



PIKEVILLE JR. HIGH/ HIGH SCHOOL

WRITING PLAN



7TH Grade

All students have opportunities to participate in performances and display products. 7th grade students will:

- Compose arguments to support claims with clear reasons and relevant evidence.
- Compose informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Compose narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

TEXT TYPE & PURPOSE	PRODUCT TARGET	MINIMUM REQUIREMENT
<p style="text-align: center;"><u>Argumentative</u></p> <p><u>Crucial Lessons:</u></p> <ul style="list-style-type: none"> ● Teach students to write and recognize claims ● Review types of evidence ● Teach how to support claims ● Teach ethos, logos, and pathos ● Introduce opposing claim and refutation ● Teach how to write a conclusion appropriate for the mode ● Teach transitional phrases appropriate to mode. ● Teach students formal tone ● Provide models for students ● Teach students the writing process and have them practice it over time. 	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claims.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p>	<ul style="list-style-type: none"> ● ELA-Teach crucial lessons when introducing the unit/mode. ● Science and Social Studies- Students will write one argumentative essay per semester. This may be a timed task which is used as an assessment of course content. Teachers need not take students through the entire writing process to help strengthen skills!



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	<p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	
<p><u>Informative/ Explanatory</u></p> <p><u>Crucial Lessons:</u></p> <ul style="list-style-type: none"> • Teach chronological order and order-of-importance • Teach process analysis • Teach how to use transitions to create cohesion (Teach appropriate transitions for the organizational patterns introduced) • Teach students formal tone • Teach how to write a conclusion appropriate for mode. • Teach students the writing process and have them practice it over time. 	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<ul style="list-style-type: none"> • ELA Only- Teach crucial lessons first, then have students write an informative/explanatory piece twice a year. (These may be timed or untimed tasks.) • Science and Social Studies--Teachers will ask students to use this form to respond to course content through timed or untimed writing. Teachers need NOT have students take the paper through the entire writing process to enhance their writing skills.



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<p style="text-align: center;"><u>Narrative</u></p> <p><u>Crucial Lessons:</u></p> <ul style="list-style-type: none"> ● Teach students to tell a story. ● Teach students to use dialogue and punctuate it correctly. ● Teach students to use dialogue, pacing and description to develop the story (reinforce these skills in reading through use of Freytag's Pyramid) ● Teach students to write from different points of view ● Teach students to use transition words to convey sequence ● Teach students to recognize and create sensory language. ● Teach students to recognize and create setting and characters. ● Teach students to use the conclusion to reflect on the narrator's experience ● Teach students the writing process and have them practice it over time. 	<p>Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<ul style="list-style-type: none"> ● ELA Only- Teach crucial lessons first, then have students write a narrative piece twice a year. (These may be timed or untimed tasks.)



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<ul style="list-style-type: none"> ● Crucial Lessons for ALL Writing Instruction: ● Teach <u>Ready.Set.Write. tool</u> <ul style="list-style-type: none"> ○ Teach Do/What instructions ○ Teach S.T.R.A.P ● Teach <u>3-part thesis statement</u> <ul style="list-style-type: none"> ○ Subordinating Conjunctions and their function (reference tool available) ○ Clause vs. Phrase ○ Dependent vs. Independent Clauses ○ Sentence types (simple, complex, compound, and compound-complex) ○ Teach <u>T.E.A.A.</u> ○ Transitions with purpose ○ Integration of quotations ○ Teach varying sentence structures. ○ Teach comma rules. ○ Teach types of evidence (anecdote, facts, statistics, quotations, etc.) ● Teach Conclusion <ul style="list-style-type: none"> ○ Teach So What? <ul style="list-style-type: none"> ■ Why does what you said matter? ■ How does what you have said address the question? ● Teach Revision Skills <ul style="list-style-type: none"> ○ Teach peer review skills (writer’s workshop, turnitin.com peer review tool, or other tool) ● Teach <u>Editing Skills:</u> <ul style="list-style-type: none"> ○ Grammar instruction which facilitates editing-mini lessons which target specific skills with which students are struggling. ● Teach students how to vary sentence structure--Teach students how to use parts of speech and grammar to vary e structure 	<p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> ● ELA Only-Teach these skills intentionally throughout all writing instruction. ● All writing tasks should be introduced to students using the Ready.Set.Write. tool. ● Writing tasks should largely originate from texts students have read and discussed in classroom instruction. ● Students should receive targeted, specific feedback on ALL writing tasks. A score alone does nothing to improve a student’s abilities. ● Complete one on-demand benchmark task during the first 4 weeks of school each year. ● Time Table for Calibration Essays: ● By November 30th-complete a timed task and score with feedback using the LDC rubric which is appropriate to the task. On this date, exchange with another English teacher two papers from each score level. ● By December 15th-return scored essays. Discuss scores and make sure both scores match. (If the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.) ● By February 1st--complete a timed task and score with feedback using the LDC rubric which is appropriate to the task. On this date, exchange with another English teacher two papers from each score level. ● By February 15th--return scored essays. Discuss scores and make sure both scores match. (If the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.) ● By April 12th--complete a timed task and score with feedback using the LDC rubric which is
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<p>(subordinate clauses and prepositional phrases).</p>		<p>appropriate to the task. On this date, exchange with another English teacher two papers from each score level.</p> <ul style="list-style-type: none">• By April 18th--return scored essays. Discuss scores and make sure both scores the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.)
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8th Grade

