

Kindergarten Writing

Time Frame	Content/Topic	Skills	GLE	Assessment	Resource
	Writing Process				
		Students will choose a topic.	B1 a-c		Lucy Calkins and Leah Mermelstein
		Students draw a picture to communicate an idea.			Craft Lessons and Non Fiction Craft Lessons by Ralph Fletcher and Joann Portalupi
		Students label their picture and write a story with a beginning, middle and end.			6 Traits
		Students read their story to a partner who asks them questions.			
		Students conference with the teacher.			
		Students edit with assistance.			
	Personal Narrative				
		Students write stories that describe an experience using details that enable the reader to create mental images. Stories may be conveyed through pictures with simple sentences or labels)	B2 a		
	Argument/Analysis (Non-fiction)				
		Write brief descriptions of objects, people, places or events. (During social studies or science units i.e. SHARED WRITING after a field trip or speaker)			
	Persuasive				
		Not done at this grade level (may be orally discussed)	B4		

Kindergarten Writing

Time Frame	Content/Topic	Skills	GLE	Assessment	Resource
	Practical Application				
		Students convey simple needs in writing.	B5 a- c		
		a. write a personal letter.			
		b. Students complete simple informational forms. (through Scholastic News)			
		c write or draw one-step and two- step directions for showing how to do a simple task. (How to Books)			
	Grammar and Usage				
		Students will use simple sentences to communicate ideas.	D1 b		
	Mechanics				
		Students will use left-to-right and top-to-bottom directions when writing.	D2		
		Students will use spacing between letters and words when writing on a line.			
		Students will write legibly some uppercase and lowercase letters.			
		Students will use conventional spelling to spell some common or familiar words.			
		Students will spell high frequency grade-level words.			
	Listening and Speaking				
	(Listen to comprehend and speak to communicate effectively)	Students ask relevant questions at appropriate times.	E1 a-c		
		Students will converse without interrupting.			
		Students will follow one-step and two-step oral instructions.			

Kindergarten Writing

Time Frame	Content/Topic	Skills	GLE	Assessment	Resource
	Speaking				
	Speaking skills to communicate)	Students will make clear requests at appropriate times.	E2 a-c		
		Students will make simple presentations using eye contact.			
		Students will use voice level appropriate to the situation.			
		Students will share stories and information.			

Grade 1 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Writing Process				
		Students will choose a topic.	B1 a-c		Lucy Calkins and Leah Mermelstein
		Students may draw a detailed picture to communicate an idea.			Craft Lessons and Non Fiction Craft Lessons by Ralph Fletcher and Joann Portalupi
		Students write a story with a beginning, middle and end.			6 Traits
		Students read their story to a partner who asks them questions.			
		Students respond to clarifying questions and suggested revisions.			
		Students conference with the teacher.			
		Students edit with assistance.			
		Students occasionally create legible <i>final</i> drafts.			
	Personal Narrative				
	(Authors as Mentors)	Students write stories that describe an experience using details that enable the reader to create mental images.	B2		
		Students will create stories that focus on one topic.			

Grade 1 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Poetry				
		Students will write a variety of poems using imagery through a poets eyes.			
		Students will listen for line breaks, hear the music in poetry and convey strong feelings by creating images. (showing not telling)			
		Students will use poetic language, voice, and precise words			
		Students will use patterns to support their meaning.			
		Students will know that poetry is another way to express big feelings.			
		Students will reread with pen in hand, carefully checking each word and <i>then doing everything possible to fix words that require more attention.</i>			
	Argument/Analysis (Non-fiction)				
		Write brief descriptions of objects, people, places or events. (During social studies or science units i.e. SHARED WRITING after a field trip or speaker)	B4		
		Record and share, in writing, information that has been gathered.			
	Persuasive				
		Students write pieces that articulate opinions and create change (solve problems) or convince others to believe their opinion. (letters/postcards, reviews, editorials, posters/signs, speeches, songs)	B4		

Grade 1 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Practical Application				
		Students convey simple needs in writing.	B5 a- c		
		a. write a personal letter.			
		b. Students complete simple informational forms. (through Scholastic News)			
		c. write or draw one-step and two- step directions for showing how to do a simple task. (How to Books)			
	Research				
	(Nonfiction)	Students collect information for a specific purpose.	C1		
		Students organize findings.			
		Students share information.			
	Grammar and Usage				
		Students will use simple sentences to communicate ideas.	D1		
	Mechanics				
		Students will use spacing between letters and words when writing on a line.	D2		
		Students will write legibly.			
		Students capitalize proper nouns and words at the beginning of sentences.			
		Students will use conventional spelling to spell common or familiar words. (use phonics patterns to aid in spelling)			
		Students will spell high frequency grade-level words.			
		Students use commas in the greeting and closure of a letter and in dates with assistance.			
		Students use periods, question marks, and exclamation points with assistance.			

