beginning of the school year, and then hold students accountable in their writing.

Reference:

Glazier, Teresa F. (1994) *The Least You Should Know About English Writing Skills*, Form B, Fifth Edition. New York: Harcourt Brace College Publishers.

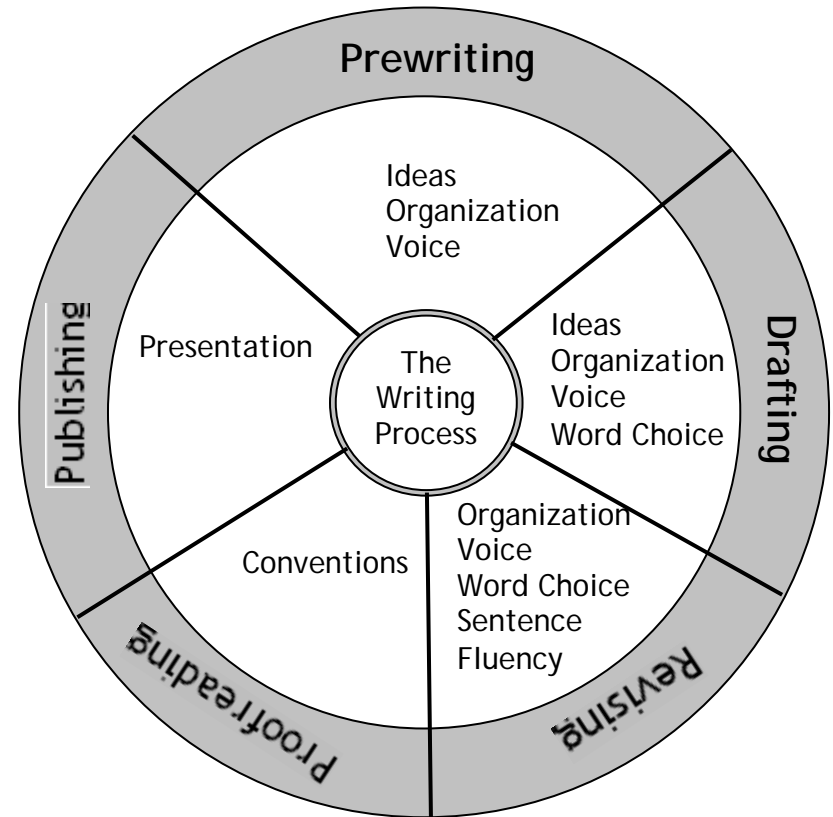
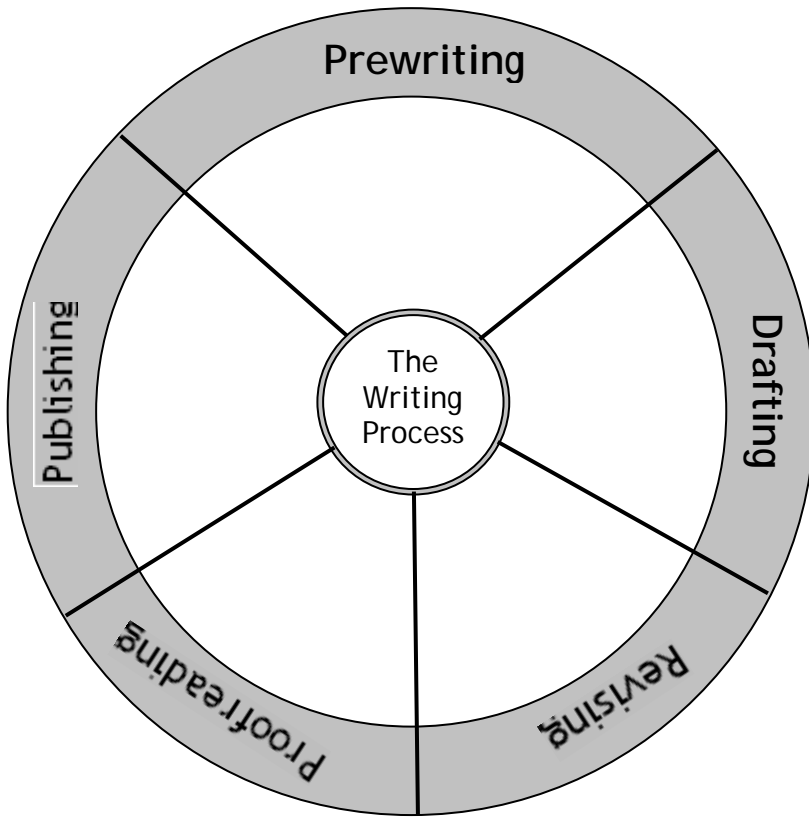
Table of Contents

Maine Learning Results B.1. Interconnected Elements: the Writing Process	4
Maine Learning Results B.2-C.1 K-5 Grade Level Expectations	5-8
B.2. Narrative	
B.3. Argument/ Analysis	
B.4. Persuasion	
B.5. Practical Application	
C.1. Research Writing	
Maine Learning Results B.2-C.1 6-11 Grade Level Expectations	9-12
B.2. Narrative	
B.3. Argument/ Analysis	
B.4. Persuasion	
B.5. Practical Application	
C.1. Research Writing	
Maine Learning Results D. Language and Mechanics K-5 Grade Level Expectations	13-14
Maine Learning Results D. Language and Mechanics 6-11 Grade Level Expectations	15-19
Handbook for Language and Mechanics	20-26

MLR B.1. Interconnected Elements: Students use a writing process to communicate ideas.

MSAD 71 Teachers of English Language Arts K-12 use the Writing Process at developmentally appropriate levels.

Teachers in MSAD 71 use writer's language as part of the Writing Process to help students improve their writing.



