

Regular Board template

Wednesday, June 6, 2012 7:00 PM

Board of Education Auditorium, 129 Church Street, Bristol, CT 06010

1. **Call to Order, Pledge of Allegiance, Moment of Silence**

2. **Approval of Minutes - May 2, 2012 and Special Meeting May 22, 2012**

3. **2013 Teacher of the Year**

4. **Student Recognition**

5. **Committee Reports**

6. **Consent Agenda**

6.1. Personnel

6.1.a. Administrator Resignation - Effective June 30, 2012

6.1.b. Teacher Resignations - Effective June 30, 2012

6.1.c. A-3 Teacher Resignation - Effective June 30, 2012

6.1.d. Teacher Requests for Unpaid Leave of Absence

6.2. Grants

6.2.a. IDEA Section 611

6.2.b. IDEA Section 619

7. **Public Comment**

8. **Deliberated Items**

8.1. Healthy Food Certification Statement

8.2. Exchange Trips - France and Italy - Bristol Central

8.3. TEAM Mentors/Cooperating Teachers Applicants

8.4. Revision to the 2012-2013 Parent Conference Schedule - Second Presentation

8.5. School Calendar Survey

8.6. Municipal Corporate Credit Card Resolution

8.7. 2012-2015 District Technology Plan - Second Reading

8.8. Online Policy Manual Affirmation

8.9. Policy Revisions

8.9.a. Policy 3541 - Student Transportation - Second Reading

8.9.b. Policy 5111 - Admission/Age of
Attendance/Placement - First Reading

8.9.c. Policy 9325.3 - Bylaws of the Board -
Parliamentary Procedures - First Reading

8.10. Curriculum Revisions

8.10.a. AP Microeconomics Curriculum - Second
Reading

8.10.b. Elementary Writing Curriculum - Second
Reading

8.11. Textbook Adoption

8.11.a. Grade 1 and 5 Mathematics Textbook -
First Reading

9. **Old Business**

10. **New Business**

11. **Building Committee Reports**

12. **INFORMATION**

13. **VOTE TO CONVENE INTO EXECUTIVE SESSION**

14. **RECONVENE INTO PUBLIC SESSION**

15. **Adjournment**

BOARD OF EDUCATION
Bristol, Connecticut
Regular Meeting - May 2, 2012

The regular monthly meeting of the Bristol Board of Education was held on Wednesday, May 2, 2012 at 7:00 p.m., at Bristol Central High School, 480 Wolcott Street, Bristol, Connecticut.

PRESENT: Commissioners: Lawrence Amara, Karen Bourassa, Genard Dolan, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Thomas O'Brien, Karen Vibert, Christopher Wilson; Susan Kalt Moreau, Acting Superintendent of Schools, Kim Hapken, Acting Deputy Superintendent, Dennis Bieu, Director of Human Resources and David Mills, City Council Liaison

CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE

Chairman Wilson called the meeting to order at 7:15 p.m. and invited the audience to join him in reciting the Pledge of Allegiance.

Chairman Wilson noted that the meeting was being held at Bristol Central because the elevator at the Board of Education was still offline.

STUDENT RECOGNITION

Penny Wars

Ben Carmelich a 2nd grade student at Greene-Hills School held a 'penny wars' contest to see which classroom could raise the most money to purchase supplies for the Caring Closet that offers baby clothes, shoes, diapers, wipes and other items to low income families with young children at the Parent and Child Center. Students raised a grand total of \$670 - \$27 in paper dollars, 3 - \$1 coins, 739 quarters, 1,208 dimes, 800 nickels, and 29,145 pennies. Ben was commended for his work. Ben and parents were present in the audience and Ben stood to be recognized.

CABE Student Leadership Awards

The 16th annual CABE Student Leadership Awards Program was developed to give local boards of education the opportunity to recognize student achievement and potential. These students are picked from among their peers for exhibiting leadership qualities as defined by a list of criteria developed by a subcommittee of CABE's Board of Directors. CABE was very impressed with the level of achievement by these students.

The following students were present in the audience, and stood to receive their awards:

Molly Watstein - Memorial Boulevard Middle School
Jeremy Ganavage - Memorial Boulevard Middle School
Ashley Pecorelli - Bristol Central High School
Mark Winters - Bristol Central High School

CREC – Outward Bound Program

Corrine Malley a Senior at Bristol Eastern High School spoke about her experience with the Capitol Region Interdistrict Leadership Academy (CRILA). The program is a yearlong experience that provides a diverse forum where students will practice ethical and collaborative leadership through research and community services. Corrine read an informative description of the program and its benefits, and board members commended her for the thorough report.

Spirit of Life Award

The Special Olympics of Connecticut annually honors athletes for exemplifying the spirit, courage and joy of Special Olympics. This year Anthony Cruz an 8th grader at Chippens Hill Middle School was chosen to receive the Spirit of Life Award from CAS/CIAC. He was recognized at the Hall of Fame Awards banquet at the Aqua Turf on March 21, 2012.

In addition, the Unified Sports Program at Chippens Hill Middle School was recognized at the same banquet by CAS/CIAC Unified Sports Program for their exemplary work and providing opportunities for Bristol's Special Olympic Athletes

Anthony and Michelle DeGennaro, a Special Education teacher at Chippens Hill stood to be recognized.

STAFF RECOGNITION

Staff Awards

Each year, the Board of Education and the Superintendent of Schools formally recognizes staff and community member contributions to the school district. This program recognizes staff who have performed their work in a truly outstanding manner and have gone well beyond what is expected of them in the normal fulfillment of their position. Receipt of a *Staff Award* is a significant milestone in the careers of our employees. Additionally, nominations are sought to recognize a member the community whose contributions to and efforts on behalf of the school system have been truly outstanding.

The following staff members were present in the audience and stood to be recognized. They will be honored at a dinner in May:

Special Board Recognition:

Catherine Carbone – Principal – Chippens Hill Middle School

1st Time Awardees:

Kara Jones – Math Chair and teacher – Bristol Eastern High School
Mariliz Fitzpatrick – Math teacher - Gr. 6 – Chippens Hill Middle School
Beth Martin – Library Clerk – Hubbell School
Shirley Preleski – Instructional Support Teacher – O'Connell School
Karen Hulbert – Grade 5 Teacher – O'Connell School
Joanne Bonino – Speech-Language Clinician – Stafford School

APPROVAL OF MINUTES

On motion of Commissioner Dolan, seconded by Commissioner Morgan, it was unanimously

VOTED: That the minutes of the April 2, 2012 Regular Meeting be approved as written.

On motion of Commissioner Vibert, seconded by Commissioner Fitzgerald, a motion to approve the April 11, 2012 Special Meeting minutes was placed on the table for discussion.

Commissioner Fitzgerald had questions regarding the purchase of land at Stafford School.

The minutes of the April 11, 2012 Special Meeting were unanimously APPROVED as written.

COMMITTEE REPORTS

Finance

Commissioner Vibert reported that the committee met earlier this evening for its monthly meeting. The district is currently in the black due to early retirement incentives. Commissioners Vibert, Wilson and Dolan attended the Board of Finance meeting on April 25th, where they voted to give the Board of Education \$1,000,000 out of the insurance surplus; which we can use to purchase non-consumables for next year out of the school bonding up to \$400,000. The Board will now have just under a \$2,000,000 deficit; the Board will have to look seriously at making cuts. We will hold a budget workshop on May 16th at 7:00 p.m., no decisions will be made that evening because there will be a Joint Board meeting with the City Council and the Board of Finance Meeting on May 21st to approve the budget. Commissioner O'Brien asked about the possibility of changing the date of the workshop, because he is unavailable.

Personnel

Commissioner O'Brien reported that the committee met and reviewed non-bargaining salaries and made recommendations to Central Office; the committee authorized the Chairman to sign all of those contracts.

Student Achievement

Commissioner Amara reported that the committee met, and reviewed the results of the recent school calendar survey; it is still in the discussion phase. There will be a meeting on May 17th at 6:00 p.m. The committee also had the 1st reading of the Grade 1, 3, 5 Math Curriculum, Marlene Lovanio presented the new common core state standards; there will need to be some training regarding the new standards once approved. The curriculum will appear later on tonight's agenda for a second reading.

Operations

Commissioner Fitzgerald reported that the committee met last night and heard a presentation by Metro PCS, and their proposal to construct a flagpole style cell tower and place it on the Northeast Middle School property. The discussion was tabled and the committee asked that the representative contact the City's Planning Commission to assure that they would allow the placement of the tower before we got into the details of the request.

