

The New Hope-Solebury School District takes pride in its commitment to excellence. We strive to inspire and empower our students to become passionate, confident, life-long learners, with the skills and strength of character to contribute to a diverse and ever-changing world.

# Focus Correction Areas

Writing is Thinking, K-12

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New Hope-Solebury School District  
**Writing Instruction Supplement: Focus Correction Areas**

Grade	Content	Organization	Style	Mechanics
K, 1, 2	Four Domains	KEEP	THEM	WRITING
3	<u>5 Domains Balance</u> Personal Narrative Informational Expository Opinion  -Written paraphrasing (second semester-on going practice/minimal punishment)  -Summarizing with teacher guidance	-Students practice rereading their own work (aloud) as key revision strategy in which they ask the question: “Does this make sense to me?”  -Single paragraph as having introductory sentence (topic or interest getting), middle, (controlling idea developed through details) and concluding sentence.  -Sequential or logical arrangement of details/ideas in a paragraph	-Sentence variety <ul style="list-style-type: none"> <li>• Declarative</li> <li>• Interrogation</li> <li>• Exclamatory</li> <li>• Imperative</li> </ul> -Detecting overuse of words  -Parts of speech <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Adjectives</li> <li>• Verbs</li> </ul>	-Writing complete sentences  <u>Usage</u> -Subject/verb agreement -Verb tense <u>Capitalization</u> -Beginning of sentence -Proper nouns -Friendly letter writing form <u>Punctuation</u> -four end marks -Commas (for intro) -Items in a series -Friendly letter forms <u>Spelling</u> -Most frequently used writing words -How to form plurals -Possessives (intro) -Contractions -Homonyms

**Notes:**

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4	<p><u>5 Domains</u> (emphasis on informational expository)</p> <p>-Using the text to answer questions</p> <p>-Writing from a specific point of view</p> <p>-Writing a book report</p> <p>-Writing a report (i.e., topic research drawn from content area) using paraphrasing and summarizing</p>	<p>-Students practice rereading their own work (aloud) as key revision strategy in which they ask the question: “does this make sense to me?”</p> <p>-Single paragraph has having introductory sentence (topic or interest getting), middle, (controlling idea developed through details) and concluding sentence</p> <p>-Sequential or logical arrangement of details/ideas in a paragraph</p>	<p>-Sentence variety</p> <ul style="list-style-type: none"> <li>• By length</li> <li>• Simple</li> <li>• Compound</li> </ul> <p>-Parts of Speech</p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Adjectives</li> </ul> <p>Verbs</p>	<p>-Writing Complete sentences</p> <p><u>Usage</u></p> <p>-Pronouns</p> <p>-Subject/verb agreement</p> <p>-Verb tense</p> <p><u>Capitalization</u></p> <p>=Book titles</p> <p>-Friendly letter format</p> <p><u>Punctuation</u></p> <p>-Commas</p> <ul style="list-style-type: none"> <li>• In a series</li> <li>• In a friendly letter</li> </ul> <p>-Apostrophes with possessives</p> <p><u>Spelling</u></p> <p>-Most frequently used writing words</p> <p>-Spelling rules</p> <p>-How to form plurals</p> <p>-Possessives (intro)</p> <p>-Contractions</p> <p>-Homonyms</p>

**Notes:**

Grade	Content	Organization	Style	Mechanics
5	<p><u>5 Domains</u> (emphasis on informational/expository)</p> <p>-Using the text to answer questions</p> <p>-Writing text to answer questions</p> <p>-Writing from a specific point of view</p> <p>-Writing g a report (i.e., topic research drawn from content area) using paraphrasing and summarizing (report to be written in content class area)</p> <p>- use examples to support facts and opinions</p>	<p>-Students practice rereading their own work (aloud) as key revision strategy in which they ask the question: “does this make sense to me?”</p> <p>-Paragraph as having introductory sentence (topic or interest getting), middle, (controlling idea developed through details) and concluding sentence</p> <p>-Sequential or logical arrangement of details/ideas in a paragraph</p> <p>-Writing three paragraph compositions</p>	<p>-Sentence combining</p> <p>-Sentence variety</p> <p>-Vary sentence beginnings</p> <p>-Vary word choices</p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Vivid verbs</li> <li>• Vivid adjectives</li> <li>• Adverbs</li> </ul> <p>-Simile</p>	<p><u>Usage</u></p> <p>-Subject/verb agreement</p> <p>-Pronouns</p> <p>-Consistency in verb tense</p> <p><u>Capitalization</u></p> <p>-Proper nouns</p> <p>-Titles</p> <p><u>Punctuation</u></p> <p>-commas (compound sentences, between city and state, in apposition)</p> <p>-Writing a complete sentence</p> <p>-Apostrophes</p> <p><u>Spelling</u></p> <p>-Most frequently used words</p> <p>-Spelling rules</p> <p>-How to form plurals</p> <p>-Possessives</p> <p>-Homonyms</p>

