**Tilden Hogge Elementary Writing Plan**

* + 1. **Introduction**

Kentucky regulation (Senate Bill 1) requires all public schools develop school-wide writing/communications programs in which students at all levels and are given multiple opportunities to develop communication skills across the curriculum. These programs must address provisions in state regulation and align with new core standards for English/language arts and literacy in content areas. Programs also should prepare for state and national assessments and the Writing Program Review, as well as meet local interests and needs. Literacy strands in new Kentucky Core Academic Standards include reading, writing, speaking, listening, and language use. Plans for writing, speaking/listening, and language use are provided here, as well as requirements for Writing Folders at each grade level.

Consistent with state regulation, “writing” is defined in this plan broadly as “communication,” to include oral and written texts, multi-media/modal communication, and communication through technology. For some work, students will blend modes of communication, e.g., oral, written, and multimedia communications. This plan outlines what will be done in Tilden Hogge Elementary to implement the Writing Policy in order to prepare students to communicate well in a variety of situations and for different purposes.

It is important to note that although the Tilden Hogge Elementary Writing Plan addresses the Kentucky Core Academic Standards for, writing, speaking, listening, and language use, and incorporates the language from these standards, each teacher must refer to the actual standards for exact language and instructional requirements. Consequently, the Kentucky Core Academic Standards for writing, speaking, listening, and language use have been included at the beginning of this document for easy reference.

All Tilden Hogge Elementary students will complete argumentative, informational, and narrative texts, as required in the Kentucky Core Academic Standards. In order to provide evidence for different writing/communication requirements, the following coding system was used throughout the writing plan, to label appropriate activities:

* Writing to Learn (WTL)
* Writing to Demonstrate Learning (WTDL)
* Writing for Authentic Purposes (WAP)
* Multi-media (MM)
* Writing Based on Research (RB)
* Content Based (CB)
* Single Drafts (S)
* Work taken through the Full Writing Process (F)

Following reviews of the writing/communications program, the plan may be revised as needed.

* 1. **Action Plan for the Implementation of Tilden Hogge Elementary Writing/Communications Plan**

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| **ACTION** | **TIME** |
| **New Requirements:**  1. District/school leaders shall arrange for teachers and the school’s SBDM Council to be informed of new state regulations,  Standards, and Writing Program Review Guidelines and process. New teachers will be informed of requirements for the  writing program. | Winter 2011 |
| **Writing Team:**  2. District/school leaders will appoint a school writing team charged with helping the school develop a school-wide writing  program that addresses new regulations, standards, and Program Review Guidelines, providing students at all grades and  across the curriculum opportunities to acquire 21st Century communication skills. | Winter 2010 |
| **Policies for the Program:**  3. The school’s writing team will draft a set of policies for the writing program, which will be reviewed and approved by  district leaders and the school’s SBDM Council. These policies will be checked with the state’s requirements, and  verification of policies will be sent to the KDE, as requested.  4. District/school leaders will arrange for teachers to be informed of school policies for the writing program. When approved,  policies will be available in the district and school’s central office. | Spring 2011  Winter 2011 |
| **School Writing Folders:**  5. Working with the writing team and others at the school, school leaders will develop a system for writing folders of samples  of students’ individual work. The school’s writing plan will identify contents of the writing folders. Selected work will  reveal students’ interests. Writing folders will be passed to the students’ next-grade teacher or school. Teachers and  students will review writing folders and form plans for students’ growth. School leaders will inform all teachers of the  writing folder system. | Spring 2013 |
| **Curriculum and Instruction:**  6. District/school leaders will arrange for teams of teachers to revise and align school writing plans K-12 that addresses local  needs, state regulations and standards, and prepares for the Program Reviews. Following the Writing Program Review,  2012 - 13, the plan will be reviewed by school leaders and the writing team. Revisions will be made as needed.  7. Teachers will create lesson plans that address what is designated in the plan. School leaders will monitor lesson plans to  ensure that instruction and assessment address what is called for in the school’s writing program and state regulations,  standards, and “Guidelines for Writing Program Review.”  8. School leaders and the writing team will provide teachers resources on “best practices” for writing instruction, and school  leaders will monitor instruction to ensure effective instruction in communication skills. | Dec/Jan 2013  Academic Year 2012 - 2013  Academic Year 2012 - 2013 |
| **Feedback to Students:**  9. Teachers will provide effective feedback to students on their progress with communication skills. School leaders will  monitor lesson plans and instruction to ensure that students receive effective feedback. Teachers will use feedback to plan  appropriate instruction, including interventions and enrichment activities for students. | Academic Year 2012 - 2013 |
| **Formative and Summative Assessments:**  10. Teachers will conduct formative and summative assessments of students’ work in developing communication skills and, in  professional learning groups, discuss relevant information and form plans to help students improve. School leaders and  teachers will establish a system to monitor students’ growth.  11. In professional learning communities and other faculty meetings, teachers and school leaders will analyze students’ work  and assessment data, discuss students’ progress, reflect on instruction, and form needed plans to help students develop  communication skills. | Academic Year 2012 - 2013 |
| **Technology for Communication:**  12. Teachers at all grade levels will use and help students use technology to develop communication skills and school leaders  will monitor instruction to ensure student use of technology to develop communication skills.  13. Teachers attending KEDC’s technology cadre, school leaders and the writing team will review available technology to help  students develop communication skills and will make recommendations to school leaders and the SBDM Council. | Academic Year 2012 - 2013 |
| **Language Resources:**  14. The school’s writing team will collaborate with other teacher and make recommendations to school leaders and the SBDM  Council for language resources needed to help students develop communication skills. | Academic Year 2012 - 2013 |
| **Writing Program Review:**  16. The school’s writing team and school leaders will meet to review the writing program following the process provided by  the KDE, and provide results as required to the school’s SBDM Council and the Kentucky Department of Education.  Action plans for the program will be developed based on the review and presented to the SBDM Council. Plans will be  discussed and implemented by teachers. | Academic Year 2012 – 2013  Informal Review  Fall 2012/Spring 2013  Formal Review May 2013 |
| **Plan for Professional Development:**  17. School leaders will support appropriate professional development relevant to the writing program. Following the Writing  Program Review, the writing team will make recommendations for professional development to be considered by school  leaders and the SBDM Council.  Targeted Needs for Professional Development:   * Communication tasks that address standards * Constructed responses: prompts, criteria, teaching strategies | Academic Year 2012 – 2013  Summer 2013 |
| **Administrative/Leadership Support:**  18. School leaders will monitor and support the program, e.g., by   * Informing faculty of school policies and plans * Working with faculty to review the present program and identify strengths and needs * Forming and working with a school writing team * Communicating with and involving the SBDM * Arranging for school policies to be developed and approved * Arranging for a school writing plan to be developed and approved * Leading the school in implementing plans for the program * Monitoring instruction and curriculum * Preparing and Supporting the Writing Program Review Process | Academic Year 2012 – 2013 |

* 1. **Standards**

**Writing Standards K–2**

**The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.**

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| **Kindergartners:** | | **Grade 1 students:** | | **Grade 2 students:** |
| ***Text Types and Purposes*** | | | | | |
| 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is* . . .). | | 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. | |
| 1. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | |
| 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | | 1. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | |
| ***Production and Distribution of Writing*** | | | | | |
| 4. (Begins in grade 3) | | 4. (Begins in grade 3) | | 4. (Begins in grade 3) | |
| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | |
| ***Research to Build and Present Knowledge*** | | | | | |
| 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | | 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | | 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | 8. Recall information from experiences or gather information from provided sources to answer a question. | |
| 9. (Begins in grade 4) | | 9. (Begins in grade 4) | | 9. (Begins in grade 4) | |
| ***Range of Writing*** | | | | | |
| 10. (Begins in grade 3) | | 10. (Begins in grade 3) | | 10. (Begins in grade 3) | |

**Writing Standards 3-5**

| **Grade 3 students:** | **Grade 4 students:** | | | **Grade 5 students:** |
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| ***Text Types and Purposes*** | | | | |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. 2. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 3. Provide reasons that support the opinion. 4. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. 5. Provide a concluding statement or section. | | **1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. 2. Provide reasons that are supported by facts and details. 3. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*). 4. Provide a concluding statement or section related to the opinion presented. | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 2. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. 3. Provide logically ordered reasons that are supported by facts and details. 4. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). 5. Provide a concluding statement or section related to the opinion presented. | |
| 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 2. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 3. Develop the topic with facts, definitions, and details. 4. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. 5. Provide a concluding statement or section. | | 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 2. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 3. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). 5. Use precise language and domain-specific vocabulary to inform about or explain the topic. 6. Provide a concluding statement or section related to the information or explanation presented. | 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 2. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 3. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). 5. Use precise language and domain-specific vocabulary to inform about or explain the topic. 6. Provide a concluding statement or section related to the information or explanation presented. | |
| 1. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 2. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 3. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 4. Use temporal words and phrases to signal event order. 5. Provide a sense of closure. | | 1. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 2. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 3. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 4. Use a variety of transitional words and phrases to manage the sequence of events. 5. Use concrete words and phrases and sensory details to convey experiences and events precisely. 6. Provide a conclusion that follows from the narrated experiences or events. | **3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events. | |

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| ***Production and Distribution of Writing*** | | | |
| 1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | * 1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | 1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.) | * 1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.) | | 1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) |
| 1. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | **6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | **6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| ***Research to Build and Present Knowledge*** | | | |
| **7.** Conduct short research projects that build knowledge about a topic. | **7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | 1. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| **8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | **8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | 1. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| **9.** (Begins in grade 4) | | 1. Draw evidence from literary or informational texts to support analysis, reflection, and research.   a. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  b. Apply *grade 4 Reading standard*s to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).  b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |
| ***Range of Writing*** | | | |
| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**Speaking and Listening Standards K–2**