CONSENT AGENDA

Coaching Appointments

On motion of Commissioner Vibert, seconded by Commissioner Morgan, it was unanimously

VOTED: That the Board of Education approve the following Coaching Appointment:

Mario Marrero – Assistant Track and Field Coach – BCHS – Effective 4/16/12

Kevin Taylor – Assistant Track and Field Coach – BCHS – Effective 4/16/12

Grants

On motion of Commissioner Vibert, seconded by Commissioner Morgan, it was unanimously

VOTED: That the Board of Education approve the following Grant:

Immigrant Children and Youth Education Grant Application

PUBLIC COMMENT

Brian Cahill – 304 Peck Lane – addressed the board regarding lacrosse.

PUBLIC COMMENT – con’t

Will Cushing – 214 Brentwood Drive – addressed the board regarding general music and lacrosse.

Luke McCoy – 820 Matthews Street – addressed the board regarding lacrosse.

David Rackliff – 730 Lake Avenue - addressed the board regarding lacrosse.

Jackie Larigdy – addressed the board regarding lacrosse.

DELIBERATED ITEMS

Donation for South Side School Library

On motion of Commissioner Vibert, seconded by Commissioner Fitzgerald, it was unanimously

VOTED: That the Board of Education accept the \$5,000 donation from the estate of Dorothy Ebb for exclusive use at the South Side School Library.

Enrollment Update

Dennis Bieu, Director of Human Resources presented the quarterly enrollment update. Commissioner O’Brien requested the Board monitor the number of students that are attending magnet schools, and would like those numbers incorporated into the report.

Questions followed regarding how the change in enrollment numbers affects the budget, our enrollment number reporting date to the state and the formula used to derive our numbers.

Teacher Evaluation

Dennis Bieu, Director of Human Resources presented the Teacher Evaluation Report. Questions followed regarding who conducts the various evaluations.

2012-2013 Bristol Public Schools Budget

The Board of Education approved a budget of \$105,814,058 at its March meeting. Since that time, the cost of employee health insurance increased by \$188,047. Therefore, a new motion to approve an amended budget of \$106,002,105 is necessary.

On motion of Commissioner Hintz, seconded by Commissioner Vibert, a vote on the modified Board of Education budget in the amount of \$106,002,047 for the 2012-2013 School Year was placed on the table for discussion.

Discussion followed regarding who is responsible for making up the shortfall, the timeline for attaining accurate figures from the city and with this modification, what is the exact amount of money that the city will be allocating to the Board of Education.

Commissioner Fitzgerald wanted clarification as to whether music would be offered in the K-8 schools as well as at Northeast and Chippens Hill Middle. Dr. Moreau stated that music was approved for Northeast and Chippens Hill only; there would not be enough students at the K-8 middle school level to have a viable program.

On motion of Commissioner O’Brien, seconded by Commissioner Amara it was unanimously

VOTED: That the Board of Education table the motion to approve the 2012-2013 School Year Board of Education budget in the amount of \$106,002,047 until they receive further information.

CURRICULUM ADOPTION

Grades 1, 3, 5 Mathematics Curriculum – *Second Reading*

On motion of Commissioner O'Brien, seconded by Commissioner Dolan, it was unanimously

VOTED: That the Board of Education approve the Grades 1, 3 & 5 Mathematics Curriculum.

POLICY REVISION

Policy 3541 – Student Transportation – *First Reading*

With the construction of the K-8 schools, changes were needed to our transportation policy. The walk zone for K-8 students will follow the elementary distance of one mile to avoid having an elementary grade sibling eligible for transportation and a middle school age student ineligible. Further, additional wording was added to clarify changes in transportation plans by parents/guardians with an emphasis on written notice of each child's transportation plan.

This is the first reading of the policy, please forward any questions you may have in the subsequent month to Dr. Moreau.

OLD BUSINESS

There was no Old Business to come before the board.

NEW BUSINESS

There was no New Business to come before the board.

BUILDING COMMITTEE REPORTS

Forestville Building Committee

Commissioner O'Brien reported that there has been progress and the building is on schedule and under budget.

West Bristol

Chairman Wilson reported that the committee voted on more change orders, which they have been monitoring, they have spent approximately \$466,000 in change orders. They are at the point where they will be powering the building soon.

INFORMATION

Commissioner Bourassa wanted to commend Bristol Lacrosse for coming out each month and giving it their all.

Commissioner Dolan reported that he attended his first lacrosse game last weekend, and could not believe the action; it seems like a good sport.

Council Liaison Mills reported that he attended the first Edgewood Elementary talent show; the staff and students did a wonderful job; it was a great show and it was well attended.

Chairman Wilson reported that he attended the recent Bristol Business Education Foundation meeting which was held at Bristol Tech. The students served them meals, and it was a delightful meal. They got to see the

INFORMATION - con't

new SMARTboard that the Education Foundation helped to support. He also wanted to highlight all of Jeannine Audette's work in spreading the word about success of the Education Foundation mini-grants. He also attended the CREC meeting and they met with lobbyists Peter Smith and Patrice McCarthy. They talked about SB24; and their perspective as lobbyists is that it serves a classic case of a power struggle between the legislative and executive branches of government. Right now, one of the biggest challenges of the Education Reform is how much power will the legislature give the commissioner. He reported that two weekends ago he spent three days in Boston for the National School Board Association Convention; he made note that no public money was used for this trip. It is a great meeting; there were over 5,000 board members and over 2,000 vendors and over a 1,000 education exhibitors. There were great sessions on governance, common core standards adoption and digital learning. NSBA provides a great opportunity for continuing education for Board Members. He attended two featured speakers session with Soledad O'Brien, new anchor and Salman Khan, founder of Khan Academy both of which provided fascinating stories. He also wanted to mention that the graduation is June 21st, and if any board member wants to attend the graduation ceremony, they should get in contact with the respective schools; right now he knows that Jeff Morgan will be at Bristol Central and Karen Vibert will be at Bristol Eastern.

ADJOURNMENT:

On motion of Commissioner Vibert seconded by Dolan it was unanimously

VOTED: That the Board of Education meeting be adjourned. (8:13 p.m.)

Respectfully Submitted:

Susan P. Everett

Susan P. Everett
Executive Secretary
Bristol Board of Education

BOARD OF EDUCATION
Bristol, Connecticut
Special Meeting - May 22, 2012

The Special meeting of the Bristol Board of Education was held on Tuesday, May 22, 2012 in the Auditorium of the Board of Education Building, 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Lawrence Amara, Karen Bourassa, Genard Dolan, Karen Hintz, Jeffrey Morgan, Thomas O'Brien, Karen Vibert, Christopher Wilson; Susan Kalt Moreau, Acting Superintendent of Schools, Kim Hapken, Acting Deputy Superintendent, Dennis Bieu, Director of Human Resources

ABSENT: Commissioners: Jill Fitzgerald and David Mills, Council Liaison

CALL TO ORDER

Chairman Wilson called the meeting to order at 7:50 p.m. and invited the audience to join him in reciting the Pledge of Allegiance.

INFORMATION

2012-2013 School Start Times

Commissioners were provided with a copy of the proposed School Start Times for the 2012-2013 school year. Dr. Moreau read the revised schedule:

	Regular School Day (Monday, Tuesday, Thursday, Friday)	Wednesday
High School	7:35 – 2:00	7:35 – 1:35
Middle School	8:15 – 2:50	8:15 – 2:25
Grades 1-5 @ K-5	9:05 – 3:25	9:05 – 3:00
Grades 1-8 @ K-8	8:15 – 2:50	8:15 – 2:25

These revised start times will be provided to area daycares for them to make the proper adjustments to their fee schedules. Questions followed regarding the Wednesday schedule.

FINANCE COMMITTEE

Commissioner Vibert, Finance Committee Chair reported that the committee met earlier this evening and reviewed and approved the administration's recommendations for the K-8 Prebuys, Potential Conditional Funding Allowables, Literacy Teachers from Priority Grant Loss, Potential Surplus Prebuys, Reductions for Conditional Funding & Surplus, Recommendations for Reduction based on Commissioners feedback at the May 17th meeting and from Further Reductions Needed. The committee decided to reduce Middle school interscholastic to intramurals, reduce the parochial school transportation to the state mandate and lacrosse is being added with the change in funding from \$90,000 to \$39,000, with the additional money (\$20,097) within the prebuys. The total of the approved 2012-2013 school budget is \$102,725,955.

On a motion by Commissioner Dolan, seconded by Commissioner Hintz Vibert, the board was voting to approve the 2012-2013 Board of Education budget in the amount of \$102,725,955.

Chairman Wilson ask that the vote be held as the he would like to hold Public Comment at this time.