MSAD 71 Modes of Writing Grade Level Expectations for K-5 English-Language Arts MLR B.2-C.1

MLR B.2. Narrative: *Includes personal narratives, memoirs, descriptive writing, poetry and fiction*

<p>Pre-K-2: Students write stories that describe an experience a. Include descriptive details that enable the reader to create mental images.</p>		<p>3-5: Students write narratives that relate events, ideas, observations or recollections a. Provide enough details and description in an organized manner so the reader can imagine the event. b. Develop major events, settings, and characters, and deal with problems and solutions in a story. c. Provide insight into why the selected event or experience is memorable. d. Include sensory details.</p>			
K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Journal writing (modeled to independent) Creative writing stories with a beginning, middle and end.</p> <p>Writing about personal experiences, shared to interactive</p>	<p>Journal writing Introduction to forms of poetry (couplet, triplet, quatrain, tongue twisters, cinquain, list poems, acrostic poems, haiku) Story writing with a beginning, middle and end Writing about personal experiences , interactive to independent</p>	<p>Ongoing independent writing (e.g. journal writing) Students will develop experience writing various forms of poetry (couplet, triplet, quatrain, tongue twisters, cinquain, list poems, acrostics, haiku) Create a story with a clear beginning, middle and end and beginning use of adjectives (describing words) Writing about personal experiences , (independent) (non-fiction) and creative writing (fiction) Introduction of describing words (adjectives)</p>	<p>Poetry: introduces similes and metaphors Uses poetic techniques in writing, including descriptive and figurative language. Creative Writing : Demonstrates use of voice Develop one idea with supporting details Well-connected beginning, middle and end Demonstrates effective word choice Writes variety of sentence Descriptive paragraphs: Incorporates use of sensory language Use combination of adjectives and strong verbs Introduce similes and metaphors Able to use appropriate graphic organizers if needed.</p>	<p>Poetry Realistic stories Stories from history Personal narratives Diary entries Descriptive paragraphs Character sketch Narrative Writing: Developing: beginning, middle, end ; stays on topic; story transitions; paragraphs; full details; vivid description; sentence variety Beginning: Voice</p>	<p>Poems Stories from history Realistic stories Personal narratives Descriptive paragraphs Secure: beginning, middle, end; sentence variety. Developing: stays on topic; story transitions; paragraphs; full details; vivid description; voice</p>
Assessments					
Story Writing (written or dictated)	Writing Prompt Story Writing Journal Writing	Writing Prompt Story Writing Journal Writing	Spring and Fall Writing Prompt	Three Narrative Prompts	Three Narrative Prompts

MLR B.3. Argument/Analysis

<p>Pre-K-2: Students write to inform an audience on a specific topic.</p> <p>a. Write brief descriptions of objects, people, places, or events.</p> <p>b. Record and share, in writing, information that has been gathered.</p>		<p>3-5: Students write to identify and explain a position to an identified audience.</p> <p>a. Summarize information from reading, listening, or viewing</p> <p>b. Write about a central question or idea by using relevant supporting facts and details.</p>			
K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Personal Response to literature: Oral Language: Respond to characters Identify beginning, middle and end of stories.(Plot) Make text to self connections: <i>Did you like it? Why?</i> Write simple pattern books Write whole class big books</p>	<p>Personal Response to literature: Oral Language: Respond to characters Identify beginning, middle and end of stories.(Plot) Make text to self connections: <i>Did you like it? Why?</i> Write simple pattern books Write simple book reviews (independent)</p>	<p>Personal Response to literature: Written book responses (beginning at Level 18, DRA) Respond to characters Identify beginning, middle and end of stories.(Plot) Make text to self connections: <i>Did you like it? Why?</i></p>	<p>Personal Response to literature: Book responses: Compare/contrast: able to identify up to 3 similarities and 3 differences. Summarize: Able to identify key points with supporting evidence</p>	<p>Personal Response to literature: Write a paragraph response to literature with complex topic sentence related to prompt, details to support main idea(s), effective transitions and conclusion Skills: Describe character with references to text</p>	<p>Personal Response to literature: Write a multi-paragraph response to literature with complex topic sentence related to prompt, details to support main idea(s), effective transitions and conclusion Skills:</p>
<p>Expository: Content related writing Cross-experience stories K-W-L charts</p>	<p>Expository: K-W-L charts Expository paragraphs Content related writing: write a topic sentence with two supporting details</p>	<p>Expository: Write expository pieces with a topic sentence, 3 supporting details and a closing sentence Write in science notebooks</p>	<p>Expository: Constructed response questions Write expository pieces with a topic sentence, 3 supporting details and a closing sentence Written Summaries Compare and Contrast Technical Writing: Science Notebooks</p>	<p>Expository: Constructed response Written Summaries Technical Writing: science notebooks</p>	<p>Expository: Constructed response Speech Writing Summary Biographical writing Technical Writing: science notebooks</p>
Assessment					
				Newbery Letters	Civic Oration Speech

MLR B.4. Persuasive Writing

Students write to explain likes and dislikes. a. Support opinions with examples.			Students write to persuade a targeted audience. a. Establish a clear position on a topic and support the position with relevant evidence.		
K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Identify fact and fiction	Distinguish between fact and fiction	Write persuasive letters	Take positions Distinguish between fact and opinion State and support opinion Write persuasive pieces with a topic sentence, 3 supporting details, and a closing sentence	A. Persuasive Paragraphs with topic sentence clearly stating opinion, supporting reasons, effective transitions and conclusion. Skills: State clear opinion on issue Provide supporting reasons for opinion Uses convincing and logical arguments Use paragraph structure	A. Three paragraph essay with clearly stated opinion, supporting reasons, effective transitions and conclusion Skills: State clear opinion on issue Provide supporting reasons for opinion Uses convincing and logical arguments Use multi-paragraph structure
Assessments					

