Curriculum Umbrella Writing and Grammar

3, 4, and 5th Grades

Writing/Grammar 1st Nine Weeks

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| Grade | Standard & Benchmark | Method | Core Standards |
| 3 | IIA | Present logically and clearly | Speaking and Listening: 1. Engage effectively in a range of collaborative  discussions (one-on-one, in groups, and teacher led)  with diverse partners on *grade 3 topics and*  *texts*, building on others’ ideas and expressing  their own clearly. |
| 3 | IIB | Subject/verb agreement  Capitalization and punctuation  Write a variety of sentences  Compose two or more paragraphs  Spelling  Proof-reading  Handwriting | Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure subject-verb and pronoun-antecedent agreement. 2. Demonstrate command of the conventions of  standard English capitalization, punctuation, and  spelling when writing. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled,*  *cries, happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, |
| 4 | IB | Reference materials  Use of visual data | Language: 4. Determine or clarify the meaning of unknown and  multiple-meaning words and phrases based on  *grade 4 reading and content,* choosing flexibly  from a range of strategies. c. Consult reference materials (e.g., dictionaries,  glossaries, thesauruses), both print and digital,  to find the pronunciation and determine or  clarify the precise meaning of key words and  phrases. |
| 5 | II-C.4 | Focus on revision on creating simple and/or complex sentences for clarity and impact and on developing lead, characters, or mood. | 3. Use knowledge of language and its conventions  when writing, speaking, reading, or listening.  a. Expand, combine, and reduce sentences for  meaning, reader/listener interest, and style. Reading: 3. Compare and contrast two or more characters,  settings, or events in a story or drama, drawing  on specific details in the text (e.g., how  characters interact). |
| 5 | IIB | 1. Write sentences that use:  a. independent and dependent clauses;  b. transitions; and  c. conjunctions to connect ideas.  3. Use colons and quotation marks correctly.  4. Spell most commonly used words accurately using a multi-strategy approach to learn new spellings.  5. Edit final product for grammar, language conventions, and format. | Language: 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Expand, combine, and reduce sentences for  meaning, reader/listener interest, and style. 2. Demonstrate command of the conventions of  standard English capitalization, punctuation, and  spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. |

Writing/Grammar 2nd Nine Weeks

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| Grade | Standard & Benchmark | Method | Core Standards |
| 3 | IIA | Sustain a conversation  Answer open-ended questions  Explain own learning  Read aloud with fluency | Listening and Speaking: 1. Engage effectively in a range of collaborative  discussions (one-on-one, in groups, and teacher led)  with diverse partners on *grade 3 topics and*  *texts*, building on others’ ideas and expressing  their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information  known about the topic to explore ideas under  discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  c. Ask questions to check understanding of  information presented, stay on topic, and link  their comments to the remarks of others.  d. Explain their own ideas and understanding in  light of the discussion. Fluency: 4. Read with sufficient accuracy and fluency to  support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| 3 | IIB | Subject/verb agreement  Capitalization and punctuation  Write a variety of sentences  Compose two or more paragraphs  Write a composition | Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure subject-verb and pronoun-antecedent agreement.\* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Writing: 6. With guidance and support from adults, use technology to produce and publish writing (using  keyboarding skills) as well as to interact and  collaborate with others. |
| 4 | IIA | Contribute to discussion  Oral presentations  Nonverbal communication and fluency | Speaking and Listening: 1. Engage effectively in a range of collaborative  discussions (one-on-one, in groups, and teacher led)  with diverse partners on *grade 4 topics and*  *texts*, building on others’ ideas and expressing  their own clearly. 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Reading: Fluency: 4. Read with sufficient accuracy and fluency to support comprehension. |
| 4 | IIB | Simple and compound sentences  Appositives, participial phrases, adjectives, adverbs, and prepositional phrases  Regular and irregular verbs, and conjunctions | Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* b. Form and use the progressive (e.g.*, I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.  d. Order adjectives within sentences according  to conventional patterns (e.g., *a small red bag*  rather than *a red small bag*). e. Form and use prepositional phrases. |
| 4 | IIC | Writing Compositions, Planning, and revision. | Writing: 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3. Write narratives to develop real or imagined experiences or events using effective technique, Descriptive details, and clear event sequences. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in  standards 1–3 above.) |
| 5 | IIB | Independent and dependent clauses  Colons and quotation marks | Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to  indicate titles of works. |
| 5 | IIC | Persuasive writing  Essays  Writing Process  Revision of sentences | Writing: 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in  standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) 6. With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate  sufficient command of keyboarding skills to type  a minimum of two pages in a single sitting. |

