

# Modified Writing Curriculum (K-9)



Newtown Public Schools  
Newtown, CT

Approved by the Board of Education  
October 2009



## **How to Use the Modified Curriculum**

Ask,

1. Can the student address learning standards at grade-level expectation?

If not,

2. Can the student address entry points at grade-level that are “more complex”?

If not,

3. Can the student address entry points at the grade level that are “less complex”?

If not,

4. Can the student address entry points at a lower grade level that are based on standards?

If not,

4. The student should address “access skills” integrated with instruction based on grade-level learning standards.

Then,

Design challenging instruction for the student based on grade-level learning standards.

## ***Entry Points***

Entry points are suggested academic outcomes that are aligned with each learning standard, as written for a student in that grade. Entry points have been modified below grade level expectation, lowering levels of complexity and difficulty. Entry points describe the progression of skills and knowledge that allows a student to address each learning standards at his/her instructional level, while making progress toward the learning standard as written for the typical student.

In the modified curriculum, entry points are listed along a continuum of complexity and difficulty, from less to more complex. More complex entry points more closely approach grade level expectations, while less complex entry points are below grade level expectations. Targeted skills and outcomes for each student must be identified, measurable, and meaningful.

## ***Access Skills***

All students must participate in standards-based instruction. Therefore, for students who are unable to address grade-level curriculum content, they can participate in standards-based instruction through instructional activities that are designed based on the learning standards that are being assessed in the regular classroom. Students may learn and practice access skills in the context of academic instruction.

## Grades K-3 Standards and Objectives for Modified Writing Curriculum

### ***Technical/Practical Writing***

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
<p><b>Content Standard:</b> The technical/practical writer produces a document that is logical, objective, accurate and concise in conveying relevant content.</p> <p><b>Learning Objectives:</b> The students will...</p>				
<p>The technical/practical writer produces a document that is logical, objective, accurate and concise in conveying relevant content.</p>	<p><b>MC:</b> sort multiple given objects into categories</p> <p><b>LC:</b> match an object to a symbol</p> <p><b>A:</b> identify a presented object</p>	<p><b>MC:</b> identify three attributes of a category</p> <p><b>LC:</b> sort multiple given objects into categories</p> <p><b>A:</b> match an object to a symbol</p>	<p><b>MC:</b> use labels and appropriate vocabulary to describe the category or topic</p> <p><b>LC:</b> identify attributes of a category and sort according to relevant function</p> <p><b>A:</b> sort multiple objects into given categories</p>	<p><b>MC:</b> write at least one sentence on a topic when given specific categories</p> <p><b>LC:</b> use labels and appropriate vocabulary to describe the category or topic</p> <p><b>A:</b> identify attributes of a category and sort according to relevant function</p>

## Grades K-3 Standards and Objectives for Modified Writing Curriculum

### **Range and Versatility of Writing**

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
<p><b>Content Standard:</b> The writer communicates effectively in a variety of formats and genres, for diverse audiences and for a number of purposes, revealing grade appropriate depth of knowledge.  <b>Learning Objectives:</b> The students will...</p>				
<p>The writer communicates effectively in a variety of formats and genres, for diverse audiences and for a number of purposes, revealing grade appropriate depth of knowledge.</p>	<p><b>MC:</b> imitate the story pattern when given a simple story</p> <p><b>LC:</b> identify vocabulary appropriate to a simple book</p> <p><b>A:</b> sequence three simple illustrations to communicate an idea</p>	<p><b>MC:</b> use descriptive language to elaborate ideas on a topic</p> <p><b>LC:</b> imitate the story pattern when given a simple story</p> <p><b>A:</b> identify vocabulary appropriate to a simple book</p>	<p><b>MC:</b> form an opinion or identify the author's purpose in a story</p> <p><b>LC:</b> communicate an understanding of a story</p> <p><b>A:</b> identify a preferred story when presented with a variety of genres and authors</p>	<p><b>MC:</b> use prior knowledge to write for a purpose</p> <p><b>LC:</b> form an opinion or identify an author's purpose in a story</p> <p><b>A:</b> communicate an understanding when given a story</p>

## Grades K-3 Standards and Objectives for Modified Writing Curriculum

### **Reflective Writing**

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
<p><b>Content Standard:</b> The writer assesses the evolution of a written product or collection of products to evaluate growth and set goals.  <b>Learning Objectives:</b> The students will...</p>				
<p>The writer assesses the evolution of a written product or collection of products to evaluate growth and set goals.</p>	<p><b>MC:</b> confer with the teacher regarding favorite pieces to produce complete sentences</p> <p><b>LC:</b> identify a preference in a favorite piece of writing</p> <p><b>A:</b> identify a favorite story when given a choice of two stories</p>	<p><b>MC:</b> compare favorite pieces against established criteria</p> <p><b>LC:</b> confer with the teacher regarding favorite pieces to produce complete sentences</p> <p><b>A:</b> identify a preference in a favorite piece of writing</p>	<p><b>MC:</b> confer with the teacher to set a writing goal</p> <p><b>LC:</b> check a written piece with teacher assistance when given a checklist</p> <p><b>A:</b> sequence two picture cards</p>	<p><b>MC:</b> write a goal in the form of at least one complete sentence</p> <p><b>LC:</b> check a written piece when given a checklist, with teacher assistance</p> <p><b>A:</b> sequence three picture cards</p>

## **Grades K-3 Standards and Objectives for Modified Writing Curriculum**

### **Writing Strategically**

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
<p><b>Content Standard:</b> The writer generates, develops, clarifies and refines ideas in order to create an organized and cohesive product.  <b>Learning Objectives:</b> The students will...</p>				
<p>The writer generates, develops, clarifies and refines ideas in order to create an organized and cohesive product.</p>	<p><b>MC:</b> communicate ideas by dictating a sentence, with teacher guidance</p> <p><b>LC:</b> communicate ideas orally</p> <p><b>A:</b> communicate ideas by indicating a preference</p>	<p><b>MC:</b> compose at least one sentence on a given topic when provided with a word bank</p> <p><b>LC:</b> communicate ideas by dictating a sentence, with teacher guidance</p> <p><b>A:</b> communicate ideas by indicating a preferred object from a choice of three</p>	<p><b>MC:</b> use a variety of strategies to organize ideas (graphic organizers, sorting)</p> <p><b>LC:</b> create a list of personal experiences to generate ideas for writing</p> <p><b>A:</b> identify two objects from the same category</p>	<p><b>MC:</b> compose at least one sentence around a given focus or theme using at least one detail</p> <p><b>LC:</b> use sentence frames or a graphic organizer to organize ideas</p> <p><b>A:</b> identify three objects from the same category</p>



## Grades K-3 Standards and Objectives for Modified Writing Curriculum

### ***Mechanics/Conventions of Print***

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
<b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions.				
<b>Learning Objectives:</b> The students will...				
<b><i>The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions.</i></b>	<p><b>MC:</b> use oral language to compose a message, with teacher support</p> <p><b>LC:</b> sequence word cards to compose a message</p> <p><b>A:</b> sequence picture cards to compose a message</p>	<p><b>MC:</b> compose at least one sentence collaborating with the teacher</p> <p><b>LC:</b> sequence word cards to compose a message including punctuation</p> <p><b>A:</b> point to each word on a sentence strip (1:1 correspondence)</p>	<p><b>MC:</b> compose at least two sentences, collaborating with the teacher, incorporating capitalization and end punctuation</p> <p><b>LC:</b> recognize capitalization and end punctuation in a written text</p> <p><b>A:</b> match upper to lower case letters</p>	<p><b>MC:</b> independently proofread for capitalization, end punctuation and quotation marks when given an editing checklist</p> <p><b>LC:</b> compose at least two sentences collaborating with the teacher, incorporating capitalization and end punctuation. Students will use a spelling checklist for high frequency words</p> <p><b>A:</b> identify end punctuation</p>

## Grades 4-6 Standards and Objectives for Modified Writing Curriculum

### ***Technical/Practical Writing***

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<p><b>Content Standard:</b> The technical/practical writer produces a document that is logical, objective, accurate, and concise in conveying relevant content.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer composes for a variety of audiences and purposes.</i></p>	<p><b>MC:</b> completes a written outline of narrative/expository/science or math information, then produces a written paragraph with at least one supporting sentence for each topic sentence</p> <p><b>LC:</b> produces three sentences with a subject + verb + object to describe a prompt</p> <p><b>A:</b> sequences a sentence with picture cards</p>	<p><b>MC:</b> composes literary analysis, business letters, science and math explanations with teacher support when given sentence frames and a word bank</p> <p><b>LC:</b> chooses the correct response from a word bank when given a cloze format for the writing</p> <p><b>A:</b> selects simple sentence (S+V) when given three choices, to describe a picture</p>	<p><b>MC:</b> composes persuasive and expository pieces, or science and math explanations, with teacher support when provided sentence frames and a word bank</p> <p><b>LC:</b> chooses the correct response from a word bank when given a cloze format for writing</p> <p><b>A:</b> selects the simple sentence (S+V) to describe a given picture from a field of three</p>
	<p><i>The writer organizes a document appropriately, logically and fluently.</i></p>	<p><b>MC:</b> completes a graphic organizer with a topic heading when given teacher support</p> <p><b>LC:</b> selects the appropriate sentence from a sentence bank when given a cloze graphic organizer</p> <p><b>A:</b> places pictures in sequential order (first/second) in a graphic organizer with teacher support</p>	<p><b>MC:</b> composes an expository piece, when given sentence frames and a word bank, that includes an introduction, supporting paragraphs and a conclusion with teacher support</p> <p><b>LC:</b> chooses the correct response from a word bank when given a cloze format for a writing piece</p> <p><b>A:</b> selects the simple sentence (S+V) to describe a given picture when given three choices</p>