**Notes:**

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6	<p><u>5 Domains</u> (emphasis on persuasive writing)</p> <p>-Student-generated thesis questions</p> <p>-I-search paper</p> <p>-Writing a report (topic research drawn from content area) using paraphrasing and summarizing (report to be written in content class area)</p> <p>-Use examples to support facts and opinions</p> <p>-Summarizing larger, more complex pieces</p>	<p>-Students practice rereading their own work (aloud) as key revision strategy in which they ask the question: “does this make sense to me?”</p> <p>-Paragraph as having introductory sentence (topic or interest getting), middle, (controlling idea developed through details) and concluding sentence</p> <p>-Sequential or logical arrangement of details/ideas in a paragraph</p> <p>-Writing multi-paragraph compositions</p> <p>-Selecting paragraph breaks</p>	<p>-Sentence combining</p> <p>-Sentence variety</p> <p>-Vary sentence beginnings</p> <p>-Vary word choices</p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Vivid verbs</li> <li>• Vivid adjectives</li> <li>• Adverbs</li> </ul> <p>-Simile</p>	<p><u>Usage</u></p> <p>-Comparative and superlative forms of adjectives and adverbs</p> <p>-Avoiding double negatives</p> <p>-Verb forms</p> <p>-Use of homonyms</p> <p><u>Capitalization</u></p> <p>-Business letter</p> <p><u>Punctuation</u></p> <p>-Business letter</p> <p>-Quotation marks</p> <p>-Comma in introductory phrases</p> <p>-Writing in complete sentences</p> <p>-Apostrophes</p> <p><u>Spelling</u></p> <p>-Most frequently used words</p> <p>-Spelling rules</p> <p>-How to form plurals</p> <p>-Possessives</p> <p>-Homonyms</p>

**Notes:**

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7	<p><u>5 Domains Balance:</u>            Personal            Narrative            Informational            Expository            Opinion</p> <p>On Demand:            -Analyzing prompts            -Writing for a particular audience            -Creating thesis statement            -5 paragraph expository (introduced)            -I-Search paper</p> <p><u>Research Skills</u>            -Note making            -Mini research paper with voice (through SS/LA collab)            -Include use of automated library            -Paraphrasing of 3 or more sources            -Summarizing            -Works cited</p>	<p><u>Paragraph Structure</u>            -Elaboration of controlling idea            -Spatial order in location            -Transition words to link paragraphs            -Problem/solution            -Cause/effect            -Order of importance            -Sequential or logical arrangements of paragraphs in a five paragraph expository essay            -Transitional words within paragraphs            -Selecting paragraph breaks</p> <p>-Organization of works cited</p> <p>-Students practice rereading their partners' work (aloud) as key revision strategy in which both ask the question: "Does this make sense to me?"</p> <p>-Peer revision/editing</p>	<p>-Figurative language</p> <p>-Effective beginnings and endings of paragraphs</p> <p>-Effective beginnings and endings of multiple paragraph pieces</p>	<p>-Punctuation</p> <p>-Quotation marks</p> <p>-Capitalization</p> <p><u>Usage</u>            -Pronoun-antecedent agreement</p> <p>-Prepositions</p> <p>-Parts of speech relating to grammar within a usage framework</p> <p><u>Spelling</u>            -As Investigation of Language</p>

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8	<p><u>4 Domains Balance:</u> On Demand: -Analyzing prompts -Writing for a particular audience</p> <p>-5 paragraph expository with voice -creating thesis statement</p> <p><u>Research Skills</u> -Note making -Mini research paper with voice (through SS/LA collab) -Include use of automated library -Paraphrasing of 3 or more sources -Summarizing -Works cited</p>	<p><u>Paragraph Structure</u> -Elaboration of controlling idea -Spatial order in location -Transition words to link paragraphs -Problem/solution -Cause/effect -Order of importance -Sequential or logical arrangements of paragraphs in a five paragraph expository essay -Transitional Words within paragraphs -Selecting paragraph breaks</p> <p>-Organization of works cited</p> <p>-Students practice rereading their partners' work (aloud) as key revision strategy in which both ask the question: "Does this make sense to me?"</p> <p>-Peer revision/editing</p>	<p>-Figurative language</p> <p>-Varied sentence beginnings and sentence types</p> <p>-Effective beginnings and endings of multiple paragraph pieces</p>	<p><u>Punctuation</u> -Commas after intro phrases and between clauses</p> <p><u>Capitalization</u> -For specific reasons</p> <p><u>Usage</u> -Parts of speech relating to grammar within a usage framework -Agreement issues</p> <p><u>Spelling</u> -As Investigation of Language</p>

