

Southern Elementary School Writing Plan – November 2011

Writing to Learn GRADE K	Writing to Demonstrate Learning GRADE K	Writing for Publication GRADE K	Technology GRADE K	Listening/Speaking GRADE K
<ul style="list-style-type: none"> • Morning Message • Interactive Writing Activities • Journal Writing • Story Maps • Writer's Journals • Observation Logs • Content Learning Logs • Working Portfolios • Graphic organizers 	<ul style="list-style-type: none"> • Extended Response Questions • Flashbacks • Exit slips • Constructed Response Questions • On Demand Writing Prompts 	<ul style="list-style-type: none"> • Narrative Writing: write about one event such as a field trip, a holiday celebration, vacation, etc. • Explanatory/Informative Writing: create class books to integrate with content areas (fire prevention; community helpers; life cycles; etc.); write a "How To" piece • Argument Writing: write about a favorite book or activity supported with at least one detail; develop letters about "wish lists" for birthdays, holidays, school needs, etc. 	<ul style="list-style-type: none"> • Create simple graph as class. • Use email as a class. • Type a sentence with ending punctuation as a class. • Introduce formatting in word procession as a class. (Word Wrap) • Introduce editing in word processing as a class. (undo, backspacing) 	<ul style="list-style-type: none"> • Ask and/or answer simple questions about content (stories, etc.) • Tell/give reasons for an answer • Share about people, places, things, or events. ("Show & Tell") • Follow simple 1 – 2 step directions • Participates in a conversation with peers and adults while taking turns • Use visual aids to support an oral explanation or retelling • Speak audibly and clearly
Portfolios				
<p>Writing portfolios will include an example of:</p> <ul style="list-style-type: none"> • 1 Writing to learn • 1 Writing to demonstrate learning • 1 Writing for publication (narrative, explanatory/informative, or opinion) <p>Students will have a working writing folder to store all types of writing in the classroom. Teachers will guide students through choosing what their 'best of the best' is to include in the final portfolio that will follow them through the grades.</p>				
Feedback				
<p>Students will be engaged in conferences with teachers and peers to help guide their writing development. Students will have access to rubrics and checklists to help guide their self-assessment. Teachers will schedule conferences with their students regularly and document conversations in a conference log, notebook, etc.</p>				

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Writing to Learn GRADE 1	Writing to Demonstrate Learning GRADE 1	Writing for Publication GRADE 1	Technology GRADE 1	Listening/Speaking GRADE 1
<ul style="list-style-type: none"> • Morning Message • Interactive Writing Activities • Journal Writing <ul style="list-style-type: none"> - Sketch journals - Daily journals • Graphic Organizers • Writer's Notebook • Observation Logs • Content Learning Logs • Working Portfolios 	<ul style="list-style-type: none"> • Extended Response Questions • Flashbacks • Exit slips • Constructed Response Prompts • On Demand Writing Prompts • Summary of reading 	<ul style="list-style-type: none"> • Narrative Writing: write about a personal experience (a holiday celebration, vacation, etc.) with 2 or more sequenced event; write about a special person/thing; create a short story • Explanatory/Informative Writing: create class books to integrate with content areas; create a simple brochure; write a "How To" piece • Opinion Writing: write about a favorite book or activity supported with at least two details; develop letters about "wish lists" for birthdays, holidays, school needs, etc. 	<ul style="list-style-type: none"> • Use a template or activity. • Use email as a class. • Introduce formatting in word processing. (font, size, word wrap) • Introduce editing in word processing. (undo, backspace, moving cursor to indent) • Create a simple graph. 	<ul style="list-style-type: none"> • Ask and/or answer simple questions about content (stories, media, & speakers) for in-depth understanding • Tell/give reasons for an answer • Clearly share about people, places, things, or events. ("Show & Tell") • Follow simple 2-3 step directions in a sequence • Initiates conversation • Participates in a conversation with peers and adults on a specific topic while taking turns • Use visual aids to support an oral explanation or retelling • Speak audibly and clearly in complete sentences

Portfolios

Writing portfolios will include an example of:

- 1 Writing to learn
- 1 Writing to demonstrate learning
- 1 Writing for publication (narrative, explanatory/informative, or opinion)

Students will have a working writing folder to store all types of writing in the classroom. Teachers will guide students through choosing what their 'best of the best' is to include in the final portfolio that will follow them through the grades.