All students have opportunities to participate in performances and display products. 8th grade students will:

- Compose arguments to support claims with clear reasons and relevant evidence.
- Compose informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Compose narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

TEXT TYPE & PURPOSE	PRODUCT TARGET	MINIMUM REQUIREMENT
<p style="text-align: center;"><u>Argumentative</u></p> <p><u>Crucial Lessons:</u></p> <ul style="list-style-type: none"> • Teach students ethos, logos, and pathos and rhetorical devices used by writers to create these appeals. • Teach students to write and recognize claims • Reinforce opposing claim and refutation • Teach students strategies for conclusion appropriate for the mode. • Teach various punctuation rules (semicolon, dash, ellipsis, etc.). • Teach transitional phrases appropriate to mode. • Teach students formal tone • Teach students bias and unbiased, fact vs opinion, and logical vs illogical. • Teach students how to effectively incorporate narration into arguments. • Provide models for students 	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p>	<ul style="list-style-type: none"> • ELA-Teach crucial lessons when introducing the unit/mode. • Students should produce a minimum of two argumentative essays per year (at least one of these being a timed, on-demand task). • Science and Social Studies- Students will write one argumentative essay per year. This may be a timed task which is used as an assessment of course content. Teachers need not take students through the entire writing process to help strengthen skills!

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WRITING PLAN

	<p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	
<p><u>Informative/ Explanatory</u></p> <p><u>Crucial Lessons:</u></p> <ul style="list-style-type: none"> ● Reinforce transitions and organizational structures taught in 7th grade, and introduce spatial organization and comparison and contrast. ● Teach students about reliable sources and resources. ● Teach students in-text citation and signal phrases (hamburger quote/introducing quote). ● Practice source cards/citation and note-taking ● Teach MLA format and Works Cited format ● Reinforce formal tone. ● Provide models for students. 	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<ul style="list-style-type: none"> ● ELA-Teach crucial lessons when introducing the unit/mode. ● Students should produce 2 pieces of informative/explanatory writing per year. (incorporate narrative examples). <ul style="list-style-type: none"> ○ One essay/research ○ One passage-based, timed prompt (compare/contrast analysis, etc.) <p>Science and Social Studies--Teachers will ask students to use this mode (research writing, step-by-step, etc.) to respond to course content through timed or untimed writing throughout the year.</p>



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<p style="text-align: center;"><u>Narrative</u></p> <p>Crucial Lessons:</p> <ul style="list-style-type: none"> ● Review how to tell a story ● Teach students how to punctuate dialogue. ● Transitional phrases appropriate for narration ● Introduce organizational structures- sequence, description (sensory details). Teach students characterization, plot(reinforce these skills in reading through use of Freytag's Pyramid) , and theme. ● Teach narrative point-of-view ● Review figurative language (metaphor, simile, hyperbole, etc.). ● Teach students various types of hooks ● Provide models of narration in different modes and formats of writing. ● Practice the writing process. 	<p>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</p> <p>d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</p> <p>e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.</p> <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<ul style="list-style-type: none"> ● ELA- Teach crucial skills early in the year so that students may integrate narrative examples as they develop argumentative or informative pieces. ● Incorporate narration into multiple types and modes of writing throughout the year.