MLR B.5. Practical Application

Pre-K-2: Students convey simple needs in writing. a. Write a personal letter b. Complete simple informational forms c. Write one-step and 2-step directions for completing a simple task			3-5: Students write letters, other requests for information or directions for completing a process. a. Write a letter including date, salutation, body, closing, signature, and, when appropriate, an inside address. b. Write multiple-step directions for completing a simple task.		
K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Friendly letters Thank you notes Lists	Friendly letters Thank you notes Lists Simple directions	Friendly letters Thank you notes Content writing explaining Procedures or recipes Write at least two steps Directions	Friendly letters Thank you notes Multi- step Directions	Friendly letters Thank you notes How-to writing	Friendly letters Business letters How-to writing Thank you letters
Assessments:					
				Immigrant Letters	

MLR C.1. Research Writing

<p>Pre-K-2: Students answer research questions by gathering information from print and non-print sources.</p> <ul style="list-style-type: none"> a. Follow an established procedure for locating sources appropriate to reading level b. Collect information for a specific purpose c. Organize findings d. Share information gathered using oral and visual means 		<p>3-5: Students create, identify and answer research questions by gathering information from print and non-print sources and documenting sources and communicating findings.</p> <ul style="list-style-type: none"> a. Identify key words and concepts related to research questions, making adjustments when appropriate. b. Locate and access information by using text features. c. Collect, evaluate, and organize information for a specific purpose. d. Communicate findings from a variety of print and non-print sources. e. Describe plagiarism and demonstrate appropriate citation. 			
K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> • Develop 3 research questions for topic • Write 3 main ideas and at least one detail about each • Cite simple sources • Oral presentation <p>(Beginning Level)</p>	<ul style="list-style-type: none"> • Develop research using appropriate questions • Write 3 main ideas and at least 2 details for each • Cite simple sources • Introduce concept of validity of sources • Introduce topic sentence and conclusion • Develop oral presentation <p>(Beginning Level)</p>	<ul style="list-style-type: none"> • Develop research using appropriate questions • Write at least 3 main ideas and 3 details for each • Develop topic sentence and conclusion sentence • Cite simple sources • Develop concept of validity of sources • Develop oral presentation 	<ul style="list-style-type: none"> • Develop research using appropriate questions • Write at least 3 main ideas and 3 details for each • Secure in topic sentence and conclusion sentence • Uses paragraphs • Cite sources with correct format (MLA) • Develop concept of validity of sources • Develop oral presentation 	<ul style="list-style-type: none"> • Develop research using appropriate questions • Write at least main ideas and 3 details for each • Introduce topic paragraph and conclusion paragraph • Uses paragraphs • Site sources with MLA format • Secure in concept of validity of sources • Uses variety of sources with search engines and other internet resources • Secure oral presentation
Assessment:					
	Written Research Reports (science/social studies)	Written Research Reports (science/social studies)	Teacher Conferences (science/social studies)	Research Paper (science/social studies)	Research Paper (science/social studies)

MSAD 71 Modes of Writing Grade Level Expectations for 6-12 English-Language Arts MLR B.2-C.1

MLR B.2. : Narrative Writing

<p>6-8: Students write narratives that convey complex ideas, observations, events or reflections.</p> <ol style="list-style-type: none"> Establish a plot or other narrative structure, point of view, setting, and conflict. Develop characters. Use a range of narrative strategies for effect including dialogue and suspense. Use stylistic devices including figurative language and point of view to clarify, enhance, and develop ideas. 			<p>9-Diploma: Students imbed narrative writing in a written text when appropriate to the audience and purpose.</p> <ol style="list-style-type: none"> Use diction, syntax, imagery and tone to create a distinctive voice. Organize ideas in a logical sequence with effective transitions. 		
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Poetry Myth Personal Narrative/Memoir Fictional story	Personal Narrative Short story Poetry/poetic expression Written dialogue/dialect	Narrative Diary, journal Poetry: Sonnet Historical Narrative Descriptive Piece	Poetry: Use poetic terms and technique to write poems Fiction : Use elements of fiction to create short fiction	Poetry: Use poetic terms and technique to write poems Personal narratives with appropriate organization, diction, tone and pacing. Journaling	Personal narratives that demonstrate understanding of rhetorical purpose of author, topic and audience. Use rhetorical technique (syntax, language, imagery, diction and details)
Assessments					
Myth Narrative How to Be Poems Fictional Story	Maine Humor Writing Creative Writing Piece Maine Poem Maine Descriptive Writing Short Story/Personal Narrative Haiku Task	Sonnet Descriptive Piece	Writer's crafts Reaction Paper RAFT Activities	Poetry Project Journals Personal Narrative	Reflective Paper: Personal Narrative

MLR B.3.: Argument/Analysis

<p>6-8: Students write academic essays that state a clear position, supporting the position with relevant evidence. a. Summarize and paraphrase and/or explain information from reading, listening, or viewing. b. write essays that support an idea and build a logical argument excluding extraneous information and differentiating between facts and opinions.</p>			<p>9-Diploma: Students write academic essays that structure ideas and arguments in a sustained and logical fashion. a. Explain and evaluate information from reading, listening, or viewing. b. write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.</p>		
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
<p>Recall major elements from a plot using textual evidence. Write journal entries that demonstrate comprehension of plot, events and characters in the story and make predictions. Write responses to teacher questions that set a purpose for reading, analyze character, plot, and literary devices such as metaphor, simile, and personification. Constructed Response Summaries</p>	<p>Summarize elements of novel: setting, conflict, plot, character development. Develop reasoned arguments about text with supporting evidence. Constructed response Summaries Essay supporting an idea</p>	<p>Identify and explain complex elements of plot: setting, inciting events, central story conflicts, point of view, major events, resolution. Support statements with strong evidence from text. Comparison/Contrast Summaries</p>	<p>Write literary reactions emphasizing literary elements and authors' style with supporting textual evidence. Formal and informal literary analysis Analyze literature using techniques of literary criticism 5 Paragraph Essay Compare and Contrast Paper</p>	<p>Written Responses/Analysis of Literature Using examples, quotes, parenthetical citations and works cited Integrate literary criticism with analysis. Integrating text and using parenthetical citations and works cited</p>	<p>Literary Analysis with emphasis on developing sophistication and independence of previously learned skills Non-fiction and rhetorical analysis of essays and argument. Essay based on research Synthesis essay Argument essay: analytical and evaluative</p>
Assessments					
<p><i>The Cay</i> Test Anticipation Questions: <i>The Cay</i> and class novels Book Reviews: Student Choice Constructed Response</p>	<p>Maine Book Evaluation Biography/Autobiography Book Evaluation Wreck of the Hesperus Activity Holocaust Unit Test</p>	<p>Compare/Contrast Paper</p>	<p>Persuasive Essay Compare/Contrast Paper Reaction Paper Analysis Paper</p>	<p>Literary Analysis Persuasive Essay</p>	<p>Literary and Rhetorical Analysis Papers</p>