Feedback

Students will be engaged in conferences with teachers and peers to help guide their writing development. Students will have access to rubrics and checklists to help guide their self-assessment. Teachers will schedule conferences with their students regularly and document conversations in a conference log, notebook, etc.

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Writing to Learn GRADE 2	Writing to Demonstrate Learning GRADE 2	Writing for Publication GRADE 2	Technology GRADE 2	Listening/Speaking GRADE 2
<ul style="list-style-type: none"> • Content Learning Logs • Daily Journals • Interactive Writing Activities • Observation Logs • Writer's Notebooks • Graphic Organizer • Working portfolios 	<ul style="list-style-type: none"> • Extended Response Questions • Reading Response Prompts • Flashbacks • Exit slips • Class Science Project • Reflections about special class activities or events (field trips; unit of study culminating activity/project) • Constructed response • On Demand Writing • Interest Based Projects • Summary of reading 	<ul style="list-style-type: none"> • Narrative Writing: <ul style="list-style-type: none"> - Write about a well-elaborated event or series of events using temporal words/phrases to signal event order. Include details to indicate what the narrator did, thought, and felt. Demonstrate a B-M-E organization. - Create a short story with a problem and solution. • Explanatory/Informative Writing: Develop pieces ("How To", article, report) focused on one topic, supported with facts and definitions using simple text features (headings), and a concluding section. • Opinion Writing: write about an opinion focus on a topic, supported with reasons or details and a sense of closure 	<ul style="list-style-type: none"> • Begin to sequence pictures on a timeline in a multimedia project. • Make an easily readable Power Point presentation. • Insert text in appropriate textboxes in PowerPoint. • Create a simple graph. • Manage basic filing skills. (new, open, close, save, print) • Introduce formatting in word processing. (font, size, word wrap) • Introduce editing skills in word processing. (undo, backspace, moving cursor to insert, spell check) • Use word processing from rough draft to finished writing piece. 	<ul style="list-style-type: none"> • Ask and/or answer simple questions about content (stories, media, & speakers) for in-depth understanding • Tell a story about an experience with details/facts • Follow simple 2-3 step directions in a sequence • Initiates conversation • Participates in a conversation with peers and adults on a specific topic while taking turns and linking to previous comments • Create audio recordings of stories/poems • Speak audibly and clearly in complete sentences

Portfolios

Writing portfolios will include an example of:

- 1 Writing to learn
- 1 Writing to demonstrate learning
- 1 Writing for publication (narrative, explanatory/informative, or opinion)

Students will have a working writing folder to store all types of writing in the classroom. Teachers will guide students through choosing what their 'best of the best' is to include in the final portfolio that will follow them through the grades.

Feedback

Students will be engaged in conferences with teachers and peers to help guide their writing development. Students will have access to rubrics and checklists to help guide their self-assessment. Teachers will schedule conferences with their students regularly and document conversations in a conference log, notebook, etc.

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Writing to Learn GRADE 3	Writing to Demonstrate Learning GRADE 3	Writing for Publication GRADE 3	Technology GRADE 3	Listening/Speaking GRADE 3
<ul style="list-style-type: none"> • Content Learning Logs (reading, math, science, social studies) • Daily Journals • Subject Notebooks for note taking • Observation Logs • Writer's Notebooks • Graphic Organizer • Working Portfolio 	<ul style="list-style-type: none"> • Extended Response Questions • Reading Response Prompts • Flashbacks • Exit slips • Interest Based Projects • Reflections about special class activities or events (field trips; unit of study culminating activity/project) • Constructed Response • On Demand Writing • Summary of reading • Class Science Project 	<ul style="list-style-type: none"> • Narrative Writing: <ul style="list-style-type: none"> - Write about a well-elaborated event or series of events using temporal words/phrases to signal event order. Include details to indicate what the narrator did, thought, and felt. Demonstrate a B-M-E organization. - Create a short story with characters and an event sequence that unfolds naturally using temporal words or phrases and a sense of closure. Includes use of dialogue, details about character's actions, thoughts, & feelings. • Explanatory/Informative Writing: Develop pieces ("How To", article, report, biography) focused on one topic, supported with facts and definitions using simple text features (headings), and a concluding section. • Opinion Writing: write about an opinion focus on a topic, supported with reasons or details and a sense of closure (book review). 	<ul style="list-style-type: none"> • Ethically use technology materials. • Begin to use bibliographical citations for electronic resources. • Use keywords, databases, video and audio information on the internet. • Begin to sequence pictures/video in a timeline and record narration in a multimedia tool. • Use email to communicate • Make an easily readable Power Point presentation. • Insert text in appropriate textboxes, insert and resize clip art, apply transitions, and present a PowerPoint. • Create a simple graph and label the graph with a title and legend. • Use a simple template to edit text and graphics in Publisher. • Manage basic filing skills. (new, open, close, save to network folder, print) • Introduce formatting in word processing. (font, size, word wrap, copy, paste, and alignment) • Introduce editing skills in word processing. (undo, backspace, moving cursor to insert, spell check) • Use word processing from rough draft to finished writing piece. 	<ul style="list-style-type: none"> • Ask and/or answer simple questions about content (stories, media, & speakers) for in-depth understanding • Tell a story about an experience with details/facts • Follow simple 2-3 step directions in a sequence • Comes to discussion prepared • Engages in a conversation with peers and adults on a specific topic while taking turns and linking to previous comments • Create audio recordings of stories/poems/reports on a topic • Speak audibly and clearly in complete sentences • Verbally identifies main idea and supporting details of a text • Ask and/or answer questions to elaborate on meaning of content

