

BCPS Writing Plan Draft: Kindergarten

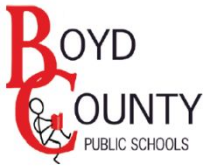
"Boyd County Public School District employees are committed to create an environment of high expectations, to engage every student in work reflecting a high achievement level and to work collaboratively with students, colleagues, families and our community to ensure student learning. This commitment guides our every decision and establishes our priorities."

All students have opportunities to participate in performances and display products. Kindergarten students will:

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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction.	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using common rubric (TBD)
Informational/explanatory	Compose informative/explanatory text using which they: name the topic about which they are writing and supply some information about the topic.	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric
Opinion	Write an opinion piece about a topic or a book; the piece should: <ul style="list-style-type: none"> ● demonstrate a combination of drawing, dictating, and writing ● include the topic or title of a book ● state an opinion or preference about the topic or book 	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric
Itinerants		Per Class

		<p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none">● Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle)● Demonstrating content understanding through a written product as appropriate for the discipline● Share (e.g., PLC, virtual) how literacy instruction supports student understanding of the discipline
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BCPS Writing Plan Draft: First Grade

"Boyd County Public School District employees are committed to create an environment of high expectations, to engage every student in work reflecting a high achievement level and to work collaboratively with students, colleagues, families and our community to ensure student learning. This commitment guides our every decision and establishes our priorities."

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

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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	Write a narrative that recounts two or more sequenced events and includes: supporting details, transitional words, and a sense of closure.	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> • Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) • Score student work in PLCs using common rubric (TBD)
Informational/explanatory	Write an informative/explanatory text in which they: name a topic, supply some facts about the topic, and provide some sense of closure.	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> • Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) • Score student work in PLCs using LDC Student Work Rubric
Opinion	Write an opinion piece that: Introduces the topic or names the book being written about, states an opinion about the book or topic, supplies a reason for the opinion, and provides a sense of closure.	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> • Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) • Score student work in PLCs using LDC Student Work Rubric
Itinerants		Per Class

		<p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none">● Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle)● Demonstrating content understanding through a written product as appropriate for the discipline● Share (e.g., PLC, virtual) how literacy instruction supports student understanding of the discipline
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BCPS Writing Plan Draft: Second Grade

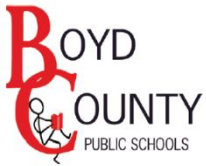
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All students have opportunities to participate in performances and display products. Second grade students will:

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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	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.	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> • Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) • Score student work in PLCs using common rubric (TBD)
Informational/explanatory	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> • Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) • Score student work in PLCs using LDC Student Work Rubric
Opinion	Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use information from the text or source, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> • Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) • Score student work in PLCs using LDC Student Work Rubric
Through-Course-Task	Produce clear and cohesive writing in which the development	One per semester (Two total for the year)

	<p>and organization are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● 2/3 through the instructional cycle for the specified mode of writing (informational/explanatory and opinion). Could be incorporated as part of the module. ● Score student work in PLCs using LDC Student Work Rubric
<p>Itinerants</p>		<p style="text-align: center;">Per Class</p> <p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> ● Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle) ● Demonstrating content understanding through a written product as appropriate for the discipline ● Share (e.g., PLC, virtual) how literacy instruction supports student understanding of the discipline



BCPS Writing Plan Draft: Third Grade

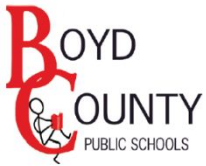
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All students have opportunities to participate in performances and display products. Third grade students will:

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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	Write a narrative that: <ul style="list-style-type: none"> ● establishes a situation ● introduces a narrator or character(s) ● uses dialogue & descriptions to reveal actions, thoughts, feelings ● uses temporal words and phrases ● includes a sense of closure 	One published piece <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using common rubric (TBD)
Informational/explanatory	Write informative/explanatory text that include(s): <ul style="list-style-type: none"> ● a topic that groups related information together ● illustrations when useful to aiding comprehension A developed topic with: <ul style="list-style-type: none"> ➢ facts ➢ definitions ➢ details ● linking words and phrases to connect ideas within categories of information ● a concluding statement or section 	One published piece <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric
Opinion	Create an opinion piece on a topic or text which:	One published piece