Grade 1 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Listening and Speaking				
	(Listen to comprehend and speak to communicate effectively)	Students ask relevant questions at appropriate times.	E1 a-c		
		Students will converse without interrupting.			
		Students will follow one-step and two-step oral instructions.			
	Speaking				
	Speaking skills to communicate)	Students will make clear requests at appropriate times.	E2 a-d		
		Students will make simple presentations using eye contact.			
		Students will use voice level appropriate to the situation.			
		Students will share stories and information.			
	Analysis of Media				
		Students identify different types of media.	F1 a,b		
		Students describe their reactions to a variety of print and/or non-print sources. (through persuasive writing unit)			

Grade 2 Writing

Time Frame	Content/Topics	Skills	GLE	Assessment	Resource
	Writing Process				
		Students will choose a topic and develop an idea with a minimum of five sentences.	B1 a-d		Lucy Calkins and Leah Mermelstein
		Students draw a detailed picture to communicate an idea.			Craft Lessons and Non Fiction Craft Lessons by Ralph Fletcher and Joann Portalupi
		Students write a story with a beginning, middle and end. (Emphasis on the middle)			6 Traits
		Students read their story to a partner who asks them questions.			
		Students respond to clarifying questions and suggested revisions.			
		Students conference with the teacher.			
		Students edit with assistance for correct grammar, usage, and mechanics.			
		Students occasionally create legible <i>final</i> drafts. (Handwritten as well as using technology)			
	Personal Narrative (Authors as Mentors)				
		Students write stories that describe an experience using details that enable the reader to create mental images.	B2		
		Students will create stories that focus on one topic.			

Grade 2 Writing

Time Frame	Content/Topics	Skills	GLE	Assessment	Resource
	Poetry				
		Students will write a variety of poems using imagery through a poets eyes.			
		Students will listen for line breaks, hear the music in poetry and convey strong feelings by creating images. (showing not telling)			
		Students will use poetic language, voice, and precise words.			
		Students will use patterns to support their meaning.			
		Students will know that poetry is another way to express big feelings.			
		Students will reread with pen in hand, carefully checking each word and <i>then doing everything possible to fix words that require more attention.</i>			
	Argument/Analysis (Non-fiction)				
		Write brief descriptions of objects, people, places or events. (During social studies or science units i.e. SHARED WRITING after a field trip or speaker)	B4		
		Record and share, in writing, information that has been gathered.			
	Persuasive				
		Students write pieces that articulate opinions and create change (solve problems) or convince others to believe their opinion. (letters/postcards, reviews, editorials, posters/signs, speeches, songs)	B4		

Grade 2 Writing

Time Frame	Content/Topics	Skills	GLE	Assessment	Resource
	Practical Application				
		Students convey simple needs in writing.	B5 a- c		
		a. Students write a personal letter.			
		b. Students complete simple informational forms. (through Scholastic News)			
		c. Students write or draw one-step and two- step directions for showing how to do a simple task. (How to Books)			
	Research				
	(Nonfiction/ All About or Posters)	Students will follow an established procedure for locating sources appropriate to reading level with assistance.	C1a-d		
		Students collect information for a specific purpose.			
		Students organize findings.			
		Students share information.			
	Grammar and Usage				
			D1a,b		
		Student will identify and use nouns and verbs correctly.			
		Students will use simple sentences to communicate ideas.			

