



CARTER COUNTY SCHOOLS

Writing Plan



MAY 1, 2017



CCR Anchor Writing Standard #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Mode and Purpose	Activity	Assessment Procedures	Characteristics of form(s)
Three purposes of an argument: 1. To change the reader's point-of-view 2. To bring about some action on the reader's part 3. To ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem using logic to demonstrate the validity of the writer's claim	Encourage critical thinking and allow students room for choice and inquiry	Students should be offered multiple opportunities to write arguments with textual evidence, but they won't always have text to support their writing on the on-demand writing assessment. Therefore, prepare students to always use details to support their arguments.	<p>Opinion</p> <p>K-5 students provide examples, offer reasons for their assertions, and can explain cause and effect.</p> <p>Effective arguments</p> <p>6-12 students:</p> <ol style="list-style-type: none"> 1. Must support claims with sufficient textual evidence and details 2. Consider opposing viewpoints 3. Address counterclaims
	Provide opportunities for classroom discussions		
	Provide students with numerous opportunities to write arguments		
	Share student, teacher, and professional models of argument		

Argumentative Text: SAMPLE PIECES

K-2 SAMPLES	3-5 SAMPLES	6-8 SAMPLES	9-12 SAMPLES
Argumentative Text ____ Persuasive/Opinion Article ____ Persuasive Speech/Presentation ____ Brochure ____ Audio Tape of Opinion ____ Oral Book Review ____ Letter ____ Exhibit ____ Other _____	____ Persuasive/Opinion Article ____ Persuasive Speech/Presentation ____ Brochure ____ Audio Tape of Opinion ____ Oral Book Review ____ Letter ____ Exhibit ____ PowerPoint Presentation ____ Debate ____ Other _____	____ Editorial ____ Argumentative Essay ____ Persuasive Speech/Presentation ____ Argue a position ____ Debate ____ Proposal ____ Argumentative Podcast ____ Audio Tape of Opinion ____ Argumentative Presentation ____ Letter ____ Report ____ Other _____	____ Compare/Contrast Essay ____ Speech ____ Argumentative Speech/Essay ____ Editorial ____ Cause/Effect Essay ____ Multimedia Presentation ____ Letter ____ Debates ____ Subjective Reviews ____ Other _____



PROGRESSION OF ARGUMENTATIVE STANDARDS

- **Kindergarten** – Drawing, dictation, and writing: Express an opinion
- **1st** – Writing : State an opinion, give a reason
- **2nd** – Writing: State an opinion, supply reasons, use linking words, conclusion.
- **3rd** – Writing: Organizational structure, state an opinion, list reasons, linking words and phrases, conclusion
- **4th**- Writing: supporting point of view with reasons and information, state an opinion, structure, support reasons with facts and details, linking words and phrases, conclusion related to opinion presented
- **5th** – Writing: Supporting point of view with reasons and information, organizational structure with logically grouped ideas, linking words, phrases and clauses, conclusion, conclusion related to opinion presented
- **Argument (6-12)**
- **6th** – Writing: Support claims with clear reasons/ relevant evidence/credible sources, introduce reasons and evidence clearly, establish and maintain formal style, conclusion follows presented argument
- **7th** – In addition to 6th grade, acknowledge alternate or opposing claims.
- **8th** – Introduce a claim, distinguish claim from alternate or opposing claims, Use linking words, phrases, and clauses to create cohesion and clarify claim(s), counterclaims, reasons, and evidence, conclusion follows and supports presented argument.
- **9th & 10th** – Writing: Support claims in analysis of substantive topics/tests, using valid reasoning, relevant and sufficient evidence; introduce precise claim(s), distinguish claims from alternate or opposing claims, create organization that establishes among claim(s), counterclaims, reasons, and evidence; use linking words, phrases, and clauses to create cohesion/clarify relationship between claim(s) and reasons/between reasons and evidence/between claim and counterclaim(s); anticipate knowledge and needs of the audience;
- conclusion follows from and supports presented argument; establish/maintain formal style and objective tone while attending to norms and conventions of the discipline in which they are writing.
- **11th & 12th** – Writing: Analysis of substantive topics. Distinguish claims from opposing claims. Logically sequence counterclaims. Use clauses, transitions, and syntax to create cohesion and clarify relationships between ideas. Maintain a formal style and objective tone while attending to conventions. Provide a conclusion that follows from and supports the argument presented.