	<ul style="list-style-type: none"> ● supports a point of view with reasons ● introduces the topic or text ● states an opinion ● organizes ideas ● provides reasons for the opinion ● uses linking words to connect opinions and reasons ● provides a conclusion 	<ul style="list-style-type: none"> ● Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric
Through-Course-Task	Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience.	<p style="text-align: center;">One per semester (Two total for the year)</p> <ul style="list-style-type: none"> ● 2/3 through the instructional cycle for the specified mode of writing (informational/explanatory and opinion). Could be incorporated as part of the module. ● Score student work in PLCs using LDC Student Work Rubric
Itinerants		<p style="text-align: center;">Per Class</p> <p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> ● Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle) ● Demonstrating content understanding through a written product as appropriate for the discipline ● Share (e.g., PLC, virtual) how literacy instruction supports student understanding of the discipline



BCPS Writing Plan Draft: Fourth Grade

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

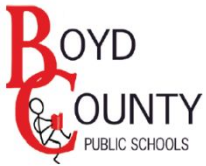
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization,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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	Write a narrative to develop real or imagined experiences that: <ul style="list-style-type: none"> ● establishes a situation, a narrator or character(s) ● uses dialogue, descriptions, concrete and sensory details to develop experiences, events and reveal characters ● uses transitional words and phrases ● provides a conclusion 	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using common rubric (TBD)
Informational/explanatory	Write informative/explanatory texts that includes: <ul style="list-style-type: none"> ● a topic that is clearly introduced ● related-information grouped in: <ul style="list-style-type: none"> ➢ paragraphs ➢ sections that contain: <ul style="list-style-type: none"> ➢ formatting ➢ illustrations ➢ multimedia when useful in aiding comprehension	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric

	<p>A topic developed with:</p> <ul style="list-style-type: none"> ➤ facts ➤ definitions ➤ concrete details ➤ quotations ➤ other information ➤ examples related to the topic ● linked ideas within categories of information using words and phrases ● precise language and domain-specific vocabulary to inform about or explain the topic ● a concluding statement or section related to the information or explanation presented 	
Opinion	<p>Create an opinion piece on topics or texts, supporting it with reasons and information. Product should include:</p> <ul style="list-style-type: none"> ● clear Introduction of topic or text ● statement of opinion ● strong organizational structure in which related ideas are grouped to support the writer’s purpose ● reasons that are supported by facts and details ● links between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) ● a concluding statement or section related to the opinion presented 	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric
Through-Course-Task	<p>Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p style="text-align: center;">One per semester (Two total for the year)</p> <ul style="list-style-type: none"> ● 2/3 through the instructional cycle for the specified mode of writing (informational/explanatory and opinion). Could be incorporated as part of the module. ● Score student work in PLCs using LDC Student Work Rubric
Itinerants		<p style="text-align: center;">Per Class</p> <p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> ● Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle)

		<ul style="list-style-type: none">• Demonstrating content understanding through a written product as appropriate for the discipline• Share (e.g., PLC, virtual) how literacy instruction supports student understanding of the discipline
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*Narratives, Informational/Explanatory, and Argumentative should be generated in a variety of content areas (such as science, social studies, A & H, PLCS, etc.).



BCPS Writing Plan Draft: Fifth Grade

"Boyd County Public School District employees are committed to create an environment of high expectations, to engage every student in work reflecting a high achievement level and to work collaboratively with students, colleagues, families and our community to ensure student learning. This commitment guides our every decision and establishes our priorities."

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

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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	Write a narrative that effectively: <ul style="list-style-type: none"> ● establishes a situation ● uses techniques such as dialogue and description to develop experiences, events, characters ● utilizes appropriate transitional words/phrases ● includes sensory details ● leads to a conclusion 	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using common rubric (TBD)
Informational/explanatory	Write an informative/explanatory text that includes: <ul style="list-style-type: none"> ● a topic written clearly ● a general observation and focus related information grouped logically including: <ul style="list-style-type: none"> ➤ formatting ➤ illustrations ➤ multimedia <p>when useful to aiding comprehension</p> Develop a topic with: <ul style="list-style-type: none"> ➤ facts ➤ definitions ➤ concrete details 	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric

	<ul style="list-style-type: none"> ➤ quotations ➤ other information ➤ examples related to the topic <p>Include:</p> <ul style="list-style-type: none"> ● linked ideas within and across categories of information using words, phrases, and clauses ● precise language and domain-specific vocabulary to inform about or explain the topic ● a concluding statement or section related to the information or explanation presented 	
Opinion	<p>Write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including:</p> <ul style="list-style-type: none"> ● a clear introduction of topic or text statement of opinion ● logical organizational structure ● reasons that are supported by facts and details ● links between opinion and reasons, using words and phrases ● a concluding statement or section related to the opinion presented 	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric
Through-Course-Task	<p>Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p style="text-align: center;">One per semester (Two total for the year)</p> <ul style="list-style-type: none"> ● 2/3 through the instructional cycle for the specified mode of writing (informational/explanatory and opinion). Could be incorporated as part of the module. ● Score student work in PLCs using LDC Student Work Rubric
Itinerants		<p style="text-align: center;">Per Class</p> <p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> ● Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle) ● Demonstrating content understanding through a written product as appropriate for the discipline ● Share (e.g., PLC, virtual) how literacy instruction

		supports student understanding of the discipline
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*Narratives, Informational/Explanatory, and Argumentative should be generated in a variety of content areas (such as science, social studies, A & H, PLCS, etc.).



BCPS Writing Plan Draft: Sixth Grade

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

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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	Write a narrative to develop real or imaginative experiences or events that: <ul style="list-style-type: none"> ● engages the reader and establishes a context ● uses techniques such as dialogue and description to develop experiences, events, characters ● uses a variety of transitions to convey sequence and signal shifts ● uses appropriate precise, descriptive sensory language ● leads to a conclusion 	<p style="text-align: center;">ELA Only</p> <p style="text-align: center;">PLCs decide the best process to determine student mastery of the narrative standards (i.e., published writing product, on-demand)</p>
Informational/explanatory	Write informative/explanatory texts to: <ul style="list-style-type: none"> ● examine a topic ● convey ideas ● convey concepts ● convey information through: <ul style="list-style-type: none"> ➤ text selection ➤ organization 	<p style="text-align: center;">ELA/Social Studies/Science</p> <p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work

	<ul style="list-style-type: none"> ➤ analysis of relevant concept <p>Introduce and develop a topic with:</p> <ul style="list-style-type: none"> ● relevant facts ● definitions ● concrete details ● quotations ● other information ● examples <p>Organize ideas, concepts, and information using strategies such as:</p> <ul style="list-style-type: none"> ● definitions ● classification ● comparison/contrast ● cause/effect <p>Use:</p> <ul style="list-style-type: none"> ● formatting ● graphics ● multimedia <p>when useful in aiding comprehension</p> <ul style="list-style-type: none"> ● Use appropriate transitions to clarify the relationships among ideas and concepts ● Use precise language and domain-specific vocabulary to inform or explain the text ● Establish and maintain a formal style ● Provide a concluding statement or section that follows from the information or explanation presented 	<p>Rubric</p>
<p>Argumentative</p>	<p>Write an argument to support claims, including:</p> <ul style="list-style-type: none"> ● an introduction to claim(s) ● clear organization of reasons and evidence ● claims supported by clear reasons and relevant evidence ● credible sources ● a clear understanding of the topic or text under investigation ● words, phrases and clauses that clarify relationships among claim(s) and reasons 	<p>ELA/Social Studies/Science</p> <p>One published piece</p> <ul style="list-style-type: none"> ● Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric

	<ul style="list-style-type: none"> • establishes and maintains a formal style • a concluding statement or section that follows from the argument presented 	
Through-Course-Task	Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience.	<p style="text-align: center;">One per semester (Two total for the year)</p> <ul style="list-style-type: none"> • 2/3 through the instructional cycle for the specified mode of writing (informational/explanatory and opinion). Could be incorporated as part of the module. • Score student work in PLCs using LDC Student Work Rubric
Itinerants/Related Arts		<p style="text-align: center;">Per Class</p> <p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> • Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle) • Demonstrating content understanding through a written product as appropriate for the discipline • Share (e.g., PLC, virtual) how literacy instruction supports student understanding of the discipline



BCPS Writing Plan Draft: Seventh Grade

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

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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	Write a narrative to develop real or imagined experiences or events that: <ul style="list-style-type: none"> ● engages the reader ● establishes a context and point of view ● uses techniques such as dialogue, pacing and description to develop experiences, events, characters ● uses a variety of transitions to convey sequence and signal shifts ● uses appropriate precise, descriptive sensory language ● leads to a reflective conclusion 	ELA Only PLCs decide the best process to determine student mastery of the narrative standards (i.e., published writing product, on-demand)
Informational/explanatory	Write an informative/explanatory text to: <ul style="list-style-type: none"> ● examine a topic ● convey ideas ● concepts and information through: <ul style="list-style-type: none"> ➤ text selection ➤ organization 	ELA/Social Studies/Science One published piece <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric

	<ul style="list-style-type: none"> ➤ analysis of relevant content <p>Introduce, preview, and develop a topic with:</p> <ul style="list-style-type: none"> ● relevant fact ● definitions ● concrete details ● quotations ● other information ● examples <p>Organize:</p> <ul style="list-style-type: none"> ● ideas ● concepts ● information <p>Use strategies such as:</p> <ul style="list-style-type: none"> ● definitions ● classification ● comparison/contrast ● cause/effect <p>Use:</p> <ul style="list-style-type: none"> ● formatting ● graphics ● multi-media <p>when useful in aiding comprehension</p> <ul style="list-style-type: none"> ● Use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion ● Use precise language and domain-specific vocabulary to inform or explain the text ● Establish and maintain a formal style ● Provide a supportive, concluding statement or section that follows from the information or explanation presented 	
<p>Argumentative</p>	<p>Produce an argument to support claims, which:</p> <ul style="list-style-type: none"> ● introduces claims ● acknowledges opposing or alternate claims ● is logically organized ● supports claims with logical reasoning and relevant evidence 	<p>ELA/Social Studies/Science One published piece</p> <ul style="list-style-type: none"> ● Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work

	<ul style="list-style-type: none"> ● cites credible and accurate sources of information ● uses words, phrases, and clauses to create cohesion and clarify relationships ● establishes and maintains a formal style ● provides an appropriate concluding statement that follows from and supports the argument presented 	<p>Rubric</p>
<p>Through-Course-Task</p>	<p>Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>One per semester (Two total for the year)</p> <ul style="list-style-type: none"> ● 2/3 through the instructional cycle for the specified mode of writing (informational/explanatory and opinion). Could be incorporated as part of the module. ● Score student work in PLCs using LDC Student Work Rubric
<p>Itinerants/Related Arts</p>		<p>Per Class</p> <p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> ● Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle) ● Demonstrating content understanding through a written product as appropriate for the discipline ● Share (e.g., PLC, virtual) how literacy instruction supports student understanding of the discipline



BCPS Writing Plan Draft: Eighth Grade

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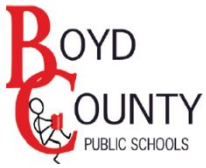
All students have opportunities to participate in performances and display products. Eighth grade students will:

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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	Write a narrative to develop real or imagined experiences or events that: <ul style="list-style-type: none"> ● engages the reader ● establishes a context with point of view and introduces a narrator and/or characters ● uses techniques such as: dialogue, pacing, description, and reflection to develop experiences, events, characters ● uses a variety of transitions to convey sequence, signal shifts, and reflect relationships ● uses appropriate precise, descriptive sensory language ● leads to a reflective conclusion 	<p style="text-align: center;">ELA Only</p> <p style="text-align: center;">PLCs decide the best process to determine student mastery of the narrative standards (i.e., published writing product, on-demand)</p>
Informational/explanatory	Write an informative/explanatory text examining a topic to: <ul style="list-style-type: none"> ● convey ideas ● concepts ● information through the: <ul style="list-style-type: none"> ● selection ● organization ● analysis of relevant content Introduce topic previewing what is to follow	<p style="text-align: center;">ELA/Social Studies/Science</p> <p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric

	<p>Organize:</p> <ul style="list-style-type: none"> ● ideas ● concepts ● information ● into broader categories <p>Develop the topic with:</p> <ul style="list-style-type: none"> ● relevant, well-chosen facts ● definitions ● concrete details ● quotations ● other information ● examples <p>Apply:</p> <ul style="list-style-type: none"> ● formatting ● graphics ● multimedia <p>to aid comprehension</p> <ul style="list-style-type: none"> ● Use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion ● Use precise language and domain-specific vocabulary ● Establish and maintain a formal style ● Provide an effective concluding statement or section that supports the topic 	
<p>Argumentative</p>	<p>Write an argument which:</p> <ul style="list-style-type: none"> ● support claims with clear, logical reasons and relevant evidence ● introduces claims, acknowledges and distinguishes claim(s) from alternate or opposing claims ● demonstrates logical organization of reasons and evidence ● cites credible and accurate sources of information ● demonstrates an understanding of the topic or text ● uses words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons and evidence ● establishes and maintains a formal style 	<p>ELA/Social Studies/Science One published piece</p> <ul style="list-style-type: none"> ● Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric

	<ul style="list-style-type: none"> provides a concluding statement that follows from and supports the argument presented 	
Through-Course-Task	Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience.	<p>One per semester (Two total for the year)</p> <ul style="list-style-type: none"> 2/3 through the instructional cycle for the specified mode of writing (informational/explanatory and opinion). Could be incorporated as part of the module. Score student work in PLCs using LDC Student Work Rubric
Itinerants/Related Arts		<p>Per Class</p> <p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle) Demonstrating content understanding through a written product as appropriate for the discipline Share (e.g., PLC, virtual) how literacy instruction supports student understanding of the discipline



BCPS Writing Plan Draft: Ninth/Tenth grades

"Boyd County Public School District employees are committed to create an environment of high expectations, to engage every student in work reflecting a high achievement level and to work collaboratively with students, colleagues, families and our community to ensure student learning. This commitment guides our every decision and establishes our priorities."

All students have opportunities to participate in performances and display products. Ninth/tenth grade students will:

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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	Write a narrative to develop real or imagined experiences or events that: <ul style="list-style-type: none"> ● engages the reader with a problem, situation, or observation and introduces a narrator and/or characters ● establishes multiple points of view ● uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters ● uses a variety of transitions to develop a coherent sequence of events ● uses appropriate precise, descriptive, and sensory language ● includes a reflective conclusion that flows from what is experienced, observed, or resolved 	<p style="text-align: center;">ELA Only</p> <p style="text-align: center;">PLCs decide the best process to determine student mastery of the narrative standards (i.e., published writing product, on-demand)</p>
Informational/explanatory	Write informative/explanatory text which: <ul style="list-style-type: none"> ● examines/conveys complex ideas, concepts, information 	<p style="text-align: center;">ELA/Social Studies/Science</p> <p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> ● Instructional sequence includes all parts of the writing process (task, reading, transition to writing,

	<ul style="list-style-type: none"> ● demonstrates clear and accurate information <p>Uses:</p> <ul style="list-style-type: none"> ● effective selection ● organization ● analysis of content <p>Introduce a topic and:</p> <ul style="list-style-type: none"> ● organize complex ideas, concepts, and information to make important connections and distinctions ● include formatting, graphics, and multimedia when useful to aiding comprehension <p>Develop the topic with:</p> <ul style="list-style-type: none"> ● well-chosen, relevant, and sufficient facts ● extended definitions ● concrete details ● quotations ● other information ● examples <p>appropriate to the audience's knowledge of the topic</p> <p>Use appropriate and varied transitions to:</p> <ul style="list-style-type: none"> ➤ link the major sections of the text ➤ create cohesion ➤ clarify the relationships among complex ideas and concepts ● Use precise language and domain-specific vocabulary to manage the complexity of the topic ● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing ● Provide a concluding statement or section that follows from and supports the information or explanation presented 	<p>writing/revision)</p> <ul style="list-style-type: none"> ● Score student work in PLCs using LDC Student Work Rubric
Argumentative	Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant	ELA/Social Studies/Science One published piece

	<p>and sufficient evidence which:</p> <ul style="list-style-type: none"> ● introduces precise claim(s) ● distinguishes claims from alternate or opposing claims ● creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence ● develops claim(s) and counterclaims fairly, with evidence ● points out strengths and limitations of claims and counterclaims ● anticipates the audience’s knowledge level and concerns ● uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship ● establishes and maintains formal style and objective tone ● attends to the norms and conventions of the discipline ● provides a concluding statement that follows from and supports the argument presented 	<ul style="list-style-type: none"> ● Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) ● Score student work in PLCs using LDC Student Work Rubric
Through-Course-Task	Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience.	<p style="text-align: center;">One per semester (Two total for the year)</p> <ul style="list-style-type: none"> ● 2/3 through the instructional cycle for the specified mode of writing (informational/explanatory and opinion). Could be incorporated as part of the module. ● Score student work in PLCs using LDC Student Work Rubric
Itinerants/Technical Subjects		<p style="text-align: center;">Per Class</p> <p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> ● Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle) ● Demonstrating content understanding through a written product as appropriate for the discipline ● Share (e.g., PLC, virtual) how literacy instruction supports student understanding of the discipline



BCPS Writing Plan Draft: Eleventh/Twelfth Grades

"Boyd County Public School District employees are committed to create an environment of high expectations, to engage every student in work reflecting a high achievement level and to work collaboratively with students, colleagues, families and our community to ensure student learning. This commitment guides our every decision and establishes our priorities."

