

## BRSU Writing Curriculum Conventions and Structures of Writing

Grade     K    

**WK: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.  
*Note: Students at this level will only be prewriting and drafting.*

Conventions	Spelling	Structures
<p><b>GE: WK: 2</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>Using a mixture of lower case and capital letters</li> <li>Beginning to use conventional directionality (left – right, top – bottom)</li> </ul>	<p><b>GE: WK: 3</b> In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> <li>Using phonemic awareness and letter knowledge to spell independently (phonetic or temporary spelling) and logically represent initial and final consonant sounds</li> <li>Using beginning and/or ending consonants</li> <li>Connecting to sounds is evident in almost all words (semi-phonetic to phonetic spelling)</li> <li>Spelling own first name correctly</li> </ul>	<p><b>GE: WK: 4</b> Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> <li>No GLE at this grade level</li> </ul>

Grade     1    

**W1: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.  
*Note: Students at this level will only be prewriting and drafting.*

Conventions	Spelling	Structures
<p><b>GE: W1: 2</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>Generally using spacing correctly</li> <li>Using capitals at the beginning of sentences and some ending punctuation</li> <li>Forming most letters correctly; using lower case internally</li> </ul>	<p><b>GE: W1: 3</b> In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> <li>Correctly spelling own first and last name</li> <li>Correctly spelling grade-appropriate, high-frequency words that include phonetically regular words (e.g., “had,” “can”)</li> <li>Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed)</li> </ul>	<p><b>GE: W1: 4</b> Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> <li>Distinguishing between letters, words, and sentences</li> <li>Writing in complete, simple sentences</li> <li>Showing some variety in sentence beginnings</li> </ul>

Grade     2    

**W2: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Conventions	Spelling	Structures
<p><b>GE: W2: 2</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>Using capital letters for the beginning of sentences and names</li> <li>Using correct <i>end</i> punctuation in simple sentences: periods and question marks</li> <li>Forming letters correctly</li> </ul>	<p><b>GE: W2: 3</b> In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> <li>Correctly spelling grade-appropriate, high-frequency words</li> <li>Correctly spelling past tense (three sounds for <i>-ed</i>) and plural endings (<i>-s</i> and <i>-es</i>), with no alterations required, on common vocabulary</li> <li>Giving a readable and accurate phonetic spelling for words that have not been taught</li> <li>Representing each sound heard in a word with a feature of print</li> <li>Correctly spelling phonetically regular words with short vowels, consonant digraphs and blends, silent e words</li> </ul>	<p><b>GE: W2: 4</b> Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> <li>Distinguishing between letters, words, and sentences</li> <li>Using appropriate sentence structure</li> <li>Using some expanded sentences and word variety</li> <li>Writing a friendly letter. (See Appendix A.)</li> </ul>

## BRSU Writing Curriculum Conventions and Structures of Writing

Grade     3    

**W3: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Conventions	Spelling	Structures
<p><b>GE: W3: 2</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>Using capital letters for the beginning of sentences and names</li> <li><u>Writing contractions with an apostrophe and common abbreviations with a period</u></li> <li>Using <b>end</b> punctuation correctly in simple sentences: period, <u>question mark, exclamation point</u></li> <li>Using commas in a simple series (Note: Either form is correct – x, y, and z or x, y and z)</li> </ul>	<p><b>GE: W3: 3</b> In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> <li><u>Identifying words that <i>might be</i> misspelled</u></li> <li>Correctly spelling grade-appropriate, high-frequency words and <u>using within-word patterns to correct spelling</u> EXAMPLES: single-syllable words, short, long, or <i>r</i>-influenced vowel patterns, including frequently occurring</li> <li>vowel teams—<i>ea, oy, ai</i></li> <li><u>Representing common syllable patterns and affixes (suffixes &amp; prefixes) within multisyllabic words</u></li> <li><u>Correctly spelling common homophones</u> (e.g., “be/bee”; “there/ their/they’re”; “sail/sale”)</li> </ul>	<p><b>GE: W3: 4</b> Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> <li><u>Writing a variety of complete simple sentences</u> EXAMPLES: declarative, exclamatory, interrogative</li> <li><u>Using and recognizing complete sentences in writing</u> EXAMPLES: simple and compound sentences</li> <li><u>Using and recognizing indentations for new paragraphs</u></li> <li>Using a variety of sentence beginnings and structures</li> <li>Using word variety</li> <li><u>Writing using the constructed response format.</u> (See Appendix A.)</li> <li>Writing a friendly letter. (See Appendix A.)</li> <li><u>Addressing an envelope for a letter.</u> (See Appendix A.)</li> </ul>

