

CTA-Goodman Writing Curriculum

At all grade levels, students are instructed in both the Writing Process and the Components of Writing. The Spalding Method forms the core of the CTA Writing program. The children are provided with quality literature in their reading lessons to serve as good models for developing strong quality writing. The staff ensures that all students have explicit, sequential, and cumulative teaching of the structures of language (grammar) and daily opportunity to practice what they have learned by writing sentences and compositions.

Kindergarten

First Quarter

- Use Ayres words in oral sentences
- Create a narrative by drawing, telling, and/or emergent writing (LA-WROK-06)
- Create a story by drawing, telling, and/or emergent writing (LA-WROK-06)
- Create a message by drawing, telling, and/or emergent writing (LA-WROK-06)
- Apply letter-sound relationships as emergent writing (LA-WROK-07)
- Correctly forms/writes the first 26 phonograms (LA-WROK-08)

Second Quarter

- Continue to reinforce and develop the skills started in the previous quarter
- Begin writing sentences
 - Start with common nouns and verbs. Change noun.
 - Boys run.
 - Dogs run.
 - Start with common nouns and verbs. Change verbs.
 - Dogs run
 - Dogs bark.
- Add articles to make three word sentences
 - Beginning with developed skill--*The* dogs run. *The* dogs bark.
 - Changing article—*A* dog runs. *A* dog barks.
- Add an adjective to make a 4 word sentence
 - *A brown* dog runs. *A fast* dog runs.

Third Quarter

- Continue to reinforce and develop skills introduced in the previous quarters
- Use Ayres words in written sentences (LA-WROK-07)
- Add adverbs to make 5 word sentences—*A big dog runs fast. A big dog runs far.*
- Add prepositional phrases—*A big dog runs quickly into the house.*
- Use the questions who, did what, where, when, and why, to add detail to sentences
 - *A big dog ran quickly into the house last night because of the noisy truck.*
- Spell high frequency words correctly (LA-WROK-07)
- Use punctuation at the end of a sentence
- Write legibly (LA-WRO1-10)

Fourth Quarter

- Continue to review and develop the skills introduced in the previous quarters
- Identify which sentence does not belong in a group
 - Three boys run up the hill.
 - The giant chases the boys.
 - Pizza is my favorite thing to eat.

- The boys stole the giant's magic egg.
- Write 3 or more related sentences
 - Make a list of 3 facts about one topic. Write each fact as a sentence.
 - Flowers need water to grow. Flowers use sunshine to make food. Flowers are used as food for some birds.
 - Write 3 related narrative sentences.
 - The girls went for a walk in the woods. The girls saw a skunk behind the tree. The girls ran quickly away from the skunk.
- Spell high frequency words correctly in writing (LA-WROK-07)

First Grade Writing

Writing Skills are developed in a careful, explicit sequence throughout the year. Each day, the children work with the high-frequency spelling words. Beginning writers initially compose oral sentences that demonstrate the meaning and correct usage of their spelling words. After approximately 100 words are in their notebooks, they write and read their own sentences. These daily, integrated spelling/writing lessons reinforce word recognition, meaning, rule application, and sentence structure.

- Use Ayres words in both oral and simple written sentences
- Identifies the 6-Traits of Writing in the writing process
- Use correct spelling of high frequency words in written work (LA-WRO1-10)
- Writes legibly (LA-WRO1-10)
- Use end punctuation (LA-WRO1-10)
- Generates a topic for writing through prewriting activities (LA-WRO1-09)
- Identify the attributes of the 4 kinds of simple sentences
- Identify and explain nouns, action verbs, adjectives
- Write a paragraph using a topic sentence and 3 supporting details
- Write complex sentences
- Write a personal narrative of 3 paragraphs (LA-WRO1-11)
- Write a report using 2 sources of information (LA-WRO1-12 and 13)
- Write in a variety of formats including (LA-WRO1-09)
 - Journals
 - Science observations
 - Book reports
 - Poetry
 - Informational reports
 - How-to paragraphs
- Write a well-organized communication piece (LA-WRO1-14)
 - Friendly letter
 - Invitation
 - Memo
 - Report

Second Grade Writing

For Primary students, composition instruction begins after the attributes of written sentences are learned. Within the first month of school, teachers model and teach composing 2 or 3 sentences about a single topic and explain and reinforce the concept of related thoughts. As students practice generating related sentences, teachers explain and demonstrate how to use the writing process to compose different types of writing.

- Use Ayres words in both oral and simple written sentences
- Use correct spelling of high frequency words in written work (LA-WRO2-10)
- Writes legibly (LA-WRO2-10)
- Use end punctuation (LA-WRO2-10)
- Writes the 4 kinds of simple sentences
- Writes Compound Sentences
- Uses capitalization to begin a sentence and in proper nouns (LA-WRO2-10)
- Identifies and uses indentation
- Generates a topic for writing through prewriting activities (LA-WRO2-09)
- Identifies the 6-Traits of Writing in the writing process
- Identifies and explains the parts of speech including nouns, action verbs, adjectives, pronouns, adverbs
- Writes in a variety of styles and formats (LA-WRO2-11, 12, 14)
 - Journals
 - First Person Narrative
 - Book Report (fiction)
 - Poetry
 - Informal Communication
 - Friendly letter
 - Science Project Report
 - Animal Report
 - Informational Report

Third Grade Writing

For older students, sentence construction and composition instruction may begin simultaneously. Integrating listening, speaking, reading and writing in every lesson not only facilitates all children's understanding, but also enhances their retention of complex language concepts. Teachers follow a simple plan of instruction. They explain and demonstrate each new language concept. All children participate in class discussions that enable teachers to check understanding. Children immediately practice each new language concept by applying it in written sentences.