## Grades 4-6 Standards and Objectives for Modified Writing Curriculum

### ***Technical/Practical Writing***

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>Content Standard:</b> The technical/practical writer produces a document that is logical, objective, accurate, and concise in conveying relevant content.			
<b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...			
<b><i>The writer provides support for ideas</i></b>	<p><b>MC:</b> composes a topic sentence with at least three supporting sentences including one detail for each sentence when given a word bank</p> <p><b>LC:</b> composes a topic sentence with at least two supporting sentences including one detail for each sentence when given a word bank</p> <p><b>A:</b> selects the a choice that matches the topic when presented with a selection of two choices</p>	<p><b>MC:</b> composes a topic sentence with at least four supporting sentences including one detail for each sentence when given a word bank</p> <p><b>LC:</b> composes a topic sentence with at least three supporting sentences including one detail for each sentence when given a topic sentence and a word bank</p> <p><b>A:</b> selects the picture matching the topic from a field of two</p>	<p><b>MC:</b> composes a topic sentence with at least five supporting sentences with one detail for each sentence when given a word bank</p> <p><b>LC:</b> composes a topic sentence with at least four supporting sentences with one detail for each sentence when given a topic sentence and a word bank</p> <p><b>A:</b> selects the picture matching the topic from a field of three</p>

## Grades 4-6 Standards and Objectives for Modified Writing Curriculum

### *Range and Versatility*

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<p><b>Content Standard:</b> The writer communicates effectively in a variety of formats and genres, for diverse audiences, and for a number of purposes, revealing grade appropriate depth of knowledge.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer communicated effectively in a variety of formats and genres</i></p>	<p><b>MC:</b> composes reader response journals, expository and narrative essays as well as poetry when given sentence frames and a word bank</p> <p><b>LC:</b> chooses the correct response from a word bank when given a cloze format</p> <p><b>A:</b> selects the simple sentence (S+V) to describe a given picture when given three choices and visual supports</p>	<p><b>MC:</b> composes reader response journals, expository and editorial (introduction to persuasive) essays when given a word bank</p> <p><b>LC:</b> composes reader response journals, expository and editorial (Introduction to persuasive) essays when given sentence frames and a word bank</p> <p><b>A:</b> chooses the preferred item or the correct choice when given 2 choices (visual or concrete)</p>	<p><b>MC:</b> composes reader response journals, expository and editorial essays and poetry when given a word bank</p> <p><b>LC:</b> composes reader response journals, expository and editorial essays and poetry when given sentence frames and a word bank</p> <p><b>A:</b> chooses the preferred item or correct choice from a field of three items (visual or concrete)</p>
	<p><i>The writer composes for a variety of audiences and purposes.</i></p>	<p><b>MC:</b> composes for family and teachers by describing or narrating a personal experience</p> <p><b>LC:</b> indicates purpose and audience for composition when given three choices. The student will compose a narrative based on a personal experience when given a word bank and sentence frames</p> <p><b>A:</b> selects the picture which matches a personal experience. The student will write a two word sentence describing a personal experience when given a word bank</p>	<p><b>MC:</b> composes for family and teachers by describing or narrating a personal experience</p> <p><b>LC:</b> indicates purpose and audience for composition. The student will compose a narrative based on a personal experience when given a word bank</p> <p><b>A:</b> selects a picture matching a personal experience or given a word bank, the student will write a three word sentence describing a personal experience</p>

## Grades 4-6 Standards and Objectives for Modified Writing Curriculum

### *Range and Versatility*

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<p><b>Content Standard:</b> The writer communicates effectively in a variety of formats and genres, for diverse audiences, and for a number of purposes, revealing grade appropriate depth of knowledge.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer reveals grade appropriate depth of knowledge of subject</i></p>	<p><b>MC:</b> reveals grade appropriate depth of knowledge of subject when given word banks and sentence frames</p> <p><b>LC:</b> reveals grade appropriate depth of knowledge of subject when given visual supports, sentence frames and word banks</p> <p><b>A:</b> chooses the correct picture or object relating to the subject</p>	<p><b>MC:</b> reveals grade appropriate depth of knowledge of subject when given word banks and sentence frames</p> <p><b>LC:</b> reveals grade appropriate depth of knowledge of subject when given visual supports, sentence frames and word banks</p> <p><b>A:</b> chooses the correct picture or object that relates to the subject</p>	<p><b>MC:</b> reveals grade appropriate depth of knowledge of subject when given word banks and sentence frames</p> <p><b>LC:</b> reveals grade appropriate depth of knowledge of subject when given visual supports, sentence frames, word banks</p> <p><b>A:</b> chooses the correct picture or object that relates to the subject</p>

## Grades 4-6 Standards and Objectives for Modified Writing Curriculum

### Reflective Writing

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<p><b>Content Standard:</b> The writer assesses the evolution of a written product or collection of products to evaluate growth and set goals  <b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer reflects on and evaluates the quality of written work according to established criteria.</i></p>	<p><b>MC:</b> rates him/herself according to the given standards when given a rubric, with teacher support</p> <p><b>LC:</b> rates him/herself according to the given standards when given a checklist, with teacher support</p> <p><b>A:</b> responds appropriately when another person pauses after addressing a question or comment to the student with teacher support or the student will identify correct mechanics in his/her written work with teacher support</p>	<p><b>MC:</b> rates him/herself according to the given standards when given a rubric with teacher support</p> <p><b>LC:</b> rates him/herself when given a checklist according to the given standards with teacher support</p> <p><b>A:</b> responds appropriately when another person pauses after addressing a question or comment to the student or the student will identify correct mechanics in their written work with teacher support</p>	<p><b>MC:</b> rates him/herself according to the given standards when given a rubric with teacher support</p> <p><b>LC:</b> rates him/herself when given a checklist according to the given standards with teacher support</p> <p><b>A:</b> responds appropriately when another person pauses after addressing a question or comment to the student or the student will identify correct mechanics in their written work with teacher support</p>
	<p><i>The writer sets and implements goals for improvement.</i></p>	<p><b>MC:</b> selects a goal when given a choice of three. The student will carry out a plan to achieve goals when given a plan, with teacher support</p> <p><b>LC:</b> carries out a plan when provided with a goal with teacher support</p> <p><b>A:</b> The teacher will set a goal for student implementation</p>	<p><b>MC:</b> selects a goal when given a choice of four. The student will carry out a plan to achieve goals when given a plan, with teacher support</p> <p><b>LC:</b> carries out a plan when provided with a goal with teacher support</p> <p><b>A:</b> The teacher will set a goal for student implementation</p>

## Grades 4-6 Standards and Objectives for Modified Writing Curriculum

### Writing Strategically

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<p><b>Content Standard:</b> The writer generates, develops, clarifies and refines ideas in order to create an organized and cohesive product.  <b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>Writer uses a range of strategies to generate ideas</i></p>	<p><b>MC:</b> participates in generating ideas and writes one paragraph with at least five sentences in a writer's notebook</p> <p><b>LC:</b> participates in generating one idea and writes at least one sentence in a writer's notebook</p> <p><b>A:</b> identifies a personal life experience when given three choices</p>	<p><b>MC:</b> shares with peers and writes three sentences with at least one supporting detail for each sentence when given a source, with teacher support</p> <p><b>LC:</b> matches related details to a topic when given a list of details, with teacher support</p> <p><b>A:</b> shares a picture or object related to the assigned topic with a peer, with teacher support</p>	<p><b>MC:</b> shares with peers and writes four sentences with at least two supporting details for each sentence when given a source, with teacher support</p> <p><b>LC:</b> shares presented information with peers and writes one related sentence</p> <p><b>A:</b> selects a picture or object related to the given topic and shares with a peer, with teacher support</p>
<p><i>The writer uses frameworks appropriate to the task with teacher support.</i></p>	<p><b>MC:</b> completes a grade level framework containing sentence frames and a word bank, with teacher support</p> <p><b>LC:</b> chooses the correct response from a word bank to complete a cloze formatted framework</p> <p><b>A:</b> selects the grammatically correct simple sentence (subject + verb) to match a picture. The student will match an object to another object in the same category</p>	<p><b>MC:</b> completes two grade level framework containing sentence frames and a word bank, with teacher support</p> <p><b>LC:</b> chooses one cloze format for the framework when given a choice of two frameworks. The student will choose the correct response from the word bank</p> <p><b>A:</b> selects the grammatically correct simple sentence (subject + verb) to match a picture when given two choices. The student will match an object to another object in the same category</p>	<p><b>MC:</b> completes a grade level framework from a choice of three and completes a framework containing sentence frames and a word bank, with teacher support</p> <p><b>LC:</b> chooses one cloze format for the framework when given a choice of three frameworks. The student will choose the correct response from the word bank</p> <p><b>A:</b> selects the grammatically correct simple sentence (subject + verb) to match a picture when given three choices. The student will match an object to another object in the same category</p>