Writing/Grammar 3rd Nine Weeks

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| Grade | Standard & Benchmark | Method | Core Standard | |
| 3 | II-B | Subject and verb agreement.  Correct capitalization and punctuation.  Variety of complete sentences (declarative, imperative, interrogative and exclamatory)  Compose topic sentences, supporting details, appropriate, logical sequence and sufficient  elaboration.  Create readable documents with legible handwriting.  Write compositions that have few significant errors in use of pronouns, adjectives, adverbial forms and coordinating conjunctions.  Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent  statement.  Demonstrate a command of standard English when speaking. | Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure subject-verb and pronoun-antecedent  agreement.\* a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. h. Use coordinating and subordinating conjunctions. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Speaking and Listening : 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.\* b. Recognize and observe differences between the conventions of spoken and written  standard English. | |
| 3 | II-C | Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.  Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and multimedia forms  Suggest and implement reflection and revision (with assistance) on target elements by:  a. clarifying ideas, adding descriptive words and phrases,  b. sequencing events and ideas,  c. combining short, related sentences, and  d. strengthening word choice.  Begin to incorporate literary words and language patterns in writing  Combine information from multiple sources, using technology as a tool in writing reports and stories.  Write stories and essays that show an awareness of an intended audience and purpose. | Writing: 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.  a. Introduce the topic or text they are writing  about, state an opinion, and create an  organizational structure that lists reasons.  b. Provide reasons that support the opinion.  c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. d. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a  topic and convey ideas and information clearly.  a. Introduce a topic and group related  information together; include illustrations  when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and  details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas  within categories of information. d. Provide a concluding statement or section. 3. Write narratives to develop real or imagined  experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.  d. Provide a sense of closure. 4. With guidance and support from adults,  produce writing in which the development  and organization are appropriate to task and  purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |
| 4 | II-B | simple and compound sentences  appositives, participial phrases, adjectives, adverbs and prepositional phrases.  regular and irregular verbs, adverbs, prepositions and coordinating conjunctions.  Use parentheses, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions.  Use underlining, quotation marks or italics to identify titles of documents.  When appropriate, capitalize names of magazines, newspapers, works of art, musical compositions, organizations, proper nouns  and the first word in quotations.  Compose multiple paragraphs with:  a. topic sentences,  b. specific, relevant details,  c. logical progression and movement of ideas,  d. coherence,  e. elaboration, and  f. concluding statement related to the topic.  Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation. | Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and  run-ons.\* b. Form and use the progressive (e.g.*, I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. Speaking and Listening: d. Review the key ideas expressed and explain  their own ideas and understanding in light of  the discussion.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use correct capitalization.  b. Use commas and quotation marks to mark  direct speech and quotations from a text.  c. Use a comma before a coordinating  conjunction in a compound sentence.  d. Spell grade-appropriate words correctly,  consulting references as needed. | |
| 4 | II-C | Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.  Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and multimedia forms Suggest and implement reflection and revision (with assistance) on target elements by:  a. clarifying ideas, adding descriptive words and phrases,  b. sequencing events and ideas,  c. combining short, related sentences, and  d. strengthening word choice.  Begin to incorporate literary words and language patterns in writing  Combine information from multiple sources, using technology as a tool in writing reports and stories.  Write stories and essays that show an awareness of an intended audience and purpose | Writing: 4. Produce clear and coherent writing in which the development and organization are appropriate  to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  5. With guidance and support from peers and  adults, develop and strengthen writing as needed  by planning, revising, and editing. (Editing for  conventions should demonstrate command of  Language standards 1–3 up to and including  grade 4 on pages 28 and 29.)  6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrate  sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  Reading: 8. Explain how an author uses reasons and evidence to support particular points in a text.  7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| 5 | II-B | Write sentences that use:  a. independent and dependent clauses;  b. transitions; and  c. conjunctions to connect ideas.  Edit final product for grammar, language conventions, and format.  Create and deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media.  Evaluate the content of oral communication. | Language: e. Use correlative conjunctions (e.g., *either/or, neither/nor*). a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Speaking and Listening: 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate  facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Include multimedia components (e.g., graphics,  sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and  situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations. |
| 5 | II-C | Produce a variety of written products that demonstrate competence in:  a. persuasive writing  b. autobiographical writing  c. essays that speculate on cause and effect.  Apply the writing process through:  a. pre-writing;  b. creating a rough draft;  c. revising for clarity of thought and focused communication;  d. editing; and  e. publishing and sharing of final product.  Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an  audience for a specific purpose.  Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood | Writing: 1. 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details.  c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.  Writing: 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should  demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) |