PUBLIC COMMENT

William Cushing, 214 Brentwood Drive – address the board regarding the gifted program. He is a member of the Gifted Program, and he feels that it should not be cut out of the budget. The program has helped him and his friends, and it is all they have left, since the board had decided to cut the music program.

Will Cushing, 214 Brentwood Drive – address the board regarding the budget and class sizes in the middle schools. He questioned whether Advanced Band would still be held; and it will continue as long as a teacher is willing to work with the groups. He also felt the choices on the scheduling cards were poorly presented; the way it was presented, students would not have chosen music, because they had already been told that the program was cut. He would like to see music added back into the curriculum in the future. He feels that middle school is not the time to give students a choice about music; students should be making that decision in high school; they *discover* music in middle school and *choose* music in high school.

FINANCE COMMITTEE - continued

Returning to the motion on the table to vote on the approved 2012-2013 Board of Education budget in the amount of \$102,725,955. The motion **PASSED UNANIMOUSLY**.

On motion of Commissioner Vibert seconded by Commissioner O'Brien it was unanimously

VOTED: That the Board of Education approve the subset recommendations made at the Finance Committee meeting.

Chairman Wilson addressed the Board. He commended Dr. Moreau for her work, and being thrust into a difficult situation, with the departure of Dr. Streifer. He discussed the structural difficulties the board faces; his lament over laying off 22 teachers and financial hardships Bristol will continue to face without additional funding from the city. He is appreciates everyone's understanding and hard work in finally getting a budget for the Board of Education.

ADJOURNMENT:

On motion of Commissioner Wilson seconded by Commissioner Vibert it was unanimously

VOTED: That the Board of Education meeting be adjourned. (8:07 p.m.)

Respectfully Submitted:

Susan P. Everett

Susan P. Everett
Executive Secretary
Bristol Board of Education

2012 MAY 24 AM 8 06

Angela Rossbach
114 Sandy Beach Road
Goshen, CT 06756
May 24, 2012

Dr. Susan Kalt Moreau
Interim Superintendent
Bristol Board of Education
29 Church Street
Bristol, CT 06010

Dear Dr. Moreau:

Please accept my resignation as Principal of Edgewood School effective June 30, 2012. I have accepted a position as Principal of Goshen Center School in my home town of Goshen, CT.

I will be leaving Bristol with many fond memories. I have learned so much from the students, community, staff and colleagues over my 24 year tenure. I am grateful for the leadership and guidance that I have received from you, Phil, Dennis and Denise over the years.

I am especially proud of the work that has been accomplished during my tenure as the Principal of Edgewood School. The staff, students and parents have worked to build a strong learning community with documented evidence of significant student growth.

Please let me know how I can help to ease the transition once a new Principal has been named. I will be happy to do whatever I can.

Sincerely,



Angela Rossbach

cc: Dennis Bieu, Director of Human Resources

Nancy Fandozzi - Fwd: 2012-2013 School Year

From: Dennis Bieu
To: Fandozzi, Nancy
Date: 5/23/2012 4:05 PM
Subject: Fwd: 2012-2013 School Year

>>> Elizabeth Demaria 5/23/2012 9:39 AM >>>

Dear Mr. Bieu,

My name is Liz Demaria and I am currently the .5 General Music teacher at Chippens Hill. I was given the news that my contract is going to be non-renewed for next school year due to Reduction in Force. I just wanted to let you know that I will not be returning to Bristol Public Schools next year as I have accepted a full time position at another school district. I just wanted to clarify in case there was any paperwork that I needed to fill out at the BOE offices, and so this information could be included when you are making the restaffing decisions. Please let me know if I need to come speak with you personally.

Thank you again for the experience for working at Bristol Public Schools. I really enjoyed my position here and all of the insights I have gained as a teacher and an individual.

Liz Demaria

2012 MAY 24 AM 9 44

Dennis Bieu
Director Human Resources
Bristol Public Schools
129 Church St.
Bristol Ct, 06010

5/21/2012

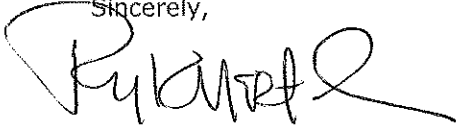
Dear Mr. Bieu

I am writing to announce my resignation from the Bristol Public Schools effective August 1st 2012.

This was not an easy decision for me to make. The past eleven years have been very rewarding. I've enjoyed working for you and working with a very successful school team dedicated to providing an excellent education to all students.

Thank you for the opportunities for professional growth that you have provided me during my tenure with the Bristol Public Schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Ryan Mertel", with a large, stylized initial "R" and a long horizontal stroke extending to the right.

Ryan Mertel

2012 MAY 17 PM 1 36

9 Trotters Glen
Farmington, Connecticut 06032

Bristol Board of Education
Attention: Dennis Bieu, Director of Human Resources
129 Church Street
Bristol, Connecticut 06010

Dear Bristol Board of Education,

I am writing to resign my position working for the Bristol Public Schools. Effective at the end of the 2011-2012 school year, I am terminating my employment and will begin work in another school district for the 2012-2013 school year.

Thank you for all of the professional growth opportunities that you have provided me over the five years I have worked at Northeast Middle School. I feel fortunate to have been able to learn from some truly skilled professionals and to have had access to some cutting edge opportunities in the field of education.

Sincerely,

A handwritten signature in cursive script that reads "Mary-Katherine Miller". The signature is written in black ink and has a long horizontal line extending from the end of the name.

Mary-Katherine Miller

May 8, 2012

To Whom It May Concern,

Due to another commitment outside of school hours, I can no longer fulfill the requirements of technology leader of Hubbell School. This letter serves as my formal resignation from the position. I thank you for this opportunity.

Sincerely,
Merriah Currao

2012 MAY 8 AM 9 35

April 19, 2012

Dear Dr. Streifer,

I am writing this letter to request a one year leave of absence. I am currently pregnant and due on June 22, 2012. My leave would take place during the school year of September 2012 to June 2013. According to section 12:4 of the contract, I am requesting an unpaid leave of absence for childrearing purposes. I appreciate your consideration of my request.

Thank you,

A handwritten signature in cursive script that reads "Jen Chase".

Jennifer Chase
Art Teacher
Stafford Elementary School

Cc: Catherine Cassin, Lori Eschner

BRISTOL BD OF ED
2012 APR 24 AM 10 54

My name is Mary Levy and I teach third grade at Ivy Drive School. I am currently pregnant, and my doctor told me that I should expect my baby around October 31, 2012. I would like to take my 6 weeks of maternity time, plus my 5 personal days, for a total of 7 paid weeks. I do not plan on returning for the rest of the 2012-2013 school year (I will take the rest of my time unpaid). I will be returning in the fall of 2013.

2012 MAY 23 PM 2 12

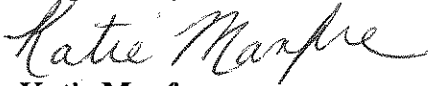
May 15, 2012

2012 MAY 16 PM 1 54
2012 MAY 16 PM 1 54
Mr. Dennis Bieu
Director Human Resources
129 Church St
Bristol, CT 06010

Mr. Bieu:

I would like to request an unpaid leave of absence for the 2012-2013 school year for necessities of home. It would be my intent to return after the one year or for the 2013-2014 school year.

Respectfully,



Katie Manfre
Kindergarten Teacher
Hubbell School

ED114 FISCAL YEAR 2013

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: BRISTOL PUBLIC SCHOOLS

TOWN CODE: 00017

GRANT TITLE: IDEA, PART B, SECTION 611

PROJECT TITLE: IDEA, PART B, Section 611 ENTITLEMENT GRANT

CORE-CT CLASSIFICATION:

FUND: 12060 SPID: 20977

PROGRAM: 82032

BUDGET REFERENCE: 2013

CHARTFIELD1: 170002

CHARTFIELD2:

GRANT PERIOD: 7/01/12 - 6/30/14

AUTHORIZED AMOUNT:\$

AUTHORIZED AMOUNT by SOURCE:

CURRENT DUE:\$

LOCAL BALANCE:\$

CARRY-OVER DUE:\$

CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES	46,816		
111B	TEACHERS	1,183,841		35,969
112A	EDUCATION AIDES	432,540		
112B	CLERICAL	43,505		
119	OTHERS			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	44,782		
321	TUTORS			
322	IN SERVICE	10,000		
323	PUPIL SERVICES			
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	OTHER PROFESSIONAL/TECHNICAL SERVICES			
331	AUDIT			
400	PURCHASED PROPERTY SERVICES			
510	PUPIL TRANSPORTATION			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL			
590	OTHER PURCHASED SERVICES			
611	INSTRUCTIONAL SUPPLIES	1,000		
612	ADMINISTRATIVE SUPPLIES			
690	OTHER SUPPLIES			
700	PROPERTY			
890	OTHER OBJECTS			
940	INDIRECT COSTS			
	TOTAL	1,762,484		35,969