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

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| **Kindergartners:** | **Grade 1 students:** | **Grade 2 students:** |
| ***Comprehension and Collaboration*** | | |
| 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. 2. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 3. Continue a conversation through multiple exchanges. | 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. 2. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. 4. Ask questions to clear up any confusion about the topics and texts under discussion. | 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. 2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Build on others’ talk in conversations by linking their comments to the remarks of others. 4. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| 1. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | 1. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | 1. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| 1. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | 1. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | 1. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| ***Presentation of Knowledge and Ideas*** | | |
| 1. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | 1. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | 1. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| 1. Add drawings or other visual displays to descriptions as desired to provide additional detail. | 1. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | 1. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| 1. Speak audibly and express thoughts, feelings, and ideas clearly. | 1. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1and 3 on page 26 for specific expectations.) | 1. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.) |

**Speaking and Listening Standards 3–5 [SL]**

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| **Grade 3 students:** | **Grade 4 students:** | **Grade 5 students:** |
| ***Comprehension and Collaboration*** | | |
| * + 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics* *and texts*,building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.   2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).   3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   4. Explain their own ideas and understanding in light of the discussion. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.   1. Follow agreed-upon rules for discussions and carry out assigned roles. 2. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 3. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | * + 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*,building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.   2. Follow agreed-upon rules for discussions and carry out assigned roles.   3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| * + 1. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 1. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | * + 1. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| * + 1. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | 1. Identify the reasons and evidence a speaker provides to support particular points. | * + 1. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| ***Presentation of Knowledge and Ideas*** | | |
| 1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | 1. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | 1. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| 1. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | 1. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | 1. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| 1. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.) | 1. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.) | 1. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.) |

**Language Standards K–2 [L]**

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

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| **Kindergartners:** | **Grade 1 students:** | **Grade 2 students:** |
| ***Conventions of Standard English*** | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Print many upper- and lowercase letters. 3. Use frequently occurring nouns and verbs. 4. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*). 5. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). 6. Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). 7. Produce and expand complete sentences in shared language activities. | * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   a. Print all upper- and lowercase letters.   1. Use common, proper, and possessive nouns. 2. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). 3. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*). 4. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). 5. Use frequently occurring adjectives. 6. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). 7. Use determiners (e.g., articles, demonstratives). 8. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*). 9. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  1. Use collective nouns (e.g., *group*). 2. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*). 3. Use reflexive pronouns (e.g., *myself*, *ourselves*). 4. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*). 5. Use adjectives and adverbs, and choose between them depending on what is to be modified. 6. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*). |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize the first word in a sentence and the pronoun *I*. 2. Recognize and name end punctuation. 3. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use commas in dates and to separate single words in a series. 4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Capitalize holidays, product names, and geographic names. 3. Use commas in greetings and closings of letters. 4. Use an apostrophe to form contractions and frequently occurring possessives. 5. Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*). 6. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| ***Knowledge of Language*** | | |
| 1. (Begins in grade 2) | 1. (Begins in grade 2) | **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * 1. Compare formal and informal uses of English. |

**Language Standards K–2**

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| **Kindergartners:** | **Grade 1 students:** | **Grade 2 students:** |
| ***Vocabulary Acquisition and Use*** | | |
| 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. 2. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). 3. Use the most frequently occurring inflections and affixes (e.g., -*ed*, -*s*, *re*-, *un*-, *pre*-, -*ful*, -*less*) as a clue to the meaning of an unknown word. | 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. 2. Use sentence-level context as a clue to the meaning of a word or phrase. 3. Use frequently occurring affixes as a clue to the meaning of a word. 4. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). | 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. 2. Use sentence-level context as a clue to the meaning of a word or phrase. 3. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*). 4. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). 5. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). 6. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| 1. With guidance and support from adults, explore word relationships and nuances in word meanings.    1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.    2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).    3. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).    4. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. | 1. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 2. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 3. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). 4. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). 5. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. | 1. Demonstrate understanding of word relationships and nuances in word meanings. 2. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). 3. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny,* *scrawny*). |
| 1. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | 1. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). | 1. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). |

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| **Grade 3 students:** | **Grade 4 students:** | **Grade 5 students:** |
| ***Conventions of Standard English*** | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 3. Form and use regular and irregular plural nouns. 4. Use abstract nouns (e.g., *childhood*). 5. Form and use regular and irregular verbs. 6. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. 7. Ensure subject-verb and pronoun-antecedent agreement.\* 8. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 9. Use coordinating and subordinating conjunctions. 10. Produce simple, compound, and complex sentences. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). 3. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. 4. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. 5. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). 6. Form and use prepositional phrases. 7. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* 8. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).\* | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 3. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. 4. Use verb tense to convey various times, sequences, states, and conditions. 5. Recognize and correct inappropriate shifts in verb tense.\* 6. Use correlative conjunctions (e.g., either/or, neither/nor). |
| 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Capitalize appropriate words in titles. 3. Use commas in addresses. 4. Use commas and quotation marks in dialogue. 5. Form and use possessives. 6. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). 7. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 8. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Use correct capitalization. 3. Use commas and quotation marks to mark direct speech and quotations from a text. 4. Use a comma before a coordinating conjunction in a compound sentence. 5. Spell grade-appropriate words correctly, consulting references as needed. | 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Use punctuation to separate items in a series.\* 3. Use a comma to separate an introductory element from the rest of the sentence. 4. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*). 5. Use underlining, quotation marks, or italics to indicate titles of works. 6. Spell grade-appropriate words correctly, consulting references as needed. |
| *Knowledge of Language* | | |
| 1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.    1. Choose words and phrases for effect.\*    2. Recognize and observe differences between the conventions of spoken and written standard English. | 1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 2. Choose words and phrases to convey ideas precisely.\* 3. Choose punctuation for effect.\* 4. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | 1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.    1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.    2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |

**Language Standards 3–5**

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| **Grade 3 students:** | **Grade 4 students:** | **Grade 5 students:** |
| *Vocabulary Acquisition and Use* | | |
| 1. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.    1. Use sentence-level context as a clue to the meaning of a word or phrase.    2. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable*/*disagreeable*, *comfortable*/*uncomfortable*, *care*/*careless*, *heat*/*preheat*).    3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).    4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. 2. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 3. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). 4. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. 2. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 3. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). 4. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| 1. Demonstrate understanding of word relationships and nuances in word meanings. 2. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). 3. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). 4. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). | 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 2. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. 3. Recognize and explain the meaning of common idioms, adages, and proverbs. 4. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 2. Interpret figurative language, including similes and metaphors, in context. 3. Recognize and explain the meaning of common idioms, adages, and proverbs. 4. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| 1. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | 1. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). | **6**. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). |

**Writing: Curriculum and Instruction**

**Evidence for Program Review**

**Demonstrator 1: Student Access**

School writing policy/plan, student journals/learning logs, curriculum documents including lesson plans, a variety of student samples which include samples of integrated literacy instruction across content areas, surveys of stakeholders and interviews of stakeholders

**Demonstrator 2: Aligned and Rigorous Curriculum**

PD Plan, Agendas/Minutes from Committee Meetings, PLCs, and Early Release Days, Curriculum Maps and Pacing Guide, Writing Policy/Plan, student folders, Morning News Program, blogs. Student samples will demonstrate critical thinking, problem solving, communication skills, and a variety of student generated electronic presentations.

**Demonstrator 3: Instructional Strategies**

Student journals/writer’s notebooks, student folders, video samples of classroom practices, Master schedules of courses, events, avenues for advanced learning opportunities and interventions

Student samples will include products that reflect choice and appropriate use of technology for communicating ideas, published communication products including technology-based, and recordings of student presentations or student led events.

**Demonstrator 4: Student Performance**

Student folders, student writing and communication products appropriate for content areas, student developed models, unit/planning documents that reflect characteristics, digital media that reflects collaboration of students in problem-solving and generating ideas, student products that reflect characteristics.

**Writing: Formative and Summative Assessment**

**Demonstrator 1: Variety of Assessment**

Lesson plans that reflect alignment of assessments and instruction to standards, integration of formative and summative assessment practices, and PLC meeting notes and documents that reflect collaborative efforts in designing assessments that meet characteristics

**Demonstrator 2: Expectations for Student Learning**

Student assessment results that reflect students’ reflections on learning, students’ goal setting samples, lesson plans that describe strategies for involving students in identifying learning strengths and needs and goals for learning, teachers’ reflections on student assessment data, and samples of co-developed scoring guides/rubrics

**Demonstrator 3: Response to Assessment**

PLC/team meeting notes/documents that reflect discussions and work around formative/summative assessment, including identification of next steps in instruction, lesson plans that reflect instructional decisions based on formative assessment results, student work samples that include teacher and peer feedback and reflection, student folders that include process of feedback, revision before final products are produced

**Writing: Professional Development and Support Services**

**Demonstrator 1: Planning**

PD action plan aligned with school vision for literacy, documentation of communication of the PD action plan (e.g., emails, meeting agendas, and PLC notes/minutes)

**Demonstrator 2: Participation**

Professional Growth Plans, PLC notes/minutes that demonstrate professional learning targeted to improve writing/communication instruction and/or 21st century skills, PD agendas/notes, writing policy/plan, curriculum documents that reflect a school wide emphasis on writing/communication, book study notes

**Demonstrator 3: Teacher Leadership**

Documentation of PD facilitated by teachers/teacher leaders, PLC notes, PD action plan with record of implementation, documentation of PD opportunities, teacher leader planning notes for mentoring, coaching, modeling, and facilitating presentations

**Writing: Administrative/Leadership Support and Monitoring**

**Demonstrator 1: Shared Vision**

Writing policy/plan, PD plan, \_\_\_\_\_\_\_\_\_ Elementary School’s vision/mission for the writing program including evidence of staff involvement, school publications, blogs, bulletin boards that include student and staff participation in communication, induction process of new staff as to their role on the writing program, documentation of events, opportunities, and displays that represent a culture of critical thinking, problem solving, and communicating, Literacy Committee agendas/minutes