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<p>Crucial Lessons for All Writing Instruction</p> <ul style="list-style-type: none"> ● Teach Ready.Set.Write. tool <ul style="list-style-type: none"> ○ Do/What instructions ○ S.T.R.A.P- individual lessons as appropriate to student needs. ● Teach 3-part thesis statement <ul style="list-style-type: none"> ○ Subordinating Conjunctions and their function (reference tool available) ○ Clause vs. Phrase ○ Dependent vs. Independent Clauses ○ Sentence types (simple, complex, compound, and compound-complex) ○ Comma rule for Dependent clause followed by independent clause. ○ Comma rule for independent clause followed by dependent clause. ● Teach T.E.A.A. <ul style="list-style-type: none"> ○ Transitions with purpose ○ Integration of quotations with signal phrase templates from <i>They Say./I Say</i> text. ○ Teach MLA in-text citation skills. ○ Teach varying sentence structures. ○ Teach comma rules. ○ Teach types of evidence (anecdote, facts, statistics, quotations, etc.) ● Teach Conclusion <ul style="list-style-type: none"> ○ Teach So What? <ul style="list-style-type: none"> ■ Why does what you said matter? ■ How does what you have said address the question? ● Teach Revision Skills <ul style="list-style-type: none"> ○ Teach peer review skills (writer's workshop, turnitin.com peer review tool, or other tool) 	<p>Foundational Skills--Should be practiced in all writing instruction as appropriate.</p> <p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> ● ELA Only-Teach these skills intentionally throughout all writing instruction. ● All writing tasks should be introduced to students using the Ready.Set.Write. tool. ● Writing tasks should largely originate from texts students have read and discussed in classroom instruction. ● Students should receive a minimum of 20 minutes of journal writing per week. ● Students should receive targeted, specific feedback on ALL writing tasks. A score alone does nothing to improve a student's abilities. ● Complete one on-demand benchmark task during the first 4 weeks of school each year. <p>Time Table for Calibration Essays:</p> <p>By November 30th-complete a timed task and score with feedback using the LDC rubric which is appropriate to the task. On this date, exchange with another English teacher two papers from each score level.</p> <p>By December 15th-return scored essays. Discuss scores and make sure both scores match. (If the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.)</p> <p>By February 1st--complete a timed task and score with feedback using the LDC rubric which is appropriate to the task. On this date, exchange with another English teacher two papers from each score level.</p> <p>By February 15th--return scored essays. Discuss scores and make sure both scores match. (If the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.)</p> <p>By April 12th--complete a timed task and score with feedback using the LDC rubric which is appropriate to</p>
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<ul style="list-style-type: none"> ○ Teach students how to use parts of speech and grammar to vary sentence structure (subordinate clauses, prepositional phrases, adverb and adjective clauses). ● Teach <u>Editing Skills</u>: <ul style="list-style-type: none"> ○ Grammar instruction which facilitates editing-mini lessons which target specific skills with which students are struggling. ● Introduce (9th) Cause and Effect as a pattern of development. ● Reinforce (10th) Cause and Effect as a pattern of development. ● Practice Process Analysis, Comparison and Contrast, Narration and Description in writing tasks. Intentionally help students notice patterns of development when reading nonfiction texts. 		<p>the task. On this date, exchange with another English teacher two papers from each score level.</p> <p>By April 18th--return scored essays. Discuss scores and make sure both scores match. (If the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.)</p>
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PIKEVILLE JR. HIGH/ HIGH SCHOOL

WRITING PLAN



9th -10th Grades

All students have opportunities to participate in performances and display products. 9th & 10th grade students will:

- Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Compose informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

TEXT TYPE & PURPOSE	PRODUCT TARGET	MINIMUM REQUIREMENT
<p style="text-align: center;"><u>Argumentative</u></p> <p><u>Crucial Lessons:</u></p> <ul style="list-style-type: none"> • Teach students to recognize claims and to write them. • Teach students to recognize the opposing claim in a text and to acknowledge the opposing claim in their own writing. • Teach students key rhetorical devices which help create ethos, logos, and pathos. (Metaphor, simile, parallel structure, repetition, etc.) • Teach students to use the academic “one” when writing arguments. • Teach proper MLA format for academic writing. • Teach the process of identifying a relevant source / credible source. • • Teach students to recognize ethos, logos, and pathos in nonfiction texts they read. • Teach students to create ethos, logos, and pathos in nonfiction texts they write. 	<p>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p>e. Establish and maintain a task appropriate writing style.</p>	<ul style="list-style-type: none"> • ELA- Students will be taught all crucial lessons first and then students will write a minimum of two argumentative essays per year. (This may be timed or untimed.) • Science and Social Studies- Students will be asked to write an argumentative essay per semester. This may be a timed task which is used as an assessment of course content. Teachers need not take students through the entire writing process to help strengthen skills!