CCR Anchor Writing Standard #2: Write informational/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

Mode and Purpose	Activity	Assessment Procedures	Characteristics of form(s)
Three purposes of informational writing: 1. To increase readers' knowledge of a subject 2. To help readers better understand a procedure or process 4. To provide readers with an enhanced comprehension of a concept	Expose students to multiple print and non-print texts Provide students with opportunities to select and incorporate relevant examples, facts, and details Expose students to a wide array of genres and forms: literary analyses, scientific and historical reports, summaries, workplace and functional writing such as instructions, manuals, memos, reports, applications, speeches, documentaries, monographs, podcasts, blog posts, online journal articles and books, etc.	Provide multiple extended writing opportunities after the study of a subject. Provide students with opportunities to respond to prompts that include one or two supporting passages. Provide students practice in developing a thesis and maintaining focus on the topic.	Informational writing 1. Demonstrates students understanding of a subject they are studying 2. Is closely related to reading of complex and varied texts and should help students "develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational texts 3. Concise and should convey information accurately

Informational Text: SAMPLE PIECES

K-2	3-5	6-8	9-12
Informative/ Explanatory Text ____ How-To ____ Article Newspaper/Magazine ____ Oral/Written Report ____ Speech ____ Brochure ____ Informational Timeline ____ Photo Essay ____ Flip Chart ____ Other _____	Informative/ Explanatory Text ____ How-To Article ____ Article Newspaper/Magazine ____ Oral/Written Report ____ Speech ____ Brochure ____ Informational Timeline ____ Flip Chart ____ Written Oral Response to a Book ____ Multi-media Presentation ____ Other _____	Informative/ Explanatory Text ____ How-To ____ Article Newspaper/Magazine ____ Oral/Written Report ____ Speech/Presentation ____ Brochure ____ Multi-Media Presentation ____ Booklet, Manual, Directions ____ Letter ____ Essay ____ Other _____	Informative/ Explanatory Text ____ How-To ____ Article Newspaper/Magazine ____ Oral/Written Report ____ Speech ____ Definition Essay ____ Photo Analysis ____ Analysis Paper (Book/Film/Etc.) ____ Business Report ____ Lab Report ____ Other _____



PROGRESSION OF INFORMATIONAL STANDARDS

- **K**-Drawing, dictating, and writing in which they name a topic and name some information.
- **1st**-Writing in which they name a topic, provide some facts, and provide a sense of closure.
- **2nd**-Introduce a topic; use facts and definitions to develop points, and provide a concluding statement or section.
- **3rd**-Introduce a topic; group related information together; include illustrations when useful to aid in comprehension; develop topic with facts, definitions and details; use linking words and phrases to connect ideas; provide a concluding statement or section.
- **4th**-introduce topic; group information in paragraphs and sections (including formatting, illustrations, and multimedia when useful to aid in comprehension); develop topic with facts definitions, concrete details, quotations, or other information related to the topic. Use linking words as in third grade. Use precise language and domain specific vocabulary to inform or explain the topic. Provide a concluding statement or section.
- **5th**-Continue skills as in fourth grade, but add clauses for linking ideas.
- **6th**-Continue fifth grade skills, but add strategies like the following for introducing topics: organize ideas, concepts, and information with definition, classification, compare/contrast, cause/effect (include formatting, graphics, and multimedia when useful). Use appropriate transitions. Use precise language. Establish and maintain a formal style.
- **7th**-Continue skills from 6th grade. Add: in introduction, students will preview what is to follow. Use transitions to create cohesion and clarify relationships among ideas and concepts.
- **8th**-Continue previous grades' skills. Add: In the introduction, students should organize ideas, concepts, and information into broader categories: include formatting such as heading, graphics, and multimedia. Their conclusion should follow from and support the information and explanation presented.
- **9th and 10th**-Texts should examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content. The topic should be developed with relevant well-chosen and sufficient ideas, facts, etc. Transitions should be varied and create cohesion to link major sections and clarify relationships between ideas and concepts. Language and vocabulary should be precise and domain specific. Conclusion should articulate the implications of the significance of the topic.
- **11th and 12th**-Continue 9 and 10th grade skills. Work should create a sense of a unified whole through the use of formatting, and other organizational techniques. Topic should be thoroughly developed by selecting the most relevant facts, details, definitions, etc. Transitions, including syntax, will be used to create cohesion and link sections of the text. Figurative language will be used. Incorporate formal style and objective tone.