- Use Ayres words in both oral and simple written sentences
- Use correct spelling of high frequency words in written work (LA-WRO3-10)
- Writes legibly (LA-WRO3-10)
- Use end punctuation (LA-WRO3-10)
- Writes the 4 kinds of simple sentences
- Writes Compound Sentences
- Uses capitalization to begin a sentence and in proper nouns (LA-WRO3-10)

- Identifies and uses indentation
- Develops skill is editing written work (LA-WR03-09)
- Generates a topic for writing through prewriting activities (LA-WRO3-09)
- Identifies the 6-Traits of Writing in the writing process and develops fluency in writing
- Identifies and explains the parts of speech including nouns, action verbs, adjectives, pronouns, adverbs, prepositions, conjunctions
- Writes in a variety of styles and formats (LA-WRO3-11, 12, 14)
 - Journals
 - Dialogue
 - Biography Report
 - First Person Narrative
 - Book Report (fiction)
 - Poetry
 - Informal Communication
 - Friendly letter
 - Note Taking
 - Science Project Report
 - Animal Report
 - Informational Report
 - Persuasive Paragraph

Fourth Grade Writing

Fourth grade continues to develop the skills that are started in the Primary grades. Each child will have the benefit of the Spalding Method, which emphasizes explicit, sequential, and cumulative teaching of the structure of language with daily opportunity for practicing what has been learned. Sentence Structure and Composition of Paragraphs continues to be taught throughout all of the grades.

- Use Ayres words to develop understanding of, and expansion of vocabulary and the correct usage
- Spells high frequency words correctly (LA-WR04-07)
- Applies standard grammar and usage in writing (LA-WRO4-07)
- Applies the rules of capitalization to sentences and proper nouns (LA-WRO4-07)
- Identifies the attributes of simple, compound and complex sentences
- Identifies the 6-Traits of Writing in the writing process and develops fluency in writing
- Identifies and explains the parts of speech including nouns, action verbs, adjectives, pronouns, adverbs, prepositions, conjunctions
- Applies punctuation correctly in writing (LA-WRO4-07)
- Writes in a variety of formats and styles including
 - Personal Narratives
 - Dialogue
 - Informative Paragraphs
 - Friendly Letter
 - Bibliography
 - Book Reports
 - Informational Reports (Arizona)

- How-to Paragraphs
- Business Letter
- Poetry
- Biography
- Descriptive Paragraphs

Fifth Grade Writing

Fifth Grade students continue to refine their skills in writing and are provided daily reinforcement using the Spalding Method of Integrated Language Arts. Fifth grade students will use written language effectively for a variety of purposes and for a variety of audiences. Students continue to develop their skills in the Writing Process and deepen their understanding of the Components of Writing.

- Use Ayres words to develop understanding of, and expansion of vocabulary and the correct usage
- Spells high frequency words correctly (LA-WR05-07)
- Applies standard grammar and usage in writing (LA-WRO5-07)
- Identifies the 6-Traits of Writing in the writing process and develops fluency in writing
- Identifies and explains the parts of speech including nouns, action verbs, adjectives, pronouns, adverbs, prepositions, conjunctions, interjections, pronouns
- Applies the rules of capitalization to sentences and proper nouns, titles and abbreviations (LA-WRO5-07)
- Identifies the attributes of simple, compound and complex sentences and uses them in writing (LA-WRO5-07)
- Informative Writing, Friendly Letters (LA-WRO5-07, 13) developing conventions
- Personal Narratives developing Ideas, Voice, and Organization (LA-WRO5-08, 09, 13, 14)
- Poetry {w/ simile} (LA-WRO5-08)
- Reports including a point of view that develops a topic with appropriate facts—developing Word Choice, Sentence Fluency and Presentation (LA-WRO5-11, 14)
- Business Letters, directions, applications developing audience (LA-WRO5-12)
- Summaries (LA-WRO5-09)
- Expository Essay with purpose, introduction, supporting details and conclusions (LA-WRO5-10)
- Literary Response (LA-WR05-13)
- Note taking and Paraphrasing used in a report about a narrow topic (LA-WR05-14)

Sixth Grade Writing

In Sixth Grade, students continue to receive instruction using the Spalding Method for integrating the Language Arts. Students learn to be effective writers for a variety of audiences and for a variety of purposes. Emphasis is placed on developing a command of vocabulary, spelling, and language skills enabling the child to concentrate on expressing their thoughts and ideas.

- Use correct spelling, punctuation, capitalization, grammar and usage along with a variety of sentence structures and paragraph organizations to effectively complete writing tasks (LA-WR06-09)
- Write personal narrative and creative stories that have well-developed characters, setting, dialogue and themes using figurative language, descriptive words and phrases (LA-WR06-10)
- Write a persuasive essay that effectively communicates a message or point of view
- Write reports that convey a point of view and develop the topic with sufficient and appropriate details, examples and descriptions from a variety of cited sources (LA-WR06-11)
- Write formal communications including business letters, messages, directions, applications with the appropriate audience and format in mind (LA-WR06-12)
- Write responses to literature selections that support ideas with references to other texts, other works or other experiences (LA-WR06-13)
- Demonstrate research skills using reference materials in a variety of writing tasks (LA-WR06-14)
- Gather research from several sources, put into notes and incorporate notes into a finished product, correctly identifying them including electronic sources (LA-WR06-14)