MLR B.5. Practical Application

6-8: Students write simple business letters and documents related to career development a. Write information purposefully and succinctly to meet the needs of the audience b. Write to convey specific requests for detailed information c. Follow a conventional format for writing resumes, memoranda, and/or proposals. d. Write multi-step directions, with annotations where appropriate, for completing a task.		9-Diploma: Students write personal communication and pieces related to educational development, career issues, and civic participation. a. Complete college, job, licensing and/or scholarship applications. b. Write to request information c. Write editorials			
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Letters	Letters				
Assessments					
			Research Paper Editorials	Research Paper Editorials	Junior Portfolio

MLR C.1. Research Writing

<p>6-8: Students propose and revise research questions, collect information from a variety of primary and/or secondary sources and follow the conventions of documentation to communicate findings.</p> <p>a. Determine the nature and extent of information needed b. Locate and access relevant information c. Demonstrate facility in note taking, organizing information, and creating bibliographies. d. Distinguish between primary and secondary sources. e. Evaluate and verify the credibility of the information found in print and non-print resources. f. Use additional sources to resolve contradictory information g. Summarize and interpret information presented in varied sources, and/or from field work, experiments, and interviews. h. Present findings by paraphrasing, quoting sources, and using proper citation.</p>		<p>9-Diploma: Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a variety of primary and secondary sources following the conventions of documentation.</p> <p>a. Select and apply research methods that are appropriate for the purpose of the inquiry. b. Make judgments about conflicting findings from different sources, incorporating findings from sources that are valid and refuting others. c. Synthesize information from varied sources and/or data gathered from fieldwork and interviews. d. Utilize media relevant to audience and purpose that extend and support oral, written and visual communication. e. Create and present a coherent set of findings that integrates paraphrasing, quotations, and proper citation. Access and present information ethically and legally.</p>			
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
<p>Select clear topic (choice) Write Thesis statement Distinguish between fact and opinion Produce written paper in format : Introduction, 2-3 paragraphs of information, conclusion – What I learned Use 3 or more sources of information Write Bibliography format MLA (MLA) Take notes from informational text Define plagiarism Evaluate Internet sources</p>	<p>Select Topic, develop focus questions and thesis statement Take correct notes, including paraphrasing, summarizing and quoting (MLA format for note taking and work cited) Evaluate reliable vs non reliable sources Use Formal note taking format – slugs, source numbers, page numbers, one idea per card etc. Use at least 3 different sources, including one primary source (s) for information</p>	<p>Produce formal written research report using MLA format</p>	<p>Use of multiple sources and evaluating their validity MLA (parenthetical citations/work cited) Students will use tools like Citation Machine to format Integrating textual evidence Refine thesis statement as a student's own supportable idea Introduction of conclusion as more than just summary Plagiarism – definition and understanding of plagiarism Student awareness of and accountability for plagiarism. Introduction to abstract as research tool</p>	<p>Use of multiple sources – developing breadth of and refining ability to evaluate validity Introduction to various citation styles and their uses. Students will use what their teacher requires Integrating textual evidence Mastery of thesis statement as a student's own supportable idea Refinement of conclusion as more than just summary Identify examples of plagiarism in ambiguous situations. Using the abstract to aid in research</p>	<p>Continuum of development of previously taught skills with an expectation towards independence and sophistication.</p>
Assessments					
Science Paper "Important Thing" research	I Search Pamphlet	History Research Paper	Research Paper	Research Paper ; Poetry paper	Research Paper

MSAD 71 Grade Level Expectations for Language K-5

D. LANGUAGE: Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

B=Beginning: Learning the skill/concept
 D=Developing: Can use correctly as a focused skill but needs assistance in revising own work
 S=Secure: Can use correctly in writing without assistance 90% of time.

D1 Grammar and Usage

Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate. a. Identify and use nouns and verbs correctly. b. Use simple sentences.		Students use parts of speech and vary sentence structure to communicate. a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly. b. Use simple, compound, and complex sentences.			
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	B. Create simple sentences by combining nouns and verbs	B. Common and Proper Nouns S. Create simple sentences by combining nouns and verbs	D. Common and Proper Nouns B. Pronouns B. Subjects B. Action Verbs B. Predicates	D. Common and Proper Nouns D. Pronouns D. Subjects D. Action Verbs D. Predicates	D. Common and Proper Nouns D. Pronouns D. Subjects D. Action Verbs D. Predicates
		B. Use adjectives	D. Use adjectives B. Use adverbs		
			B. Run-together sentences: 2 Independent clauses B. Correct into 2 complete sentences B. Use comma and conjunction to correct run together sentence	D. Run-together sentences: 2 Independent clauses D. Correct into 2 complete sentences D. Use comma and conjunction to correct run together sentence	D. Run-together sentences: 2 Independent clauses D. Correct into 2 complete sentences B. Use comma and conjunction to correct run together sentence
	B: To-two-too	D: to-two-too B: right-write B: than-then B: a-an B: are-or-our B: hear-here B: it's-its B: knew-new B: know-no B: hear-here	D: to-two-too D: right,-write D: than-then B: there-their-they're D: a-an D: are-or-our B: desert-dessert D: it's-its D: knew-new D: know-no D: hear-here	D: to-two-too D: right- write D: than- then D: there-their-they're S:a-an D: are-or-our D: desert-dessert D: hear-here D: it's-its D: knew-new D: know-no B: weather-whether B: were-where B: which-witch B: woman-women man-men	S: to-two-too D: right-write S: than-then S: there-their-they're D: are-or-our D: desert-dessert D: hear-here D: it's-its S: knew-new S: know-no D: weather-whether D: were-where D. which-witch D. woman-women man-men