Grade 2 Writing

Time Frame	Content/Topics	Skills	GLE	Assessment	Resource
	Mechanics				
		Students will use spacing between letters and words when writing on a line.	D2 a-e		Daily Language Review
		Students will write legibly.			Handwriting without Tears
		Students capitalize proper nouns and words at the beginning of sentences.			
		Students will use conventional spelling to spell common or familiar words. (use phonics patterns to aid in spelling)		125 Words Assessed Quarterly	
		Students will spell high frequency grade-level words.			
		Students use commas in the greeting and closure of a letter and in dates.			
		Students use periods, question marks, and exclamation points.			
	Listening and Speaking				
	(Listen to comprehend and speak to communicate effectively)	Students ask relevant questions at appropriate times.	E1 a-c		
		Students will converse without interrupting.			
		Students will follow one-step and two-step oral as well as written instructions.			Everyday Math
	Speaking				
	Speaking skills to communicate)	Students will make clear requests at appropriate times.	E2 a-d		
		Students will make simple presentations using eye contact.			
		Students will use voice level appropriate to the situation.			
		Students will share stories and information.			

Grade 2 Writing

Time Frame	Content/Topics	Skills	GLE	Assessment	Resource
	Analysis of Media				
		Students identify different types of media.	F1a,b		TV Commercials / written advertisement / magazines
		Students describe their reactions to a variety of print and/or non-print sources. (through persuasive writing unit)			

Grade 3 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Interconnected Elements				
		Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.			
		Students will select a purpose for writing.			
		Students will use graphic organizers to organize their ideas.			
		Students will begin to write in a paragraph format. The paragraph will have supporting sentences and a concluding sentence. Students will begin to indent their writing.			
		Students will have an organizing structure and maintain a consistent focus.			
		Students will revise their drafts to improve coherence, provide better descriptive details, and to convey voice.			
		Edit for correct grammar, usage, and mechanics.			
		Create legible final draft.			
		Students will take risks and view themselves as a writer.			
		Students will seek feedback on writing. Example what was learned from each piece of writing.			
	Narrative Writing				
		Students will write narratives that relate events, ideas, observations, or recollections.			
		Students will begin to use details and description in an organized manner so the reader can imagine the event or experience.			
		Students will begin to develop characters, settings, and main idea.			
		Students will provide insight into why they selected their event.			
		Students will include their (Five senses) in giving details to their piece.			

Grade 3 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Argument/Analysis				
		Students write to identify and explain a position.			
		Students will summarize information from reading , listening, or viewing. Students will lists facts from a text. A few sentences with information about the piece.			
		Students will read and write about different author's life and their writing style.			
		Write about a central question/prompt/comprehension question or idea by using relevant supporting facts and details.			
		Students journal write to various topics. The journals reflect class news, information text, and events.			
	Poetry				
		Students will develop poetry in the following forms: Haiku, Cinquain, Narrative, and Acrostic.			
		Students will hear poems read aloud and read poems aloud themselves. This allows the student to have a better understand of writing a poem.			
		Students learn that poetry uses words to show strong feeling.			
	Persuasive				
		Students write to explain facts about their topic.			
		Students will use examples from their life, reading, and knowledge to explain the topic.			

Grade 3 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Practical Application				
		Students write friendly letters .			
		Write a letter that includes a date, salutation, body, closing, and signature.			
		Write multi-steps directions for completing a task.			
		Students will illustrate with drawings showing a sequence of actions.			
		Students will develop a timeline on a topic given.			
	Research				
		Students identify, an answer research questions by gathering information from print and non-print sources.			
		Identify key words and concepts related to research questions.			
		Locate and access information by using text features including bold print, italics, indenting, new paragraphs, maps, or charts .			
		Collect and organize information.			
		Communicate findings in a report form.			
		Paraphrase information			
		Students will use underlining, italics, and bold print to convey a specific meaning.			
		Use underlining for words in text.			

Grade 3 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Grammar and Usage				
		Students begin to use parts of speech in their writing.			
		Students begin to use forms of nouns , verbs, adjectives, conjunctions, and pronouns.			
		Students begin to use simple sentences.			
		Students will use subject and verb agreement.			
		Students will use nouns and pronouns that are in agreement.			
		Students use Daily Oral Language to help with Grammar and usage.			
		Students will use High Frequency Words(335+)			
	Mechanics				
		Students apply the rules of capitalization, punctuation, and spelling to communicate.			
		Students will use end marks correctly. (Periods, Question Marks, and Exclamation points.			
		Use a capital letter for the first word of a sentence.			
		Use capital letters appropriately to capitalize days, months, city, and state names, specific places.			
		Use capitals for names of people and places.			
		Understand and use quotation marks to indicate simple dialogue.			
		Use apostrophes in contractions and possessives.			
		Use commas to identify a series.			
		Students will determine where new paragraphs should begin.			
		Students will use spell check on the computer, dictionary, and thesaurus.			