Grade     4    

**W4: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Conventions	Spelling	Structures
<p><b>GE: W4: 2</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li><u>Identifying grammatical errors, when given examples</u> EXAMPLES: “he don’t”; “Him and me went” W-4-9.1</li> <li><u>Applying basic capitalization rules</u> EXAMPLES: names, <u>proper nouns, titles</u> W-4-9.2</li> <li><u>Using commas correctly in dates and in a series</u> (Note: Either form is correct—<i>x, y, and z</i> or <i>x, y and z</i>) W-4-9.3</li> <li>Using commas correctly between city and state</li> <li>Using commas correctly after the salutation in a friendly letter</li> <li>Using apostrophes in contractions and singular possessives W-4-9.3</li> <li>Using <b>end</b> punctuation correctly in a <u>variety of sentence structures</u> W-4-9.4</li> <li>Using quotation marks around direct quotations W-4-9.4</li> </ul>	<p><b>GE: W4: 3</b> In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> <li><u>Applying spelling knowledge in proofreading and editing of writing</u></li> <li>Correctly spelling grade-appropriate, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u> EXAMPLES: <u>consonant doubling, change y to i, drop silent e, spelling rules for affixes</u> W-4-9.5</li> <li>Using within-word patterns <u>and common syllable patterns</u> to correct spelling (e.g., <u>common and less frequent vowel teams</u> (e.g., <i>eigh, au, aw, ea</i> for short <i>e</i>, <i>r</i>-controlled syllables, <u>consonant-<i>le</i> syllables, vowel-consonant-silent <i>e</i>, and open syllables with multisyllabic words)</u>)</li> </ul>	<p><b>GE: W4: 4</b> Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> <li>Writing a variety of complete simple <u>and compound sentences</u> W-4-1.1</li> <li><u>Using the paragraph form: indenting, main idea, supporting details</u> W-4-1.2</li> <li>Writing using the constructed response format. (See Appendix A.)</li> <li>Writing a friendly letter. (See Appendix A.)</li> <li>Addressing an envelope for a letter. (See Appendix A.)</li> </ul>

## BRSU Writing Curriculum Conventions and Structures of Writing

Grade 5

**W5: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Conventions	Spelling	Structures
<p><b>GE: W5: 2</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>Identifying or <u>correcting grammatical errors</u> EXAMPLES: <u>subject-verb agreement</u>, <u>nonstandard usage (ain't)</u>, <u>double negatives</u></li> <li>Applying basic capitalization rules: beginning of sentences and quotations, titles, and proper nouns</li> <li>Using <u>punctuation to clarify meaning</u> Commas: in dates, city and state, in a series, in dialogue and after the salutation and closing in a letter Apostrophes: in contractions and possessives Quotation Marks: around direct quotes</li> <li>Underlining or italicizing titles of books and movies</li> <li>Using correct end punctuation</li> </ul>	<p><b>GE: W5: 3</b> In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> <li><u>Applying spelling knowledge in proofreading and editing of writing</u></li> <li>Correctly spelling grade-appropriate, high-frequency words including <u>homonyms (homophones &amp; homographs)</u></li> <li><u>Correctly applying syllable division, morpheme, and affix spelling patterns/rules to new situations</u> EXAMPLES: consonant doubling, consonant patterns, units of meaning—<u>common roots, base words, pre/suffixes, morpheme patterns (such as adding prefixes and suffixes to base words with spelling changes—“fury” to “furious”; or phonological changes—“electric” to “electricity”)</u></li> <li>Using hyphens to divide words correctly at the end of a line and in numbers from twenty-one to ninety-nine</li> </ul>	<p><b>GE: W5: 4</b> Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> <li><u>Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)</u></li> <li>Writing a variety of complete simple and <u>compound sentences</u></li> <li>Using the paragraph form: indenting, main idea, supporting details</li> <li><u>Recognizing organizational text structures <i>within</i> paragraphs</u> EXAMPLES: <u>description, chronology, proposition/support, compare/contrast</u></li> <li>Writing using the constructed response format. (See Appendix A.)</li> <li><u>Writing a business letter.</u> (See Appendix A.)</li> <li>Addressing an envelope. (See Appendix A.)</li> </ul>