## Grades 4-6 Standards and Objectives for Modified Writing Curriculum

### Writing Strategically

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<p><b>Content Standard:</b> The writer generates, develops, clarifies and refines ideas in order to create an organized and cohesive product.  <b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer revises to make more engaging or accessible to the reader with teacher support.</i></p>	<p><b>MC:</b> revises his/her writing to provide a topic sentence with three related supporting details for each paragraph when given an organizational checklist. The student will revise written work for sequence with a beginning, middle and end</p> <p><b>LC:</b> sequences his/her work for a beginning, middle and end when given sentence frames and a word bank</p> <p><b>A:</b> uses picture sequence cards to indicate a beginning, middle and end</p>	<p><b>MC:</b> revises his/her writing to provide a topic sentence with three related supporting details for each paragraph when given an organizational checklist. The student will revise written work for sequence with an introduction, body, and conclusion</p> <p><b>LC:</b> revises his/her writing to provide a topic sentence with three related supporting details for each paragraph when given teacher highlighted errors. The student will revise written work for sequence with a beginning, middle and end</p> <p><b>A:</b> uses picture sequence cards to indicate a introduction, body and conclusion</p>	<p><b>MC:</b> revises his/her writing to provide a topic sentence with at least two related supporting position statements for each paragraph when given an organizational checklist. The student will revise written work for sequence with an introduction, body, and conclusion</p> <p><b>LC:</b> revises his/her writing to provide a topic sentence with one related supporting position statement for each paragraph when provided with teacher highlighted errors. The student will revise written work for sequence with an introduction, body, and conclusion</p> <p><b>A:</b> uses picture sequence cards to indicate a introduction, body, and conclusion</p>
	<p><i>Seeks and makes use of feedback appropriate to the task with teacher support.</i></p>	<p><b>MC:</b> confers with teacher and peers when directed by the teacher with no more than two teacher cues</p> <p><b>LC:</b> confers with teacher and peers when directed by the teacher with no more than three teacher cues</p> <p><b>A:</b> touches a picture of a named peer</p>	<p><b>MC:</b> confers with teacher and peers when directed by the teacher with no more than one teacher cue</p> <p><b>LC:</b> confers with teacher and peers when directed by the teacher with no more than two teacher cues</p> <p><b>A:</b> touches a picture of a named peer from a field of two pictures</p>



## Grades 4-6 Standards and Objectives for Modified Writing Curriculum

### ***Mechanics/Conventions of Print***

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions of print.			
<b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...			
<b><i>The writer use letter forms and capitals correctly.</i></b>	<p><b>MC:</b> types or writes as neatly as possible. Capitalizes appropriately for grade level with teacher support</p> <p><b>LC:</b> types or writes as neatly as possible. The student will utilize a capitalization checklist when writing</p> <p><b>A:</b> identifies capital letters when given a choice of lower and upper case letters</p>	<p><b>MC:</b> types or writes as neatly as possible. Capitalizes appropriately for grade level with teacher support</p> <p><b>LC:</b> types or writes as neatly as possible. The student will utilize a capitalization checklist when writing</p> <p><b>A:</b> identifies capital letters when given a choice of lower and upper case letters</p>	<p><b>MC:</b> types or writes as neatly as possible. Capitalizes appropriately for grade level with teacher support</p> <p><b>LC:</b> types or writes as neatly as possible. The student will utilize a capitalization checklist when writing</p> <p><b>A:</b> identifies capital letters when given a choice of lower and upper case letters</p>
<b><i>The writer uses punctuation correctly.</i></b>	<p><b>MC:</b> punctuates appropriately for grade level with teacher support</p> <p><b>LC:</b> utilizes a punctuation checklist when writing</p> <p><b>A:</b> identifies end punctuation</p>	<p><b>MC:</b> punctuates appropriately for grade level with teacher support</p> <p><b>LC:</b> utilizes a punctuation checklist when writing</p> <p><b>A:</b> identifies end punctuation</p>	<p><b>MC:</b> punctuates appropriately for grade level with teacher support</p> <p><b>LC:</b> utilizes a punctuation checklist when writing</p> <p><b>A:</b> identifies end punctuation</p>
<b><i>The writer spells at a grade appropriate level.</i></b>	<p><b>MC:</b> uses spell check, word prediction software or a dictionary to spell words commonly used in writing correctly</p> <p><b>LC:</b> corrects the words teacher highlighted words using spell check, word prediction software or a dictionary. When given a choice of two words the student will choose the correctly spelled word</p> <p><b>A:</b> matches a word to a picture</p>	<p><b>MC:</b> uses spell check, word prediction software or a dictionary to correctly spell words commonly used in writing</p> <p><b>LC:</b> corrects teacher highlighted words using spell check, word prediction software or a dictionary. The student will choose the correctly spelled word when given a choice of two words</p> <p><b>A:</b> matches a word to a picture</p>	<p><b>MC:</b> uses spell check, word prediction software or a dictionary to correctly spell words commonly used in writing</p> <p><b>LC:</b> corrects the words teacher highlighted words using spell check, word prediction software or a dictionary. The student will choose the correctly spelled word when given a choice of two words</p> <p><b>A:</b> matches a word to a picture</p>

## Grades 4-6 Standards and Objectives for Modified Writing Curriculum

### ***Mechanics/Conventions of Print***

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<p><b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions of print.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer uses the correct forms of verb tenses and of subject, verb and noun/pronoun to ensure agreement.</i></p>	<p><b>MC:</b> identifies and corrects subject-verb agreement errors with teacher support</p> <p><b>LC:</b> identifies subject-verb agreement errors with teacher support</p> <p><b>A:</b> selects a simple sentence (subject and verb) from a field of three to describe a picture</p>	<p><b>MC:</b> identifies and corrects subject-verb agreement errors and adds three adjectives per writing prompt with teacher support.</p> <p><b>LC:</b> identifies subject-verb agreement errors with teacher support The student will add one adjective when presented with a sensory word bank.</p> <p><b>A:</b> selects a simple sentence (subject and verb) from a field of three to describe a picture</p>	<p><b>MC:</b> identifies and corrects subject-verb agreement errors with teacher support and adds three adjectives and adverbs per writing prompt with teacher support</p> <p><b>LC:</b> identifies subject-verb agreement errors. The student will add one adjective and one adverb when presented with a sensory word bank</p> <p><b>A:</b> selects a simple sentence (subject and verb) from a field of three to describe a picture</p>
	<p><i>The writer handles special problems of the English language correctly.</i></p>	<p><b>MC:</b> distinguishes between two or three options of the following: a, an; they're, their, there; to, too, two; good, well; its, it's; I, me; know, no; then, than; your, you're; take, bring; when provided with a reference guide and teacher support</p> <p><b>LC:</b> identifies the correct a, an; they're, their, there; to, too, two; good, well; its, it's; I, me; know, no; then, than; your, you're; take, bring; when provided with visual supports</p> <p><b>A:</b> points to the following high frequency words: a, an, they're, their, there, to, too, two, good, well, its, it's, I, me, know, no, then, than, your, you're, take, bring</p>	<p><b>MC:</b> distinguishes between two or three options of the following: a, an; they're, their, there; to, too, two; good, well; its, it's; I, me; know, no; then, than; your, you're; when provided with a reference guide and teacher support</p> <p><b>LC:</b> identifies, with visual supports, the correct a, an; they're, their, there; to, too, two; good, well; its, it's; I, me; know, no; then, than; your, you're</p> <p><b>A:</b> points to the following high frequency words: a, an, they're, their, there, to, too, two, good, well, its, it's, I, me, know, no, then, than, your, you're</p>

## Grades 4-6 Standards and Objectives for Modified Writing Curriculum

### ***Mechanics/Conventions of Print***

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions of print.			
<b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...			
<i>The writer uses MLA format to cite sources</i>	<p><b>MC:</b> quotes, paraphrases, summarizes accurately and cites sources accurately when given a reference card and teacher support</p> <p><b>LC:</b> highlights quotes from a source and writes a list of books referenced</p> <p><b>A:</b> points to the correct topic visual when presented with a choice of two pictures</p>	<p><b>MC:</b> quotes, paraphrases, summarizes accurately and cites sources accurately when given a reference card and teacher support</p> <p><b>LC:</b> highlights quotes from a source and writes a list of books referenced</p> <p><b>A:</b> points to the correct topic visual when presented with a choice of three pictures</p>	<p><b>MC:</b> quotes, paraphrases, summarizes accurately and cites sources accurately when given a reference card and teacher support</p> <p><b>LC:</b> highlights quotes from a source and writes a list of books referenced</p> <p><b>A:</b> points to the correct topic visual when presented with a choice of four pictures</p>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### ***Technical/Practical Writing***