Grade 4 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Interconnected elements				
		Write a variety of complete, simple, and compound sentences	1.1		
		Use paragraph form: indenting, main idea, supporting details, introduction, conclusion	1.2, 3.4, 4.1, 5.1, 6.2, 6.4		
		Select a purpose for writing/topic	7.1		
		Prewrite using graphic organizers (i.e. Venn Diagrams, Webs, and Lists)			
		Revise original drafts/ produce final copy. Conference about work			
		Convey voice			
		Edit for grammar, usage, and mechanics			
		Use transition words and phrases	3.4, 6.3		
		Group ideas logically	6.1		
	Narrative				
		Provide details and description in an organized manner	5.1		
		Create a clear, understandable story line with a beginning, middle, and end (Different leads and endings)	4.1		
		Develop major events, settings, and characters, and deal with problems and solutions in a story	4.2, 5.3		
	Argument/analysis				
		Summarize information for reading, listening, and viewing			
		Write about a central question or idea by using relevant supporting facts and details	3.1		
		Make inferences about content, events, characters, setting, or common themes	3.2		
		Connecting what has been read (plot/ ideas/concepts) to prior knowledge	2.3		

Grade 4 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Persuasive				
		Establish a clear position on a topic, and support with evidence	7.1		
		Stating and maintaining a focus/controlling idea on a topic	7.2		
		Include facts and details: naming, describing, comparing, use of visual images	8.1, 8.2		
	Poetry				
		Write a variety of types of poems			
		Use repetition, refrain, rhyme, and other poetic techniques.			
		Shape words on a page to look like a poem	9.2		
	Research				
		Identify key words and concepts related to research questions	3.1		
		Collect, evaluate, and organize appropriate information for a specific purpose	2.1, 3.4, 6.1		
		Communicate findings from a variety of print and non-print sources			
		Describe plagiarism, and demonstrate appropriate citation			
		Locate and access information using text features (heading, index, table of contents, etc.)			
		Connect what has been read to prior knowledge	2.3		
		Use at least 3 sources			

Grade 4 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Grammar, usage, and mechanics				
		Use forms of nouns, verbs, adjectives , adverbs , prepositions, conjunctions , pronouns, and interjections			
		Use simple and compound sentences, and introduce complex sentences			
		Correctly use capitalization and punctuation	9.2, 9.4		
		Spell high frequency grade level words	9.5		
		Identify grammatical errors when given examples	9.1		
	Listening				
		Ask clarifying questions			
		Listen and respond to others			
		Follow oral multi step directions			
		Summarize ideas from oral presentations and readings			
	Speaking				
		Use eye contact and clear enunciation, clear gestures for emphasis, and appropriate volume and rate when speaking			
		Explain ideas clearly and respond to questions appropriately			
		Share information summarized from reading, listening, and viewing			
		Speak with confidence when presenting			
		Present information in ways that engage the listener's attention			
		Use turn-taking conventions skillfully			

Grade 4 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Media				
		Use visual displays in ways that extend the topic of a presentation			
		Recognize that there are multiple roles and purposes of media			
		Compare how different types of media convey the same kind of information			