**Demonstrator 2: Time and Resources**

SBDM minutes and/or supporting documents, agendas and notes from PLC meetings, agendas and notes from monthly collaboration days with substitutes provided, agendas from Faculty Meetings, annual PD needs surveys, CSIP documentation

**Demonstrator 3: Policies and Monitoring**

SBDM minutes, revised writing policy/plan, annual PD needs surveys, instructional rounds, administrator walk throughs, CSIP documentation, Literacy Committee meeting minutes

**Demonstrator 4: Principal Leadership**

Communications with staff, PLC notes/minutes that demonstrate collaborative evaluation of the writing program, student achievement notes/minutes, revised PD plan, Principal’s weekly memos

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| **KINDERGARTEN**  I. Main Communications   * **Written Communications** * **Oral Communications**     A. Written Communications  **Refer to Kentucky Core Academic Standards for Writing**  Students will engage in developing communication skills for a variety of purposes and audiences in a variety of forms/modes including:   * Writing to Learn (WTL) * Writing to Demonstrate Learning (WTDL) * Writing for Authentic Purposes (WAP) * Multi-media (MM) * Writing Based on Research (RB) * Content Based (CB) * Single Drafts (S) * Work taken through the Full Writing Process (F)   **Writing Activities**  **1.Text Types and Purposes:**  **A. Opinion**  Opinion letters; Use drawing, dictating, and writing to tell the reader the topic or name of the book and state an opinion. (W.K.1, W.K.7)  **B.**  **Informative/explanatory**  Learning journals (WTL) (CB), Writing in content areas (WTL, WTDL) (CB). Use a combination of drawing, dictating, and writing to compose informative/explanatory texts naming topic of what they are writing about and giving information on the topic. (W.K.2)  **C. Narrative (Telling a story…)**  Telling a story with a beginning, middle,  and end. Use pictures/drawings to convey ideas (WTL), Friendly letters (WAP), Personal stories (WAP), Dictated stories; Use drawing, dictation, and writing to narrate event/s in sequence providing a reaction to what happened (W.K.3)  **2. Production and Distribution of Writing:**  A. Teach a 2-sentence paragraph. Topic sentence  (stating what the writer wants) One clear reason  Why the writer wants that. For example, *I want*  *you to come to my house to play. We will have*  *so much fun.*  B. With guidance and support from adults, focus on  a topic and respond to questions and suggestions  from peers by adding details to strengthen their  writing.  C. Writing Process: with help from peers and  adults, develop and strengthen writing by  planning, revising, and editing (editing for  conventions should demonstrate a command of  Language standards).  D. Explore a variety of digital tools to produce and  and publish a collaborative writing piece with  peers with guidance and support from adults  **3. Shared Research**  Participate in shared research writing projects   * explore a number of books by a favorite author and express opinions about them * with guidance and support from adults, recall information from experiences or by gathering information from different sources to answer a question   **4.** **Writing Relevant to State and National Assessment**  Constructed responses to reading and content, Classroom On-Demand Writing  **Note:**   * By the beginning of December kindergarten teachers will introduce an On-Demand writing piece, either an opinion letter or an informational article, in which the class as a whole, through shared writing, will take a situation or prompt and complete a writing task in one sitting. Teachers will model the stages of the Writing Process (prewriting, drafting, revising, editing, and publishing) then produce a class On-Demand piece through shared writing. * Beginning in January, each class will produce at least 2 class On-Demand writing pieces per month. On-Demand writing will be written in a variety of content areas. * Kindergarten students will answer a minimum of 1 Constructed Response question, with a rubric, in art, music, and P.E., per year. (CB)   **B. Oral Communications**  Refer to Kentucky Core Academic Standards for Speaking and Listening  **Comprehension and Collaboration**  **Students will**   * Participate in collaborative conversations with diverse partners in small and large groups. * Follow agreed-upon rules for discussion listening to others and taking turns speaking about the topic and texts under discussion. * Continue a conversation through multiple exchanges. * Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions. * Ask and answer questions to seek help, get information, or clarify something.     **Presentation of Knowledge and Ideas**  **Students will**   * Describe orally familiar people, places, things and events and, with prompting, provide additional detail. * Add drawings or other visual displays to   descriptions to provide additional detail.  **Speaking and Listening Skills**  **Comprehension and Collaboration**   * Participate in collaborative conversations with diverse partners, about kindergarten topics and texts, in small and large groups, through multiple exchanges, following agreed upon rules. (SL.K.1) * Ask and answer questions about key details in text or information presented orally or through other media to confirm understandings of oral presentations. (SL.K.2)(MM) * Ask and answer questions in order to seek help and get information, or clarify. (SL.K.3)   **Presentation of Knowledge and Ideas**   * Describe familiar people, places, things and events. (SL.K.4) * Add drawings or use visuals to descriptions to add detail. (SL.K.5)   **Examples of Speaking and Listening Activities**  **Opinion**  Book Talks – “My Favorite Book is….because….”  Read Aloud – “My Favorite Character is….because…”  “The BEST part of the day was…..because…..”  **Informative/explanatory**  Show-n-Tell (MM), Presentations (MM), How Tos, Story Retellings, Oral Responses to prompts and questions (WTDL), Reporting on a topic  **Narrative**  Read Alouds, Recount experiences, Group Discussions, Author’s Chair, Sharing experiences  **C. Communication through Technology**  All classrooms will do at least one classroom project which incorporates students’ use of technology.  **Main Uses of Technology to Develop Communication Skills**  Document camera used for all content areas (MM), keyboarding game on Gamequarium or \_\_\_\_\_\_\_, Internet for research for oral and written presentations and/or reports (RB)(MM), SMARTBoard.- interactive lessons in all content areas (W.K.6)(MM)  **II. Main Forms of Feedback**  Students will receive timely feedback on their communications.  **A. Forms of Direct Feedback**  Student-teacher Conference, “Quick Talks” to Students During Writing Workshop, Author’s Chair and Celebration Circles with Response from the Teacher and Classmates, Use of Scoring Guide or Rubric, Student-teacher Conference (W.K.5), Oral reflections on work    **B. Forms of Indirect Feedback**  Reading of Samples to Focus on Specific Skills Relevant to Students’ Work, Modeling that Focuses on Matters Relevant to Students’ Work, Classroom or school displays of writing revealing good work  **III. Main Forms of Assessment**  Student’s communication skills will be assessed through formative and summative assessments.  Main forms of assessment include:  On Demand, Constructed Response, Teacher-student Assessment Conference, Teacher’s Observational Notes, Records of Progress, District common assessments with Rubric/Scoring Guide, Checklist Identifying Strengths and Weaknesses, Teacher’s Periodic Review/Analysis of Students’ work samples, School or Grade-level Scoring and/or analysis of Students’ Work, Oral Self-assessment of Progress  **IV. Language Use**  Refer to Kentucky Core Academic Standards for Language  **All kindergarten teachers will teach language, grammar and vocabulary development in a manner that meets the standards. (See Core Standards.)**  **Main Language Resources:**  Word Walls, Graphic organizers, Word building manipulatives, Predictable charts, Vocabulary readers, Textbook resources in content areas, Interactive Oral Revising/Editing  **Kindergarten Writing/Communication Folders**  Evidence of each of the Kentucky Core Academic Standards for Writing and Communication can be found in one of the following two sources; (1) Students’ Writing/Communication Folders or (2) Students’ Working Folders  Each teacher is responsible for storing all folders in an organized way and regularly monitoring and updating the folders, checklists, and monitoring forms to ensure the required samples are included for each child.  **A. Writing and Communication Folders**  In the kindergarten classroom students will write in a variety of content areas. Students will choose their 3 best writing samples to move from their communication working folder to their official writing communication folder. In this folder there must be one of the following: Narrative, Informative, or Opinion. Informative and/or opinion must come from a different content area other than Language Arts.  At the end of the school year, the Writing and Communication Folders will be passed on to the next grade level teachers.  **B. Student Working Folders**  The Working Folders will serve two purposes; to provide a place for students to keep their daily writing from Writers’ Workshop and to maintain evidence of the variety of writing occurring at each grade level throughout the current school year. Although the pieces in the Working Folder will change as students create new ones from week to week, by the end of the school year these folders will contain a minimum of the required pieces listed below. At the end of the school year the pieces in the Working folders will be sent home with the students.  Teachers will utilize the Student Working Folder Monitoring Form, created by the **District Writing Committee**, in order to monitor each student’s folder contents throughout the year and to provide evidence of our comprehensive communications program during a review process.  **By the end of the school year, kindergarten students’ Working Folders will contain a minimum of one of each of the following pieces from students’ writing produced during Writers’ Workshop, which will be labeled, dated, and checked off the *Student Working Folder Checklist*:**   * Narrative (S) * Opinion * Informative/explanatory (S) * Content Based (S) * Writing to Demonstrate Learning (S) * Writing to Learn (S) * In addition, kindergarten students’ Working Folders will contain a minimum of 2 pieces completed over time. The pieces completed over time may include pieces listed above. | **FIRST GRADE**  I. Main Communications   * **Written Communications** * **Oral Communications**   A. Written Communications  **Refer to Kentucky Core Academic Standards for Writing**  Students will engage in developing communication skills for a variety of purposes and audiences in a variety of forms/modes including:   * Writing to Learn (WTL) * Writing to Demonstrate Learning (WTDL) * Writing for Authentic Purposes (WAP) * Multi-media (MM) * Writing Based on Research (RB) * Single Drafts (S) * Work taken through the Full Writing Process (F)   **Writing Activities**  **1. Text Types and Purposes:**  **A. Opinion**  Opinion letters ; Write opinion pieces stating an opinion, supplying a reason, and providing closure (W.1.1, W.1.7)  **B.