GRANTEE NAME: BRISTOL PUBLIC SCHOOLS					TOWN CODE: 00017				
GRANT TITLE: IDEA, PART B, SECTION 619 PROJECT TITLE: IDEA, PART B, Section 619 Preschool Entitlement CORE-CT CLASSIFICATION: FUND: 12060 SPID: 20983 PROGRAM: 82032 BUDGET REFERENCE: 2013 CHARTFIELD1: 170002 CHARTFIELD2:									
GRANT PERIOD: 7/01/12 - 6/30/14					AUTHORIZED AMOUNT: \$				
AUTHORIZED AMOUNT by SOURCE:					CURRENT DUE: \$				
LOCAL BALANCE:\$					CARRY-OVER DUE:\$				
CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL					
111A	ADMINISTRATOR/SUPERVISOR SALARIES								
111B	TEACHERS		\$ 1,248	\$ 1,248					
112A	EDUCATION AIDES	\$ 61,116		\$ 61,116					
112B	CLERICAL								
119	OTHERS								
200	PERSONAL SERVICES-EMPLOYEE BENEFITS								
321	TUTORS								
322	IN SERVICE								
323	PUPIL SERVICES								
324	FIELD TRIPS								
325	PARENT ACTIVITIES								
330	OTHER PROFESSIONAL TECHNICAL SERVICES								
331	AUDIT								
400	PURCHASED PROPERTY								
510	PUPIL TRANSPORTATION								
530	COMMUNICATIONS								
560	TUITION								
580	TRAVEL								
590	OTHER PURCHASED SERVICES								
611	INSTRUCTIONAL SUPPLIES								
612	ADMINISTRATIVE SUPPLIES								
690	OTHER SUPPLIES								
700	PROPERTY								
890	OTHER OBJECTS								
940	INDIRECT COSTS								
	TOTAL	\$ 61,116	\$ 1,248	\$ 62,364					

Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement

Section 1 – Background

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the nutrition standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

Section 2 – Certification Statement

► ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the **Bristol Board of Education** and
(Name of the Board of Education or Governing Authority)

pursuant to section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, (*select appropriate box*)

☐ **will** (*must complete Sections 3 and 4 on page 2*)

☐ **will not** (*sign below and return form*)

meet said standards during the period of **July 1, 2012 through June 30, 2013**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or
Governing Authority**

Signature: _____ **Susan K. Moreau, Ph.D.**
(Signature of the Authorized Representative) (Printed Name of the Authorized Representative)

Acting Superintendent of Schools
Title (Superintendent of Schools, President or Chairperson of the Board)

6/7/12
Date of Authorization

Section 3 – Exemption Statement

► ***To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.***

Pursuant to section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, *(select appropriate box)*

☐ **will**
☐ **will not**

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

► ***To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.***

Pursuant to section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

Bristol Board of Education

(Name of the Board of Education or Governing Authority)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2012 through June 30, 2013.**

Local or Regional Board of Education or Governing Authority

Signature: _____ **Susan K. Moreau, Ph.D.**
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

Acting Superintendent of Schools **6/7/12**
Title (Superintendent of Schools, President or Chairperson of the Board) *Date of Authorization*

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

Signature: _____ **Brian Mahoney**
(Signature of State Agency Representative) *(Printed Name of State Agency Representative)*

Chief Financial Officer
Title

Date

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/American with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

French Exchange

2013

Bristol Central High School

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Bristol Public Schools

Field Trip Request Form for Travel Outside the Continental United States**Directions:**

1. All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. Agenda items for the Board meeting are due three weeks in advance of the meeting.
2. The documents must be reviewed and approved by the Building Principal and Teaching and Learning Supervisor prior to submitting for Board approval. Signatures required below.
3. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School: Bristol Central High School**Date of Request:** 5/9/12**Trip to:** Paris, France**Dates of Proposed Trip:** Friday, 4/12/13 – Saturday, 4/20/13**Number of students participating (approximately):** 20**Name of teacher(s) making request:** Amanda Robustelli-Price and Anya Rochester**Number and names of teachers and chaperones:**

1. Anya Rochester
2. French-speaking teacher
3. French-speaking adult (non-teacher; only necessary if we have more than 20 students.)

Transportation: Bus: ☒ Train _____ Plane: ☒ Car _____ Other _____**Are fund-raising activities planned?** No If so, describe on a separate sheet.**Name of Travel Agency:** First Student for Bus, American Airlines for Plane**Lodging:** Hotel/Motel _____ Private Home: ☒ Other _____

Insurance Arrangements for Staff and Students: Insurance should be provided by Travel Agency. Please attach a copy of the travel agency's insurance coverage. *We are using First Student for the Bus, so the school should have their insurance policy. For the plane, we expect to go with American Airlines. We will buy insurance for the plane ticket through them.*

Cost per student for insurance (approximately): \$100 (for plane ticket)**Proposed Itinerary:** Attached.**Narrative Attached in this packet;** It explains the purpose and educational value of the proposed trip.

Approval by Principal: _____ Date _____
Principal's Signature

Reviewed by Teaching and Learning Supervisor: _____ Date _____
Supervisor's Signature

Approval by the Superintendent of Schools: _____ Date _____
Superintendent's Signature

Trip to France: Anticipated Expenses

Category	Cost	Final Cost	Total Cost
1. School bus to and from airport	\$300 X 2	\$600	\$600
2. Airfaire with fees and taxes	\$1100 (x22)	\$24,200	\$24,800
3. Excursions in France (estimated based on prices two years ago); includes tips	\$200 per person (x22)	\$4,400	\$29,200
4. Emergency fund	\$50 per student	\$1,000	\$30,200
5. Travel insurance (plane)	\$100 per person (x22)	\$2,200	\$32,400
TOTAL COST			\$32,400
Divided by 20 students	\$1,620		
*Extra money built in for flight or unexpected expenses; if it is not needed, it will be refunded as it was two years ago.			

Proposal for an Exchange: BCHS and the Lycée Jean Monnet in La Queue-lez-Yvelines, France

As part of our ongoing efforts to broaden the horizons of our students, as well as meet the national, state and curricular standards of world language learning, we hope to continue the exchange between BCHS and the students of the Lycée Jean Monnet that is currently in its fifth cycle (tenth year). It is important to note that our exchange programs make us more competitive with surrounding towns that offer more years of language study and similar programs. This field trip also allows us to provide similar real-world experiences that other disciplines at BCHS do in more local field trips to learn about careers and real-world application of content knowledge. Immersing students in French culture and helping them to interact with our rapidly-changing world helps them to begin to navigate our planet as global citizens who must have twenty-first century skills in order to be successful after high school.

The French teachers and students came to stay with us in April of 2012. They were housed by Bristol families and attended classes with their correspondents. The French students took trips to Boston, New York, Yale, and Mystic. We included BCHS students on a visit to Ellis Island and the 9/11 Memorial. In April of 2013, we hope to send our students to a similar experience in France. Students will be staying in the homes of the students who came to Bristol. They will attend classes and will be able to have excursions to Paris, Normandy, and Versailles. Our French exchange partners live about forty-five minutes outside of Paris. All costs of food and housing will be borne by the host families. Our French counterparts will plan the excursions and we will use First Student for the bus and American Airlines to handle the airline tickets and buses to the airport.

The dates of our proposed journey are from Friday, 4/12/13 to Saturday, 4/20/13. Students may need to leave school a few hours early on 4/12 (depending on flight times), but otherwise will miss no other school. Students going to France will have no serious disciplinary issues and must have good attendance. They must be enrolled in French.



**EXCHANGE WITH THE LYCÉE JEAN MONNET – BRISTOL CENTRAL HIGH SCHOOL
FRIDAY, 4/12-SATURDAY, 4/20**

Chaperone Contact Information:

TO BE ADDED WHEN CHAPERONES/TEACHER HOSTS ARE CONFIRMED

Saturday, 4/13 > Take flight from New York or New Jersey or Boston. Arrive in Paris. Coach bus to high school. **Arrival in the early afternoon.**

Sunday, 4/14 > Students with families.

Monday, 4/15 > 9:00 a.m. School welcome : Lunch + welcome by Principal and/or Assistant Principal + Guided tour of school + Courses with French students until 5:30 p.m. **(Lunch with French hosts.)** *Many French students do not start the day before 9:00 a.m.