Map of 4th Grade Writing Projects Across the School Year

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Week 1	Poetry Anthology Minilesson: Writer's Notebook	Memoir FD Minilesson: Developing a good lead	News Article ★ Minilesson: Using capitals and punctuation	Maine Biography Minilesson: Writing a biography	Short Fiction Minilesson: Types of fiction	Descriptive Writing FD Minilesson: Adjectives	Choice FD Minilesson: Developing a character	Technical/How To Minilesson: Purpose of technical writing	Book Review FD Minilesson: Expressing personal opinions	Animal Research FD Minilesson: Using commas (lists)
Week 2	Poetry Anthology Minilesson: Writer's workshop structure	Memoir ★ Minilesson: Developing good endings	Choice Minilesson: Why do people write (purpose)	Maine Biography FD Minilesson: Writing in time sequence	Short Fiction FD Minilesson: Transition words and phrases	Descriptive Writing ★ Minilesson: Adverbs	Regions Brochure Minilesson: Writing to persuade	Technical/How To FD Minilesson: Role of illustrations	Book Review ★ Minilesson: Connecting prior knowledge	Animal Research ★ Minilesson: Using text features
Week 3	Poetry Anthology Minilesson: Publishing on the computer	News Article Minilesson: Writing a news article	Choice FD Minilesson: Choosing a title	Maine Biography ★ Minilesson: Simple, compound, & complex sentences	Short Fiction ★ Minilesson: Developing the Middle	Choice Minilesson: Putting voice in your writing	Regions Brochure FD Minilesson: Using strong verbs	X	Animal Research Minilesson: Writing to inform or explain	X
Week 4	Memoir Minilesson: Writing a memoir	News Article FD Minilesson: How to divide text into paragraphs	X	X	Descriptive Writing Minilesson: Writing to describe	X	Regions Brochure ★ Minilesson: Creating sections with headings	Book Review Minilesson: Writing a book review	Animal Research Minilesson: Taking Notes	X

FD = Final Draft ★ = Publish a Project X = Vacation Week

Grade 5 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Interconnected Elements				
	Students use the writing process.				
		Process includes:	B1a-h MLR		Six Traits Language?
		a. Selecting a purpose for writing.			
		b. Pre-writing using organizers such as semantic webbing, free writing, brainstorming, and mapping .			
		c. Establishing a consistent focus and theme.			
		d. Including introduction and conclusion.			
		e. Writing coherent paragraphs including supporting and concluding sentences.			
		f. Revise to improve writing including descriptive details and voice.			
		g. Editing for grammar, usage, and mechanics.			
		h. Creating legible final draft.			
	Narratives				
		Providing details that are accurate, relevant, interesting and vivid.	B2a MLR/GLE 4-5.1/7-5.1		
		Write literary text developing characters and establishing a plot.	B2b. MLR		
		Explaining why a written piece is memorable.	B2.c MLR		
		Including sensory details.	B2.d MLR		

Grade 5 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Argument/Analysis				
		Summarize information from reading, listening and viewing.	B3a MLR		
		Include selecting main idea and relevant details in order to write a brief summary of reading.			
		Write about a central question or idea using relevant supporting details.	B3b MLR		
		Include basic reasons as the supporting details.			
	Poetry				
		Students will read, study, and write, various poems using structure, feelings, sensory images, ideas and/or stories.			
		Students will use repetition, refrain, rhythm, and other poetic techniques.			
		Students will use words to convey images and strong feelings.			
	Persuasive				
		Understand that an essay (including-introduction, body, conclusion) can be used to persuade readers.			
		Writing includes, establishing a clear position with supporting details/examples.	B4a MLR		
	Practical Application				
		Write letters requesting information or directions (introduction of business letter format).	B5a MLR		
		Letters include: date, salutation, body, closing, and signature.			
		Write multi-step directions for completing a task.	B5b MLR		

Grade 5 Writing

Time Frame	Content	Skills	GLE	Assessment	Resource
	Research				
		Identify key words and concepts related to research questions.	C1a. MLR		
		Locate information in texts.	C1b. MLR		
		Collect evaluate, and organize information.	C1c. MLR		
		Use information from a variety of sources and begin to introduce the terms primary and secondary sources.	C1d. MLR		
		Describe plagiarism and demonstrate appropriate citation.	C1e. MLR		
		Write basic research paper(s) including note taking skills and a bibliography which requires three or more varied sources.			
	Grammar and Usage				
		Use forms of nouns, verbs, adjectives, adverbs , prepositions, conjunctions, pronouns, and interjections .	D1a MLR		
		Use simple, compound and complex sentences.	D1b MLR		
		Begin to understand the terms and meaning of, interrogative, declarative, imperative, and exclamatory sentences.			
	Mechanics				
		Use end marks correctly.	D2a MLR		
		Understand and use ellipses.	D2b MLR		
		Use dashes to indicate a long pause.	D2c MLR		
		Capitalize correctly including proper nouns.			
		Spell high frequency grade-level words.			