Writing/Grammar 4th Nine Weeks

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| Grade | Standard & Benchmark | Method |  | | | | |
| 3 | II-B | Use correct subject and verb agreement.  Use correct capitalization and punctuation.  Use a variety of complete sentences (declarative, imperative, interrogative and exclamatory) in writing and speaking.  Compose two or more paragraphs with: topic sentences, supporting details, appropriate, logical sequence and sufficient  elaboration.  Use strategies for spelling  Proofread one’s own writing for spelling and edit (with assistance) for language conventions and format.  Create readable documents with legible handwriting.  Write compositions that have few significant errors in use of pronouns, adjectives, adverbial forms and coordinating conjunctions.  Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent  statement.  Demonstrate a command of standard English when speaking. | Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure subject-verb and pronoun-antecedent  Agreement. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize appropriate words in titles.  b. Use commas in addresses.  c. Use commas and quotation marks in dialogue.  d. Form and use possessives.  e. Use conventional spelling for high-frequency  and other studied words and for adding  suffixes to base words (e.g., *sitting, smiled,*  *cries, happiness*).  f. Use spelling patterns and generalizations  (e.g., word families, position-based spellings,  syllable patterns, ending rules, meaningful  word parts) in writing words.  g. Consult reference materials, including  beginning dictionaries, as needed to check  and correct spellings.  a. Explain the function of nouns, pronouns, verbs,  adjectives, and adverbs in general and their  functions in particular sentences.  4. Report on a topic or text, tell a story, or recount  an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | | | |
| 3 | II-C | Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.  Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and multimedia forms  Suggest and implement reflection and revision (with assistance) on target elements by:  a. clarifying ideas, adding descriptive words and phrases,  b. sequencing events and ideas,  c. combining short, related sentences, and  d. strengthening word choice.  Begin to incorporate literary words and language patterns in writing  Combine information from multiple sources, using technology as a tool in writing reports and stories.  Write stories and essays that show an awareness of an intended audience and purpose. |  | | | |
| 4 | II-B | simple and compound sentences  appositives, participial phrases, adjectives, adverbs and prepositional phrases.  regular and irregular verbs, adverbs, prepositions and coordinating conjunctions.  Use parentheses, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions.  Use underlining, quotation marks or italics to identify titles of documents.  When appropriate, capitalize names of magazines, newspapers, works of art, musical compositions, organizations, proper nouns  and the first word in quotations.  Compose multiple paragraphs with:  a. topic sentences,  b. specific, relevant details,  c. logical progression and movement of ideas,  d. coherence,  e. elaboration, and  f. concluding statement related to the topic.  Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation. | Language: 1. Demonstrate command of the conventions of  standard English grammar and usage when  writing or speaking.  a. Use relative pronouns (*who, whose, whom,*  *which, that*) and relative adverbs (*where,*  *when, why*).  b. Form and use the progressive (e.g.*, I was*  *walking; I am walking; I will be walking*) verb  tenses.  c. Use modal auxiliaries (e.g., *can, may, must*) to  convey various conditions.  d. Order adjectives within sentences according  to conventional patterns (e.g., *a small red bag*  rather than *a red small bag*).  e. Form and use prepositional phrases.  f. Produce complete sentences, recognizing  and correcting inappropriate fragments and  run-ons.\*  g. Correctly use frequently confused words (e.g.,  *to, too, two; there, their*).\*  2. Demonstrate command of the conventions of  standard English capitalization, punctuation, and  spelling when writing.  a. Use correct capitalization.  b. Use commas and quotation marks to mark  direct speech and quotations from a text.  c. Use a comma before a coordinating  conjunction in a compound sentence.  d. Spell grade-appropriate words correctly,  consulting references as needed.  Listening and Speaking: 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  Writing: 6. With some guidance and support from adults, use technology, including the Internet, to  produce and publish writing as well as to interact  and collaborate with others; demonstrate  sufficient command of keyboarding skills to type  a minimum of one page in a single sitting. | | |