Tuesday 4/16 > **Full day in Paris (1) (French hosts pack lunch)**

Leave from train station Montfort at 8:34 (arrive **9:12** at Paris Montparnasse)

- Morning: Eiffel Tower, Bateaux mouches (boat tour along the Seine of important historical sites, like the Conciergerie, the Notre-Dame-de-Paris)
- Afternoon: Arc de Triomphe, Place de la Concorde, Champs-Élysées,

Return at 7:15 p.m. at Garancières (train leaves **6:33** p.m. at Paris-Montparnasse)

Wednesday 4/17 > **Full day Normandy** French/Americans **(French hosts pack lunch)**

Leave school in a coach bus at 6:30 a.m.

- Morning: Visit the Mémorial de Caen + Arromanches (lunch at Arromanches).
- Afternoon: Visit the American cemetery (Colleville-Sur-Mer) + Pointe du Hoc.

Return to the school around 8:30 p.m.

Thursday, 4/18 > **Full day in Paris (2) (French hosts pack lunch)**

Leave from train station Montfort at 8:34 (arrive **9:12** at Paris Montparnasse)

- Morning: Visit the Louvre. Lunch in the Tuileries garden.
- Afternoon: Notre-Dame de Paris, l'Ile Saint Louis, le Quartier Latin, la rue Mouffetard

Return at 7:15 p.m. at Garancières (train leaves **6:33** p.m. at Paris-Montparnasse)

Friday, 4/19 > **Full day in Versailles (French hosts pack lunch)**

Leave in coach bus at 9:00 a.m.

- Morning: Visit the Château de Versailles + gardens (Hameau de Marie-Antoinette).
- Afternoon: Visit the city + *Shopping* in Parly II

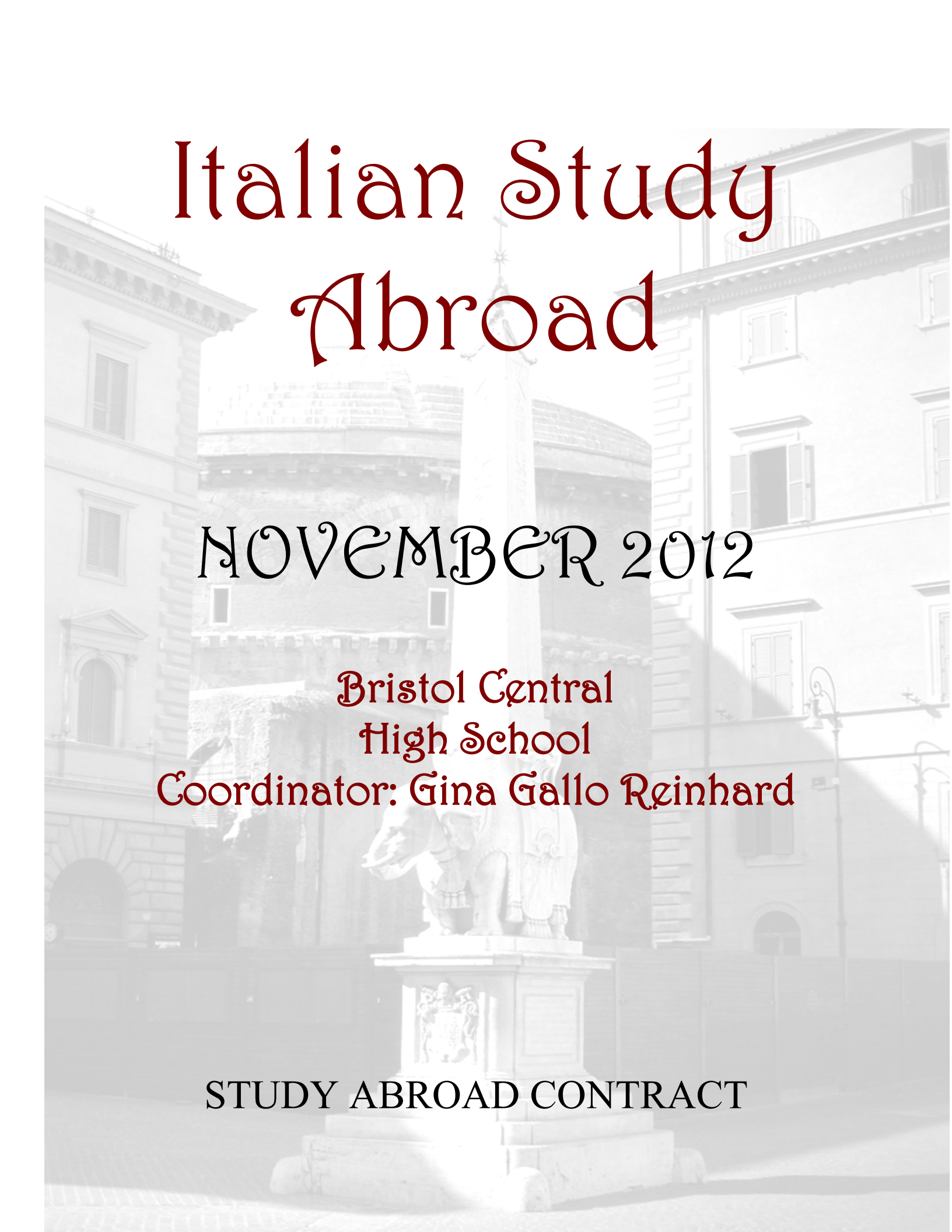
Return to the school around 5:00 p.m.

Friday, 4/19 (evening)

Night time (*Pot luck supper*) at the high school from **7:00 p.m. to 11:00 p.m.**

French families provide food, drink, and entertainment

Saturday, 4/20 > **Leave on a coach bus in the morning.** Return flight to New York or New Jersey or Boston.

The background of the entire page is a faded, grayscale photograph of a historic Italian square. In the center, a tall, fluted column rises, topped with a star. At its base sits a large, ornate stone statue of a lion, likely the Fontana del Gallo. The square is surrounded by multi-story buildings with classical architectural features like arched windows and cornices. The overall tone is historical and academic.

Italian Study Abroad

NOVEMBER 2012

Bristol Central
High School
Coordinator: Gina Gallo Reinhard

STUDY ABROAD CONTRACT

In order to participate in the Salerno study abroad program the following criteria must apply to all applicants:

- The student is in good academic standing according to the Bristol Board of Education student handbook rules.
- The student currently enrolled in an Italian course and will be continuing with Italian for the next school year.
- The student has a 90% average in Italian
- The student has a 85% average in all other course at Bristol Central
- The student has completed the “Salerno makeup work packet” and has signatures and makeup work from all teachers.

N.B No student will be considered for this program if he or she does not meet the above criteria.

Parents please be aware of the following stipulations:

- Your student can be removed from the Italian exchange program if there are any academic, legal or school-related problems. If this occurs, all payments made would be non-refundable.
- The students participating in this program will be chosen on the basis of academic, social and emotional stability.
- The teacher has the right to use personal discretion when choosing the participants in this study abroad opportunity
- There will be a curfew in place in Italy, and the host families will report to the teacher each day to ensure that the students are abiding by all rules
- Due to the uncertain nature of world security and other unforeseeable events, field trip participants must understand that the Board of Education reserves the right to cancel field trips at any time prior to the time of departure of the trip. The Bristol Board of Education or its agents will not be responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip
- At the highest [red] alert, no field trips will be allowed out of the City of Bristol for any reason

Please sign and return by _____.

Parent's signature _____

Student's signature _____

Program Outline:

The Accademia Italiana is offering a unique learning opportunity for teachers and students interested in immersing themselves in the Italian language and culture. This study abroad program is being held November 3-10 2012 at the Accademia Italiana of Salerno. This time period was chosen to allow students the opportunity to delve into the

culture and traditions during the festival of Saint Martin. The *Accademia* is recognized by the Italian Ministry of Education and the Association of Schools of Italian as a second language specialty school. It is also authorized by the University for Foreigners of Perugia as the examination center for official certificates of Italian knowledge.

The focus of this program is to enhance language skills, cultural appreciation and oral proficiency with the intensity that only courses abroad can provide. The students from BCHS will have the opportunity to study with people from all over the world. Faculty from the *Accademia Italiana* will teach their lessons in a variety of modalities focusing on the topics of Italian traditions, past civilization and contemporary society. The rigorous course schedule will allow students to delve deeper into the language by means of the Mediterranean culture, art, architecture, and agriculture. The participants enrolled in this course will be reviewing advanced grammar concepts through verbal and written practice. The teachers and students enrolled in this study abroad opportunity will be required to give written and oral projects based on the subjects explored during this experience. The main goal of this study abroad opportunity is to enhance the participants' communicative abilities and comprehension of the Italian language, culture, history and arts. The program will offer 20 hours of classroom study, 18 hours of seminars and symposiums as well as excursions and after-school activities. The time spent outside of the classroom will provide resources for written and oral work as well as individual research. Upon the completion of this course of study, the students will receive a grade and a certificate of completion to add to their college resume. Please see attached document for the tentative schedule of events.

