

Time Line	Strand & Concept	Performance Objective	Activity/Lesson	Resources & Technology	Assessment	
All Year	Strand 1: Writing Process Concept : Prewriting	PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).				
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.				
		PO 3. Determine the intended audience of a writing piece.				
		PO 4. Maintain a record (e.g., lists, pictures, journals, folders, ebooks) of writing ideas.				
	Strand 1: Writing Process Concept concept 2: Drafting	PO 1. Write a draft with supporting details.				
		PO 2. Organize details into a logical sequence.				
	Strand 1: Writing Process Concept concept 3: Revising	PO 1. Reread original draft for clarity.				
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	Strand 1: Writing Process Concept Concept 3: Revising (cont.)	PO 2. Add additional relevant details for audience understanding.			
		PO 3. Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or (See Strand 2)			
	Strand 1: Writing Process Concept Concept 4: Editing	PO 1. Review the draft for errors in conventions. (See Strand 2)			
		PO 2. Use simple resources (e.g., word walls, primary dictionaries) to correct conventions.			
	Strand 1: Writing Process Concept Concept 5: Publishing	PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.			
		PO 2. Write legibly.			
	Strand 2: Writing Components Concept 6: Conventions	PO 6. Spell high frequency words correctly.			
		PO 8. Use phonetic spelling and syllabication to create readable text.			
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		PO 9. Use resources (e.g., environmental print, word walls, dictionaries) to spell correctly.			
		PO 11. Use subject/verb agreement in simple sentences.			
		PO 12. Write own name on personal work.			

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August/ September	Strand 3: Writing Applications Concept 3: Functional	PO 1. Write a variety of functional text (e.g., classroom signs, letters, experiments, directions, posters, notices).			
		PO 2. Write communications, including: a. friendly letters b. thank-you notes			
	Strand 2: Writing Components Concept 6: Conventions	PO 1. Use capital letters for: a. the pronoun I b. the beginning of a sentence c. proper nouns (i.e., names, months)			
		PO 2. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points			
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	Strand 2: Writing Components Concept 6: Conventions (punctuation.)	PO 3: Use commas to punctuate: a. items in a series b. greetings and closings of letters			
		PO 4: Use a colon to punctuate time.			
		PO 7. Use common spelling patterns, including: a. word families b. simple CVC words			

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		PO 10. Use the following parts of speech correctly in simple sentences: a. nouns			
	Strand 2: Writing Components Concept 2: Organization	PO 1. Organize content in a selected format (e.g., friendly letter, narrative, expository) (See Strand 3)			
		PO 2. Use beginning and concluding statements (other than simply "The End") in text.			
		PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or			
		PO 4. Use transitional words and phrases (e.g., next, then, but, while, after that, use) to connect ideas.			
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	Strand 2: Writing Components Concept 2: Organization (cont.)	PO 5. Write multiple sentences that support a topic.			
October	Strand 3: Writing Applications Concept 5: Literary Response	PO 1. Write a response to a literature selection identifies: Character(s) Setting Sequence of events Idea Problem/solution			

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		PO 2. Write a response to a literature selection that connects: a. text to self (personal experience) b. text to world (social issues) c. text to text (within multiple texts)			
	Strand 2: Writing Components Concept 1: Ideas and Content	PO 1. Write stand-alone text that expresses a clear message.			
		PO 2. Incorporate relevant details that give the text interest.			
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	Strand 2: Writing Components Concept 5: Sentence Fluency	PO 1. Write simple sentences.			
		PO 2. Write sentences that flow together and sound natural when read aloud.			
		PO 3. Use a variety of sentence beginnings and endings.			
	Strand 2: Writing Components Concept 6: Conventions	PO 5. Use apostrophes to correctly punctuate contractions.			

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		PO 7. Use common spelling patterns, including: regular plurals d. simple fixes e. simple suffixes			
		PO 10. Use the following parts of speech correctly in simple sentences: a. nouns action verbs personal pronouns adjectives			
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Nov./ Dec.	Strand 3: Writing Applications Concept 1: Expressive	PO 1. Write a narrative that includes: a main idea based on real or imagined events character(s) sequence of events			
		PO 2. Write simple poetry, rhymes, or chants.			
	Strand 2: Writing Components Concept 1: Ideas and Content	PO 1. Write stand-alone text that expresses a clear message.			
		PO 2. Incorporate relevant details that give the text interest.			

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	Strand 2: Writing Components Concept 4: Word Choice	PO 1. Select words that convey the intended meaning and create a picture in the reader's mind.			
		PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.			
		PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two- word labels.			
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January	Strand 3: Writing Applications Concept 2: Expository	PO 1. Write expository texts (e.g., labels, lists, observations, journals).			
		PO 2. Participate in creating simple summaries from informational texts, graphs, photos, or maps.			
	Strand 2: Writing Components Concept 1: Ideas and Content	PO 1. Write stand-alone text that expresses a clear message.			
		PO 2. Incorporate relevant details that give the text interest.			
	Strand 2: Writing Components Concept 2: Organization	PO 1. Organize content in a selected format (e.g., friendly letter, narrative, expository) (See Strand 3)			

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		PO 2. Use beginning and concluding statements (other than simply "The End") in text.			
		PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or			
		PO 4. Use transitional words and phrases (e.g., next, then, but, while, after that, use) to connect ideas.			
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		PO 5. Write multiple sentences that support a topic.			
Feb./ March	Strand 3: Writing Applications Concept 4: Persuasive	(Grades 3-HS)			
	Strand 2: Writing Components Concept 1: Ideas and Content	PO 1. Write stand-alone text that expresses a clear message.			
		PO 2. Incorporate relevant details that give the text interest.			
	Strand 2: Writing Components Concept 3: Voice	PO 1. Show awareness of the audience through word choice and style.			

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		PO 2. Write text that is expressive, individualistic, engaging, and lively.			
April/May	Strand 3: Writing Applications Concept 6: Research	PO 1. Locate and use informational sources to write a simple report that includes: title main idea supporting details			

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R02-S3C2 M02-S2C1
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Links to Other Subject Areas
M02-S2C1 R02-S3C1-04 02-S3C1-05

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R02-S3 1-03, -04, -05

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