| 4 | II-C | Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.  Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and multimedia forms  Suggest and implement reflection and revision (with assistance) on target elements by:  a. clarifying ideas, adding descriptive words and phrases,  b. sequencing events and ideas,  c. combining short, related sentences, and  d. strengthening word choice.  Begin to incorporate literary words and language patterns in writing  Combine information from multiple sources, using technology as a tool in writing reports and stories.  Write stories and essays that show an awareness of an intended audience and purpose | 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Add audio recordings and visual displays to  presentations when appropriate to enhance the  development of main ideas or themes.  Reading: 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  Language: f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* | |
| 5 | II-B | Write sentences that use:  a. independent and dependent clauses;  b. transitions; and  c. conjunctions to connect ideas.  Edit final product for grammar, language conventions, and format.  Create and deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media.  Evaluate the content of oral communication. | 1. Demonstrate command of the conventions of  standard English grammar and usage when writing  or speaking.  a. Explain the function of conjunctions,  prepositions, and interjections in general and  their function in particular sentences.  b. Form and use the perfect (e.g., *I had walked; I*  *have walked; I will have walked*) verb tenses.  c. Use verb tense to convey various times,  sequences, states, and conditions.  d. Recognize and correct inappropriate shifts in  verb tense.\*  e. Use correlative conjunctions (e.g., *either/or,*  *neither/nor*).  5. Include multimedia components (e.g., graphics,  sound) and visual displays in presentations when  appropriate to enhance the development of main  ideas or themes | |
| 5 | II-C | Produce a variety of written products that demonstrate competence in:  a. persuasive writing  b. autobiographical writing  c. essays that speculate on cause and effect.  Apply the writing process through:  a. pre-writing;  b. creating a rough draft;  c. revising for clarity of thought and focused communication;  d. editing; and  e. publishing and sharing of final product.  Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an  audience for a specific purpose.  Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an  opinion, and create an organizational structure  in which ideas are logically grouped to support  the writer’s purpose.  b. Provide logically ordered reasons that are  supported by facts and details.  c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).  d. Provide a concluding statement or section  related to the opinion presented.  2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly, provide a general  observation and focus, and group related  information logically; include formatting (e.g.,  headings), illustrations, and multimedia when  useful to aiding comprehension.  b. Develop the topic with facts, definitions,  concrete details, quotations, or other  information and examples related to the topic.  c. Link ideas within and across categories of  information using words, phrases, and clauses  (e.g., *in contrast*, *especially*).  d. Use precise language and domain-specific  vocabulary to inform about or explain the  topic.  e. Provide a concluding statement or section  related to the information or explanation  presented.  3. Write narratives to develop real or imagined  experiences or events using effective technique,  descriptive details, and clear event sequences.  a. Orient the reader by establishing a situation  and introducing a narrator and/or characters;  organize an event sequence that unfolds  naturally.  b. Use narrative techniques, such as dialogue,  description, and pacing, to develop  experiences and events or show the responses  of characters to situations.  c. Use a variety of transitional words, phrases,  and clauses to manage the sequence of events.  d. Use concrete words and phrases and sensory  details to convey experiences and events  precisely.  e. Provide a conclusion that follows from the  narrated experiences or events.  4. Produce clear and coherent writing in which the  development and organization are appropriate  to task, purpose, and audience. (Grade-specific  expectations for writing types are defined in  standards 1–3 above.)  5. With guidance and support from peers and adults,  develop and strengthen writing as needed by  planning, revising, editing, rewriting, or trying a  new approach. (Editing for conventions should  demonstrate command of Language standards 1–3  up to and including grade 5 on pages 28 and 29.)  6. With some guidance and support from adults,  use technology, including the Internet, to  produce and publish writing as well as to interact  and collaborate with others; demonstrate  sufficient command of keyboarding skills to type  a minimum of two pages in a single sitting. |