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The technical/ practical writer produces a document that is logical, objective, accurate, and concise in conveying relevant content.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer composes for a variety of purposes and audiences.</i></p>	<p><b>Composes literary analysis with teacher support.</b></p> <p><b>MC:</b> composes a paragraph with at least five sentences summarizing the story’s theme, character(s), or event(s) when given a rubric</p> <p><b>LC:</b> writes at least two sentences that identify the story’s theme, character(s) or event(s) when given a rubric</p> <p><b>A:</b> listens to a story or passage and identifies a picture when given two choices that match the story’s theme, character(s) or event(s).</p> <p><b>Composes math explanations, persuasive letters and essays, and lab reports independently.</b></p> <p><b>MC:</b> composes math explanations, persuasive letters and essays, and lab reports with teacher support.</p> <p><b>LC:</b> completes a template or graphic organizer that explains a math problem, organizes a persuasive letter or essay, and completes a lab report with support as needed.</p> <p><b>A:</b> writes corresponding digits when given a pictorial representation of a number problem</p> <ul style="list-style-type: none"> <li>• chooses a preferred item and identifies the function of that item when presented with two items</li> <li>• identifies the correct outlining the procedure of a science lab when given a set of pictures</li> </ul>	<p><b>Composes research writing with teacher support.</b></p> <p><b>MC:</b> researches and completes an outline with leading questions and pertinent information.</p> <p><b>LC:</b> extracts two facts from a given source of information</p> <p><b>A:</b> matches a picture relevant to a given topic with teacher prompting.</p> <p><b>Composes literary analysis independently.</b></p> <p><b>MC:</b> Composes literary analysis with teacher support when given a rubric</p> <p><b>LC:</b> composes a five sentence paragraph summarizing the story’s theme, character(s), or event(s) when given a rubric with teacher support</p> <p><b>A:</b> identifies pictures that relate to the story’s theme, character(s) or event(s) after listening to a story or passage</p>	<p><b>Composes independently for a variety of technical/practical purposes.</b></p> <p><b>MC:</b> composes for a variety of technical/practical purposes, with teacher support</p> <p><b>LC:</b> independently fills in the template outlining a specific writing assignment</p> <p><b>A:</b> matches a picture relevant to a given topic independently.</p>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### ***Technical/Practical Writing***

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The technical/ practical writer produces a document that is logical, objective, accurate, and concise in conveying relevant content.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer organizes a document appropriately, logically and fluently.</i></p>	<p><b>Develops a thesis statement independently</b></p> <p><b>MC:</b> develops a thesis statement with teacher support</p> <p><b>LC:</b> writes a sentence that states the topic of the paragraph or essay.</p> <p><b>A:</b> selects a picture that identifies the topic</p>	<p><b>Develops a thesis statement independently</b></p> <p><b>MC:</b> develops a thesis statement with teacher support</p> <p><b>LC:</b> writes a sentence that states the topic of the paragraph or essay.</p> <p><b>A:</b> selects two pictures that identify the topic</p>	<p><b>Develops a well organized position based on research and/or experience.</b></p> <p><b>MC:</b> chooses a position based on research and/or experience</p> <p><b>LC:</b> takes a position on a given topic.</p> <p><b>A:</b> selects a sentence that identifies the topic</p>
<p><i>The writer provides support for ideas.</i></p>	<p><b>Supports the thesis with clearly presented evidence (facts, statistics, anecdotes, etc.) and appropriate technical vocabulary specific to the content.</b></p> <p><b>MC:</b> supports the thesis with evidence (facts, statistics, anecdotes, etc.) and vocabulary specific to the content when given a rubric and teacher support</p> <p><b>LC:</b> selects three facts, statistics, anecdotes, etc. from a given list and copies them after the thesis statement</p> <p><b>A:</b> selects a detail that describes a topic sentence</p>	<p><b>Supports the thesis with accurate use of a variety of sources and appropriate technical vocabulary specific to the content.</b></p> <p><b>MC:</b> supports the thesis with evidence from two sources (facts, statistics, anecdotes, etc.) and vocabulary specific to the content when given a rubric</p> <p><b>LC:</b> selects two facts, statistics, anecdotes, etc. from each list and copies them after their thesis statement</p> <p><b>A:</b> selects two different details that describe a topic sentence</p>	<p><b>States a position in a clear and arguable thesis.</b></p> <p><b>MC:</b> states his/her position in a thesis with teacher support</p> <p><b>LC:</b> chooses a side and states his/her position in one sentence with teacher support</p> <p><b>A:</b> sorts likes and dislikes.</p> <p><b>Supports thesis with facts, examples, incidents, anecdotes from reliable sources, and appropriate technical vocabulary specific to content.</b></p> <p><b>MC:</b> supports thesis with facts, examples, incidents, anecdotes and vocabulary specific to content from reliable sources when given a rubric and teacher assistance</p> <p><b>L:</b> lists facts, examples, incidents, and/or anecdotes from reliable sources that support the thesis</p> <p><b>A:</b> sorts details that go with a picture depicting a given topic</p>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Range and Versatility in Writing

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer communicates effectively in a variety of formats and genres, for diverse audiences, and for a number of purposes, revealing grade appropriate depth of knowledge.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer communicates effectively in a variety of formats and genres.</i></p>	<p><b>Composes</b></p> <ol style="list-style-type: none"> <li>1 -journal, reader's response</li> <li>2-expository (essay)</li> <li>3 -narrative short story</li> <li>4-persuasive writing independently</li> </ol> <p><b>MC:</b> composes with a rubric and teacher assistance a journal, reader's response, expository (essay), narrative short story, persuasive writing</p>	<ol style="list-style-type: none"> <li>1 -journal, reader's response</li> <li>2-expository (essay)</li> <li>3 -narrative (humorous, memoir, short story with student developed theme tied to social studies)</li> <li>4 -drama</li> <li>5-research paper</li> </ol> <p><b>MC:</b> composes a journal, reader's response, expository (essay), narrative (humorous, memoir, short story with student developed theme tied to social studies), drama, research paper when given a rubric and with teacher assistance</p>	<p><b>Composes</b></p> <ol style="list-style-type: none"> <li>1 –journal (teacher-directed dialectical, double entry, independent; active reading)</li> <li>2- narrative (memoir)</li> <li>3 -poetry</li> <li>4 - literary analysis (thesis/ argument-driven; directed)</li> <li>5-play/script</li> <li>6- research paper (topics supplementary to literature)</li> </ol> <p><b>MC:</b> composes when given a rubric:</p> <ol style="list-style-type: none"> <li>1 –journal (teacher-directed dialectical, double entry, independent; active reading)</li> <li>2- narrative (memoir)</li> <li>3 -poetry</li> <li>4 - literary analysis (thesis/ argument-driven; directed)</li> <li>5-play/script</li> <li>6- research paper (topics supplementary to literature)</li> </ol>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Range and Versatility in Writing

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer communicates effectively in a variety of formats and genres, for diverse audiences, and for a number of purposes, revealing grade appropriate depth of knowledge.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer communicates effectively in a variety of formats and genres.</i></p>	<p><b>LC:</b> 1. writes at least one sentence answering a question and records in a journal. 2. writes at least a three sentence expository paragraph. 3. writes at least a three sentence narrative paragraph. 4. writes a three sentence persuasive paragraph after identifying his/her position</p> <p><b>A:</b> sequences three word sentence strips or three pictures when given one genre</p>	<p><b>LC:</b> 1. writes at least two sentences answering a question with teacher assistance 2. writes a two paragraph expository essay with teacher assistance 3. writes a two paragraph narrative essay (humorous, memoir, short story with student developed theme tied to social studies) with teacher assistance 4. writes a five sentence paragraph about a movie, story, or TV show with a dramatic theme with teacher assistance 5. answers who, what, where, when and why pertaining to a given a person or event topic with teacher assistance</p> <p><b>A:</b> sequences four word sentence strips or four pictures of a given genre</p>	<p><b>LC:</b> 1. independently writes two sentences answering a question and records them in a journal when given a rubric 2. independently writes a two paragraph expository essay when given a rubric 3. Will independently write a two paragraph narrative essay.(humorous, memoir, short story with student developed theme tied to social studies) when given a rubric 4. independently writes a five sentence paragraph about a movie, story, or TV show with a dramatic theme when given a rubric 5. independently answers who, what, where, when and why pertaining to that topic when given a person or event</p> <p><b>A:</b> sequences five word sentence strips or five pictures when given a genre</p>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Range and Versatility in Writing