**Notes:**

Grade	Content	Organization	Style	Mechanics
9AC	<p><u>4 Domains</u>            Balance            -On demand Essay:</p> <ul style="list-style-type: none"> <li>• Analyzing prompts</li> <li>• Developing an intro paragraph with thesis</li> <li>• Developing a conclusion to summarize, reinforce, or challenge</li> <li>• Develop voice and sense of audience</li> </ul> <p>-Short story</p> <p>-Personal response</p> <ul style="list-style-type: none"> <li>• Narratives (journal)</li> <li>• Literary Analysis</li> </ul> <p><u>Research</u>            Career/School search</p> <ul style="list-style-type: none"> <li>• Use of automated library/research tech</li> <li>• Compiling sources</li> <li>• Note making</li> <li>• Summarizing</li> <li>• Documentation</li> </ul> <p>-Use of MLA Format</p>	<p>-Peer revision/editing</p> <p>-Transitional development within a paragraph</p> <p>-Transitional development between paragraphs</p> <p>-Essay structure</p> <ul style="list-style-type: none"> <li>• Developing beginnings and endings that establish focus and purpose</li> <li>• Development support and detail in body paragraphs</li> </ul> <p>-Uses of MLA format</p>	<p>-Sentence variety</p> <p>-Sentence combining</p> <p>-Use of figurative language</p> <p>-Developing imagery</p> <p>-Development of voice and sense of audience</p> <p>-Introducing elements of literary analysis and use of textual support</p>	<p>-Standard usage</p> <p>-Agreement issues</p> <p>-Consistency of verb tense</p>

**Notes:**

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9H	<p><u>4 Domains</u> Balance</p> <p>-Essay development:</p> <ul style="list-style-type: none"> <li>• Clear thesis</li> <li>• Relevant, fully developed body paragraphs</li> <li>• Effective conclusion of summation</li> </ul> <p>-Elements of literary analysis</p> <p>-Personal narratives</p> <p><u>Research</u> Career/school search</p> <p>-Use of research technology</p> <p>-Compilation of sources</p> <p>-Note making</p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Paraphrasing</li> <li>• Quoting</li> </ul>	<p>-Revision skills (peer editing)</p> <p>-Essay structure</p> <ul style="list-style-type: none"> <li>• Intro</li> <li>• Conclusions</li> <li>• Body paragraph – with development of support</li> </ul> <p>-Selecting correct paragraph breaks</p> <p>-Development of transitions to link sentences and paragraphs</p> <p>-Use of MLA format</p>	<p>-Sentence variety</p> <ul style="list-style-type: none"> <li>• Beginnings</li> <li>• Length</li> <li>• Types</li> </ul> <p>Development</p> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Sense of audience</li> </ul> <p>-Use of figurative language</p> <p>-Introducing textual support in literary analysis</p>	<p>-Comma usage (especially between causes/phrases)</p> <p>-Agreement issues</p> <p>-Quotation usage</p>

**Notes:**

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10 AC	<p><u>4 Domains</u></p> <p>Balance</p> <p>-On demand Essay:</p> <ul style="list-style-type: none"> <li>• Analyzing prompts</li> <li>• Develop voice and sense of audience</li> <li>• Develop thesis, 5 paragraph format</li> <li>• Develop introduction and conclusion</li> </ul> <p>-Character analysis -Literary analysis -Compare/contrast -Personal response narrative</p> <p><u>Research</u></p> <p>-Cause/effect -Develop thesis (controversial issue) -Burning questions -Use of automated library/elec. Search</p> <p>-Note making</p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Paraphrasing</li> </ul> <p>-Works cited -Documentation</p>	<p>-Peer revision/editing</p> <p>-Development of 5 paragraph essay format:</p> <ul style="list-style-type: none"> <li>• Intro with thesis and “grabber”</li> <li>• Body paragraphs with support</li> <li>• Conclusion reinforces and clinches</li> <li>• Transitions within and between paragraphs</li> <li>• Developing textual support</li> <li>• Selecting correct paragraph breaks</li> </ul> <p>-Use of MLA format</p>	<p>-Sentence variety</p> <p>-Development of voice and sense of audience</p> <p>-Develop elements of literary analysis with appropriate textual support</p>	<p>-Standard usage</p> <p>-Agreement issues</p> <p>-Comma usage (complex sentences)</p> <p>-Pronoun (antecedent/agreement)</p>