Options for Assessment of Grammar and Usage GLEs: Reflective written pieces, student self-assessment, journal observations, DOL, sentence dictations, homework review, writing samples, quizzes

D2 Mechanics

<p>Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <p>a. Use commas in the greeting and closure of a letter and in dates.</p> <p>b. Capitalize proper nouns and words at the beginning of sentences.</p> <p>c. Use periods, question marks, and exclamation points.</p> <p>d. Spell high frequency grade-level words.</p> <p>e. Use <i>phonics</i> patterns to aid in spelling</p>		<p>Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <p>a. Use end marks correctly.</p> <p>b. Capitalize correctly.</p> <p>c. Spell high-frequency grade-level words.</p>			
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B: Period at end of sentence	B: Period at end of sentence	D. Period at end of sentence	D. Period at end of sentence	S. Period at end of sentence	
		B: Period after abbreviations	B: Period after abbreviations	D: Period after abbreviations	D: Period after abbreviations
	B: Question mark	D. Question mark	D. Question mark	S. Question mark	
		B. Exclamation mark	D. Exclamation mark	D. Exclamation mark	S.. Exclamation mark
B: Capitalize first word of sentence	B: Capitalize first word of sentence	D. Capitalize first word of sentence	D. Capitalize first word of sentence	S. Capitalize first word of sentence	
			B. Capitalize titles	D. Capitalize titles	D. Capitalize titles
		B. Capitalize months and days	B. Capitalize months and days	D. Capitalize months and days	S. Capitalize months and days
			B. Capitalize names of particular people and places	D. Capitalize names of particular people and places	D. Capitalize names of particular people and places

Options for Assessment of Grammar and Usage GLEs: Reflective written pieces, student self-assessment, journal observations, DOL, sentence dictations, homework review, writing samples, quizzes

MSAD 71 Grade Level Expectations for Language 6-12

D. LANGUAGE: Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

B=Beginning: Learning the skill/concept

D=Developing: Can use correctly as a focused skill but needs assistance in revising own work

S=Secure: Can use correctly in writing without assistance 90% of time.

MLR D.1. Grammar and Usage

Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate a. Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions, and interjections correctly. b. Use compound complex sentences. c. Use active and passive voices effectively.			Students apply rhetorical skills when reading, writing, and speaking through their understanding of <i>Standard American English</i>. a. Use appropriate <i>diction, syntax, and figurative language</i> to suit purpose, context, and audience. b. Use handbooks, style guides or other writing sources to confirm accuracy of Standard American Usage.		
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
S: Nouns: Common and Proper	B: Nouns: Collective and Abstract	D: Nouns: Collective and Abstract	D: Nouns: Collective and Abstract	S: Nouns: Collective and Abstract	
D: Pronouns	D: Pronouns	D: Pronouns	S: Pronouns		
D. Action Verbs B. State of Being Verbs B. Verb Phrases	S. Action Verbs D. State of Being Verbs D. Verb Phrases	S. State of Being Verbs S. Verb Phrases			
D. Subjects D. Predicates	S. Subjects S. Predicates				
D. Prepositions D. Prepositional Phrases	D. Prepositions D. Prepositional Phrases	S. Prepositions S. Prepositional Phrases			
B. Dependent Clauses B. Independent Clauses B. Punctuating Clauses	D. Dependent D. Independent Clauses D. Punctuating Clauses	S. Dependent Clauses S. Independent Clauses S. Punctuating Clauses			
D. Run-together Sentences: Definition D. Make the two independent clauses into separate sentences B. Connect the two independent clauses with semi-colon D. Connect the two independent clauses with a comma and one of the following words: and, but, nor, or, for, not, yet, so	D. Run-together Sentences: Definition S. Make the two independent clauses into separate sentences D. Connect the two independent clauses with a semi-colon S. Connect the two independent clauses with a comma and one of the following words: and, but, nor, or, for, not, yet, so	S. Run-together Sentences: Definition D. Connect the two independent clauses with a semi-colon	D. Connect the two independent clauses with a semi-colon	D. Connect the two independent clauses with a semi-colon	S. Connect the two independent clauses with a semi-colon