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer communicates effectively in a variety of formats and genres, for diverse audiences, and for a number of purposes, revealing grade appropriate depth of knowledge.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer composes for a variety of audiences and purposes.</i></p>	<p><i>Composes for self, peers, teacher, friends, family, and members of the community.</i></p> <p><b>MC:</b> composes for self, peers, teacher, friends, family, and members of the community, with teacher assistance</p> <p><b>LC:</b> writes a note (i.e. thank you or personal note, telephone message, etc.) for self, peers, teacher, friends, family, and members of the community, with teacher assistance</p> <p><b>A:</b> creates/decorates a greeting card for self, peers, teacher, friends, family, or members of the community with teacher assistance</p> <p><b>Composes to explain, inform, describe, persuade, or narrate an experience.</b></p> <p><b>MC:</b> composes to explain, inform, describe, persuade, or narrate an experience when given a rubric, with teacher assistance</p> <p><b>LC:</b> writes at least a three sentence paragraph about a personal experience, with teacher assistance</p> <p><b>A:</b> sequences picture cards of a community or home activity</p>	<p><b>Composes for self, peers, teacher, friends, family, and members of the community.</b></p> <p><b>MC:</b> composes for self, peers, teacher, friends, family, and members of the community, with teacher assistance</p> <p><b>LC:</b> writes a note (i.e. thank you or personal note, telephone message, etc.) for self, peers, teacher, friends, family, and members of the community, with teacher assistance</p> <p><i>A: creates/decorates a greeting card for self, peers, teacher, friends, family, or members of the community with teacher assistance</i></p> <p><b>Composes to explain, inform, describe, persuade, or narrate an experience.</b></p> <p><b>MC:</b> composes to explain, inform, describe, persuade, or narrate an experience when given a rubric, with teacher assistance</p> <p><b>LC:</b> writes at least a four sentence paragraph about a personal experience, with teacher assistance</p> <p><b>A:</b> sequences picture cards of a community or home activity</p>	<p><b>Composes for self, peers, teacher, friends, family, and members of the community.</b></p> <p><b>MC:</b> composes for self, peers, teacher, friends, family, and members of the community, with teacher assistance</p> <p><b>LC:</b> writes a note (i.e. thank you or personal note, telephone message, etc.) for self, peers, teacher, friends, family, and members of the community, with teacher assistance</p> <p><b>A:</b> creates/decorates a greeting card for self, peers, teacher, friends, family, or members of the community with teacher assistance</p> <p><b>Composes to explain, inform, describe, persuade, or narrate an experience.</b></p> <p><b>MC:</b> composes to explain, inform, describe, persuade, or narrate an experience when given a rubric, with teacher assistance</p> <p><b>LC:</b> writes at least a five sentence paragraph about a personal experience, with teacher assistance</p> <p><b>A:</b> sequences picture cards of a community or home activity</p>



**Grades 7-9 Standards and Objectives for Modified Writing Curriculum**

**Reflective Writing**

Note: While the objectives may be similar fro grade to grade, the complexity of the text increases from one grade to the next.

Strands	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer accesses the evolution of a written product or collection of products to evaluate growth and set goals.</p>			
<p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer reflects on and evaluates the quality of written work according to established criteria.</i></p>	<p><b>Uses mentor text(s) with teacher support</b></p> <p><b>MC:</b> identifies the style of mentor text(s), with teacher support</p> <p><b>LC:</b> identifies the style of mentor text, given three choices with teacher support</p> <p><b>A:</b> listens to a mentor text</p> <p><b>Uses holistic rubrics, peer evaluation, analytical rubrics, models of student work and reflective prompts independently</b></p> <p><b>MC:</b> uses holistic rubrics, peer evaluation, analytical rubrics, models of student work and reflective prompts, with teacher support</p> <p><b>LC:</b> uses a checklist to evaluate student’s own work, with teacher support</p> <p><b>A:</b> identifies preferred objects or pictures of preferred objects</p>	<p><b>Uses mentor text(s) with teacher support</b></p> <p><b>MC:</b> identifies the style of mentor text(s), with teacher support</p> <p><b>LC:</b> identifies the style of mentor text, given three choices with teacher support</p> <p><b>A:</b> listens to a mentor text</p> <p><b>Uses holistic rubrics, peer evaluation, analytical rubrics, models of student work and reflective prompts independently</b></p> <p><b>MC:</b> uses holistic rubrics, peer evaluation, analytical rubrics, models of student work and reflective prompts, with teacher support</p> <p><b>LC:</b> uses a checklist to evaluate student’s own work, with teacher support</p> <p><b>A:</b> identifies preferred objects or pictures of preferred objects</p>	<p><b>Uses mentor text(s) with teacher support</b></p> <p><b>MC:</b> identifies the style of mentor text(s), with teacher support</p> <p><b>LC:</b> identifies the style of mentor text, given three choices with teacher support</p> <p><b>A:</b> listens to a mentor text</p> <p><b>Uses holistic rubrics, peer evaluation, analytical rubrics, models of student work and reflective prompts independently</b></p> <p><b>MC:</b> uses holistic rubrics, peer evaluation, analytical rubrics, models of student work and reflective prompts, with teacher support</p> <p><b>LC:</b> uses a checklist to evaluate student’s own work, with teacher support</p> <p><b>A:</b> identifies preferred objects or pictures of preferred objects</p>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Reflective Writing

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

Strands	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer accesses the evolution of a written product or collection of products to evaluate growth and set goals.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer sets and implements goals for improvement.</i></p>	<p><b>Sets specific, realistic goals for improvement based on collaboration with teacher as needed.</b></p> <p><b>MC:</b> sets specific, realistic goals for improvement when given a rubric, with teacher support</p> <p><b>LC:</b> sets two specific goals for improvement, with teacher direction.</p> <p><b>A:</b> achieves one goal for improvement developed by the teacher</p>	<p><b>Sets specific, realistic goals for improvement based on collaboration with teacher as needed.</b></p> <p><b>MC:</b> sets specific, realistic goals for improvement when given a rubric, with teacher support</p> <p><b>LC:</b> sets two specific goals for improvement, with teacher direction</p> <p><b>A:</b> achieves one goal for improvement developed by the teacher</p>	<p><b>Sets specific, realistic goals for improvement based on collaboration with teacher as needed.</b></p> <p><b>MC:</b> sets specific, realistic goals for improvement when given a rubric, with teacher support</p> <p><b>LC:</b> sets two specific goals for improvement, with teacher direction</p> <p><b>A:</b> achieves one goal for improvement developed by the teacher</p>
	<p><b>Independently develops and carries out a plan to achieve goals.</b></p> <p><b>MC:</b> develops and carries out a plan to achieve goals when given a rubric, with teacher support</p> <p><b>LC:</b> follows a sequenced plan to meet two goals developed by the teacher</p> <p><b>A:</b> works toward a goal developed by the teacher</p>	<p><b>Independently develops and carries out a plan to achieve goals.</b></p> <p><b>MC:</b> develops and carries out a plan to achieve goals when given a rubric, with teacher support</p> <p><b>LC:</b> follows a sequenced plan to meet two goals developed by the teacher</p> <p><b>A:</b> works toward a goal developed by the teacher</p>	<p><b>Independently develops and carries out a plan to achieve goals.</b></p> <p><b>MC:</b> develops and carries out a plan to achieve goals when given a rubric, with teacher support</p> <p><b>LC:</b> follows a sequenced plan to meet two goals developed by the teacher</p> <p><b>A:</b> works toward a goal developed by the teacher</p>

# Grades 7-9 Standards and Objectives for Modified Writing Curriculum

## Writing Strategically

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer generates, develops, clarifies, and refines ideas in order to create an organized and cohesive product.  <b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer uses a range of strategies to generate ideas.</i></p>	<p><b>makes associations/ connections, collaborates with peers to generate ideas, consults a variety of sources, uses a writer’s notebook/journal, dramatizes and/or free writes.</b></p>	<p><b>makes associations/ connections, collaborates with peers to generate ideas, consults a variety of sources, uses a writer’s notebook/journal, dramatizes and/or free writes.</b></p>	<p><b>develops a position based on research and/or experience.</b></p>
	<p><b>MC:</b> completes at least 3 associations/ connections, collaborates with peers to generate ideas, consults a variety of sources, uses a writer’s notebook/journal, dramatizes and/or free writes, with teacher support</p>	<p><b>MC:</b> completes at least 3 associations/ connections, collaborates with peers to generate ideas, consults a variety of sources, uses a writer’s notebook/journal, dramatizes and/or free writes, with teacher support</p>	<p><b>MC:</b> develops a position based on research and/or experience, with teacher support</p>
	<p><b>LC:</b> completes at least one of the following strategies: makes an association/connection, collaborates with peers to generate an idea, consults a source, uses a writer’s notebook/journal, dramatizes or free writes, with teacher support</p> <p><b>A:</b> makes an association/ connection by matching a picture or group of pictures with teacher prompting</p>	<p><b>LC:</b> completes at least one of the following strategies: makes an association/connection, collaborates with peers to generate an idea, consults a source, uses a writer’s notebook/journal, dramatizes or free writes, with teacher support</p> <p><b>A:</b> makes an association/ connection by matching a picture or group of pictures with teacher prompting</p>	<p><b>LC:</b> Given a question on a persuasive topic, student will choose a position</p> <p><b>A:</b> Sorts pictures according to personal preferences with teacher prompting</p>