** **Informative/explanatory**  Learning journals (WTL) (CB), Writing in content areas (WTL, WTDL) (CB), “All About” content book (RB) (CB), Constructed responses (WTDL), How Tos (WTL); Write about a topic supplying facts and providing sense of closure (W.1.2, W.1.8) (WTDL) Draw Writes (MM)  **C. Narrative (Telling a story…)**  Pictures/drawings to convey ideas (WTL), Friendly letters (WAP), Reading responses (WTDL), Personal stories (WAP); Recount two or more sequenced events with details of what happened using temporal words to signal event order and provide closure (W.1.3)  **2. Production and Distribution of Writing:**  A. Teach the 1.4 paragraph for opinion and  informative pieces.   * A topic sentence that tells what the paragraph is about * A sentence that tells a reason why or a point about the topic sentence * A sentence that gives a specific example of the reason or point, * And a conclusion   B. Writing Process: with help from peers and  adults, develop and strengthen writing by  planning, revising, and editing (editing for  conventions should demonstrate a command of  Language standards).  C. With guidance and support from adults, focus on  a topic and respond to questions and suggestions  from peers by adding details to strengthen their  writing.  D. Explore a variety of digital tools to produce and  and publish a collaborative writing piece with  peers with guidance and support from adults  **3. Shared Research**  Participate in shared research and writing projects   * Explore a number of ‘how to’ books on a given topic and use them to write a sequence of instructions * with guidance and support from adults, recall information from experiences or by gathering information from different sources to answer a question   **4. Writing Relevant to State and National Assessment**  Constructed responses to reading and content, Classroom On-Demand Writing  **Note:**   * By the last week of September, first grade teachers will introduce an On-Demand writing piece, either an opinion letter or an informational article, in which the students will take a situation or prompt and complete a writing task in one sitting. The first On-Demand will be completed with the teacher modeling all stages of the writing process (prewriting, drafting, revising, editing, and publishing) while the students write. (This process should be continued through October, unless the teacher determines the students are ready to complete an On-Demand piece independently prior to that.) * Beginning in November, students will complete a minimum of 1 On-Demand writing per month where students will write a 1.4 paragraph by themselves in one sitting. On-Demand writings will be written in a variety of content areas. (CB) * First grade students will answer a minimum of 1 Constructed Response question, with a rubric, in art, music, and P.E., per year (CB)   **B. Oral Communications**  Refer to Kentucky Core Academic Standards for Speaking and Listening  **Comprehension and Collaboration**  **Students will**   * Participate in collaborative conversations with diverse partners about grade 1 topics and texts in small and large groups. * Follow agreed-upon rules for discussion. * Build on others’ talk by responding to comments of others through multiple changes. * Ask questions to clear up confusion about topics and texts under discussion. * Ask and answer questions about texts read aloud or information presented orally or through media. * Ask and answer questions about what a speaker says to gain information or to clarify something not understood.   **Presentation of Knowledge and Ideas**  **Students will**   * Describe orally people, places, things, and events with relevant details, expressing ideas and feelings. * Add drawings or other visuals to oral descriptions to clarify ideas, thoughts, and feelings. * Produce complete sentences when appropriate to the task.     **Speaking and Listening Skills**  **Comprehension and Collaboration**   * Participate in collaborative conversations with diverse partners about grade 1 topics and texts, in small and large groups, responding to others through multiple exchanges, following agreed upon rules and responding to others’ comments. Ask questions to clear up confusions. (SL.1.1) * Ask and answer questions about key details in text or information presented orally, or through other media. (SL.1.2)(MM) * Ask and answer questions about what a speaker says to gather information or clarify. (SL.1.3)   **Presentation of Knowledge and Ideas**   * Describe familiar people, places, things and events clearly. (SL.1.4) * Add drawings or use visuals to add descriptions to clarify. (SL.1.5) * Produce complete sentences. (See Language Standards) (SL.1.6)   **Examples of Speaking and Listening Activities**  **Opinion**  Role play persuasion for/of real life situations, Group discussions on opinions (“My favorite character is…because….”)  **Informative/explanatory**  Presentations (MM), How Tos, Directions, Story Retellings, Oral interviews with students as interviewer and interviewee, Oral Responses to prompts and questions (WTDL), Reporting on a topic, Questioning for clarification  **Narrative**  Read Alouds, Recount experiences, Group Discussions, Author’s Chair, Sharing experiences, Oral reading, Reader’s Theater  **C. Communication through Technology**  All classrooms will do at least one classroom project which incorporates students’ use of technology.  **Main Uses of Technology to Develop Communication Skills**  Document camera used for all content areas (MM), keyboarding game on Gamequarium or \_\_\_\_\_\_\_\_\_, Internet for research for oral and written presentations and/or reports (RB)(MM), SMARTBoard.- interactive lessons in all content areas, use a word processor to create final drafts (W.1.6)(MM)  **II. Main Forms of Feedback**  Students will receive timely feedback on their communications.  **A. Forms of Direct Feedback**  Student-teacher Conference, “Quick Talks” to Students During Writing Workshop, Author’s Chair and Celebration Circles with Response from the Teacher and Classmates, Use of Scoring Guide or Rubric, Written Notes to Student (and Parents/Guardians), Appropriate Written Comments on Students’ Writing, Teacher Whole-class Response to Samples of Writing (W.1.5), Oral reflections on work  **B. Forms of Indirect Feedback**  Reading of Samples to Focus on Specific Skills Relevant to Students’ Work, Modeling that Focuses on Matters Relevant to Students’ Work, Classroom or school displays of writing revealing good work, Checklists to guide students in writing  **III. Main Forms of Assessment**  Student’s communication skills will be assessed through formative and summative assessments.  Main forms of assessment include:  On Demand, Constructed Response, Teacher-student Assessment Conference, Teacher’s Observational Notes, Records of Progress, District common assessments with Rubric/Scoring Guide, Checklist Identifying Strengths and Weaknesses, Teacher’s Periodic Review/Analysis of Students’ work samples, School or Grade-level Scoring and/or analysis of Students’ Work, Oral Self-assessment of Progress  **IV. Language Use**  Refer to Kentucky Core Academic Standards for Language  **All first grade teachers will teach language, grammar and vocabulary development in a manner that meets the standards. (See Core Standards.)**  **Main Language Resources:**  Reference materials, including beginning dictionaries, Word Walls, Graphic organizers, Word building manipulatives, Textbook resources in content areas, Language activities in reading series, Interactive Oral Revising/Editing  **First Grade Writing/Communication Folders**  Evidence of each of the Kentucky Core Academic Standards for Writing and Communication can be found in one of the following two sources; (1) Students’ Writing/Communication Folders, (2) Students’ Working Folders    Each teacher is responsible for storing all folders in an organized way and regularly monitoring and updating the folders, checklists, and monitoring forms to ensure the required samples are included for each child.  **Writing and Communication Folders**  In the first grade classroom students will write in a variety of content areas. Students will choose their 3 best writing samples to move from their communication working folder to their official writing communication folder. In this folder there must be one of the following: Narrative, Informative, and Opinion. Informative and/or opinion must come from a different content area other than Language Arts.  At the end of the school year, the Writing and Communication Folders will be passed on to the next grade level teachers.  **B. Student Working Folders**  The Working Folders will serve two purposes; to provide a place for students to keep their daily writing from Writers’ Workshop and to maintain evidence of the variety of writing occurring at each grade level throughout the current school year. Although the pieces in the Working Folder will change as students create new ones from week to week, by the end of the school year these folders will contain a minimum of the required pieces. At the end of the school year the pieces in the Working folders will be sent home with the students.  Teachers will utilize the Student Working Folder Monitoring Form, created by the **District Writing Committee**, in order to monitor each student’s folder contents throughout the year and to provide evidence of our comprehensive communications program during a review process.  **By the end of the school year, first**  **grade students’ Working Folders will contain a minimum of one of each of the following pieces from students’ writing produced during Writers’ Workshop, which will be labeled, dated, and checked off the *Student Working Folder Checklist*:**   * Narrative * Opinion * Research Based (S) * Informative/explanatory(S) * Content Based (S) * Writing to Demonstrate Learning (S) * Writing to Learn (S) * In addition, first grade students’ Working Folders will contain a minimum of 3 pieces completed over time, with 1 piece that was taken through the writing process. (F) The pieces completed over time may include pieces listed above. | **SECOND GRADE**  I. Main Communications   * **Written Communications** * **Oral Communications**   A. Written Communications  **Refer to Kentucky Core Academic Standards for Writing**  Students will engage in developing communication skills for a variety of purposes and audiences in a variety of forms/modes including:   * Writing to Learn (WTL) * Writing to Demonstrate Learning (WTDL) * Writing for Authentic Purposes (WAP) * Multi-media (MM) * Writing Based on Research (RB) * Content Based (CB) * Single Drafts (S) * Work taken through the Full Writing Process (F)   **Writing Activities**  **1. Text Types and Purposes:**  **A. Opinion**  Opinion letters; Book reviews; Write opinion pieces supplying reasons using linking words to connect opinion with a concluding statement or section (W.2.1, W.2.7)  **B. Informative/explanatory**  Learning journals (WTL), Writing in content areas (WTL, WTDL) (CB), Constructed responses (WTDL), How Tos (WTL), Diagrams (WTL) (CB), Articles (WTDL) (CB), Research reports (RB)(WTDL)(CB), Pamphlet(WTDL) (CB), Write texts with an introduction, facts and definitions to develop points and provide a concluding statement or section (W.2.2, W.2.8) (WTDL) (CB), Draw Writes (MM)  **C. Narrative (Telling a story….)