Grade 6

**W6: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Conventions	Spelling	Structures
<p><b>GE: W6: 2</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li><u>Applying rules of standard English usage to correct grammatical errors</u> EXAMPLES: subject-verb agreement, nonstandard usage (ain't), <u>irregular plurals, sentence fragments and run-ons</u></li> <li>Applying basic capitalization rules: quotations, titles, and proper nouns</li> <li>Using <u>punctuation to clarify meaning</u> Commas: in dates, city and state, in a series, in dialogue and after the salutation and closing in a letter Apostrophes: in possessives Quotation Marks: around direct quotes</li> <li>Using internal and external punctuation with quotations and dialogue</li> <li>Underlining or italicizing titles of books and movies</li> <li>Using correct end punctuation</li> </ul>	<p><b>GE: W6: 3</b> In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> <li>Applying spelling knowledge in proofreading and editing of writing</li> <li>Correctly spelling grade-appropriate, high-frequency words including homonyms (homophones &amp; homographs)</li> <li>Correctly applying syllable division, morpheme, and affix spelling patterns/rules to new situations EXAMPLES: consonant doubling, consonant patterns, units of meaning—<u>common roots, base words, pre/suffixes, morpheme patterns (such as adding prefixes and suffixes to base words with spelling or phonological changes)</u></li> <li><u>Correctly spelling grade-appropriate word groups that share a common root</u> (e.g. report, imported, transportation, portable)</li> <li>Using hyphens to divide words correctly at the end of a line and in numbers from twenty-one to ninety-nine</li> </ul>	<p><b>GE: W6: 4</b> Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> <li>Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)</li> <li>Using the paragraph form: indenting, main idea, supporting details</li> <li>Recognizing organizational text structures <i>within</i> paragraphs EXAMPLES: <u>description, chronology, proposition/support, compare/contrast</u></li> <li><u>Using a format and text structure appropriate to the purpose of the writing</u></li> <li>Writing using the constructed response format. (See Appendix A.)</li> </ul>

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Grade 7

**W7: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**

Conventions	Spelling	Structures
<p><b>GE: W7: 2</b>  <b>In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <ul style="list-style-type: none"> <li>• Applying rules of standard English usage to correct grammatical errors            EXAMPLES: <u>clear pronoun referent</u>, <u>subject-verb agreement</u>, <u>consistency of verb tense</u>, <u>irregular forms of verbs and nouns</u> W-7-9.1</li> <li>• <u>Applying capitalization rules</u> W-7-9.2</li> <li>• <u>Applying appropriate punctuation to various sentence patterns to enhance meaning</u> W-7-9.4            –colons, semicolons            –commas after introductory phrases and clauses, before conjunctions in a compound sentence, with interrupters and appositives, between two or more equally modifying adjectives and in direct address            –italics or quotation marks for titles of poems, stories, articles, chapter titles, songs, and essays            –apostrophes for plural possessive            –internal and external punctuation with quotations and dialogue</li> </ul>	<p><b>GE: W7: 3</b>  <b>In independent writing, students demonstrate command of conventional English spelling by...</b></p> <ul style="list-style-type: none"> <li>• Independently applying spelling knowledge in proofreading and editing of writing</li> <li>• Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules            EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes W-7-9.5</li> <li>• Correctly spelling grade-appropriate word groups that share a common root (e.g., “<u>structure</u>,” “<u>construction</u>,” “<u>instruct</u>,” “<u>destruction</u>”)</li> <li>• <u>Recognizing spelling-meaning connections</u>            EXAMPLES: “<u>sign/signal</u>,” “<u>define/definition</u>,” “<u>critic/criticize</u>”</li> <li>• Applying <u>conventional</u> spelling patterns/rules to new situations            EXAMPLES: consonant doubling, consonant patterns, units of meaning—common roots, base words, pre/suffixes</li> <li>• <u>Using resources to correct spelling</u></li> <li>• Using hyphens correctly for grade level spelling to divide words correctly at the end of a line</li> </ul>	<p><b>GE: W7: 4</b>  <b>Students demonstrate command of the structures of the English language by...</b></p> <ul style="list-style-type: none"> <li>• Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses) W-7-1.1</li> <li>• Using the paragraph form: indenting, main idea, supporting details W-7-1.2</li> <li>• Recognizing organizational structures <b><i>within</i></b> paragraphs <b><i>or within</i></b> texts            EXAMPLES (of text structures): description, <u>sequential</u> chronology, proposition/support, compare/contrast, <u>problem/solution</u>            EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes W-7-1.3</li> <li>• Using a format and text structure appropriate to the purpose of the writing W-7-1.4</li> <li>• Writing using the constructed response format. (See Appendix A.)</li> </ul>