# Grades 7-9 Standards and Objectives for Modified Writing Curriculum

## Writing Strategically

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer generates, develops, clarifies, and refines ideas in order to create an organized and cohesive product.  <b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer uses frameworks appropriate to the task.</i></p>	<p><b>initiates use of frameworks appropriate to a given writing task: first draft, matrix.</b></p> <p><b>MC:</b> uses frameworks appropriate to a given writing task when given a model: first draft, matrix, with teacher support</p> <p><b>LC:</b> completes a given template appropriate to a writing task: first draft, matrix with teacher support</p> <p><b>A:</b> assembles a given puzzle accurately, with teacher support</p>	<p><b>generates appropriate frameworks for a given piece of writing.</b></p> <p><b>MC:</b> uses frameworks appropriate to a given writing task when given a model: first draft, matrix, with teacher support</p> <p><b>LC:</b> completes a given template appropriate to a writing task: first draft, matrix with teacher support</p> <p><b>A:</b> assembles a given puzzle accurately, with teacher support</p>	<p><b>uses an organizational framework that unifies the piece around a central idea, purpose or theme.</b></p> <p><b>MC:</b> uses an organizational framework when given a model that unifies the piece around a central idea, purpose or theme with teacher support</p> <p><b>LC:</b> completes a given template appropriate to a writing task with teacher support</p> <p><b>A:</b> matches a sentence to a picture card, with teacher support</p>
<p><i>The writer revises to make work more engaging or accessible to the reader.</i></p>	<p><b>revises content, organization and tone:</b></p> <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting details (facts, details, incidents, dialogue)</li> <li>-extraneous material</li> <li>-chronological/logical order</li> <li>-tone</li> <li>-redundancy of ideas</li> <li>-individual writer's voice</li> </ul>	<p><b>revises content, organization and tone:</b></p> <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting details (facts, details, incidents, dialogue)</li> <li>-extraneous material</li> <li>-chronological/logical order</li> <li>-tone</li> <li>-redundancy of ideas</li> <li>-individual writer's voice</li> </ul>	<p><b>revises content, organization and tone:</b></p> <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting details (facts, details, incidents, dialogue)</li> <li>-extraneous material</li> <li>-chronological/logical order</li> <li>-tone</li> <li>-redundancy of ideas</li> <li>-individual writer's voice</li> </ul>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Writing Strategically

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer generates, develops, clarifies, and refines ideas in order to create an organized and cohesive product.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer revises to make work more engaging or accessible to the reader.</i></p>	<p><b>MC:</b> revises content, organization and tone when given a model, with teacher support in the following areas:</p> <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting details (facts, details, incidents, dialogue)</li> <li>-extraneous material</li> <li>-chronological/logical order</li> <li>-tone</li> <li>-redundancy of ideas</li> <li>-individual writer's voice</li> </ul>	<p><b>MC:</b> revises content, organization and tone when given a model, with teacher support in the following areas:</p> <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting details (facts, details, incidents, dialogue)</li> <li>-extraneous material</li> <li>-chronological/logical order</li> <li>-tone</li> <li>-redundancy of ideas</li> <li>-individual writer's voice</li> </ul>	<p><b>MC:</b> revises content, organization and tone when given a model, with teacher support in the following areas:</p> <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting details (facts, details, incidents, dialogue)</li> <li>-extraneous material</li> <li>-chronological/logical order</li> <li>-tone</li> <li>-redundancy of ideas</li> <li>-individual writer's voice</li> </ul>
	<p><b>LC:</b> revises content, organization and tone when given a rubric, with teacher support in one of the following areas:</p> <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting details (facts, details, incidents, dialogue)</li> <li>-extraneous material</li> <li>-chronological/logical order</li> <li>-tone</li> <li>-redundancy of ideas</li> <li>-individual writer's voice</li> </ul>	<p><b>LC:</b> revises content, organization and tone when given a rubric, with teacher support in one of the following areas:</p> <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting details (facts, details, incidents, dialogue)</li> <li>-extraneous material</li> <li>-chronological/logical order</li> <li>-tone</li> <li>-redundancy of ideas</li> <li>-individual writer's voice</li> </ul>	<p><b>LC:</b> revises content, organization and tone when given a rubric, with teacher support in one of the following areas:</p> <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting details (facts, details, incidents, dialogue)</li> <li>-extraneous material</li> <li>-chronological/logical order</li> <li>-tone</li> <li>-redundancy of ideas</li> <li>-individual writer's voice</li> </ul>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Writing Strategically

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer generates, develops, clarifies, and refines ideas in order to create an organized and cohesive product.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer revises to make work more engaging or accessible to the reader.</i></p>	<p><b>A:</b> sequences a set of sentences or pictures accurately, with teacher support</p> <p><b>revises syntax:</b></p> <ul style="list-style-type: none"> <li>-run on</li> <li>-awkward construction</li> <li>-fragment</li> <li>-sentence combining</li> </ul> <p><b>MC:</b> revises teacher identified syntax errors, with teacher assistance:</p> <ul style="list-style-type: none"> <li>-run on</li> <li>-awkward construction</li> <li>-fragment</li> <li>-sentence combining</li> </ul> <p><b>LC:</b> revises teacher identified syntax errors when given a model of appropriate syntax, with teacher assistance:</p> <ul style="list-style-type: none"> <li>-run on</li> <li>-awkward construction</li> <li>-fragment</li> <li>-sentence combining</li> </ul> <p><b>A:</b> matches a picture to a sentence</p> <p><b>revises word choice (diction)</b></p> <ul style="list-style-type: none"> <li>-redundancy of word and phrase</li> <li>-transition words</li> <li>-generally/specificity</li> <li>-misplaced modifiers</li> </ul>	<p><b>A:</b> removes the duplicate from a given set of pictures and sequences remaining pictures accurately</p> <p><b>revises syntax:</b></p> <ul style="list-style-type: none"> <li>-run on</li> <li>-awkward construction</li> <li>-fragment</li> <li>-sentence combining</li> </ul> <p><b>MC:</b> revises teacher identified syntax errors, with teacher assistance:</p> <ul style="list-style-type: none"> <li>-run on</li> <li>-awkward construction</li> <li>-fragment</li> <li>-sentence combining</li> </ul> <p><b>LC:</b> revises teacher identified syntax errors when given a model of appropriate syntax, with teacher assistance:</p> <ul style="list-style-type: none"> <li>-run on</li> <li>-awkward construction</li> <li>-fragment</li> <li>-sentence combining</li> </ul> <p><b>A:</b> matches a picture to a sentence</p> <p><b>revises word choice (diction)</b></p> <ul style="list-style-type: none"> <li>-redundancy of word and phrase</li> <li>-transition words</li> <li>-generally/specificity</li> <li>-misplaced modifiers</li> </ul>	<p><b>A:</b> removes extraneous sentences or pictures from a given set and sequences remaining accurately</p> <p><b>revises syntax:</b></p> <ul style="list-style-type: none"> <li>-run on</li> <li>-awkward construction</li> <li>-fragment</li> <li>-sentence combining</li> </ul> <p><b>MC:</b> revises teacher identified syntax errors, with teacher assistance:</p> <ul style="list-style-type: none"> <li>-run on</li> <li>-awkward construction</li> <li>-fragment</li> <li>-sentence combining</li> </ul> <p><b>LC:</b> revises teacher identified syntax errors when given a model of appropriate syntax, with teacher assistance:</p> <ul style="list-style-type: none"> <li>-run on</li> <li>-awkward construction</li> <li>-fragment</li> <li>-sentence combining</li> </ul> <p><b>A:</b> matches a picture to a sentence</p> <p><b>revises word choice (diction)</b></p> <ul style="list-style-type: none"> <li>-redundancy of word and phrase</li> <li>-transition words</li> <li>-generally/specificity</li> <li>-misplaced modifiers</li> </ul>