**Notes:**

Grade	Content	Organization	Style	Mechanics
10 H	<p><u>4 Domains</u> Balance</p> <p>-Development of essays with:</p> <ul style="list-style-type: none"> <li>• Clear thesis</li> <li>• Relevant body paragraphs with full support</li> <li>• Effective conclusion</li> </ul> <p>-Book reviews</p> <p>-Literary analysis essays</p> <p>-Poetry</p> <p>-Personal narratives</p> <p>-Research papers</p> <ul style="list-style-type: none"> <li>• Cause/effect</li> <li>• Controversial issue</li> <li>• Develop thesis</li> <li>• Burning questions</li> <li>• Bibliography</li> <li>• Note making</li> </ul> <p>(Summarizing, paraphrasing)</p> <ul style="list-style-type: none"> <li>• Documentation</li> </ul>	<p>5 paragraph essay</p> <p>-Well-development</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Body paragraphs with support</li> <li>• Conclusion</li> </ul> <p>-Transitions</p> <p>-Selecting correct paragraphs breaks</p> <p>-Peer revision/editing</p> <p>-Use of MLA Format in paper organization</p>	<p>-Sentence variety</p> <p>-Varying sentences beginning/length</p> <p>-Use of poetic/literary devices</p> <p>-Development and use of:</p> <ul style="list-style-type: none"> <li>• Humor</li> <li>• Satire</li> <li>• Voice</li> </ul> <p>-Blending textual support in literary analysis</p>	<p>-Comma usage</p> <p>-Agreement</p> <p>-Quotation usage</p> <p>-Complete sentences</p> <p>-Colon</p> <p>-Semi-colon</p>

**Notes:**

Grade	Content	Organization	Style	Mechanics
11 AC	<p><u>4 Domains</u> Balance</p> <ul style="list-style-type: none"> <li>-Development of essays with: <ul style="list-style-type: none"> <li>• Intro with clear thesis</li> <li>• Relevant, fully developed body parts (at least 3)</li> <li>• Effective conclusion</li> </ul> </li> <li>-Compare/contrast</li> <li>-Persuasive</li> <li>-Descriptive</li> <li>-Summaries</li> <li>-Literary analysis</li> <li>-Poetry</li> </ul> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>-Compare/contrast topic</li> <li>-develop thesis</li> <li>-Note making</li> <li>-Documentation</li> <li>-Compilation/evaluation of sources</li> <li>-MLA format</li> <li>-Research of burning issues: <ul style="list-style-type: none"> <li>• See above</li> <li>• Develop into speech</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Transitional devices within and between paragraphs</li> <li>-5 paragraph format</li> <li>-Peer editing</li> <li>-Develop paragraphs fully with support <ul style="list-style-type: none"> <li>• Text</li> <li>• Illustration</li> <li>• Example</li> </ul> </li> <li>-Use of MLA format</li> </ul>	<ul style="list-style-type: none"> <li>-Sentence variety</li> <li>-Use of poetic/literary devices</li> <li>-Development and use of voice</li> <li>-Development and blending of textual support in literary analysis</li> </ul>	<ul style="list-style-type: none"> <li>-Standard usage</li> <li>-Agreement issues</li> <li>-Correct comma usage</li> <li>-Quotation usage</li> </ul>

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Grade	Content	Organization	Style	Mechanics
11 H and AP	<p><u>4 Domains</u> Balance Emphasis: Analytic/expository Personal narrative</p> <p>-Literary analysis</p> <p>-On Demand:</p> <ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Cause/effect</li> <li>• Literary Analysis</li> </ul> <p>-Research</p> <ul style="list-style-type: none"> <li>• Compare/contrast topic</li> <li>• Burning issue/topic theme</li> <li>• Development of thesis</li> <li>• Note making</li> <li>• Documentation</li> <li>• Compilation/evaluation of sources</li> <li>• Paraphrasing</li> <li>• MLA format</li> <li>• Develop into speech</li> </ul>	<p>-Peer editing</p> <p>5 Paragraph format Well developed:</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Conclusions</li> <li>• Body paragraphs with support</li> </ul> <p>-Transitional words to link paragraphs (more complex trans)</p> <p>-Use of MLA format in paper organization</p>	<p>-development of voice/tone</p> <p>-Use of figurative language</p> <p>-Varied sentence patterns (20)</p> <p>-Incorporation of textual quotes in literary analysis</p> <p>-Use of MLA format</p>	<p>-Colon</p> <p>-Semi-colon</p> <p>-Dash</p> <p>-Comma usage</p> <ul style="list-style-type: none"> <li>• Pronoun/antecedent</li> <li>• Agreement</li> </ul>