Portfolios

Writing portfolios will include an example of:

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- 1 Writing to learn
- 1 Writing to demonstrate learning
- 1 Writing for publication (narrative, explanatory/informative, or opinion)

Students will have a working writing folder to store all types of writing in the classroom. Teachers will guide students through choosing what their 'best of the best' is to include in the final portfolio that will follow them through the grades.

Feedback

Students will be engaged in conferences with teachers and peers to help guide their writing development. Students will have access to rubrics and checklists to help guide their self-assessment. Teachers will schedule conferences with their students regularly and document conversations in a conference log, notebook, etc.

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Writing to Learn GRADE 4	Writing to Demonstrate Learning GRADE 4	Writing for Publication GRADE 4	Technology GRADE 4	Listening/Speaking GRADE 4
<ul style="list-style-type: none"> • Content Learning Logs • Daily Journals • Subject Notebooks for note taking • Interactive Journals • Observation Logs • Writer's Notebooks • Working Portfolio • Graphic Organizer 	<ul style="list-style-type: none"> • Extended Response Questions • Constructed Response Questions • Reading Response Prompts • Flashbacks • Exit slips • Interest Based Projects • Reflections about special class activities or events (guest speaker; field trips; unit of study culminating activity/project) • Chat room/forums for book discussions • Brochures to reflect content learned • On-Demand Writing Prompts • Science Projects 	<ul style="list-style-type: none"> • Narrative Writing: <ul style="list-style-type: none"> - Write about a well-elaborated event or series of events using temporal words/phrases to signal event order. Include details to indicate what the narrator did, thought, and felt. Demonstrate a B-M-E organization. - Create a short story with characters and an event sequence that unfolds naturally using a variety of temporal words or phrases and a sense of closure. Includes use of dialogue, details (concrete/sensory) about character's actions, thoughts, & feelings. • Explanatory/Informative Writing: Develop pieces (essay, article, report, biography) focused on one topic, supported with facts, concrete details, quotations, definitions, and other information using text features and a concluding section. • Opinion Writing: write about an opinion focus on a topic or issue, supported with reasons or details, organized where related ideas are grouped to support the purpose, and a sense of closure (essay, article, report). 	<ul style="list-style-type: none"> • Use student email to communicate • Ethically use technology materials. • Use bibliographical citations for electronic resources. • Create a simple graph and label the graph with a title and legend. • Use a simple template to edit text and graphics in Publisher. • Use keywords, databases, video and audio information on the internet. • Sequence pictures/video in a timeline and record narration while combining text, graphics, and audio in a multimedia tool. • Introduce formatting in word processing. (font, size, word wrap, copy, paste, and alignment) • Introduce editing skills in word processing. (undo, backspace, moving cursor to insert, spell check) • Use toolbars to add a picture, drawing or word art to the document. • Use word processing from rough draft to finished writing piece. • Make an easily readable Power Point presentation. • Insert text in appropriate textboxes, insert and resize clip art, apply transitions, and present a PowerPoint. • Use a private password. • Open and save documents from a variety of locations. 	<ul style="list-style-type: none"> • Ask and/or answer simple questions about content (stories, media, & speakers) for in-depth understanding • Tell a story about an experience with details/facts • Comes to discussion prepared • Engages in a conversation with peers and adults on a specific topic while taking turns and linking to previous comments • Speak audibly and clearly in complete sentences • Verbally identifies main idea and supporting details of a text • Ask and/or answer questions to elaborate on meaning of content • Paraphrases ideas or thoughts • Uses formal and informal language appropriately

Portfolios

Writing portfolios will include an example of:

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- 1 Writing to learn
- 1 Writing to demonstrate learning
- 1 Writing for publication (narrative, explanatory/informative, or opinion)

Students will have a working writing folder to store all types of writing in the classroom. Teachers will guide students through choosing what their 'best of the best' is to include in the final portfolio that will follow them through the grades.