CCR Anchor Writing Standard #3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Mode and Purpose	Activity	Assessment Procedures	Characteristics of form(s)
Four purposes of narrative writing: 1. Inform 2. Instruct 3. Persuade 4. Entertain	<p>Provide writing opportunities that promote the combination of elements of different kinds of writings. (i.e. using narrative strategies within argument and explanation—to produce complex and nuanced writing.)</p> <p>Provide students with models in a variety of forms: creative fictional stories, memoirs, anecdotes and autobiographies</p> <p>Focus on elements and strategies for strengthening students' narratives.</p> <p>Teach students to use narrative writing to strengthen other modes.</p>	Provide students with opportunities to respond to prompts that require them to use narrative as stand-alone or embedded within argument and explanatory.	<p>Narrative writing:</p> <ol style="list-style-type: none"> Conveys experience, real or imaginary, and uses time as its deep structure. <p>Contains visual details of scenes, objects or people; to depict specific actions; to use dialogue and interior monologue that provide insight into the narrator's and character's personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense.</p>

Narrative Writing: SAMPLE PIECES

K-2	3-5	6-8	9-12
<p>Narrative Text</p> <p>____ Me Museum</p> <p>____ Life Timeline</p> <p>____ Narrative Poem</p> <p>____ Personal Narrative</p> <p>____ Memoir</p> <p>____ Short Story</p> <p>____ Narrative Play/Skit</p> <p>____ Other _____</p>	<p>____ Me Museum</p> <p>____ Life Timeline</p> <p>____ Narrative Poem</p> <p>____ Personal Narrative</p> <p>____ Memoir</p> <p>____ Short Story</p> <p>____ Narrative Play/Skit</p> <p>____ Multi-media presentation</p> <p>____ Other _____</p>	<p>____ Historical Narrative Report</p> <p>____ Multi-Media Presentation</p> <p>____ Narrative of a technical process</p> <p>____ Personal Narrative/Memoir</p> <p>____ Short Story</p> <p>____ Narrative Play/Skit</p> <p>____ Narrative Poem</p> <p>____ Readers Theater</p> <p>____ Other _____</p>	<p>____ Short Story</p> <p>____ Cause/Effect Essay</p> <p>____ Process Papers</p> <p>____ Personal Narrative</p> <p>____ Memoir</p> <p>____ Narrative Play/Skit</p> <p>____ Other _____</p>



PROGRESSION OF NARRATIVE STANDARDS

- **K**-Drawing, dictating, or writing to narrate a single event or a series of loosely related events. Tell the events in the order they occurred and provide a reaction to what happened.
- **1st**-Write to recount two or more sequenced events with some detail about what happened; use temporal words to tell order; provide a sense of closure.
- **2nd**-Write to tell a well elaborated event or short sequence of events. Include details to describe actions/thoughts/feelings. Use temporal words for order. Provide a sense of order.
- **3rd**-Write narratives to develop real or imagined experiences or events.
- Use effective technique, descriptive details, and clear event sequences. Establish a situation, introduce a narrator, characters, naturally unfolds the sequence of events. Uses dialogue. Describe events, actions, thoughts, and feelings to develop events and show characters' responses. Use temporal words and phrases. Provide a sense of closure.
- **4th**-Continue as in 3rd grade. Add: Orient the reader by establishing a situation, narrator, characters, and organizing event sequence that unfolds naturally. Use concrete words and phrases and sensory details to convey events and experiences precisely. Provide a conclusion that follows from the narrated experiences or events.
- **5th**-Continue as prior grade. Add: Write to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Use narrative techniques as before, and include pacing to develop experiences and events and show characters' responses.
- **6th**-Continue as in fifth grade. Add: Event sequence should be well structured. Engage and orient the reader by establishing a context. Let events unfold naturally and logically. Use narrative techniques such as dialogue, pacing, and description. Use a variety of transition words, phrases, and clauses to convey sequences and shifts from one time frame to another and from one setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **7th**-Continue prior grade. Add: Use Effective technique, relevant descriptive details, and well-structured event sequences. Include establishing point of view to orient the reader.
- **8th**-Continue as 7th grade. Use reflection as a narrative technique.
- **9th & 10th**-Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and establishing one or multiple points of view and introducing characters or a narrator, create a smooth progression of events. Can include multiple plot lines. Use a variety of techniques to sequence events in order to create a coherent whole. Convey a vivid picture of the experiences, characters, events, settings, etc. Conclusion follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **11th & 12th**-Continue as in 9th and 10th. Add: Well-chosen details, the reader may be oriented by an observation and its significance. May establish multiple points of view. Events may build toward a particular tone or outcome (a sense of mystery, suspense, growth).