**  Pictures/drawings to convey ideas, Friendly letters, Reading responses (WTDL), Personal stories (WAP); Recount a well-elaborated event or short sequence of events with details to describe actions, thoughts, or feelings using temporal words to signal event order and provide closure (W.2.3)  **2. Production and Distribution of Writing:**  A. Teach the 2.6 paragraph for opinion and  informative pieces. The paragraph as two points,  six sentences. The two points are reasons or ideas  focused on the main idea of the topic sentence. It  will have   * A topic sentence that tells what the paragraph is about * A sentence that tells a reason why or a point about the topic sentence * A sentence that gives a specific example of the reason or point, * A sentence that gives another reason or point * A sentence that gives an example of the second reason * And a conclusion   B. Writing Process: with help from peers and  adults, develop and strengthen writing by  planning, revising, and editing (editing for  conventions should demonstrate a command of  Language standards).  C. With guidance and support from adults, focus on  a topic and respond to questions and suggestions  from peers by adding details to strengthen their  writing.  D. Explore a variety of digital tools to produce and  and publish a collaborative writing piece with  peers with guidance and support from adults  **3. Shared Research**  Participate in shared research and writing projects   * Read a number of books on a single topic to produce a report * Record science observations   **4. Writing Relevant to State and National Assessment**  Constructed responses to reading and content, Classroom On-Demand Writing  **Note:**   * By the last week of September, second grade teachers will introduce an On-Demand writing piece, either an opinion letter or an informational article, in which the students will take a situation or prompt and complete a writing task in one sitting. Prior to the first On-Demand, second grade teachers will review stages of the writing process (prewriting, drafting, revising, editing, and publishing) and how to write good On-Demand pieces. Second grade teachers should model On-Demand writing the first time a piece is attempted * Beginning in October, students will complete a minimum of 1 On-Demand writing per month. This means students will write at least a 3 paragraph piece, including the 2.6 paragraph. On-Demand writings will be written in a variety of content areas. * Second grade students will answer a minimum of 1 Constructed Response question, with a rubric, in art, music, and P.E., per semester. (CB)   **B. Oral Communications**  Refer to Kentucky Core Academic Standards for Speaking and Listening  **Comprehension and Collaboration**  **Students will**   * Participate in collaborative conversations with diverse partners about grade 2 topics and texts in small and large groups. * Follow agreed-upon rules for discussions. * Build on others’ talk by linking their comments to the remarks of others. * Ask for clarification and further explanation as needed about topics and texts under discussion. * Recount or describe orally key ideas or details from a text read aloud or information presented orally or through media. * Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.   **Presentation of Knowledge and Ideas**  **Students will**   * Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. * Create audio recordings of stories or poems; add drawings or other visuals to stories or recounts of experiences to clarify ideas, thoughts, and feelings. * Produce complete sentences when appropriate to the task in order to provide requested detail or clarification   **Speaking and Listening Skills**   * Participate in collaborative conversations with diverse partners about grade 2 topics and texts, in small and large groups, through multiple exchanges, following agreed upon rules and linking to others’ comments. Ask questions for clarification and further explanation as needed. (SL.2.1) * Recount or describe key ideas from text or information presented orally, or through other media. (SL.2.2)(MM) * Ask and answer questions about what a speaker says to gather information or clarify for deeper understanding of a topic or issue. (SL.2.3)   **Presentation of Knowledge and Ideas**   * Tell a story or recount an experience with detail, speaking audibly in coherent sentences. (SL.2.4) * Create audio recordings, adding visuals to support to clarify. (SL.2.5) * Produce complete sentences when appropriate to provide detail or clarification. (See Language Standards) (SL.2.6)   **Examples of Speaking and Listening Activities**  **Opinion**  Role play persuasion for/of real life situations, Expressions of Opinions and Viewpoints  **Informative/explanatory**  Multimedia/Multimodal Presentations (MM), How Tos, Directions**,** Story Retellings**,** Oral interviews with students as interviewer and interviewee**,** Oral Responses to prompts and questions (WTDL)**,** Oral research reports to connect to content area (RB)**,** Questioning for clarification**,** Reading Circle participation  **Narrative**  Read Alouds, Recount experiences, Group Discussions, Author’s Chair, Sharing experiences, Oral reading, Reader’s Theater, Partner and/or group tasks, Role playing  **C. Communication through Technology**  All classrooms will do at least one classroom project which incorporates students’ use of technology.  **Main Uses of Technology to Develop Communication Skills**  Document camera used for all content areas (MM), keyboarding game on Gamequarium or \_\_\_\_\_\_\_\_\_, Internet for research for oral and written presentations and/or reports (RB)(MM), SMARTBoard.- interactive lessons in all content areas, use a word processor to create final drafts, Create and share a PowerPoint presentation as a class or individually (MM), Digital camera (W.2.6)  **II. Main Forms of Feedback**  Students will receive timely feedback on their communications.  **A. Forms of Direct Feedback**  Student-teacher Conference, “Quick Talks” to Students During Writing Workshop, Author’s Chair and Celebration Circles with Response from the Teacher and Classmates, Use of Scoring Guide or Rubric, Written Notes to Student (and Parents/Guardians), Appropriate Written Comments on Students’ Writing, Teacher Whole-class Response to Samples of Writing, Student-teacher Conference, Student-to-student Response to Writing, Including Oral and Written Response from Writing Partner or Writing Group, Portfolio Review/Analysis, Live scoring (W.2.5), Oral reflections on work    **B. Forms of Indirect Feedback**  Sharing Samples to Focus on Specific Skills Relevant to Students’ Work, Modeling, Use of Samples of Work at Different Levels of Accomplishment, Use of Annotated Samples; Students Apply Lessons from Annotations in Developing Their Own Work, Lessons that Focus on Specific Matters Relevant to Students’ Work, Classroom or School Displays of Writing Revealing Good Work, Instructional Handouts to Help in Revision and Editing, Checklists to Guide Students in Writing/Communicating  **III. Main Forms of Assessment**  Student’s communication skills will be assessed through formative and summative assessments.  Main forms of assessment include:  On Demand, Constructed Response, Teacher-student Assessment Conference, Teacher’s Observational Notes, Records of Progress, District common assessments with Rubric/Scoring Guide, Checklist Identifying Strengths and Weaknesses, Teacher’s Periodic Review/Analysis of Students’ work samples, School or Grade-level Scoring and/or analysis of Students’ Work, Oral Self-assessment of Progress  **IV. Language Use**  Refer to Kentucky Core Academic Standards for Language  **All second grade teachers will teach language, grammar and vocabulary development in a manner that meets the standards. (See Core Standards.)**  **Main Language Resources:**  Reference materials, including beginning dictionaries and thesauri, Word Walls, Graphic organizers, Word building manipulatives, Textbook resources in content areas, Language activities in reading series, Interactive Oral Revising/Editing  **Second Grade Writing/Communication Folders**  Evidence of each of the Kentucky Core Academic Standards for Writing and Communication can be found in one of the following two sources; (1) Students’ Writing/Communication Folders, (2) Students’ Working Folders  Each teacher is responsible for storing all folders in an organized way and regularly monitoring and updating the folders, checklists, and monitoring forms to ensure the required samples are included for each child.  **Writing and Communication Folders**  In the second grade classroom students will write in a variety of content areas. Students will choose their 3 best writing samples to move from their communication working folder to their official writing communication folder. In this folder there must be one of the following: Narrative, Informative, and Opinion. Informative and/or opinion must come from a different content area other than Language Arts.  At the end of the school year, the Writing and Communication Folders will be passed on to the next grade level teachers.  **B. Student Working Folders**  The Working Folders will serve two purposes; to provide a place for students to keep their daily writing from Writers’ Workshop and to maintain evidence of the variety of writing occurring at each grade level throughout the current school year. Although the pieces in the Working Folder will change as students create new ones from week to week, by the end of the school year these folders will contain a minimum of the required pieces. At the end of the school year the pieces in the Working folders will be sent home with the students.  Teachers will utilize the Student Working Folder Monitoring Form, created by the **District Writing Committee**, in order to monitor each student’s folder contents throughout the year and to provide evidence of our comprehensive communications program during a review process.  **By the end of the school year, second students’ Working Folders will contain a minimum of one of each of the following pieces from students’ writing produced during Writers’ Workshop, which will be labeled, dated, and checked off the *Student Working Folder Checklist*:**   * Narrative * Opinion * Informative/explanatory (S) * Content Based (S) * Writing to Demonstrate Learning (S) * Writing to Learn (S) * In addition, second grade students’ Working Folders will contain a minimum of 4 pieces completed over time, one from each grading period, with 2 pieces that were taken through the writing process. (F) The pieces completed over time may include pieces listed above. |