B: Sentence Fragments: Recognize words that begin dependent clauses B: Identify and Correct Fragments	D: Sentence Fragments: Recognize words that begin dependent clauses D: Identify and Correct Fragments	D: Sentence Fragments: Recognize words that begin dependent clauses D: Identify and Correct Fragments	D: Sentence Fragments: Recognize words that begin dependent clauses D: Identify and Correct Fragments	S: Sentence Fragments: Recognize words that begin dependent clauses S: Identify and Correct Fragments	
B: Subject/Verb Agreement	D: Subject/Verb Agreement	D: Subject/Verb Agreement	D: Subject/Verb Agreement	S: Subject/Verb Agreement	
	B: Active/Passive Voice	D. Active/Passive Voice	D. Active/Passive Voice	S. Active/Passive Voice	
B: Consistent Verb Tense	D. Consistent Verb Tense	D. Consistent Verb Tense	D. Consistent Verb Tense	S. Consistent Verb Tense	
B: Sentence Style	D. Sentence Style	D. Sentence Style	D. Sentence Style	S. Sentence Style	
B: Sentence Clarity	D. Sentence Clarity	D. Sentence Clarity	D. Sentence Clarity	S. Sentence Clarity	
B. Modifiers	D. Modifiers	D. Modifiers	D. Modifiers	S. Modifiers	
B. Diction	D. Diction	D. Diction	D. Diction	S. Diction	
B: Subject and Object Pronouns	D. Subject and Object Pronouns	D. Subject and Object Pronouns	D. Subject and Object Pronouns	S. Subject and Object Pronouns	
D. are-or-our B. brake-break B. choose-chose S. dessert-desert B. have-of D. hear-here S. it's-its B. lead-led B. loose-lose B. moral-morale-immoral B. passed-past B. personal-personnel S. piece-peace-peas B. principal-principle B. quiet-quiet B. threw-through S. weather-whether S. where-were B. who's-whose S. woman-women-man-men B. you're-your D. which-witch S. :woman-women man-men	S. are-or-our D. brake-break D. choose-chose D. have-of S. hear-here D. lead-led D. loose-lose D. moral-morale-immoral D. passed-past D. personal-personnel D. principal-principle D. quiet-quiet D. threw-through D. who's-whose D. you're-your S. which-witch	B: accept-except B. advice-advise B. affect-effect S. brake-break S. choose-chose B. complement-compliment S. have-of S. lead-led S. loose-lose S. moral-morale-immoral S. passed-past S. personal-personnel S. principal-principle S. quiet-quiet S. threw-through S. who's-whose S. you're-your	D: accept-except D. advice-advise D. affect-effect D. complement- compliment B. Conscious-conscience	D: accept-except D. advice-advise D. affect-effect D. complement- compliment D. Conscious-conscience	S: accept-except S. advice-advise s. affect-effect S. complement- compliment S. Conscious-conscience

MLR D.2. Mechanics

Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.			Students apply the structures and conventions of <i>Standard American English</i> in their communication.		
a. Use correct capitalization and punctuation including commas and semi-colons.			a. Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation, and audience.		
b. Correctly spell frequently misspelled words and common <i>homophones</i> .					
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
D: Capitalize first, last and every important word in a title.	S. Capitalize first, last, and every important word in a title.				
D: Capitalize names of people, places, languages, races & nationalities.	S. Capitalize names of people, places, languages, races & nationalities.				
D: Capitalize title of relationship	D: Capitalize title of relationship	S: Capitalize title of relationship			
D: Capitalize names of particular people or things	D: Capitalize names of particular people or things	S: Capitalize names of particular people or things			
D: Period after abbreviations	S: Period after abbreviations				
B: Semicolon between independent clauses	D. Semicolon between independent clauses	D. Semicolon between independent clauses	D. Semicolon between independent clauses	D. Semicolon between independent clauses	S. Semicolon between independent clauses
B: Colon after complete sentence when list follows	D. Colon after complete sentence when list follows	S. Colon after complete sentence when list follows			
		B. Colon after complete sentence when long quote follows	D. Colon after complete sentence when long quote follows	D. Colon after complete sentence when long quote follows	S. Colon after complete sentence when long quote follows
D. Comma before and, or, but, nor, yet, so, when they connect 2 independent clauses	S. Comma before and, or, but, nor, yet, so, when they connect 2 independent clauses				
D. Comma after introductory sentence that doesn't flow smoothly into sentence or before afterthought that is tacked on.	S. Comma after introductory sentence that doesn't flow smoothly into sentence or before afterthought that is tacked on.				

D. Commas around name of person spoken to (direct address)	D. Commas around name of person spoken to (direct address)	S. Commas around name of person spoken to (direct address)			
B. Commas around expression that interrupts flow of sentence (how ever, finally, therefore, etc.)	D. Commas around expression that interrupts flow of sentence (how ever, finally, therefore, etc.)	S. Commas around expression that interrupts flow of sentence (how ever, finally, therefore, etc.)			
	B. Commas around non-essential expressions or appositives	D. Commas around non-essential expressions or appositives	D. Commas around non-essential expressions or appositives	S. Commas around non-essential expressions or appositives	
	B. Use quotation marks in complex dialogue, e.g. interrupted quotes	D. Use quotation marks in complex dialogue, e.g. interrupted quotes	D. Use quotation marks in complex dialogue, e.g. interrupted quotes	D. Use quotation marks in complex dialogue, e.g. interrupted quotes	S. Use quotation marks in complex dialogue, e.g. interrupted quotes
	B. Use quotation marks for quotes from sources in research/informational writing	D. Use quotation marks for quotes from sources in research/informational writing	D. Use quotation marks for quotes from sources in research/informational writing	D. Use quotation marks for quotes from sources in research/informational writing	S. Use quotation marks for quotes from sources in research/informational writing
D. Rules for Possessives	D. Rules for Possessives	S. Rules for Possessives			
D. Possessive words that don't need an apostrophe	D. Possessive words that don't need an apostrophe	S. Possessive words that don't need an apostrophe			
D. Distinguishing possessives and contractions	D. Distinguishing possessives and contractions	S. Distinguishing possessives and contractions			

Handbook for Language and Mechanics

MLR ELA D.1. Language

B=Beginning: Learning the skill/concept

D=Developing: Can use correctly as a focused skill but needs assistance in revising own work

S=Secure: Can use correctly in writing without assistance 90% of time.