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Revised May, 2017

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
READING/ELA													
Argumentative/Opinion	Letter	Letter	Letter	Letter	Letter	Letter	Letter	Editorial	Speech	Speech	Essay	Editorial with Bib	Research
Informational	Article	Article	Article	Article	Article	Article	Essay	Speech	Article	Definition Essay	Article	Essay	Article
Narrative	Short Story	Short Story	Short Story	Short Story	Short Story	Short Story	Short Story	Memoir	Short Story	Character Narrative	Character Narrative	Personal Essay	Character Narrative
On-Demand				1	1	1	1	1	1	1	1	1	1
Extended Response	1	1	1	1	1	1	1	1	1	1	1	1	1
SCIENCE/SS OPINION/ INFORMATIONAL	Article/Letter will be content specific			1 Content Choice	1 Science Inform	1 SS Opinion							
SOCIAL STUDIES									Speech Editorial	Gov: Editorial	World His: Editorial	US His: Speech	
Argumentative/Opinion								Editorial		World Geo: Article	World His: Letter	US His: Article	
Informational													
Narrative							1						
Extended Response							1	1	1	1	1	1	1
SCIENCE									Letter	Chem 1: Editorial	Bio: Speech/ Essay	AP BIO: Article	Physics: Letter
Argumentative/Opinion													Earth Sc: Article
Informational							Article	Article		Earth Sp: Article	Bio: Article	Anatomy : Article	Chem: Article
													Intr Phys: Article
													Adv. Chem: Article
Extended Response							1	1	1	1	1	1	1
MATH Extended Resp.					1	1	1	1	1	1	1	1	1
PLCS/AH (IDENTIFY)							At least one per year as determined by school			At least one per semester as determined by school			
Argument/Information							ADS	ADS	ADS	ADS	ADS	ADS	ADS

*While one entry is required per year or semester, writing should be weaved throughout instruction on a daily basis.



Kindergarten Form	1 st Grade Form	2 nd Grade Form
Topic Sentence with one supporting detail.	1.4 Paragraph Lead/Topic Sentence	2.6 Paragraph Topic Sentence
	A sentence that tells the reason why	A sentence that tells the reason why
	A sentence that gives a specific example of the reason	A sentence that gives a specific example of the reason
	Conclusion	A sentence that gives another reason
		A sentence that gives an example of the second reason
		Conclusion

3-4 Writing Format – 2.6 Paragraph Essay

LEAD	Refers to the Scenario (RESTATE THE PROMPT)
	Acknowledges Prompt
	States Two DISTINCT Reasons/Supports
	States Thesis
Body Paragraph One	States Reason #1
	Has Two Idea Developments
Body Paragraph Two	States Reason #2
	Two Idea Developments
Conclusion	Restates Purpose
	Restates Three Reasons/Supports
	Provides Closure/Something to Leave the Reader Thinking

**5-6 Writing Format**

LEAD	Refers to the Scenario (RESTATE THE PROMPT)
	Acknowledges Prompt
	States Three DISTINCT Reasons/Supports
	States Thesis
Body Paragraph One	States Reason #1
	Has Two Idea Developments
Body Paragraph Two	States Reason #2
	Two Idea Developments
Body Paragraph Three	States Reason #3
	Two Idea Developments
Conclusion	Restates Purpose
	Restates Three Reasons/Supports
	Provides Closure/Something to Leave the Reader Thinking

7-12 Writing Format

LEAD	Refers to the Scenario (RESTATE THE PROMPT)
	Acknowledges Prompt
	States Three DISTINCT Reasons/Supports
	States Thesis
Body Paragraph One	States Reason #1
	Has Two Idea Developments
Body Paragraph Two	States Reason #2
	Two Idea Developments
Body Paragraph Three	States Reason #3
	Two Idea Developments
Body Paragraph Four	States Counterclaim
	Two Idea Developments
Conclusion	Restates Purpose
	Restates Three Reasons/Supports
	Provides Closure/Something to Leave the Reader Thinking