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| **THIRD GRADE**  **I. Main Communications**   * **Written Communications** * **Oral Communications**   **A. Written Communications**  Refer to pages 6-11 for Kentucky Core Academic Standards for Writing  Students will engage in developing communication skills for a variety of purposes and audiences in a variety of forms/modes including:   * Writing to Learn (WTL) * Writing to Demonstrate Learning (WTDL) * Writing for Authentic Purposes (WAP) * Multi-media (MM) * Writing Based on Research (RB) * Content Based (CB) * Single Drafts (S) * Work taken through the Full Writing Process (F)   **Writing Activities**  **1. Text Types and Purposes:**  **A. Opinion**  Opinion letters ; Book reviews; Write opinion pieces with introduction and organizational structure to list reasons using linking words to connect opinion with a concluding statement or section (W.3.1, W.3.7)  **B. Informative/explanatory**  Learning journals (WTL) (CB), Writing in content areas (WTL, WTDL) (CB), Constructed responses (WTDL), Diagrams (WTL) (CB), Articles (WTDL) (CB), Research projects (RB)(WTDL) (CB), Write texts to examine a topic and convey ideas and information clearly which  include: introduction, organization of related information, illustrations to aid comprehension, facts, definitions, and details, linking words and phrases, and a concluding statement or section. (W.3.2, W.3.8) (WTDL)  **C. Narrative (Telling a story….)**  Pictures/drawings to convey ideas, Friendly letters (WAP), Reading responses (WTDL), Personal stories (WAP); Write texts to develop experiences or events using effective technique, descriptive details, and clear event sequencing (See W.3.3)  **2. Production and Distribution of Writing:**  A. Expand the 2.6 paragraphs for opinion and  informative pieces. A 2.6 paragraph has two  points, six sentences. The two points are  reasons or ideas focused on the main idea of  the topic sentence. It will have   * A topic sentence that tells what the paragraph is about * A sentence that tells a reason why or a point about the topic sentence * A sentence that gives a specific example of the reason or point, * A sentence that gives another reason or point * A sentence that gives an example of the second reason * And a conclusion   B. Writing Process: with help from peers and  adults, develop and strengthen writing by  planning, revising, and editing (editing for  conventions should demonstrate a command of  Language standards).  **3. Range of Writing**  Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences (W.3.10)  **6. Writing Relevant to State and National Assessment**  Constructed responses to reading and content, Classroom On-Demand Writing  **Note:**   * By the last week of September, third grade teachers will introduce an On-Demand writing piece, either an opinion letter or an informational article, in which the students will take a situation or prompt and complete a writing task in one sitting. Prior to the first On-Demand, third grade teachers will review stages of the writing process (prewriting, drafting, revising, editing, and publishing) and how to write good On-Demand pieces. Third grade teachers should model On-Demand writing the first time a piece is attempted. * Beginning in October, students will complete a minimum of 1 On-Demand writing per month. There should be a thorough review of the Writing Process and of what an On-Demand piece is, before the students start to write their first piece. (This means students will write at least a 4 paragraph piece, including two 2.6 paragraphs.) At the third grade level, the students should have sufficient background knowledge to complete an On-Demand piece with the Writing Process stages included. On-Demand writing will be written in a variety of content areas. * Third grade students will answer a minimum of 1 Constructed Response question, with a rubric, in art, music, and P.E., per semester (CB)   **B. Oral Communications**  Refer to Kentucky Core Academic Standards for Speaking and Listening  **Comprehension and Collaboration**  **Students will**  1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information to explore ideas under discussion. * Follow agreed-upon rules for discussion. * Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. * Explain own ideas and understanding in light of the discussion. * Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. * Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   **Presentation of Knowledge and Ideas**   * Report orally on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. * Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visuals when appropriate to emphasize or enhance certain facts or details. * Speak in complete sentences when appropriate to the task or situation.   **Speaking and Listening Skills**   * Come to discussions prepared by having read required material to engage effectively in a range of collaborative conversations with diverse partners, 1-on-1 and in small and large groups, building on others’ ideas about grade 3 topics and texts, with diverse partners, through multiple exchanges, following agreed upon rules. Link comments to others’ remarks, explain own ideas and understanding, stay on topic and question for understanding. (SL.3.1) * Determine the main ideas and supporting details of text or information presented orally or through other media and formats including visually, quantitatively, and orally. (SL.3.2)(MM) * Ask and answer questions offering elaborate detail. (SL.3.3) * Report on a topic, tell a story, or recount an experience with facts and relevant details speaking clearly and understandably. (SL3.4) * Create engaging audio recordings with fluid reading at an understandable pace; add visual displays to enhance. (SL.3.5) * Speak in complete sentences to provide detail or clarification (See Language Standards) (SL.3.6)   **Examples of Speaking and Listening Activities**   * **Opinion**   Book reviews, Response to reading (WTL), Expressions of Opinions and Viewpoints, Presentations to the class   * **Informative/explanatory**   Multimedia/Multimodal Presentations (MM), How Tos, Directions, Oral interviews with students as interviewer and interviewee**,** Procedures**,** Oral research reports to connect to content area (RB)**,** Oral Responses to prompts and questions (WTDL)**,** Reporting on a topic**,** Questioning for clarification**,** (MM)   * **Narrative**   Read Alouds**,** Recount experiences**,** Group Discussions**,**  Author’s Chair**,** Partner and/or group tasks**,** Oral reading**,** Reader’s Theater  **C. Communication through Technology**  All classrooms will do at least one classroom project which incorporates students’ use of technology.  **Main Uses of Technology to Develop Communication Skills**  Document camera used for all content areas (MM), keyboarding game on Gamequarium or \_\_\_\_\_\_\_\_\_, Internet for research for oral and written presentations and/or reports (RB)(MM), SMARTBoard.- interactive lessons in all content areas, Use a word processor to create final drafts, Create and share a technology project presentation as a class or individually (MM), Digital camera, \_\_\_\_Elementary News (MM), PREZI, Blogs, Digital story telling, STLP (W.3.6)  **II. Main Forms of Feedback**  Students will receive timely feedback on their communications.  **A. Forms of Direct Feedback**  Student-teacher Conference, “Quick Talks” to Students During Writing Workshop, Author’s Chair and Celebration Circles with Response from the Teacher and Classmates, Use of Scoring Guide or Rubric, Written Notes to Student (and Parents/Guardians), Appropriate Written Comments on Students’ Writing, Teacher Whole-class Response to Samples of Writing, Student-teacher Conference, Student-to-student Response to Writing, Including Oral and Written Response from Writing Partner or Writing Group, Portfolio Review/Analysis, Live scoring, Peer Conferencing (W.3.5), Oral reflections on work  **B. Forms of Indirect Feedback**  Reading of Samples to Focus on Specific Skills Relevant to Students’ Work, Modeling that Focuses on Matters Relevant to Students’ Work, Use of Samples of Work at Different Levels of Accomplishment, Use of Annotated Samples; Students Apply Lessons from Annotations in Developing Their Own Work, Lessons that Focus on Specific Matters Relevant to Students’ Work, Classroom or School Displays of Writing Revealing Good Work, Instructional Handouts to Help in Revision and Editing, Checklists to Guide Students in Writing/Communicating  **III. Main Forms of Assessment**  Student’s communication skills will be assessed through formative and summative assessments.  Main forms of assessment include:  On Demand, Constructed Response, Teacher-student Assessment Conference, Student directed conference, Teacher’s Observational Notes, Records of Progress, District common assessments with Rubric/Scoring Guide, Checklist Identifying Strengths and Weaknesses, Teacher’s Periodic Review/Analysis of Students’ work samples, School or Grade-level Scoring and/or analysis of Students’ Work, Oral Self-assessment of Progress  **IV. Language Use**  Refer to pages 15-21 for Kentucky Core Academic Standards for Language  **All third grade teachers will teach language, grammar and vocabulary development in a manner that meets the standards. (See Core Standards.)**  **Main Language Resources:**  Reference materials, including thesauri and dictionaries, Word Walls, Graphic organizers, Word building manipulatives, Brain Pop Jr., Grammar Minutes, Written Language Exercises, Textbook resources in content areas, Interactive Oral Revising/Editing  **Third Grade Writing/Communication Folders**  Evidence of each of the Kentucky Core Academic Standards for Writing and Communication can be found in one of the following 2 sources; (1) Students’ Writing/Communication Folders, (2) Students’ Working Folders  Each teacher is responsible for storing all folders in an organized way and regularly monitoring and updating the folders, checklists, and monitoring forms to ensure the required samples are included for each child.  **Writing and Communication Folders**  In the third grade classroom students will write in a variety of content areas. Students will choose their 3 best writing samples to move from their communication working folder to their official writing communication folder. In this folder there must be one of the following: Narrative, Informative, and Opinion. Informative and/or opinion must come from a different content area.  At the end of the school year, the Writing and Communication Folders will be passed on to the next grade level teachers.  **B. Student Working Folders**  The Working Folders will serve two purposes; to provide a place for students to keep their daily writing from Writers’ Workshop and to maintain evidence of the variety of writing occurring at each grade level throughout the current school year. Although the pieces in the Working Folder will change as students create new ones from week to week, by the end of the school year these folders will contain a minimum of the required pieces. At the end of the school year the pieces in the Working folders will be sent home with the students.  Teachers will utilize the Student Working Folder Monitoring Form, created by the **District Writing Committee**, in order to monitor each student’s folder contents throughout the year and to provide evidence of our comprehensive communications program during a review process.  **By the end of the school year, third students’ Working Folders will contain a minimum of one of each of**  **the following pieces from students’ writing produced during Writers’ Workshop, which will be labeled, dated, and checked off the *Student Working Folder Checklist*:**   * Narrative * Opinion * Informative/explanatory (S) * Content Based(S) * Writing to Demonstrate Learning (S) * Writing to Learn(S) * In addition, third grade student folders will contain a minimum of 4 pieces completed over time, one from each grading period, with 2 pieces that were taken through the writing process. (F) The pieces completed over time may include pieces listed above. | **FOURTH GRADE**  **I. Main Communications**   * **Written Communications** * **Oral Communications**   **A. Written Communications**  Refer to pages 6-11 for Kentucky Core Academic Standards for Writing  Students will engage in developing communication skills for a variety of purposes and audiences in a variety of forms/modes including:   * Writing to Learn (WTL) * Writing to Demonstrate Learning (WTDL) * Writing for Authentic Purposes (WAP) * Multi-media (MM) * Writing Based on Research (RB) * Content Based (CB) * Single Drafts (S) * Work taken through the Full Writing Process (F)   **Writing Activities**  **1.Text Types and Purposes:**  **A. Opinion**  Write opinion pieces introducing topics, stating an opinion and creating an organizational structure that lists reasons that are logically ordered and linking opinions and reasons with words, phrases, and clauses. Providing clear concluding statement section related to the opinion presented. (CB), (RB), and (WAP).  (W.4.1, W.4.7)  **B. Informative/Explanatory**  Learning journals (WTL) (CB), Writing in content areas (WTL, WTDL) (CB), Constructed responses (WTDL), Diagrams (WTL) (CB), Articles (WTDL) (CB), Research projects (RB)(WTDL) (CB), Write texts to examine a topic and convey ideas and information clearly which include  introduction, logically ordered reasons in paragraph and sections, illustrations to aid comprehension, facts, definitions, and details, linking ideas and phrases to connect to other categories of information and a concluding statement or section. (W.4.2, W.4.8) (WTDL)    **C. Narrative (Telling a story….)**  Friendly letters (WAP), Reading responses (WTDL), Personal stories (WAP); Write narratives to develop real or imagined experiences or events. Narrative orients the reader by establishing a situation, introducing narrator/characters to organize an event sequence that unfolds naturally. Dialogue, descriptions, transitional words, phrases, and sensory details are used to convey experiences/events leading to a conclusion. (See W.4.3)  **2. Production and Distribution of Writing:**  A. Teach the 3.8 paragraph for  opinion and informative  writing.  B. Writing Process: planning, revising,  and editing. (editing for  conventions should demonstrate a  command of Language standards).  C. Use Technology, with adult support,  to produce and publish writing,  collaborate with others, demonstrating  keyboarding skills to type a minimum  of one page in a single sitting.  **3. Range of Writing**  Write routinely over extended time  frames and shorter time frames for a  range of discipline specific tasks,  purposes, and audiences (W.4.10)  **6. Writing Relevant to State and National Assessment**  Constructed responses to reading and content, Classroom On-Demand Writing  **Note:**   * By the last week of September, fourth grade teachers will introduce an On-Demand writing piece, either an opinion letter or an informational article, in which the students will take a situation or prompt and complete a writing task in one sitting. Prior to the first On-Demand, fourth grade teachers will review stages of the writing process (prewriting, drafting, revising, editing, and publishing) and how to write good On-Demand pieces. Fourth grade teachers should model On-Demand writing the first time a piece is attempted.   Beginning in October, students will  complete a minimum of 1 On-Demand  writing per month. There should be a  thorough review of the Writing  Process (prewriting, drafting, revising,  editing, and publishing and of what  an On-Demand piece is, before the  students start to write their first  piece. (This means students will  write at least a 5 paragraph piece,  including two 3.8 paragraphs.) At  the fourth grade level, the students  should have sufficient background  knowledge to complete an On-  Demand piece with the Writing  Process stages included. On-Demand  writing will be written in a variety of  content areas.   * Fourth grade students will answer a minimum of 1 Constructed Response question, with a rubric, in art, music, and P.E., per semester (CB)   **B. Oral Communications**  Refer to Kentucky Core Academic Standards for Speaking and Listening  **Comprehension and Collaboration**  **Students will**  1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information to explore ideas under discussion. * Follow agreed-upon rules for discussion and carry out assigned roles. * Ask and answer questions to follow up information, make comments that contribute to the discussion and link to the remarks of others. * Review key ideas and explain their own ideas and understandings in light of the discussion. * Determine the main ideas and supporting details of paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. * Identify the reasons and evidence a speaker provides to support particular points. (CB – guest speakers)   **Presentation of Knowledge and Ideas**   * Report on a topic or text, tell a story, or recount an experience in an organized manner with using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. * Create engaging audio recordings, add to presentations when appropriate, of stories or poems that demonstrate fluid reading at an understandable pace; add visuals when appropriate to emphasize or enhance certain facts or details and to enhance the development of main ideas or themes. * Use formal English when appropriate to ask and situation – Formal English: presenting ideas, Informal English: small group discussions. Use accurate grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).   **Speaking and Listening Skills**   * Engage effectively in a range of collaborative discussions (one-0n-one, in groups, and teacher-led) with diverse partners on grade 4 topics and text, building on other’s ideas and expressing their own clearly. Come to discussions prepared, having read materials, followed agreed-upon rules and carry out roles. Ask and respond to specific questions to clarify or follow up on information and make comment that contribute to discussions and link to the remark of others. Review key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1) * Determine the main ideas and supporting details of paraphrase portions of text or information presented orally or through other media and formats including visually, quantitatively, and orally. (SL.4.2)(MM) * Identify the reasons and evidence a speaker provides to support particular points. (SL.4.3) * Report on a topic, tell a story, or recount an experience in an organized manner using appropriate facts and relevant details to support main ideas or themes, speaking clearly and understandably. (SL4.4) * Create engaging audio recordings to add to presentations when appropriate demonstrating fluid reading at an understandable pace, add visual displays when appropriate to emphasize or enhance certain facts or details and to enhance the development of main ideas or themes (SL.4.5) * Differentiate between contexts that call for formal and informal English. (SL.4.6)   **Examples of Speaking and Listening Activities**   * **Opinion**   Book reviews, Response to reading (WTL), Expressions of Opinions and Viewpoints, Presentations to the class using audio and video displays   * **Informative/explanatory**   Multimedia/Multimodal Presentations (MM), How Tos, Directions, Oral interviews with students as interviewer and interviewee**,** Procedures**,** Oral research reports to connect to content area (RB)**,** Oral Responses to prompts and questions (WTDL)**,** Reporting on a topic**,** Questioning for clarification**,** (MM)   * **Narrative**   Read Alouds**,** Recount experiences**,** Group Discussions**,**  Author’s Chair**,** Partner and/or group tasks**,** Oral reading**,** Reader’s Theater, and multi-media presentations  **C. Communication through Technology**  All classrooms will do at least one classroom project which incorporates students’ use of technology.  **Main Uses of Technology to Develop Communication Skills**  Document camera used for all content areas (MM), keyboarding game on Gamequarium or \_\_\_\_\_\_\_\_\_, Internet for research for oral and written presentations and/or reports (RB)(MM), SMARTBoard.- interactive lessons in all content areas, Use a word processor to create final drafts, Create and share a technology project presentation as a class or individually (MM), Digital camera, \_\_\_\_Elementary News (MM), PREZI, Blogs, Digital storytelling, STLP (W.3.6)  **II. Main Forms of Feedback**  Students will receive timely feedback on their communications.  **A. Forms of Direct Feedback**  Student-teacher Conference, “Quick Talks” to Students During Writing Workshop, Author’s Chair and Celebration Circles with Response from the Teacher and Classmates, Use of Scoring Guide or Rubric, Written Notes to Student (and Parents/Guardians), Appropriate Written Comments on Students’ Writing, Teacher Whole-class Response to Samples of Writing, Student-teacher Conference, Student-to-student Response to Writing, Including Oral and Written Response from Writing Partner or Writing Group, Portfolio Review/Analysis, Live scoring, Peer Conferencing (W.4.5), Oral reflections on work  **B. Forms of Indirect Feedback**  Reading of Samples to Focus on Specific Skills Relevant to Students’ Work, Modeling that Focuses on Matters Relevant to Students’ Work, Use of Samples of Work at Different Levels of Accomplishment, Use of Annotated Samples; Students Apply Lessons from Annotations in Developing Their Own Work, Lessons that Focus on Specific Matters Relevant to Students’ Work, Classroom or School Displays of Writing Revealing Good Work, Instructional Handouts to Help in Revision and Editing, Checklists to Guide Students in Writing/Communicating  **III. Main Forms of Assessment**  Student’s communication skills will be assessed through formative and summative assessments.  Main forms of assessment include:  On Demand, Constructed Response, Teacher-student Assessment Conference, Student directed conference, Teacher’s Observational Notes, Records of Progress, District common assessments with Rubric/Scoring Guide, Checklist Identifying Strengths and Weaknesses, Teacher’s Periodic Review/Analysis of Students’ work samples, School or Grade-level Scoring and/or analysis of Students’ Work, Oral Self-assessment of Progress  **IV. Language Use**  Refer to pages 15-21 for Kentucky Core Academic Standards for Language  **All fourth grade teachers will teach language, grammar and vocabulary development in a manner that meets the standards. (See Core Standards.)**  **Main Language Resources:**  Reference materials, including thesauri and dictionaries, Word Walls, Graphic organizers, Word building manipulatives, Brain Pop Jr., Grammar Minutes, Written Language Exercises, Textbook resources in content areas, Interactive Oral Revising/Editing  **Fourth Grade Writing/Communication Folders**  Evidence of each of the Kentucky Core Academic Standards for Writing and Communication can be found in one of the following 2 sources; (1) Students’ Writing/Communication Folders, (2) Students’ Working Folders  Each teacher is responsible for storing all folders in an organized way and regularly monitoring and updating the folders, checklists, and monitoring forms to ensure the required samples are included for each child.  **Writing and Communication Folders**  In the fourth grade classroom students will write in a variety of content areas. Students will choose their 3 best writing samples to move from their communication working folder to their official writing communication folder. In this folder there must be one of the following: Narrative, Informative, and Opinion. Informative and/or opinion must come from a different content area.  At the end of the school year, the Writing and Communication Folders will be passed on to the next grade level teachers.  **B. Student Working Folders**  The Working Folders will serve two purposes; to provide a place for students to keep their daily writing from Writers’ Workshop and to maintain evidence of the variety of writing occurring at each grade level throughout the current school year. Although the pieces in the Working Folder will change as students create new ones from week to week, by the end of the school year these folders will contain a minimum of the required pieces. At the end of the school year the pieces in the Working folders will be sent home with the students.  Teachers will utilize the Student Working Folder Monitoring Form, created by the **District Writing Committee**, in order to monitor each student’s folder contents throughout the year and to provide evidence of our comprehensive communications program during a review process.  **By the end of the school year, fourth grade students’ Working Folders will contain a minimum of one of each of**  **the following pieces from students’ writing produced during Writers’ Workshop, which will be labeled, dated, and checked off the *Student Working Folder Checklist*:**   * Narrative * Opinion * Informative/explanatory (S) * Content Based(S) * Writing to Demonstrate Learning (S) * Writing to Learn(S) * In addition, fourth grade student folders will contain a minimum of 4 pieces completed over time, one from each grading period, with 2 pieces that were taken through the writing process. (F) The pieces completed over time may include pieces listed above. | **FIFTH GRADE**  **I. Main Communications**   * **Written Communications** * **Oral Communications**   **A. Written Communications**  Refer to pages 6-11 for Kentucky Core Academic Standards for Writing  Students will engage in developing communication skills for a variety of purposes and audiences in a variety of forms/modes including:   * Writing to Learn (WTL) * Writing to Demonstrate Learning (WTDL) * Writing for Authentic Purposes (WAP) * Multi-media (MM) * Writing Based on Research (RB) * Content Based (CB) * Single Drafts (S) * Work taken through the Full Writing Process (F)   **Writing Activities**  **1.Text Types and Purposes:**  **A. Opinion**  Write opinion pieces introducing topics, stating an opinion and creating an organizational structure that lists reasons that are logically ordered and linking opinions and reasons with words, phrases, and clauses. Providing clear concluding statement section related to the opinion presented.  (W.5.1, W.5.7)  **B. Informative/Explanatory**  Learning journals (WTL) (CB), Writing in content areas (WTL, WTDL) (CB), Constructed responses (WTDL), Diagrams (WTL) (CB), Articles (WTDL) (CB), Research projects (RB)(WTDL) (CB), Write texts to examine a topic and convey ideas and information clearly which include: introduction, organization of related information, illustrations to aid comprehension, facts, definitions, and details, linking words and phrases, and a concluding statement or section. (W.5.2, W.5.8) (WTDL)    **C. Narrative (Telling a story….)**  Friendly letters (WAP), Reading responses (WTDL), Personal stories (WAP); Write narratives to develop real or imagined experiences or events. Narrative orients the reader by establishing a situation, introducing narrator/characters to organize an event sequence that unfolds naturally. Dialogue, descriptions, transitional words, phrases, and sensory details are used to convey experiences/events leading to a conclusion. (See W.5.3)  **2. Production and Distribution of Writing:**  A. Teach the 3.8 paragraph for  opinion and informative  writing.  B. Writing Process: planning, revising,  and editing, rewriting, or trying a  new approach. (editing for  conventions should demonstrate a  command of Language standards).  C. Use Technology, with adult support,  to produce and publish writing,  collaborate with others,  demonstrating keyboarding skills to  type a minimum of two pages in a  single sitting.  **3. Range of Writing**  Write routinely over extended time  frames and shorter time frames for a  range of discipline specific tasks,  purposes, and audiences (W.5.10)  **6. Writing Relevant to State and National Assessment**  Constructed responses to reading and content, Classroom On-Demand Writing  **Note:**   * By the last week of September, fifth grade teachers will introduce an On-Demand writing piece, either an opinion letter or an informational article, in which the students will take a situation or prompt and complete a writing task in one sitting. Prior to the first On-Demand, fifth grade teachers will review stages of the writing process (prewriting, drafting, revising, editing, and publishing) and how to write good On-Demand pieces. Fifth grade teachers should model On-Demand writing the first time a piece is attempted. * Beginning in October, students will complete a minimum of 1 On-Demand writing per month. There should be a thorough review of the Writing Process and of what an On-Demand piece is, before the students start to write their first piece. (This means students will write at least a 5 paragraph piece, including two 3.8 paragraphs.) At the fifth grade level, the students should have sufficient background knowledge to complete an On-Demand piece with the Writing Process stages included. On-Demand writing will be written in a variety of content areas. * Fifth grade students will answer a minimum of 1 Constructed Response question, with a rubric, in art, music, and P.E., per semester (CB)   **B. Oral Communications**  Refer to Kentucky Core Academic Standards for Speaking and Listening  **Comprehension and Collaboration**  **Students will**  1. Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information to explore ideas under discussion. * Follow agreed-upon rules for discussion and carry out assigned roles. * Ask and answer questions to follow up information, make comments that contribute to the discussion and link to the remarks of others. * Review key ideas and explain their own ideas and understandings in light of the discussion. * Summarize written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. * Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.   **Presentation of Knowledge and Ideas**   * Report on a topic or text, or present an opinion, sequencing ideas logically, and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace. * Use graphics and sounds in multimedia and visual displays in presentations to enhance the development of main idea or themes. * Adapt speech to a variety of contexts and tasks, using formal English when appropriate task and situation.   Use accurate grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).  **Speaking and Listening Skills**   * Engage effectively in a range of collaborative discussions (one-0n-one, in groups, and teacher-led) with diverse partners on grade 4 topics and text, building on other’s ideas and expressing their own clearly. Come to discussions prepared, having read materials, followed agreed-upon rules and carry out roles. Ask and respond to specific questions to clarify or follow up on information and make comment that contribute to discussions and link to the remark of others. Review key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.5.1) * Summarize written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)(MM) * Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) * Report on a topic or text, or present an opinion, sequencing ideas logically, and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL5.4) * Include multimedia components (graphics and sounds) in visual displays in presentations when appropriate to enhance the development of main ideas or themes (SL.5.5) * Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   (SL.5.6)  **Examples of Speaking and Listening Activities**   * **Opinion**   Book reviews, Response to reading (WTL), Expressions of Opinions and Viewpoints, Presentations to the class using multi-media components and visual displays in presentations when appropriate   * **Informative/explanatory**   Multimedia/Multimodal Presentations (MM), How Tos, Directions, Oral interviews with students as interviewer and interviewee**,** Procedures**,** Oral research reports to connect to content area (RB)**,** Oral Responses to prompts and questions (WTDL)**,** Reporting on a topic**,** Questioning for clarification**,** (MM)   * **Narrative**   Read Alouds**,** Recount experiences**,** Group Discussions**,**  Author’s Chair**,** Partner and/or group tasks**,** Oral reading**,** Reader’s Theater, and multi-media presentations  **C. Communication through Technology**  All classrooms will do at least one classroom project which incorporates students’ use of technology.  **Main Uses of Technology to Develop Communication Skills**  Document camera used for all content areas (MM), keyboarding game on Gamequarium or \_\_\_\_\_\_\_\_\_, Internet for research for oral and written presentations and/or reports (RB)(MM), SMARTBoard.- interactive lessons in all content areas, Use a word processor to create final drafts, Create and share a technology project presentation as a class or individually (MM), Digital camera, \_\_\_\_Elementary News (MM), PREZI, Blogs, Digital storytelling, STLP (W.3.6)  **II. Main Forms of Feedback**  Students will receive timely feedback on their communications.  **A. Forms of Direct Feedback**  Student-teacher Conference, “Quick Talks” to Students During Writing Workshop, Author’s Chair and Celebration Circles with Response from the Teacher and Classmates, Use of Scoring Guide or Rubric, Written Notes to Student (and Parents/Guardians), Appropriate Written Comments on Students’ Writing, Teacher Whole-class Response to Samples of Writing, Student-teacher Conference, Student-to-student Response to Writing, Including Oral and Written Response from Writing Partner or Writing Group, Portfolio Review/Analysis, Live scoring, Peer Conferencing (W.5.5), Oral reflections on work  **B. Forms of Indirect Feedback**  Reading of Samples to Focus on Specific Skills Relevant to Students’ Work, Modeling that Focuses on Matters Relevant to Students’ Work, Use of Samples of Work at Different Levels of Accomplishment, Use of Annotated Samples; Students Apply Lessons from Annotations in Developing Their Own Work, Lessons that Focus on Specific Matters Relevant to Students’ Work, Classroom or School Displays of Writing Revealing Good Work, Instructional Handouts to Help in Revision and Editing, Checklists to Guide Students in Writing/Communicating  **III. Main Forms of Assessment**  Student’s communication skills will be assessed through formative and summative assessments.  Main forms of assessment include:  On Demand, Constructed Response, Teacher-student Assessment Conference, Student directed conference, Teacher’s Observational Notes, Records of Progress, District common assessments with Rubric/Scoring Guide, Checklist Identifying Strengths and Weaknesses, Teacher’s Periodic Review/Analysis of Students’ work samples, School or Grade-level Scoring and/or analysis of Students’ Work, Oral Self-assessment of Progress  **IV. Language Use**  Refer to pages 15-21 for Kentucky Core Academic Standards for Language  **All fifth grade teachers will teach language, grammar and vocabulary development in a manner that meets the standards. (See Core Standards.)**  **Main Language Resources:**  Reference materials, including thesauri and dictionaries, Word Walls, Graphic organizers, Word building manipulatives, Brain Pop Jr., Grammar Minutes, Written Language Exercises, Textbook resources in content areas, Interactive Oral Revising/Editing  **Fifth Grade Writing/Communication Folders**  Evidence of each of the Kentucky Core Academic Standards for Writing and Communication can be found in one of the following 2 sources; (1) Students’ Writing/Communication Folders, (2) Students’ Working Folders  Each teacher is responsible for storing all folders in an organized way and regularly monitoring and updating the folders, checklists, and monitoring forms to ensure the required samples are included for each child.  **Writing and Communication Folders**  In the fifth grade classroom students will write in a variety of content areas. Students will choose their 3 best writing samples to move from their communication working folder to their official writing communication folder. In this folder there must be one of the following: Narrative, Informative, and Opinion. Informative and/or opinion must come from a different content area.  At the end of the school year, the Writing and Communication Folders will be passed on to the next grade level teachers.  **B. Student Working Folders**  The Working Folders will serve two purposes; to provide a place for students to keep their daily writing from Writers’ Workshop and to maintain evidence of the variety of writing occurring at each grade level throughout the current school year. Although the pieces in the Working Folder will change as students create new ones from week to week, by the end of the school year these folders will contain a minimum of the required pieces. At the end of the school year the pieces in the Working folders will be sent home with the students.  Teachers will utilize the Student Working Folder Monitoring Form, created by the **District Writing Committee**, in order to monitor each student’s folder contents throughout the year and to provide evidence of our comprehensive communications program during a review process.  **By the end of the school year, fifth grade students’ Working Folders will contain a minimum of one of each of**  **the following pieces from students’ writing produced during Writers’ Workshop, which will be labeled, dated, and checked off the *Student Working Folder Checklist*:**   * Narrative * Opinion * Informative/explanatory (S) * Content Based(S) * Writing to Demonstrate Learning (S) * Writing to Learn(S) * In addition, fifth grade student folders will contain a minimum of 4 pieces completed over time, one from each grading period, with 2 pieces that were taken through the writing process. (F) The pieces completed over time may include pieces listed above. |