6-8 Language

Content	Skills	Possible Resources	Suggested Activities
D1: Grammar and Usage			diagramming (6)
	I. Identify and define eight parts of speech : Nouns, Verbs, Adjectives, Pronouns, Adverbs, Prepositions, Conjunctions, Interjection		
	II. Subject - Verb Agreement		
	III. Maintain consistent verb tense IV. Passive vs. Active voice		
	Understanding Sentences :		
	I. Kinds: simple, compound, complex, compound complex		
	II. Parts: subject, predicate, phrases, clauses, fragments, run-ons		
	III. Types: declarative, interrogative, exclamatory, imperative		
D2: Mechanics			
	I. Capitalization		
	II. Punctuation: commas, apostrophes, and semi-colons		
	III. Spelling: plurals		

Grade 6-8 Writing

Time Frame	Content	Skills	Possible Resources	Suggested Activities
	Writing process	1. Identify and use writing process: Brainstorm, Draft, Conference, Revise, Edit, Draft, Publish (not linear)	Nancy Atwell, Linda Rief, Tomason Carey, Fred Wolfe, UNH writing dept. Writer's Choice (8)	7th grade: Play-Doh pencil holders
		2. Identify and Develop: Purpose, Organization, Details, Voice/Tone		
		3. Develop and edit for: Mechanics/Grammar		
	Narrative/ Reflective (Personal) Essay (6th & 7th)	1. Write a story with clear beginning/middle/end using description (gr 6), character development (gr 7), dialogue, exposition, rising action, climax, falling action, resolution, voice (gr 7), point of view, setting (gr 6), conflict, transitional devices (e.g. ellipses, time transitions, white space, or words/phrase)	Written and Illustrated,	show don't tell

Grade 6-8 Writing

Time Frame	Content	Skills	Possible Resources	Suggested Activities
	Poetic Writing	6th Grade:		
		1. Review/learn the forms poetry can take: cinquain, haiku, tanka, limerick, concrete, alphabet, free verse, picture, acrostic, found		
		2. Understand and use the organization/format of poetry; stanza, white space		
		3. Poetic Devices: Imagery, exaggeration, simile, metaphor, alliteration, rhythm, rhyme		
		7th Grade:		
		1. Review/learn the forms poetry can take: free verse		
		2. Understand and use the organization/format of poetry; stanza, white space		
		3. Poetic Devices: 6th grade plus - repetition, personification.		
		8th Grade:		
		1. Review/learn the forms poetry can take: free verse, sonnet,		
		2. Understand and use the organization/format of poetry; stanza, white space		
		3. Poetic Devices: 7th grade plus - hyperbole, symbolism, use of punctuation, diction, rhyme, tone.	Writer's Choice (8)	Poetry and prose: reverse format

Grade 6-8 Writing

Time Frame	Content	Skills	Possible Resources	Suggested Activities
	Analysis/ Argument (8th)	1. Write academic essay demonstrating a clear position (thesis) based on logical/necessary facts; and using evidence to support that position. 1. Summarize and paraphrase main idea(s) of text(s).	1. Lessons that change writers (7) 2. Writer's Choice (8)	1. Summarizing: Illustration with caption; boil down to 5 sentences -> 3 sentences -> 1 sentence 2. Book review (7/8) 3. Editorial 4.
	Persuasive (7th & 8th)	1. Write persuasive essay for particular purpose and audience. 1. Use variety of persuasive techniques (see below) , present alternate viewpoint(s)	1. Lessons that change writers (7) 2. Writer's Choice (8)	persuasive letter/editorial,
		6th - bandwagon, peer pressure, repetition, testimonial 7th - plus hyperbole, loaded words 8th - plus transfer, amplification, extended metaphor	1. Lessons that change writers (7) 2. Writer's Choice (8)	
	Practical Application/ Informational/ Technical/ Procedural (6-8)	1. Produce a business letter that uses heading, salutation, body, and closing 2. State purpose of letter, and support 3. Write multi-step directions for completing a task 4. Follow conventional format such as journals, reading logs, and letter to editor	Writer's Choice (8)	Resume (8), college app (7), friendly letter writing(6), business letter (7&8), newspaper article (6)