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<ul style="list-style-type: none"> • Introduce (9th grade) these logical fallacies: either/or, bandwagon fallacy, and ad hominem fallacy. • Introduce (20 grade) these logical fallacies: non sequitur, false equivalence, and slippery slope. • ALWAYS provide models for students! 	<p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
<p style="text-align: center;"><u>Informative/ Explanatory</u></p> <p><u>Crucial Lessons:</u></p> <ul style="list-style-type: none"> • Teach students to recognize the development of topics within nonfiction texts they read--select informative/explanatory works intentionally. • Intentionally point to text features used to develop topics. • Teach students to recognize facts, extended definitions, concrete details, and quotations which are used appropriately for a specific audience. • Teach students to recognize transitions appropriately used in models. (Teach multiple transitions and their purpose) • Teach students to use precise language---lessons on wordiness! Also, help student recognize precise language in texts they read. • Review/teach academic "one" and MLA format as needed. • Teach signal phrases and proper use of quotation marks. • Reinforce citation of sources within a text and the correct format of a Works Cited Page. 	<p>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>a. Produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> • ELA Only- Teach crucial lessons first, then have students write an informative/explanatory piece twice per year. (These may be timed or untimed tasks.) • Science and Social Studies--Teachers will ask students to use this form to respond to course content through timed or untimed writing. Teachers need NOT have students take the paper through the entire writing process to enhance their writing skills.



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	<p>h. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
<p style="text-align: center;"><u>Narrative</u></p> <p><u>Crucial Lessons:</u></p> <ul style="list-style-type: none"> ● Teach students to tell a story. ● Teach students to use dialogue and punctuate it correctly. ● Teach students to recognize pacing in narratives and to create pacing through syntax, dialogue, and punctuation. ● Teach students to write from different points of view-- focus on pronouns! ● Teach students to recognize and create sensory language. ● Teach students to recognize and create setting and characters. ● Teach students to use the conclusion to connect the narrative's relevance to the intended purpose. (This is done effectively using model essays.) ● Teach students the writing process and have them practice it over time. ● Read many models in which narration is used to further an explanation or argument. REMEMBER, they will not be expected to write a narrative as a stand alone piece. 	<p>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.</p> <p>b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p>f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.</p>	<ul style="list-style-type: none"> ● ELA Only-Teach all lessons on narrative writing. In at least ONE piece, ask students to use narration to support an explanation or argument.



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	<p>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
<p>Crucial Lessons for All Writing Instruction</p> <ul style="list-style-type: none"> ● Teach Ready.Set.Write. tool <ul style="list-style-type: none"> ○ Do/What instructions ○ S.T.R.A.P- individual lessons as appropriate to student needs. ● Teach 3-part thesis statement <ul style="list-style-type: none"> ○ Subordinating Conjunctions and their function (reference tool available) ○ Clause vs. Phrase ○ Dependent vs. Independent Clauses ○ Sentence types (simple, complex, compound, and compound-complex) ○ Comma rule for Dependent clause followed by independent clause. ○ Comma rule for independent clause followed by dependent clause. ● Teach T.E.A.A. <ul style="list-style-type: none"> ○ Transitions with purpose ○ Integration of quotations with signal phrase templates from <i>They Say./I Say</i> text. ○ Teach MLA in-text citation skills. ○ Teach varying sentence structures. ○ Teach comma rules. ○ Teach types of evidence (anecdote, facts, statistics, quotations, etc.) ● Teach Conclusion <ul style="list-style-type: none"> ○ Teach So What? <ul style="list-style-type: none"> ■ Why does what you said matter? ■ How does what you have said address the question? 	<p>Foundational Skills--Should be practiced in all writing instruction as appropriate.</p> <p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> ● ELA Only-Teach these skills intentionally throughout all writing instruction. ● All writing tasks should be introduced to students using the Ready.Set.Write. tool. ● Writing tasks should largely originate from texts students have read and discussed in classroom instruction. ● Students should receive a minimum of 20 minutes of journal writing per week. ● Students should receive targeted, specific feedback on ALL writing tasks. A score alone does nothing to improve a student's abilities. ● Complete one on-demand benchmark task during the first 4 weeks of school each year. <p>Time Table for Calibration Essays:</p> <p>By November 30th-complete a timed task and score with feedback using the LDC rubric which is appropriate to the task. On this date, exchange with another English teacher two papers from each score level.</p> <p>By December 15th-return scored essays. Discuss scores and make sure both scores match. (If the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.)</p> <p>By February 1st--complete a timed task and score with feedback using the LDC rubric which is appropriate to the task. On this date, exchange with another English teacher two papers from each score level.</p> <p>By February 15th--return scored essays. Discuss scores and make sure both scores match. (If the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.)</p>