The Benefits of this experience:

In an ever-changing society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom curriculum and 21st century global education to merge. This opportunity will allow learners of all levels and styles to see, read and experience the Italian language and culture. All students who participate in this study will be tested into a level of study that is appropriate for each individual.

It is not realistic to expect that all BCHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. This program will allow total immersion in the Italian language and culture for a reasonable price. The importance of a study abroad program is a topic being discussed in classrooms across the nation. The following list was compiled by Diversity Abroad (a website) that discussed the importance of a study abroad experience. This list highlights the effectiveness of a study abroad experience and the fact that it is changing the face of education across the nation.

When studying abroad students will have the opportunity to gain skills such as:

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communicate among diverse groups
- The willingness to challenge oneself and comfort zones
- The knowledge of a foreign language

By studying abroad, students will benefit from many unique experiences unavailable at the high school level. Such experiences include:

- Learning from students from different cultural, ethnic and national backgrounds
- Honing cross-cultural communication skills
- Mastering a foreign language
- Exposure to new ideas and philosophies

For many students, studying abroad is a life-changing experience. Students come back from studying abroad more independent, confident and eager to take on any challenge, academic, professional or personal. There are many personal benefits to study abroad. Some of these benefits include:

- Increased self-confidence
- Independence and maturity
- Global networking of friends
- Appreciation of other cultures as well as appreciation for the American culture
- Ability to face challenges in the future
- Creative problem-solving
- Better understanding of personal strengths and weaknesses

The entire experience during this study-abroad course can be transferred to the students of Bristol Central High School. The knowledge gained during this program will continue far beyond the week time frame for both the students and the teacher. The knowledge that the students will receive from this experience is directly linked to the World Language Curriculum and District Power Standards. The following list of Power Standards has been taken from the level 2 set of standards

- **Power Standard 1** states: Students will understand and interpret spoken and written language on a variety of topics. This is an interpretive skill that will allow students to understand the topics discussed during the class. A learning opportunity such as this will allow students to use authentic materials to aid their interpretive skills.
- **Performance Standard 2** states: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. Students will be able to listen to actual conversations and be a part of the culture and traditions. The students will be asked to give their opinions and express ideas and feelings about the information they are seeing. In order to insure that all students are benefiting from this teaching technique, these activities will be differentiated to make the language accessible to all language learners.
- **Performance Standard 3** states: Students will present information, concepts and ideas to listeners or readers on a variety of topics. The students will be asked to speak to the teacher and native Italian speakers. The opportunity to interact on a daily basis with Italian people in their own environment is not available in the course of the normal school day. Having students respond to the different situations presented offers them the opportunity to experience real-life communication.
- **Performance Standard 4** states: Students will demonstrate an understanding of

the traditions, products, practices and perspectives of the cultures studied. There is no better way for students to experience the culture and traditions of a place than to experience them first hand. The students will be walking the streets of Italy and attending courses taught by native speakers of Italian.

- **Performance Standard 5** states: Students will reinforce and expand their knowledge of other areas of study through the World Language. The students left in the US will be able to view an entire culture via the experience of their teacher and their classmates. The study of a culture will show the students a broader world view from their seats in Bristol, Connecticut. Besides the obvious links to Italian history, art and culture, seminars on Italian music, cinema and archaeology will engage students and teacher. This experience will make them better citizens of our country as well as better citizens of the world.
- **Performance Standard 6** states: Students will acquire and use information from a variety of sources available only in the world language, using technology, print audiovisual, media, data and human resources. This experience will allow the students to tap into the newest facets of technology and media studies.

One can continue drawing parallels between the benefits of this program and the Bristol education standards. The curriculum is based on these as well as other standards set to make the students the highest quality of learners. The Italian curriculum for all levels discusses topics such as the geography of central southern Italy, the study of ancient history and culture and the study of tradition and daily life.

Connections to NEASC:

This program can help the school achieve its maximum potential. The goals set by NEASC state that the curriculum must emphasize depth of understanding and application of knowledge through:

- Inquiry and problem-solving
- Higher-order thinking
- Cross-disciplinary learning
- Authentic learning opportunities both in and out of school
- Informed and ethical use of technology¹.

This program focuses on higher order thinking and cross-disciplinary learning. This is an opportunity that will set us apart from the masses; we will be focusing on authentic learning opportunities in the target language and the epicenter of culture and traditions. The students will be pushed beyond their comfort zones and will be forced to inquire about new topics and problem solve to express themselves in a foreign country. NEASC also states that the district must provide the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research². This opportunity will allow the teacher to delve more deeply into the

¹ NEASC standard 2

² NEASC standard 3

study of language and culture. The teacher will be able to attend lessons every day; this will become a learning experience that will affect all of the students in the Italian department at BCHS for years to come.

Concerns:

This course is offered in only the first 2 weeks in November. This does pose obstacles for the teacher. The teacher will not use any conference days prior to this experience and would like to apply her 2 conference days to this time spent studying in Italy. The teacher will plan the week of lessons around the BCHS curriculum and will use technology to keep her students in the US connected to this experience, thus resulting in a lifetime experience for all students involved in Italian classes at BCHS. The teacher will also be enrolled as a student during this study abroad week. She will be studying one-on-one with a professor at the academy and will incorporate her new knowledge into her lessons at BCHS.

In conclusion:

This experience will bring a new vision to the Italian classrooms at Bristol Central High School. The historical stories, grammatical concepts and geographical studies one reads about in the textbook will be brought to life. This groundbreaking educational jump will prove more valuable than simply retelling students about a specific city, concept or tradition; the students will be able to live it. This opportunity will put the Bristol school system on the map for offering a study abroad program where the students attend an accredited Academy, 20 hours of schooling and the experience of a home stay program. This proposal is a step towards bringing BCHS to the forefront of education. Teachers and students should always be open to furthering their education. This opportunity will allow both the teacher and students to enhance their own knowledge and become better global citizens and lifelong learners.

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

☐ Information

4/19/12

(Date)

☒ Decision

AGENDA REPORTING FORM

TOPIC: Exchange trip to Italy

COST: \$2000 **FUNDING SOURCE:** Parents and students

RECOMMENDATIONS/COMMENTS:

Recommend approval.

Accademia Italiana in Salerno presents the possibility of learning the Italian language in the South of Italy with an intensive program, where students will experience the History, Art, Music, Ceramics, Theater, Cooking and enjoy the beautiful beaches and harbors of Amalfi and Cilento Coasts in a traditional and real-life setting.:

ATTACHMENTS:

1. Cover letter
2. BOE Proposal
3. tentative schedule
4. travel insurance will be sent as soon as it is received by the agent

TOPIC PRESENTER: Gina Gallo Reinhard, teacher at BCHS,
supported by Pamela Brisson, Ed.D., supervisor
of Humanities & World Languages

CONTACT NUMBER: 584-7735
860-402-6981

SUPERINTENDENT: Susan Kalt Moreau, Ph.D.
Susan Kalt Moreau Ph.D.

Bristol Board of Education, Bristol CT

Presented at Board Meeting: _____

Approved: _____

Order Filed: _____

Referred to: _____

Bristol Public Schools

Field Trip Permission Form

A parent signature is required on this form for all field trips.

I have read the attached description of the field trip to be held on _____
to _____ and hereby consent to the participation of
my child, _____, in the activities described and waive any
and all claims against the Bristol Board of Education, its employees, agents and contractors for
any injury, including, but not limited to death and serious bodily injury, that may result from any
inherent risk in my child's participation in this field trip.

I authorize school officials to send my child home, at my expense, from any field trip should
his/her behavior warrant such action.

I also consent to any emergency medical treatment that my child may require during the course
of this trip. Specifically, I give permission for any EMT or emergency room personnel
providing medical treatment to my child to release any protected health information regarding
my child to accompanying school staff in accordance with the provisions of the Health Insurance
Portability and Accountability Act ("HIPPA"). In signing this authorization, I understand that I
am allowing school personnel to be present in my absence during any emergency interventions
involving my child and consent to the on-site exchange of medical information necessary for
immediate medical treatment. Any protected health information released to school staff during
an emergency shall be treated as confidential student information protected from further
disclosure in accordance with the provisions of Connecticut law and the Family Educational
Rights and Privacy Act ("FERPA").

I understand that, because travel plans must be determined well in advance of departure, any
prepayments toward this trip may be nonrefundable.