Feedback

Students will be engaged in conferences with teachers and peers to help guide their writing development. Students will have access to rubrics and checklists to help guide their self-assessment. Teachers will schedule conferences with their students regularly and document conversations in a conference log, notebook, etc.

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<p>Writing to Learn GRADE 5</p>	<p>Writing to Demonstrate Learning GRADE 5</p>	<p>Writing for Publication GRADE 5</p>	<p>Technology GRADE 5</p>	<p>Listening/Speaking GRADE 5</p>
<ul style="list-style-type: none"> • Content Learning Logs • Daily Journals • Subject Notebooks for note taking • Interactive Journals • Observation Logs • Writer's Notebooks • Working Portfolio • Graphic Organizer 	<ul style="list-style-type: none"> • Extended Response and Constructed Response Prompts • Reading Response Journals • Flashbacks • Exit slips • Interest Based Projects • Reflections about special class activities or events (guest speaker; field trips; unit of study culminating activity/project) • Chat room/forums for book discussions • On-Demand Writing Prompts • History Fair Project 	<ul style="list-style-type: none"> • Narrative Writing: <ul style="list-style-type: none"> - Write about a well-elaborated event or series of events using a variety of temporal words to signal event order. Include details to indicate what the narrator did, thought, and felt. - Demonstrate B-M-E organization. - Create a short story with characters and an event sequence that unfolds naturally using a variety of temporal words. Includes use of dialogue, pacing, and details (concrete/sensory) about character's actions, thoughts, & feelings. Provides a satisfying conclusion that follows the events. • Explanatory/Informative Writing: Develop pieces (essay, article, report, biography) focused on one topic, supported with facts, concrete details, quotations, definitions, and other information using appropriate links to join ideas within and across categories of information. Provide a conclusion related to the information offered. • Opinion Writing: write about an opinion focus on a topic or issue, supported with reasons or details, organized where related ideas are grouped to 	<ul style="list-style-type: none"> • Use student email to communicate • Ethically use technology materials. • Use bibliographical citations for electronic resources. • Create a simple graph and label the graph with a title and legend. • Use a simple template to edit text and graphics in Publisher. • Use keywords, databases, video and audio information on the internet. • Sequence pictures/video in a timeline and record narration while combining text, graphics, and audio in a multimedia tool. • Introduce formatting in word processing. (font, size, word wrap, copy, paste, and alignment) • Introduce editing skills in word processing. (undo, backspace, moving cursor to insert, spell check) • Use toolbars to add a picture, drawing or word art to the document. • Use word processing from rough draft to finished writing piece. • Make an easily readable Power Point presentation. • Insert text in appropriate textboxes, insert and resize clip art, apply transitions, and present a PowerPoint. • Use a private password. • Open and save documents from a variety of locations <p>2/16/11 2/16/2011 12/10/2012 December 10, 2012</p>	<ul style="list-style-type: none"> • Ask and/or answer simple questions about content (stories, media, & speakers) for in-depth understanding • Tell a story about an experience with details/facts • Comes to discussion prepared • Engages in a conversation with peers and adults on a specific topic while taking turns and linking to previous comments • Creates and presents multimedia presentations • Speak audibly and clearly in complete sentences • Verbally identifies main idea and supporting details of a text • Ask and/or answer questions to elaborate on meaning of content • Paraphrases ideas or thoughts • Uses formal and informal language appropriately

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Portfolios

Writing portfolios will include an example of:

- 1 Writing to learn
- 1 Writing to demonstrate learning
- 1 Writing for publication (narrative, explanatory/informative, or opinion)

Students will have a working writing folder to store all types of writing in the classroom. Teachers will guide students through choosing what their 'best of the best' is to include in the final portfolio that will follow them through the grades.

Feedback

Students will be engaged in conferences with teachers and peers to help guide their writing development. Students will have access to rubrics and checklists to help guide their self-assessment. Teachers will schedule conferences with their students regularly and document conversations in a conference log, notebook, etc.