Skill/Concept	Explanation	B	D	S	
Identifying Subjects and Verbs	Nouns: Common and Proper	2	3-5	6	
	Nouns: Collective and Abstract	7	8-9	10	
	Pronouns	3	4-8	9	
	Verbs	Action verbs	3	4-6	7
		State of being verbs	6	7	8
		Verb phrases	6	7	8
	Adjectives	2			
	Adverbs	3			
	Create simple sentences by combining nouns and verbs	1		2	
	Subjects	3	4-6	7	
Predicates	3	4-6	7		
Modifiers	Adjectives: using correctly	2			
	Adverbs: using correctly	3			
Prepositional Phrases	Prepositions	5	6-7	8	
	Prepositional phrases	5	6-7	8	
Clauses: a group of words with a subject and verb	Dependent: does not stand alone (identification)	6	7	8	
	Independent: stands alone(identification)	6	7	8	
	Punctuation	6	7	8	
Run-together Sentences	Definition: two independent clauses written together with a comma or no punctuation.	3	4-7	8	
	Rules for Correcting:				
	1. Make the two independent clauses into two sentences.	3	4-6	7	
	2. Connect the two independent clauses with a semi-colon.	6	7-10	11	
	3. Correctly use coordinating conjunctions: and, but, or, for, nor, yet, so.				
4. Connect the two independent clauses with a comma and one of the following words: and, but, or, for, nor, yet, so.	3	4-6	7		

Sentence Fragments	Words that begin dependent clauses: after, although, as, as if, because, before, even if, even though, ever since, how, if, in order that, since, so that, than, that, though, unless, until, what, whatever, when, whenever, where, whereas, wherever, whether, which, whichever, while, who, whom, whose, why	5	6-9	10
	Identifying and correcting fragments	5	6-9	10
Writing Effective Sentences	Subject/verb agreement	5	6-10	11
	Active/passive voice	7	8-10	11
	Consistent verb tense	6	7-10	11
	Sentence style: type, variety, purpose	6	7-10	11
	Sentence clarity and conciseness	6	7-10	11
	Modifiers: placement and type	6	7-10	11
	Diction: formal and informal	6	7-10	11
	Pronouns: subject and object forms	6	7-10	11

Table of Prepositions

about	beyond	on
above	by	outside
across	down	over
after	during	past
against	except	since
along	for	through
among	from	to
around	in	toward
at	inside	under
before	into	until
behind	like	up
below	near	upon
beneath	of	with
beside	off	within

Words Often Confused

Words	Explanation	B	D	S
two, to, too	<u>Two</u> is a number <u>Too</u> means 'more than enough' or 'also'. Use <u>to</u> for all other meanings	1	2-4	5
a, an	Use <u>an</u> before a word that begins with a vowel sound (a, e, i, o, and <u>u</u> when it sounds like <u>uh</u>) Use <u>a</u> before a word that begins with a consonant, and words that start with <u>u</u> or <u>eu</u> when it sounds like <u>you</u> .	2	3	4
knew, new	<u>Knew</u> has to do with knowledge. Both start with K. <u>New</u> means 'not old'.	2	3-4	5
Know, no	<u>Know</u> has to do with knowledge. Both start with K. No means 'not any' or the opposite of 'yes'.	2	3-4	5
right, write	<u>Right</u> means 'correct' or 'proper'. <u>Write</u> is what you do with a pen.	2	3-4	5
than, then	<u>Than</u> compares two things. <u>Then</u> tells <u>when</u> . Both <u>then</u> and <u>when</u> have <u>e</u> in them.	2	3-4	5
Dear, deer	Dear is a salutation at the beginning of a letter. Deer is an animal.	2	3	4
It's, its	<u>It's</u> is a contraction and means 'it is' or 'it has'. <u>Its</u> is a possessive pronoun and never takes an apostrophe. (like hers, mine, ours, theirs, whose, etc.)	2	3-5	6
hear, here	The last 3 letters of <u>hear</u> spell <u>ear</u> . You <u>hear</u> with your <u>ear</u> . <u>Here</u> tells us <u>where</u> . Note that the 3 words indicating a place or pointing something out all have <u>here</u> in them: <u>here</u> , <u>there</u> , <u>where</u> .	2	3-6	7
are, or, our	<u>Are</u> is a verb. 'We <u>are</u> working hard.' <u>Or</u> is used between two possibilities: 'Tea <u>or</u> coffee.' <u>Our</u> shows we possess something. ' <u>Our</u> class meets today.'	2	3-6	7
dessert, desert	<u>Dessert</u> is the sweet one, the one you like two helpings of. So give it 2 helpings of s. <u>Desert</u> is used for all other meanings: 'Don't <u>desert</u> me.' and 'The camel crossed the <u>desert</u> .'	3	4-5	6

there, their, they're	<u>Their</u> is a possessive. ' <u>Their</u> books are at home.' There points out something. Note that the 3 words indicating a place or pointing something out all have <u>here</u> in them: <u>here</u> , <u>there</u> , <u>where</u> . <u>There</u> is a contraction and means 'they are'.	3	4-5	6
you're, your	<u>You're</u> is a contraction and always means 'you are'. <u>Your</u> is a possessive.	3	4-7	8
Piece, peace, peas	Remember 'piece of pie'. The one meaning a <u>piece</u> of something always begins with <u>pie</u> . <u>Peace</u> is the opposite of war. <u>Peas</u> are a vegetable.	4	5	6
weather, whether	<u>Weather</u> refers to atmospheric conditions. <u>Whether</u> means if.	4	5	6
were, where	<u>Were</u> is a verb. 'We were miles from home.' <u>Where</u> refers to a place. Note that the 3 words indicating a place or pointing something out all have <u>here</u> in them: <u>here</u> , <u>there</u> , <u>where</u> .	4	5	6
man, men woman, women	Man equals one. Men is plural, or more than one. The word is man or men with wo in front of it. Wo man equals one. Wo men is plural.	4	5	6
Which, witch	Which is a pronoun and asks for something to be identified from a group. 'Which book is his?' Witch is a noun.	5	6	7
brake, break	<u>Brake</u> means 'to slow or stop motion'. It is also the name of a device that slows or stops motion. <u>Break</u> means 'to shatter' or 'to split'. It is also the name of an interruption, as a 'coffee break'.	6	7	8
choose, chose	<u>Choose</u> is present tense. 'I will choose now.' <u>Chose</u> is past tense. 'I chose my book yesterday.'	6	7	8
have, of	<u>Have</u> is a verb. When you say 'could have, it may sound like 'could of', but that is incorrect. Use <u>of</u> only in a prepositional phrase.	6	7	8
lead, led	The past form of the verb is <u>led</u> . If you don't mean past tense, use <u>lead</u> , which rhymes with bead.	6	7	8
loose, lose	<u>Loose</u> means 'not tight'. Note how l o o s e the word is. It has plenty of room for two o's. The other one, <u>lose</u> , has only one o.	6	7	8