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<ul style="list-style-type: none">● Teach Revision Skills<ul style="list-style-type: none">○ Teach peer review skills (writer's workshop, turnitin.com peer review tool, or other tool)○ Teach students how to use parts of speech and grammar to vary sentence structure (subordinate clauses, prepositional phrases, adverb and adjective clauses).● Teach Editing Skills:<ul style="list-style-type: none">○ Grammar instruction which facilitates editing-mini lessons which target specific skills with which students are struggling.● Introduce (9th) Cause and Effect as a pattern of development.● Reinforce (10th) Cause and Effect as a pattern of development.● Practice Process Analysis, Comparison and Contrast, Narration and Description in writing tasks. Intentionally help students notice patterns of development when reading nonfiction texts.		<p>By April 12th--complete a timed task and score with feedback using the LDC rubric which is appropriate to the task. On this date, exchange with another English teacher two papers from each score level.</p> <p>By April 18th--return scored essays. Discuss scores and make sure both scores match. (If the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.)</p>
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11th – 12th Grades

All students have opportunities to participate in performances and display products. 11th & 12th grade students will:

- Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Compose informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

TEXT TYPE & PURPOSE	PRODUCT TARGET	MINIMUM REQUIREMENT
<p style="text-align: center;"><u>Argumentative</u></p> <p>Crucial Lessons:</p> <ul style="list-style-type: none"> • In Advanced Placement and Dual Credit Courses, teach the components of a 5 part thesis statement. <ul style="list-style-type: none"> ○ Topic ○ Direction ○ Claim ○ Universal Idea ○ Qualifier • Reinforce MLA formatting with emphasis on citing sources. • Reinforce the process of identifying a relevant source / credible source. • Teach common logical fallacies with an emphasis on how they are used in argument. <ul style="list-style-type: none"> ○ VITAL: Multiple examples of this in actual use, from relevant recent events when possible. 	<p>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim (s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p> <p>c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases.</p>	<ul style="list-style-type: none"> ○ Students should produce 2 pieces of argumentative writing per year. ○ Students should participate in a variety of written discussions on a topic. (discussion boards, chat rooms related to subject, written-debates, etc.)



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<ul style="list-style-type: none"> ● Reinforce recognition/use of ethos, logos, pathos effectively in writing. <ul style="list-style-type: none"> ○ Place emphasis on using these inside of an argument to sway the audience. ● Reinforce both the recognition of opposing claims and refuting them. <ul style="list-style-type: none"> ○ This should be expanded from the typical “one paragraph refutation” style and incorporated into the work as a whole. ● Reteach students the parts of an effective argument ● Students should also be incorporating elements of narrative writing into their arguments. ● Incorporate domain-specific language to strengthen the writing. ● Students in grade 12 should be exposed to a wide variety of real-world applications of argumentative writing. (“How would I use this?”) ● Students need to see multiple examples of exemplary writing. 	<p>d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>	
<p style="text-align: center;"><u>Informative/ Explanatory</u></p> <p><u>Crucial Lessons:</u></p> <ul style="list-style-type: none"> ● Reinforce planning / organization techniques that aid in the writing process. <ul style="list-style-type: none"> ○ Emphasis placed on transitioning prewriting activities into clear, coherent writing. ● Reinforce revision techniques. ● Reinforce MLA formatting with emphasis on citing sources. ● Reinforce the process of identifying a relevant source / credible source. 	<p>Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> ○ Students should produce 2 pieces of informative/explanatory writing per year <ul style="list-style-type: none"> ▪ One essay ▪ One piece of writing geared toward a speaking assessment. ○ Non-ELA subjects: Students should be encouraged to write to explain a process or to inform throughout the school year, including the explanation of a mathematical or scientific process. ○ Science: Students should produce an APA style essay over a content appropriate topic.



