

**Writing Across the Curriculum**  
**Forms of Writing/Exit Outcomes K-6**  
*Boxford Public Schools, Boxford, MA*

	<b>Imaginative/ Narrative</b> (To tell a story)	<b>Practical/ Informative</b> (To provide clear information)	<b>Sensory/ Descriptive</b> (To create an impression for the reader)	<b>Analytical/ Expository</b> (To analyze, to explain, to influence or persuade)
<b>K</b>	<b>Draw pictures and/or write letters or words to tell a story 19.1</b>  Dictate sentence in story order or chronological sequence 19.2	Draw pictures and/or use letters or phonetically spelled words to give others information 19.3		
<b>1*</b>	<b>Write stories with beginning, middle, end 19.5</b>	Write an invitation 20.2	Write acrostic and sense poems 19.6	
<b>2*</b>	<b>Write stories (beg, mid, end and time-order words)</b>	Write thank you note 20.2  Write a set of directions with time-order words in list form 19.7	Write a couplet 19.6	Write or dictate research questions 19.8
<b>3*</b>	<b>Write a narrative (personal and fictitious) w/ bme, time order words and setting 19.9 HM1</b>	Write a friendly letter 20.2  Write instructions in paragraph form 20.2 HM2	Write a quatrain 19.10  Write a descriptive paragraph using adjectives HM 5	Write a compare OR contrast paragraph  Research Report (Expository paragraph of information – hamburger model) HM4
<b>4*</b>	<b>Write a narrative (personal and fictitious) with bme, setting and character inner and outer traits 19.9 HM1</b>	Write a technical description of an object 20.2  Summary of info gathered through research and in multi-paragraphs 19.11	Write a haiku 19.10  Write a description using sensory language HM2	Write compare AND contrast multi- paragraphs  Write a brief interpretation or explanation of a literary or information text using evidence from text as support 19.12
<b>5*</b>	Write a story or script with well-developed characters, setting, conflict, resolution and dialogue 19.14 HM3	Write a business letter 19.18  Write a multi paragraph research with clear focus and detail 19.16 HM5	Write poetry using figurative language 19.15  Write a character sketch  Write a description using sensory language HM1	Write a well constructed paragraph(s) with emphasis on sequence, or cause and effect 19.17  <b>Write a personal essay HM2</b>
<b>6*</b>	Write a story or script with emphasis on varying points of view 19.14 HM3	Write a letter to the editor 19.18  Write research report including a Works Cited List 19.16 HM4	Write poetry emphasizing imagery, style and personification 19.15  Write a description using sensory language HM3	<b>Write a persuasive essay HM6</b>  Write well constructed paragraph(s) with emphasis on transition 23.8

Code: \* Continue to address earlier outcomes as needed

Numbers (ex. 18.19) - refer to the standard number for the MA ELA Frameworks 2001

HM# - refers to the theme it is taught in the Houghton-Mifflin program used at grades 3-6

**BOLD** are forms of writing that should be included in student's writing portfolio to be sent on from grade to grade.