moral, morale, immoral	<u>Moral</u> has to do with right and wrong. <u>Morale</u> is the spirit of a group, team, or individual. <u>Immoral</u> is the opposite of moral.	6	7	8
passed, past	<u>Passed</u> is a verb. Use <u>past</u> when it's not a verb.	6	7	8
personal, personnel	Personal, an adjective, means relating to a specific person. Personnel, a noun, means 'a group of employees'.	6	7	8
principal, principle	<u>Principal</u> means main. Both words have an 'a' in them. 'The principal is the main teacher.' A <u>principle</u> is a rule.	6	7	8
quiet, quite	Pronounce these words correctly and you won't misspell them. <u>Quiet</u> rhymes with 'diet'. <u>Quite</u> rhymes with 'bite'.	6	7	8
threw, through	<u>Threw</u> means 'to throw something' in past time. If you don't mean 'to throw something', use <u>through</u> .	5	6-7	8
who's , whose	<u>Who's</u> is a contraction and always means 'who is' or 'who has'. <u>Whose</u> is a possessive; possessives such as whose, yours, ours, etc., do not take an apostrophe.	5	6-7	8
accept, except	<u>Accept</u> is a verb and means 'to receive willingly'. <u>Except</u> means 'excluding' or 'but'.	8	9-10	11
advice, advise	<u>Advise</u> is a verb. (pronounce the <u>s</u> like a <u>z</u>) <u>Advice</u> Use advice when it's not a verb.	8	9-10	11
affect, effect	<u>Affect</u> is a verb and means 'to influence'. <u>Effect</u> means 'result'. If 'a', 'an' or 'the' is in front of the word, you'll know it is not a verb and you will use <u>effect</u> .	8	9-10	11
complement, compliment	The one spelled with an <u>e</u> completes something or brings it to perfection. 'The necklace complemented her dress.' The one spelled with an <u>i</u> has to do with praise. 'I complimented her on her dress.'	8	9-10	11
conscious, conscience	<u>Conscious</u> means 'aware'. The extra <u>n</u> in <u>conscience</u> should remind you of NO, which is what your conscience often says to you.	9	10	11

MLR ELA D.2: Mechanics
 B= Beginning D=Developing S=Secure

Punctuation

Skill/Concept	Explanation	B	D	S
Capital Letters	1. Capitalize the first word of every sentence	K-1	2-3	4
	2. Capitalize the first word of every direct quotation.	2	3-4	5
	3. Capitalize the first, last, and every important word in a title. <i>Don't capitalize prepositions, short connecting words, the to in front of a verb, or a, an, the.</i>	3	4-6	7
	4. Capitalize names of people, places, languages, races and nationalities.	2-3	4-6	7
	5. Capitalize names of months, days of the week, and special days, but not the seasons.	2	3-4	5
	6. Capitalize a title of relationship if it takes the place of a person's name, but not if a possessive pronoun is in front of the word.	5	6-7	8
	7. Names of particular people or things, but not general ones.	3	4-7	8
Period	Put a period at the end of a sentence	K-1	2-3	4
	and after most abbreviations.	2-3	4-6	7
Question Mark	Put a question mark after a direct question (but not an indirect one)	1	2-3	4
Exclamation Point	Put an exclamation mark after an expression that shows strong emotion	2	3-4	5
Semicolon	Put a semi-colon between two closely related independent clauses unless they are joined by one of the connecting words: and, or, but, for, or, nor, yet, so.	6	7-10	11
Colon	Put a colon after a complete sentence when a list follows	6	7	8
	When a long quotation follows.	8	9-10	11

Dash	Put a dash to indicate an abrupt change of thought or to throw emphasis on what follows. Use sparingly.	9	10	11
Commas	1. Put a comma before and, or, but, nor, yet, so when they connect 2 independent clauses.	3-4	5-6	7
	2. Put a comma between items in a series.	2	3	4
	3. Put a comma after an introductory expression that doesn't flow smoothly into the sentence, or before an afterthought that is tacked on.	4	5-7	8
	4. Put commas around the name of a person spoken to.(direct address)	4	5-7	8
	5. Put commas around an expression that interrupts the flow of the sentence. (<i>however, moreover, finally, therefore, of course, by the way, on the other hand, I am sure, I think</i>)	6	7	8
	6. Put commas around non-essential materials, or appositives. E.G. James, the boy in my class, was late again.	7	8-9	10
Quotation Marks	Put quotation marks around the exact words of a speaker, but not around an indirect quotation.	2	3-4	5
	Use quotation marks in complex dialogue, e.g. interrupted quotes.	7	8-10	11
	Use quotation marks for quotes from sources in research/informational writing.	7	8-10	11

Contractions

Skill/Concept	Explanation	B	D	S
Definition	Two words condensed into one; letter or letters left out are replaced with an apostrophe in the exact place where letter(s) are left out	2	3-4	5
Exception	Won't	2	3-4	5

Possessives

Skill/Concept	Explanation	B	D	S
Rules	Ask, "Who (or what) does it belong to? If the answer ends in s, add an apostrophe. (') If it does not end in s, add apostrophe and s. ('s)	2-3	4-7	8

Possessive words that don't need an apostrophe	my, mine yours her, hers	your, his	its our, ours their , theirs whose	4	5-7	8
Distinguishing Possessives and Contractions	it's, they're, who's, you're		Its, there, whose, your	3	4-7	8