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<ul style="list-style-type: none"> Reinforce skills related to setting the correct tone of a piece of informative / explanatory writing. Incorporate domain-specific language to strengthen the writing. Students in grade 12 should be exposed to a wide variety of real-world applications of informative / explanatory writing. (“How would I use this?”) Students need to see multiple examples of exemplary writing. 	<p>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.</p> <p>e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
<p style="text-align: center;"><u>Narrative</u></p> <p>Crucial Lessons:</p> <ul style="list-style-type: none"> Students should know how to tell a story. Introduce students to a variety of different narrative perspectives. <ul style="list-style-type: none"> Build from this to challenge students to write from a different point of view. Reinforce narrative techniques (dialogue, pacing, character development). 	<p>Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing</p>	<p>Students will integrate narration as a tool for supporting and developing ideas. At least TWO times a year, students will be accountable for its use.</p> <p>**Students should be encouraged to use this technique often as it is an effective one.</p>



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<ul style="list-style-type: none"> Teach students to incorporate these elements into other types of writing (argumentation/informative/explanatory). <ul style="list-style-type: none"> VITAL: Offer students <u>multiple</u> examples of how this looks in use. (speeches, essays, argument pieces, etc.) 	<p>one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p>f. Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing.</p> <p>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
<p>Crucial Lessons for ALL Writing Instruction:</p> <ul style="list-style-type: none"> Teach <u>Ready.Set.Write. tool</u> <ul style="list-style-type: none"> Do/What instructions S.T.R.A.P- individual lessons as appropriate to student needs. Teach <u>3-part thesis statement</u> <ul style="list-style-type: none"> Subordinating Conjunctions and their function (reference tool available) Clause vs. Phrase Dependent vs. Independent Clauses 	<p>Foundational Skills--Should be practiced in all writing instruction as appropriate.</p> <p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,</p>	<ul style="list-style-type: none"> ELA Only-Teach these skills intentionally throughout all writing instruction. All writing tasks should be introduced to students using the Ready.Set.Write. tool. Writing tasks should largely originate from texts students have read and discussed in classroom instruction. Students should receive a minimum of 20 minutes of journal writing per week. Students should receive targeted, specific feedback on ALL writing tasks. A score alone does nothing to improve a student’s abilities.



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<ul style="list-style-type: none"> ○ Sentence types (simple, complex, compound, and compound-complex) ○ Comma rule for Dependent clause followed by independent clause. ○ Comma rule for independent clause followed by dependent clause. ● Teach T.E.A.A. <ul style="list-style-type: none"> ○ Transitions with purpose ○ Integration of quotations with signal phrase templates from <i>They Say/I Say</i> text. ○ Teach MLA in-text citation skills. ○ Teach varying sentence structures. ○ Teach comma rules. ○ Teach types of evidence (anecdote, facts, statistics, quotations, etc.) ● Teach Conclusion <ul style="list-style-type: none"> ○ Teach So What? <ul style="list-style-type: none"> ■ Why does what you said matter? ■ How does what you have said address the question? ● Teach Revision Skills <ul style="list-style-type: none"> ○ Teach peer review skills (writer's workshop, turnitin.com peer review tool, or other tool) ● Teach/Reinforce Editing Skills: <ul style="list-style-type: none"> ○ Grammar instruction which facilitates editing-mini lessons which target specific skills with which students are struggling. ● Practice Cause and Effect, Process Analysis, Comparison and Contrast, Narration and Description in writing tasks. Intentionally help students notice patterns of development when reading nonfiction texts. 	<p>focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> ● Complete one on-demand benchmark task during the first 4 weeks of school each year. <p>Time Table for Calibration Essays:</p> <p>By November 30th-complete a timed task and score with feedback using the LDC rubric which is appropriate to the task. On this date, exchange with another English teacher two papers from each score level.</p> <p>By December 15th-return scored essays. Discuss scores and make sure both scores match. (If the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.)</p> <p>By February 1st--complete a timed task and score with feedback using the LDC rubric which is appropriate to the task. On this date, exchange with another English teacher two papers from each score level.</p> <p>By February 15th--return scored essays. Discuss scores and make sure both scores match. (If the scores assigned by the two teachers are off more than one score level, they should be scored by a third person.)</p>
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