# Grades 7-9 Standards and Objectives for Modified Writing Curriculum

## Writing Strategically

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer generates, develops, clarifies, and refines ideas in order to create an organized and cohesive product.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer revises to make work more engaging or accessible to the reader.</i></p>	<p><b>MC:</b> revises, when given teacher feedback:                      -redundancy of word and phrase                      -transition words                      -generally/specificity                      -misplaced modifiers</p> <p><b>LC:</b> makes the following changes as indicated:                      -redundancy of word and phrase                      -transition words                      -generally/specificity                      -misplaced modifiers</p> <p>given a teacher corrected draft</p> <p><b>A:</b> chooses the words that describe or match the picture with assistance when given a group of words and a picture</p>	<p><b>MC:</b> revises, when given teacher feedback:                      -redundancy of word and phrase                      -transition words                      -generally/specificity                      -misplaced modifiers</p> <p><b>LC:</b> makes the following changes as indicated:                      -redundancy of word and phrase                      -transition words                      -generally/specificity                      -misplaced modifiers</p> <p>given a teacher corrected draft</p> <p><b>A:</b> chooses the words that describe or match the picture independently when given a group of words and a picture</p>	<p><b>MC:</b> revises, when given teacher feedback:                      -redundancy of word and phrase                      -transition words                      -generally/specificity                      -misplaced modifiers</p> <p><b>LC:</b> makes the following changes as indicated:                      -redundancy of word and phrase                      -transition words                      -generally/specificity                      -misplaced modifiers</p> <p>given a teacher corrected draft</p> <p><b>A:</b> indicates the correct word to complete the sentence when given a sentence (written or orally) with a missing word and two word choices</p>
<p><i>Seeks and makes use of feedback appropriate to task.</i></p>	<p><b>independently chooses an appropriate source of feedback.</b></p> <p><b>MC:</b> listens to and incorporates teacher feedback when prompted</p> <p><b>LC:</b> incorporates teacher feedback by making changes indicated when given a model</p> <p><b>A:</b> student will identify the error when given a picture with inaccurate features</p>	<p><b>independently initiates and chooses an appropriate source of feedback.</b></p> <p><b>MC:</b> listens to and incorporates teacher or peer feedback when prompted</p> <p><b>LC:</b> incorporates teacher feedback by making changes indicated when given a model</p> <p><b>A:</b> identifies the error when given a sentence with an inaccurate word</p>	<p><b>independently initiates and chooses an appropriate source of feedback.</b></p> <p><b>MC:</b> independently chooses an appropriate source of feedback</p> <p><b>LC:</b> incorporates teacher feedback by making changes indicated</p> <p><b>A:</b> student will identify and correct the error when given a sentence with an inaccurate word</p>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Mechanics/Conventions of Print

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

Strand	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions of print.			
<b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...			
<p><i>The writer uses letter forms and capital letters correctly.</i></p>	<p><b>MC:</b> writes legibly in cursive or print with capitals at the beginning of each sentence when given a template.</p> <p><b>LC:</b> writes legibly in print with capitals at the beginning of each sentence when given a template</p> <p><b>A:</b> uses adaptive technology to communicate appropriately.</p> <p><b>Capitalizes titles of people and proper nouns; first word in dialogue; names of places, organizations, nationalities, days of the week, buildings, historical events; salutation and complementary closing of a letter.</b></p> <p><b>MC:</b> corrects the following when given a paragraph with capitalization errors (either student’s own or teacher generated): titles of people and proper nouns; first word in dialogue; names of places, organizations, nationalities, days of the week, buildings, historical events; salutation and complementary closing of a letter.</p> <p><b>LC:</b> capitalizes correctly when given a list of nouns including: titles of people, proper nouns, names of places, organizations, nationalities, days of the week, and/or historical events</p>	<p><b>writes legibly in cursive.</b></p> <p><b>MC:</b> writes legibly in cursive or print with capitals at the beginning of each sentence when given a template.</p> <p><b>LC:</b> writes legibly in print with capitals at the beginning of each sentence when given a template</p> <p><b>A:</b> uses adaptive technology to communicate appropriately.</p> <p><b>Capitalizes titles of people and proper nouns; first word in dialogue; names of places, organizations, nationalities, days of the week, buildings, historical events; salutation and complementary closing of a letter.</b></p> <p><b>MC:</b> corrects the following when given a paragraph with capitalization errors (either student’s own or teacher generated): titles of people and proper nouns; first word in dialogue; names of places, organizations, nationalities, days of the week, buildings, historical events; salutation and complementary closing of a letter.</p> <p><b>LC:</b> capitalizes correctly when given a list of nouns including: titles of people, proper nouns, names of places, organizations, nationalities, days of the week, and/or historical events</p>	<p><b>writes legibly in cursive.</b></p> <p><b>MC:</b> writes legibly in cursive or print with capitals at the beginning of each sentence when given a template.</p> <p><b>LC:</b> writes legibly in print with capitals at the beginning of each sentence when given a template</p> <p><b>A:</b> uses adaptive technology to communicate appropriately.</p> <p><b>Capitalizes titles of people and proper nouns; first word in dialogue; names of places, organizations, nationalities, days of the week, buildings, historical events; salutation and complementary closing of a letter.</b></p> <p><b>MC:</b> corrects the following when given a paragraph with capitalization errors (either student’s own or teacher generated): titles of people and proper nouns; first word in dialogue; names of places, organizations, nationalities, days of the week, buildings, historical events; salutation and complementary closing of a letter.</p> <p><b>LC:</b> capitalizes correctly when given a list of nouns including: titles of people, proper nouns, names of places, organizations, nationalities, days of the week, and/or historical events</p>



## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Mechanics/Conventions of Print

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

Strand	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions of print.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer uses letter forms and capital letters correctly.</i></p>	<p><b>LC:</b> capitalizes correctly when given a list of nouns including: titles of people, proper nouns, names of places, organizations, nationalities, days of the week, and/or historical events</p> <p><b>A:</b> matches a capital letter to its matching lowercase letter</p>	<p><b>LC:</b> capitalizes correctly when given a list of nouns including: titles of people, proper nouns, names of places, organizations, nationalities, days of the week, and/or historical events</p> <p><b>A:</b> selects the correct capital and lowercase letter to match a picture that begins with that letter with assistance</p>	<p><b>LC:</b> capitalizes correctly when given a list of nouns including: titles of people, proper nouns, names of places, organizations, nationalities, days of the week, and/or historical events</p> <p><b>A:</b> uses the shift key on a computer or alpha smart to identify capital letters with an AAC device</p>
<p><i>The writer uses punctuation correctly.</i></p>	<p><b>correctly handles comma (after letter close, in a series, in a date, between city and state, with an appositive, with parenthetical expression, with subordinate clause, after the salutation and complementary closing of a letter), quotation marks, apostrophe, colon with a list, semi-colon.</b></p> <p><b>MC:</b> corrects indicated comma errors of the following: (after letter close, in a series, in a date, between city and state, with an appositive, with parenthetical expression, with subordinate clause, after the salutation and complementary closing of a letter), quotation marks, apostrophe, colon with a list, semi-colon, with teacher assistance</p> <p><b>LC:</b> correctly edits at least one sentence for comma errors</p> <p><b>A:</b> selects the comma when given pictures of punctuation</p>	<p><b>correctly handles comma (after letter close, in a series, in a date, between city and state, with an appositive, with parenthetical expression, with subordinate clause, after the salutation and complementary closing of a letter), quotation marks, apostrophe, colon with a list, semi-colon.</b></p> <p><b>MC:</b> corrects indicated comma errors of the following: (after letter close, in a series, in a date, between city and state, with an appositive, with parenthetical expression, with subordinate clause, after the salutation and complementary closing of a letter), quotation marks, apostrophe, colon with a list, semi-colon, with teacher assistance</p> <p><b>LC:</b> correctly edits at least three sentences for comma errors</p> <p><b>A:</b> selects the comma when given pictures of punctuation</p>	<p><b>correctly handles comma (after letter close, in a series, in a date, between city and state, with an appositive, with parenthetical expression, with subordinate clause, after the salutation and complementary closing of a letter), quotation marks, apostrophe, colon with a list, semi-colon.</b></p> <p><b>MC:</b> corrects indicated comma errors of the following: (after letter close, in a series, in a date, between city and state, with an appositive, with parenthetical expression, with subordinate clause, after the salutation and complementary closing of a letter), quotation marks, apostrophe, colon with a list, semi-colon, with teacher assistance</p> <p><b>LC:</b> correctly edits a least five sentences for comma errors</p> <p><b>A:</b> selects the comma when given pictures of punctuation</p>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Mechanics/Conventions of Print

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

Strand	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions of print.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer spells at a grade appropriate level.</i></p>	<p><b>correctly spells words commonly used in writing.</b></p> <p><b>MC:</b> corrects indicated spelling errors when given a dictionary</p> <p><b>LC:</b> spells words correctly given a spelling list</p> <p><b>A:</b> matches letter sounds to pictures or symbols</p>	<p><b>correctly spells words commonly used in writing.</b></p> <p><b>MC:</b> corrects indicated spelling errors when given a dictionary</p> <p><b>LC:</b> spells words correctly given a spelling list</p> <p><b>A:</b> matches letter sounds to pictures or symbols</p>	<p><b>correctly spells words commonly used in writing.</b></p> <p><b>MC:</b> corrects indicated spelling errors when given a dictionary</p> <p><b>LC:</b> spells words correctly given a spelling list</p> <p><b>A:</b> matches letter sounds to pictures or symbols</p>
	<p><i>The writer uses the correct forms of verb tenses and of subject/verb and noun/pronoun to ensure agreement.</i></p>	<p><b>achieves subject/verb agreement with singular and plural subjects and with an intervening phrase.</b></p> <p><b>MC:</b> corrects a given paragraph with subject/verb agreement errors (either student's own or teacher generated)</p> <p><b>LC:</b> corrects the indicated subject/verb agreement corrections when given a teacher corrected draft</p> <p><b>A:</b> identifies singular and plural using picture or word cards</p> <p><b>uses appropriate verb tense: present, past, or future.</b></p> <p><b>MC:</b> corrects verb tense errors (either student's own or teacher generated) when given a paragraph</p>	<p><b>achieves subject/verb agreement with singular and plural subjects and with an intervening phrase.</b></p> <p><b>MC:</b> corrects a given paragraph with subject/verb agreement errors (either student's own or teacher generated)</p> <p><b>LC:</b> corrects the indicated subject/verb agreement corrections when given a teacher corrected draft</p> <p><b>A:</b> identifies singular and plural using picture or word cards</p> <p><b>uses appropriate verb tense: present, past, or future.</b></p> <p><b>MC:</b> corrects verb tense errors (either student's own or teacher generated) when given a paragraph</p>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Mechanics/Conventions of Print