I understand further that Homeland Security issues may force the cancellation of this trip and
forfeiture of my payment. **By signing below, I understand and accept that circumstance may
arise between now and departure which could cause the trip to be cancelled, which may
result in financial loss. I further understand that the Bristol Board of Education will not
be liable for any financial losses I may incur should this trip be cancelled due to security or
other unforeseen reasons.**

_____	_____
Date	Signature of Parent/Guardian
_____	_____
Physician's Name	Phone #1 Phone #2

Emergency Contact if Parent Cannot Be Reached (Name &
Phone #): _____

Are there any medical conditions of which we should be aware? ☐ Yes ☐ No

If yes, please explain on the back of this form.

Will your child require medication during this field trip? ☐ Yes ☐ No

If yes, please contact the school nurse to make arrangements.

EXHIBIT C

Bristol Public Schools

Field Trip Request Form for Travel outside the Continental United States

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip.

The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School: Bristol Central High School

Date of Request: January 6, 2012

Trip to: Salerno, Italy

Date of Proposed Trip: November 3-10 2012

Number of students/teachers participating (approximately): 10-13

Name of teacher(s) making request: Gina Gallo Reinhard

Number and names of teachers and chaperones:

1. Gina Gallo Reinhard
2. + possible chaperone

If more teachers or chaperones are required, please attach list on a separate piece of paper.

Transportation: Bus ☒ Train _____ Plane ☒ Car _____

Other _____

Are fund-raising activities planned? No. If so, describe _____

Name of Travel Agency: Globe Travel

Lodging: Hotel/Motel _____ Private Home: ☒ Other _____

Insurance Arrangements for Staff and Students:

We will buy travel insurance; appx. cost - \$100 per person

(Insurance should be provided by Travel Agency)* Globe travel insurance is attached

Cost per student (approximately): \$2000

Proposed Itinerary: Attached in proposal

Please write a brief narrative explaining the purpose and educational value of the proposed trip.

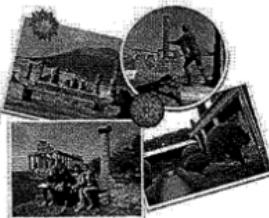
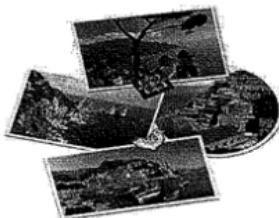
See attached

Category	Cost	Final cost
Bus to and from Airport 1 from JFK 2 from Bradley	1) \$900 x 2 2) \$600 x 2	\$1800 \$1200
Airfare (estimated cost)	\$1200 x 13	\$15600
Excursions + lessons	\$801.63x 13	\$1042.19
Emergency fund	\$100 x 13	\$1300
Travel insurance	\$130 x 13	\$1690
		Total cost 1) \$21432.19 2) \$20832.19 *Cost per group of 13

*Extra money built in for flight or unexpected expenses; if it is not needed, it will be refunded.



STUDY-PROGRAM IN SALERNO 2012 3 – 10 november 2012 - 1 week



Accademia Italiana in Salerno presents the possibility of learning the Italian language in the South of Italy with an intensive program, where students will experience the History, Art, Music, Ceramics, Theater, Cooking and enjoy the beautiful beaches and harbors of Amalfi and Cilento Coasts in a traditional and real-life setting.

The strong points" of Salerno destination are:

- **ideal position by seaside** in a beautiful and famous touristic area (all the main touristic sites Amalfi, Positano, Sorrento, Capri, Pompei, Paestum, Naples, etc.) are located at few minutes by public transport)
- **typical mid-size city** where it is possible to experience the real local life due to the absence of the mass tourism.
- **low-cost of living** (Ex: 1 espresso+1 croissant= 1.20 eur)
- **easy ways to get** by low cost flights, thanks to the closest airports of Naples and Salerno

Accademia Italiana provides a special **STUDY -PROGRAM in Salerno 2012** over the winter period. This Program combines a 1-week General Italian course with the chance to experience a typical Italian atmosphere with a host family. The course content improves all the language skills. Special topics are also taught, during the cultural seminars, to allow students to make the most of their time in Italy e.g. shopping, vocabulary, traditions and customs.

STUDY-Program 2012 in Salerno 3-10 november 2012 includes:

- Italian General Course : 1 week/ 20 lessons from Monday to Friday (45 minutes each lesson)
- 1 welcome and orientation meeting
- 1 FULL DAY EXCURSION to AMALFI
- 1 HALF DAY EXCURSION TO PAESTUM
- 1 city-tour in the old SALERNO
- 1 visit to the Museum of Ancient School of Medicine and Pinacoteca in SALERNO
- 1 Half-day excursion to the medieval ARECHI CASTLE
- 1 Half-day visit to VIETRI and RAITO (Amalfi Coast): Museum of Ceramics and Workshops

Accademia Italiana
Centro di Lingua e Cultura Italiana
via Roma, 39 - 84121 Salerno - Italia
tel. +39.089.256965 fax +39.089.250399
p.iva 03695800650
www.accademia-italiana.it
accademia@accademia-italiana.it



- 1 seminar about Italian celebrations and traditions
- 1 seminar about Italian Cooking: food and recipes
- 1 seminar about Idioms and sayings
- 1 seminar on Italian popular Gestures
- Accommodation in hostfamily in doublerooms with halfboard, 1 week/7 nights (from Saturday to Saturday)



SPECIAL PRICE / ALL INCLUSIVE: Eur 695 per person

Price includes Italian language course, didactic material, enrollment fee, activities and seminars, accommodation in host family with half board (7 nights/ from Saturday to Saturday)

Participants are placed in OPEN GROUPS in different levels and attend Italian courses for 4 lessons daily (9.00 – 12.30), from Monday to Friday, with a series of high-impact social activities: tours, visits, meetings, seminars and excursions.

We offer on-site guided tours in the medieval city centre together with beautiful excursions and special visits to many destinations around the city: the suggestive **Amalfi Coast** with its pearls **Amalfi**, the famous archeological site **Paestum (Greek Temples)**, all the main places in **Salerno**.

In Salerno students can be accommodated in host families or selected hotels and enjoy the traditional and real-life setting, practising the language and tasting the delicious local food.

We are pleased to present our best QUOTATION for 1 week Study Program in Salerno from 3 to 10 november 2012 for a group of minimum 12 participants with 1 group leader.

STUDY –PROGRAM in SALERNO 3 – 10 november 2012 - 1 week

SATURDAY 3 november 2012 Arrival and welcoming to the HOST FAMILIES 	
SUNDAY 4 november 2012 FULL-day excursion to AMALFI by bus (Italian guide, transports, entrance tickets to Cathedral and Museum)  	
ITALIAN COURSE	SEMINARS, VISITS AND

Accademia Italiana
Centro di Lingua e Cultura Italiana
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1 week/ 20 lessons (45 minutes each lesson)	
 LESSONS MONDAY 5 November 2012 morning H 8:30 Placement test H 9:00 – 12:30 Italian language class 	EXCURSIONS  DAILY ACTIVITIES MONDAY 5 November 2012 afternoon welcome and orientation meeting with crackers and canapé with soft drinks  city tour to the old SALERNO (Italian guide, & entrance tickets) 
TUESDAY 6 November 2012 morning H 9:00 – 12:30 Italian language class	TUESDAY 6 November 2012 afternoon Seminar on Italian Culture: 'Italian celebrations and traditions'  HALF-DAY excursion to PAESTUM: archeological site with Greek Temples (Italian guide, public bus & entrance tickets) 
WEDNESDAY 7 November 2012 morning H 9:00 – 12:30 Italian language class	WEDNESDAY 7 November 2012 afternoon Seminar on Italian COOKING: 'Italian food and recipes'



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INFORMATICA: ACCADEMIA ITALIANA



	 Half-day visit to VIETRI and RAITO (Amalfi Coast): Museum of Ceramics and Workshops (Italian guide, transport & entrance tickets) 
THURSDAY 6 ~~December~~ <i>November</i> 2012 morning H 9:00 – 12:30 Italian language class	THURSDAY 6 ~~December~~ <i>November</i> 2012 afternoon Seminar on Italian Idioms and Sayings  Visit to the Museum of Ancient School of Medicine and Pinacoteca in Salerno (Italian guide & entrance tickets) 
FRIDAY 7 ~~December~~ <i>November</i> 2012 morning H 9:00 – 12:30 Italian language class Final TEST with Certificate of Attendance 	FRIDAY 7 ~~December~~ <i>November</i> 2012 afternoon Seminar on Italian popular GESTURES  Half-day visit to the medieval ARECHI CASTLE (Italian guide, public bus & entrance tickets) 
SATURDAY 8 ~~December~~ <i>November</i> 2012 morning	

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Departure to USA 

ACCOMMODATION IN SALERNO:
1 week/ 7 nights from Saturday 3 to Saturday 10 november 2012
In Italian Hostfamilies in doubleroom with halfboard (breakfast and dinner)
(15-20 minutes walking distance from the school)

All accommodation are subject to availability.

