

Piscataway Township Schools – Writing Scope and Sequence, Grades K-12

Using the Writing Scope and Sequence and Grade Level Expectations

Key Points

- The Writing Scope and Sequence aligns with the New Jersey Core Curriculum Content Standard 3.2.
- For all aspects of NJCCCS 3.2, specific grade-level expectations have been identified.
- Students will develop the essential elements of writing over time, as indicated by the Introduce, Focus, and Sustain categories found in the Scope and Sequence and which are described below.
- The Scope and Sequence is organized by instructional grade level.
- Each instructional grade level builds on the skills and strategies from the previous instructional grade level.
- If students are not meeting grade-level expectations, it will be necessary to refer to the previous grade level for focused instruction.
- If students are exceeding grade-level expectations, it will be necessary to refer to the next grade level for focused instruction.
- All category determinations have been made with an emphasis on independent student writing by the END of the particular grade-level school year.

Introduce	Teachers introduce a concept or skill by modeling, demonstrating and thinking aloud. Teachers provide opportunities for students to practice and approximate the skill or concept with much teacher support and coaching through shared writing. Assessment is attained through independent writing tasks.
Focus	Teachers focus instruction by modeling, guiding, and providing supportive practice. These strategies are directly taught and assessed as students apply them in their independent writing. Re-teaching and/or intervention may be necessary. Assessment continues through independent writing tasks.
Sustain	Teachers sustain students' independence in applying concepts, skills, and strategies that have been taught. Students' continued application of their knowledge should be assessed in independent writing. Teachers extend students' abilities with increasingly complex writing tasks. Mastery is expected.

Assessments – Minimum Requirements, Grades K-12

	Type 5	Open Ended	Nonfiction	District/CCCS
Grades K–3:	Four (4) per year: One (1) Type 5 writings per marking period	Twenty (20) per year; Five (5) Open-ended Responses per marking period	Twenty (20) per year; Five (5) Non- fiction responses per marking period	<p>K-Writing samples containing pictures, developmental spelling, or conventional text, shows/talks about favorite samples with teacher/family, portfolio;</p> <p>1- Finished writings including stories from personal experiences, journal entries, stories, descriptions, show relationships between illustrations and printed text, open-ended responses, portfolio;</p> <p>2- Stories from personal experiences, narrative pieces with beginning, middle and end, nonfiction (letters, procedures, biographies, simple reports), use of writing as a tool for self-discovery, journal entries, open-ended responses, portfolio;</p> <p>3- Descriptive, narrative, nonfiction/In-formational, persuasive, open-ended responses, letters, poetry/spec –ulative, write for a variety of purposes, portfolio;</p>
Grades 4-5:	Six (6) per year; One (1) Type 5 writings four (4) marking periods, Two (2) additional Type 5 any marking periods	Twenty-four (24) per year; Six (6) Open-ended Responses per marking period;	Twenty-four (24) per year; Six (6) Non-fiction responses per marking period;	<p>4- narratives such as memoir, informational reports across the curriculum, speculative, persuasive, descriptive, poetry, journal writing, open-ended responses, expository, letters, write for different purposes, use graphics, develop style and voice, portfolio;</p> <p>5- persuasive, personal, descriptive, speculative, informational/ issue-based, cross-curricular reports, letters, journals, poetry, expository, narrative, work-cited/research, open-ended responses, write for different purposes, , use graphics, develop style and voice, portfolio;</p>

	Type 5	Open Ended	Nonfiction	District/CCCS
Grades 6-8	Seven (7) per year; One (1) Type 5 writings each of four (4) marking periods, Three (3) additional Type 5 any marking periods;	Twenty-eight (28) per year; Seven (7) Open-ended Responses per marking period;	Twenty-eight (28) per year; Seven (7) Non-fiction responses per marking period;	<p>6- persuasive, personal, descriptive, speculative, informational/ issue-based, expository, narrative, critiques, work-cited/research, work-place, business letters, write for different purposes, open-ended responses, journals, use graphics, develop style, voice, portfolios;</p> <p>7- persuasive, personal, descriptive, speculative, informational/ issue-based, expository, narrative, critiques, work-cited/research, use primary and secondary sources, work-place, business letters, write for different purposes, open-ended responses, journals, use graphics, develop style, voice, portfolios;</p> <p>8- persuasive, personal, descriptive, speculative, informational/ issue-based, expository, narrative, critiques, work-cited/research, use primary and secondary sources, work-place, business letters, write for different purposes, open-ended responses, journals, use graphics, develop style, voice, portfolios;</p>
Grades 9-12	Eight (8) per year; Two (2) Type 5 writings four (4) marking periods;	Thirty-two (32) per year; Eight (8) Open-ended Responses per marking period;	Thirty-two (32) per year; Eight (8) Non-fiction responses per marking period;	9-12- essays, expository pieces, persuasive pieces, analytic pieces, critiques, position papers, literary research, draft thesis, research reports with primary and secondary sources, employ graphics, descriptive essays, responses to literature, journals, open-ended responses, poetry, parody, multi-genre writing, demonstrate personal style, portfolio.