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12 AC	<p><u>4 Domains</u> Balance Emphasis: Analytic/expository</p> <p>-Literary analysis essays -Character analysis essays -Comparison/contrast essays -Persuasive essays</p> <p>-Compare/contrast -Persuasive -Descriptive -Summaries</p> <p><u>Research</u> -Literary Analysis:</p> <ul style="list-style-type: none"> <li>• Research paper</li> <li>• Develop voice</li> <li>• Point of view</li> <li>• Documentation</li> <li>• Textual support</li> <li>• MLA format</li> </ul> <p>-Research of issue/topic relating to humanities -Compilation/evaluation of sources -Integration of sources</p>	<p>-Peer revision/editing</p> <p>-Proper essay structure</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Body</li> <li>• Conclusion</li> </ul> <p>-Essay shows support by:</p> <ul style="list-style-type: none"> <li>• Argumentation</li> <li>• Persuasion</li> <li>• Being logical</li> <li>• Effectively</li> <li>• Completely</li> </ul> <p>-Transition usage</p> <p>-Use of MLA format</p>	<p>-Establishing consistent, fluent voice</p> <p>-Blending textual support in literary analysis</p> <p>-Use of figurative language</p>	<p>-Quotation marks and underlining</p> <p>-Use of quotation marks</p> <p>-Colon</p> <p>-Semi-colon</p>

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12 H and AP	<p><u>4 Domains</u> Balance</p> <p>Emphasis: Analytical/expository</p> <p>On Demand AP -Literary analysis essay -Poetry, prose, free-response</p> <p>Media Reviews -Play vs. Movie -Play vs. performance -Develop</p> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Point of View</li> <li>• Support from text</li> </ul> <p>Literary analysis -Research on body of poetry -Develop</p> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Point of view</li> <li>• Documentation</li> <li>• Synthesis of opinion</li> <li>• MLA Format</li> </ul> <p>Research of issue/topic Relating to humanities</p> <ul style="list-style-type: none"> <li>• Compilation/evaluation of sources</li> <li>• Integration of source materials</li> </ul>	<p>-On demand essays for AP</p> <ul style="list-style-type: none"> <li>• Introduction sent with point of view</li> <li>• Inter/Intra para-transitions</li> <li>• Evaluate/use of textual support</li> <li>• Concluding statement of summation vs. summary</li> </ul> <p>-Peer editing</p> <p>-Document review</p> <p>-Unity/coherence of written works:</p> <ul style="list-style-type: none"> <li>• Interesting, attention-grabbing intros that establish theme and voice</li> <li>• Richness/relevance or detail/support</li> <li>• Strong transitions that link topic, idea, and point of view</li> <li>• Interesting</li> <li>• Conclusions that add to paper/not summarize it</li> </ul> <p>-Use of MLA format in paper organization</p>	<p>-Uses of:</p> <ul style="list-style-type: none"> <li>• Humor</li> <li>• Satire</li> <li>• Irony</li> </ul> <p>-Establishing voice:</p> <ul style="list-style-type: none"> <li>• Consistency</li> <li>• Fluency</li> <li>• Diction</li> </ul> <p>-Blending descriptions and narration into analytical/expository writing:</p> <ul style="list-style-type: none"> <li>• Anecdote</li> <li>• Highlighting detail</li> <li>• Imagery and figurative language</li> <li>• Example</li> </ul> <p>-Assimilating</p> <ul style="list-style-type: none"> <li>• Quotes text into analysis/narration</li> <li>• Appropriate verb tense in literary analysis</li> <li>• Appropriate shifts in verb tense when blending domains of writing</li> </ul> <p>-Use of MLA Format</p>	<p>-Dash</p> <p>-Colon</p> <p>-Semi-colon</p> <p>-Use of quotations</p> <p>-Quotation marks underlining</p>

**Notes:**