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Grade 8

**W8: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Conventions	Spelling	Structures
<p><b>GE: W8: 2</b>  <b>In independent writing, students demonstrate command of appropriate English conventions by...</b></p> <ul style="list-style-type: none"> <li>• Applying rules of standard English usage to correct grammatical errors            EXAMPLES: <u>subject-verb agreement</u>, <u>pronoun-antecedent</u>, consistency of verb tense, <u>case of pronouns (subject, object, possessive)</u></li> <li>• Applying capitalization rules</li> <li>• Applying appropriate punctuation rules to various sentence patterns to enhance meaning            –<u>hyphens, dashes, brackets</u>            –commas after introductory phrases and clauses, before conjunctions in a compound sentence, with interrupters and appositives, between two or more equally modifying adjectives and in direct address            –quotation marks for titles of poems, stories, articles, chapter titles, songs, and essays            –apostrophes for plural possessive            –internal and external punctuation with quotations and dialogue</li> </ul>	<p><b>GE: W8: 3</b>  <b>In independent writing, students demonstrate command of conventional English spelling by...</b></p> <ul style="list-style-type: none"> <li>• Independently applying spelling knowledge in proofreading and editing of writing</li> <li>• Correctly spelling grade-appropriate, high-frequency words, including homonyms, homophones, and <u>homographs</u></li> <li>• Correctly spelling grade-appropriate word groups that share a common root (e.g., “<u>inspire</u>,” “<u>respiration</u>,” “<u>conspire</u>,” “<u>perspire</u>”)</li> <li>• Recognizing spelling-meaning connections            EXAMPLES: “<u>sign/signal</u>,” “<u>define/definition</u>,” “<u>critic/criticize</u>”</li> <li>• Applying conventional <u>and word-derivative</u> spelling patterns/rules, including <u>syllable division</u>, <u>stressed/unstressed syllable (schwa)</u>, <u>vowel patterns</u>            EXAMPLES: <u>silent and sounded consonants</u>, <u>identifying relationships among roots, base words, pre/suffixes</u>, <u>including foreign derivations</u></li> <li>• Using resources to correct spelling</li> <li>• Using hyphens to divide words correctly at the end of a line and in numbers from twenty-one to ninety-nine</li> </ul>	<p><b>GE: W8: 4</b>  <b>Students demonstrate command of the structures of the English language by...</b></p> <ul style="list-style-type: none"> <li>• Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)</li> <li>• Using the paragraph form: indenting, main idea, supporting details</li> <li>• Identifying organizational structures <b><i>within</i></b> paragraphs or <b><i>within</i></b> texts            EXAMPLES: description, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect</u></li> <li>• Using a format and text structure appropriate to the purpose of the writing</li> <li>• Writing using the constructed response format. (See Appendix A.)</li> </ul>