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

Strand	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions of print.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer uses the correct forms of verb tenses and of subject/verb and noun/pronoun to ensure agreement.</i></p>	<p><b>LC:</b> corrects the indicated verb tense corrections when given a teacher corrected draft.</p> <p><b>A:</b> identifies past, present and future using picture cards, word cards</p> <p><b>uses correct pronoun references with personal pronoun.</b></p> <p><b>MC:</b> corrects a given paragraph with pronoun reference errors (either student's own or teacher generated)</p> <p><b>LC:</b> makes the indicated pronoun reference corrections when given a teacher corrected draft</p> <p><b>A:</b> matches a pronoun to a picture.</p> <p><b>correctly uses comparative and superlative adverbs and adjectives.</b></p> <p><b>MC:</b> corrects a given paragraph with comparative and superlative adverb errors (either student's own or teacher generated)</p> <p><b>LC:</b> makes the indicated comparative and superlative adverb corrections.</p> <p><b>A:</b> matches two appropriate attributes (adverb/adjective) to that picture when given a picture or word cards</p>	<p><b>LC:</b> corrects the indicated verb tense corrections when given a teacher corrected draft.</p> <p><b>A:</b> identifies past, present and future using picture cards, word cards</p> <p><b>uses correct pronoun references with personal pronoun.</b></p> <p><b>MC:</b> corrects a given paragraph with pronoun reference errors (either student's own or teacher generated)</p> <p><b>LC:</b> makes the indicated pronoun reference corrections when given a teacher corrected draft</p> <p><b>A:</b> matches a pronoun to a picture.</p> <p><b>correctly uses comparative and superlative adverbs and adjectives.</b></p> <p><b>MC:</b> corrects a given paragraph with comparative and superlative adverb errors (either student's own or teacher generated)</p> <p><b>LC:</b> makes the indicated comparative and superlative adverb corrections.</p> <p><b>A:</b> matches two appropriate attributes (adverb/adjective) to that picture when given a picture or word cards</p>	<p><b>LC:</b> corrects the indicated verb tense corrections when given a teacher corrected draft.</p> <p><b>A:</b> identifies past, present and future using picture cards, word cards</p> <p><b>uses correct pronoun references with personal pronoun.</b></p> <p><b>MC:</b> corrects a given paragraph with pronoun reference errors (either student's own or teacher generated)</p> <p><b>LC:</b> makes the indicated pronoun reference corrections when given a teacher corrected draft</p> <p><b>A:</b> matches a pronoun to a picture.</p> <p><b>correctly uses comparative and superlative adverbs and adjectives.</b></p> <p><b>MC:</b> corrects a given paragraph with comparative and superlative adverb errors (either student's own or teacher generated)</p> <p><b>LC:</b> makes the indicated comparative and superlative adverb corrections.</p> <p><b>A:</b> matches two appropriate attributes (adverb/adjective) to that picture when given a picture or word cards</p>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Mechanics/Conventions of Print

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

Strand	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions of print.			
<b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...			
<i>The writer uses sentence parts and structures correctly.</i>		<p><b>recognizes and employs the parts of speech in writing, with an emphasis on idea nouns, pronouns, and conjunctions.</b></p> <p><b>MC:</b> -recognizes and employs the parts of speech in writing, with an emphasis on idea nouns, pronouns, and conjunctions with teacher assistance</p> <p><b>LC:</b> given a short paragraph of not more than five sentences, identifies one example of each part of speech indicated (idea noun, pronoun, or conjunction)</p> <p><b>A:</b> categorize nouns and pronouns by pictures or word cards</p> <p><b>identifies and applies appropriate sentence structures (simple, compound, and complex sentences; subject, predicate, direct and indirect objects).</b></p> <p><b>MC:</b> identifies and applies appropriate sentence structures (simple, compound, and complex sentences; subject, predicate, direct and indirect objects), with teacher assistance</p> <p><b>LC:</b> joins two simple sentences to make one compound sentence</p> <p><b>A:</b> matches the picture or sentence to one or more than one</p>	

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Mechanics/Conventions of Print

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

Strand	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions of print.			
<b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...			
<p><i>The writer handles special problems of the English language correctly.</i></p>	<p><b>Distinguishes between a, an; they're, their, and there; to, too, and two; good and well; its, it's; I, me; know, no; then, than; your, you're.</b></p> <p><b>MC:</b> completes a given cloze paragraph that contains the following words: a, an; they're, their, and there; to, too, and two; good and well; its, it's; I, me; know, no; then, than; your, you're</p> <p><b>LC:</b> with assistance, completes a given cloze paragraph that contains the following words: a, an; they're, their, and there; to, too, and two; good and well; its, it's; I, me; know, no; then, than; your, you're</p> <p><b>A:</b> points to the homonym indicated when given a set of homonyms (picture or word cards)</p>	<p><b>Distinguishes between a, an; they're, their, and there; to, too, and two; good and well; its, it's; I, me; know, no; then, than; your, you're.</b></p> <p><b>MC:</b> completes a given cloze paragraph that contains the following words: a, an; they're, their, and there; to, too, and two; good and well; its, it's; I, me; know, no; then, than; your, you're</p> <p><b>LC:</b> with assistance, completes a given cloze paragraph that contains the following words: a, an; they're, their, and there; to, too, and two; good and well; its, it's; I, me; know, no; then, than; your, you're</p> <p><b>A:</b> points to the homonym indicated when given a set of homonyms (picture or word cards)</p>	<p><b>Distinguishes between a, an; they're, their, and there; to, too, and two; good and well; its, it's; I, me; know, no; then, than; your, you're.</b></p> <p><b>MC:</b> completes a given cloze paragraph that contains the following words: a, an; they're, their, and there; to, too, and two; good and well; its, it's; I, me; know, no; then, than; your, you're</p> <p><b>LC:</b> with assistance, completes a given cloze paragraph that contains the following words: a, an; they're, their, and there; to, too, and two; good and well; its, it's; I, me; know, no; then, than; your, you're</p> <p><b>A:</b> points to the homonym indicated when given a set of homonyms (picture or word cards)</p>

## Grades 7-9 Standards and Objectives for Modified Writing Curriculum

### Mechanics/Conventions of Print

Note: While the objectives may be similar from grade to grade, the complexity of the text increases from one grade to the next.

Strand	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<p><b>Content Standard:</b> The writer ensures accurate communication of ideas through the use of proper mechanics and other conventions of print.</p> <p><b>Learning Objectives:</b> Mastery of the content standard is evident when the writer...</p>			
<p><i>The writer uses MLA format to cite sources.</i></p>	<p><b>quotes, paraphrases, and summarizes accurately.</b></p> <p><b>MC:</b> quotes, paraphrases, and summarizes accurately with teacher assistance</p> <p><b>LC:</b> answers who, what, where, and when in complete sentence when given a paragraph or short article</p> <p><b>A:</b> identifies quotation marks</p> <p><b>cites sources properly.</b></p> <p><b>MC:</b> cites sources properly with teacher assistance</p> <p><b>LC:</b> underlines the citation when given a paragraph with a source cited in MLA format</p> <p><b>A:</b> identifies the title in MLA format</p>	<p><b>uses MLA style guidelines to appropriately cite text (parenthetical documentation and works cited).</b></p> <p><b>MC:</b> uses MLA style guidelines to appropriately when given a model to cite text (parenthetical documentation and works cited) ,with teacher assistance</p> <p><b>LC:</b> underlines the citation when given a paragraph with a source cited in MLA format</p> <p><b>A:</b> identifies quotation marks</p>	<p><b>uses MLA style guidelines to appropriately cite text (parenthetical documentation and works cited).</b></p> <p><b>MC:</b> uses MLA style guidelines to appropriately when given a model to cite text (parenthetical documentation and works cited) with teacher assistance</p> <p><b>LC:</b> underlines the citation when given a paragraph with a source cited in MLA format</p> <p><b>A:</b> identifies quotation marks</p>

