**Southgate Public School**

**Writing Continuum**

Students at each grade will be expected to demonstrate proficiency by the end of the year with each objective below.

**Kindergarten**

* Students will be able to complete a green screen page on letter formation and sounds independently.
* Students will journal throughout the year on letter formation and sounds independently.
* Students will be able to complete a journal page and reflect on a book independently.
* Students will begin constructing 2-3 completed sentences to form the beginning of a paragraph.
* As a class, students will write 4-6 sentences for opinion, informative, and narrative pieces with an emphasis on an opening, middle with supporting details, and closing.

**First Grade**

* Students will be able to respond to prompts using a sentence and drawing a picture(s) leading to sentence formation independently.
* Students will be able to write about a story weekly in graphic organizer format.
* Students will be able to write a summary of a story independently.
* Students will complete weekly journal entries independently.
* Students will begin to write opinion, informative, and narrative pieces utilizing complete. sentences and paragraphs with a beginning, middle, and end independently.

**Second Grade**

* Students will be able to write a summary of text they read independently.
* Students will be able to respond to text through writing (answering questions about what they read and using supporting details from the text) independently.
* Students will be able to make connections while reading (text to text, text to self, text to world) independently.
* Students will complete weekly journal entries that cover various topics and writing objectives independently.
* Students will be able to write sentences that make sense and put sentences into paragraphs independently.
* Students will be able to write opinion, informative, and narrative pieces with an introduction, middle, and conclusion with an emphasis on main idea, purpose, supporting details, grammar, and logical order independently.

**Third Grade**

* Students will be able to write a perfect paragraph independently.
* Students will complete weekly journal activities that cover various topics and writing objectives independently.
* Students will complete weekly Reading Response Notebooks, which provide a structured written response to reading material independently.
* Students will be able to write opinion, informative, and narrative pieces with perfect paragraphs independently.

**Fourth Grade**

* Students will be able to write a summary of fiction and nonfiction texts.
* Students will respond to what they read independently in individual journals.
* Students will write to their learning demonstrate learning through short answer and extended response prompts.
* Students will be able to write a paragraph independently.
* Students will be able to write opinion pieces using correct paragraph structure and proper transitions.

**Fifth Grade**

* Students will be able to write a summary of fiction and nonfiction texts.
* Students will respond to reading in reading journals.
* Students will restate and paraphrase in answering short answer and extended response prompts.
* Students will write persuasive letters/articles, using correct organization of introduction, body, and conclusion paragraphs.
* Students will support main ideas with 2 details.
* Students will use simple transitions between paragraphs.
* Students will write an informative piece (letter or article), using correct organization of introduction, body, and conclusion paragraphs.
* Students will learn to organize thoughts for writing in on-demand situations efficiently (FAP – aorm, audience, purpose).

**Sixth Grade**

* Students will be able to write a summary of fiction and nonfiction texts.
* Students will respond to reading in reading journals.
* Students will restate and paraphrase in answering short answer and extended response prompts.
* Students will write opinion pieces, using correct organization of introduction, body and conclusion paragraphs.
* Students will support main ideas with 3 relevant and logical details.
* Students will write a friendly (informational) letter, using correct format and organization.
* Students will write a personal narrative to a prompt. Narrative will be relevant and ideas will be supported with logical details.
* Students will use transitions between ideas.

**Seventh Grade**

* Students will write responses to literature that examine a variety of aspects of the genre (theme, point of view, setting, etc.), using a 3.5 essay format (intro., 3 body paragraphs, conclusion).
* Students will write arguments (persuasive letters, editorials) about topics relevant to their experience, using a 3.5 essay format.
* Students will use more sophisticated transitions between ideas.
* Students will write narratives (fictional) with a logical sequence of events, using a variety of narrative techniques (dialogue, descriptive language, character development).

**Eighth Grade**

* Students will write responses to literature that examine a variety of aspects of the genre (theme, point of view, setting, etc.), using a 3.5 essay format (intro., 3 body paragraphs, conclusion).
* Students will outline/organize all informational or explanatory writing, providing strong support for main ideas through relevant facts, details, quotations, or examples.
* Students will write arguments (persuasive letters, editorials) about topics relevant to their experience, using a 3.5 essay format.
* Students will use sophisticated transition words/phrases between ideas.
* Students will write personal narratives that develop a theme. Students will use a variety of narrative techniques effectively (dialogue, sensory language, characterization).
* Students will frequently write to on-demand prompts efficiently and effectively, following the FAP method (form, audience, purpose).