All students have opportunities to participate in performances and display products. Eleventh/twelfth grade students will:

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

Text Type and Purpose	Product Target	Minimum Requirement
Narrative	Write a narrative that: <ul style="list-style-type: none"> •creates a particular tone •engages the reader with a significant problem, situation, or observation and introduces a narrator and/or characters •establishes multiple points of view creates a desired tone •uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters and build toward a particular outcome •uses a variety of transitions to develop a coherent sequence of events •uses appropriate precise, descriptive, and sensory language •includes a reflective conclusion that flows from what is experienced, observed, or resolved 	ELA Only PLCs decide the best process to determine student mastery of the narrative standards (i.e., published writing product, on-demand)
Informational/explanatory	Write informative/explanatory text which: <ul style="list-style-type: none"> examines/conveys complex ideas, concepts, and information •demonstrates clear and accurate Information and uses: <ul style="list-style-type: none"> •effective selection •organization 	ELA/Social Studies/Science One published piece <ul style="list-style-type: none"> • Instructional sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) • Score student work in PLCs using LDC Student Work

	<ul style="list-style-type: none"> •analysis of content <p>Introduce a topic which includes:</p> <ul style="list-style-type: none"> •organized complex ideas, •concepts •information so that each new element builds on that which precedes it to create a unified whole <p>Include:</p> <ul style="list-style-type: none"> •formatting •graphics •multimedia when useful to aiding comprehension <p>Develop the topic thoroughly by:</p> <ul style="list-style-type: none"> •selecting the most significant and relevant facts •extended definitions •concrete details •quotations •other information •examples appropriate to the audience’s knowledge of the topic <p>Use appropriate and varied transitions and syntax to:</p> <ul style="list-style-type: none"> •link the major sections of the text •create cohesion •clarify the relationships among complex ideas and concepts <p>Use:</p> <ul style="list-style-type: none"> •precise language •domain-specific vocabulary •techniques such as metaphor, simile, and analogy to manage the complexity of the topic <p>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>Provide a concluding statement or section that follows from and supports the information or explanation presented</p>	<p>Rubric</p>
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Argumentative

Write an argument to support claims in an analysis of

ELA/Social Studies/Science

	<p>substantive topics or texts, using valid reasoning and relevant and sufficient evidence which:</p> <ul style="list-style-type: none"> •introduces precise, knowledgeable claim(s), establishes the significance of the claim(s) •distinguishes claims from alternate or opposing claims •creates an organization that logically sequences claim(s), counterclaims, reasons and evidence •develops claim(s) and counterclaims fairly and thoroughly, with the most relevant evidence for each •points out strengths and limitations of claims and counterclaims •anticipates the audience’s knowledge level, concerns, values and possible biases •uses words, phrases and clauses as well as varied syntax to link sections of text, create cohesion, and clarify relationship •establishes and maintains formal style and objective tone •attends to the norms and conventions of the discipline •provides a concluding statement that follows from and supports the argument presented 	<p style="text-align: center;">One published piece</p> <ul style="list-style-type: none"> • Instructional Sequence includes all parts of the writing process (task, reading, transition to writing, writing/revision) • Score student work in PLCs using LDC Student Work Rubric
<p>Through-Course-Task</p>	<p>Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p style="text-align: center;">One per semester (Two total for the year)</p> <ul style="list-style-type: none"> • 2/3 through the instructional cycle for the specified mode of writing (informational/explanatory and opinion). Could be incorporated as part of the module. • Score student work in PLCs using LDC Student Work Rubric
<p>Itinerants/Technical Subjects</p>		<p style="text-align: center;">Per Class</p> <p>Literacy instruction to support the development of the following:</p> <ul style="list-style-type: none"> • Gaining content understanding from text (e.g., text-dependent questions, Socratic Circle) • Demonstrating content understanding through a written product as appropriate for the discipline • Share (e.g., PLC, virtual) how literacy instruction supports student understanding of the discipline