Picking-Up Service
from Naples Airport to accommodation in Salerno (1 hour about)
and viceversa (2 ways) in private shuttle-bus


GRATUITY for 1 group leader  **for a group of min. 12 participants**

Accommodation
Option A: in HOSTFAMILY in singleroom with halfboard 100% OFFERED by the school
Option B: in SHARED APARTMENT in singleroom selfcatering 100% OFFERED by the school
Activities, excursions, picking-up: 100% OFFERED by the school

PRICES PER PERSON

- Italian General Course – 1 week /20 lessons = **Eur 220** – 15% group discount = **Eur 190**
- Enrolment fee – **Eur 80** – 15% group discount = **Eur 70**
- Activities Package (seminars, excursions, tours mentioned above) = **Eur 160**
- Accommodation in hostfamily in doubleroom with halfboard= **Eur 235**
- 2 Transfers from Naples airport and viceversa= **Eur 40**

TOTAL PRICE per person: EUR 695 - ALL INCLUSIVE

*All costs are net of commissions and are valid for a study-program held in November 2012. IVA and taxes are included. *Meals and drinks are not included in visits and excursions.*

Enrolment Fee includes: registration fee; entrance test and exam fee; didactic material; certificates and diplomas; assistance in finding lodging; recreational activities

Payments: account of 30% of the total amount at the moment of reservation and 70% by 30 days before the arrival. We send the total invoice as soon as we get the course confirmation from you.

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Day	School hours attended	Symposium hours attended	Excursion hours	Total # of education hours
Sunday November 4, 2012			Full day excursion to Amalfi	8 hours
Monday November 5, 2012	4 hours		City guide of old Salerno 4 hours	8 hours
Tuesday November 6, 2012	4 hours	2 hours- Italian traditions and Culture	Half-day excursion to Paestum 4 hours	10 hours
Wednesday November 7, 2012	4 hours	2 hours – Italian cooking and recipes	Half-day excursion to Vietri 4 hours	10 hours
Thursday November 8, 2012	4 hours	2 hours – Italian idioms and saying	Visit to the Museum of Ancient schools of Medicine and Pinacoteca in Salerno 2 hours	8 hours
Friday November 9, 2012	4 hours	2 hours- Popular Italian gestures	Half-day excursion to Arechi Castle 4 hour	10 hours
Total number of hours				54 hours of educational experience

Application for Team Mentor\Cooperating Teacher Application

Name: Mary (Rustico) Levy

School: Ivy Drive School

Grade Level: 3

Date: April 2, 2012

I hold a Provisional Educator certificate for elementary grades K-6. With that certificate, I have been teaching third grade at Ivy Drive School for the past 8 years. I am requesting that I be trained as a Team Mentor\Cooperating Teacher for a number of reasons. First, I would like to give back to the teaching profession by sharing my experience (and classroom) with a student teacher. While I was a student teacher, I was fortunate enough to have as a mentor a truly great teacher, who became not only a trusted advisor, but also a friend. Ultimately, my experience as a student teacher is what solidified my desire to be a classroom educator and is an experience that I continue to look back on as an integral part of my early teaching career. I recognize the importance of the Team Mentor/Cooperating Teacher program and would appreciate the opportunity to provide a future teacher with the same opportunity that I had.

I am confident that I have a lot to offer to a student or beginning teacher. I have ample experience mentoring students. Each semester, I have had a student from CCSU intern in my classroom. I supervise these students in working closely with small groups of students and also teaching whole group lessons. I evaluate them at the end of their semester and give my recommendations for student teaching placements to their professor.

As I mentioned above, I have been teaching third grade at Ivy Drive School for the past eight years. I have been with the same grade level teammates for my entire career. We work together efficiently and cooperatively. I feel that my strong bond with my teammates shows that I am a great role model for a student or beginning teacher. In addition to my ability to work cooperatively with my teammates and colleagues, I also show a professional commitment to improving myself as a classroom teacher. I planned and presented a professional development on interactive read alouds for my colleagues, and have worked closely with other teachers to present during other professional development days. I always work hard to alter and modify my lessons based on professional development or personal research. For example, I recently worked closely with my school literacy coach to develop new techniques for the reading and writing workshop. I also recently worked cooperatively with the math coach, Deb Vitale, to update and enhance my teaching practices during math lessons.

In addition, I feel it is important to exceed the minimum requirements of daily teaching. For the past two years, I have organized the "One Book, One School" program at my school, which included a highly successful "family night." This program is something I initiated, organized and oversaw, with help from our school's literacy coach, among others, and is still running strong. The program has been praised by staff, students and parents alike.

Dr. Steve Wysowski
Principal



Carly Fortin
Assistant Principal

Paul E. Muska
Assistant Principal

BRISTOL EASTERN HIGH SCHOOL

632 KING STREET

BRISTOL, CONNECTICUT 06010

Telephone: (860) 584-7876 FAX: (860) 584-4886

March 31, 2012

Dear Board of Education,

Although I am in my eighth year of teaching, I remember vividly how it felt just learning the profession. I was brimming with ideas and idealism, fresh from my studies of backward design and literacy strategies. However, I was afraid of failing, of letting down my colleagues, myself, my students. I needed someone to help me mirror my vision with the reality of juggling duties, daily instruction, and discipline. My cooperating teachers (my assignment was divided between two teachers at Simsbury) were those mentors. They allowed me the latitude to experiment with my teaching style while facilitating reflection on my practices and illuminating the pragmatics of teaching that one can only learn when fully immersed in the job. And since teaching comes from a desire to make a difference in the lives of others, it is only natural that I should want to help aspiring educators just as I help my students—just as I was helped nine years ago. I therefore write to you today to express my interest in receiving training to become a cooperating teacher.

As any educator knows, passion and good intentions alone do not guarantee success. So what else do I have to offer beginning teachers? I can proffer experience, first and foremost. In my eight years teaching English at Bristol Eastern High School, I have instructed students of all levels, from general (when such a level existed) to Advanced Placement. While the majority of my career has been teaching eleventh grade students, I have taught a myriad of electives, from Creative Writing to Vocabulary Development, that cater to students from grades ten through twelve. Differentiated instruction has been necessary for me to meet my students' needs in these courses, and will be practical knowledge I can share with any student teacher.

I do, in addition, have content knowledge to share as well. As No Child Left Behind recognizes, an effective teacher is one who is knowledgeable about his or her subject. This is why I chose to pursue a Master of Arts degree (which I completed in 2011) in English at Southern Connecticut State University. Having taught American literature and creative writing for the majority of my career at Bristol Eastern, I concentrated on expanding my understanding of these areas in my graduate studies in order to improve the quality of my instruction. Moreover, I attended an Advanced Placement training workshop in the summer of 2010 as preparation for implementing the Language and Composition course. Combined, these recent educational experiences have deepened my reservoir of knowledge from which students and colleagues have partaken for, as you know, teaching in Bristol means working collaboratively with fellow teachers.



"WE ARE COMMITTED TO EXCELLENCE."



Dr. Steve Wysowski
Principal



Carly Fortin
Assistant Principal

Paul E. Muska
Assistant Principal

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In fact, my first year in Bristol (and in teaching) was the first year the data team module was adopted. Subsequently, I have known no other approach to teaching than to work cooperatively with my colleagues to collect and analyze data from student assessments, and then to use that data to design and implement instruction that will improve student performance. My work with the Office of Teaching and Learning over the years to revise common assessments and align instruction has only reinforced these collaborative skills. Surely I will be able to work with others for the success of any student teacher under my guidance.

The matter of whether or not I can mentor aspiring teachers, however, is for you to decide. I know that you understand the power in collaboration, so I ask that you consider the advantages that will come of having Bristol teachers, like me, trained as mentors. Not only will we help future educators, but *they* will help *us*; working with prospective teachers engenders reflection of teaching practices, benefiting the mentor as much as the mentee. And what are the larger benefits of this relationship? Ultimately, it only allows us to better educate our children.

I wish to thank you for taking the time to consider my application, and I hope you find me as worthy of guiding future educators as of educating future generations here in Bristol.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rebecca J. McElwee".

Rebecca J. McElwee
English Teacher



"WE ARE COMMITTED TO EXCELLENCE."



BRISTOL PUBLIC SCHOOLS CALENDAR 2012-2013

Teacher Meeting Day: August 27 **Professional Development Days:** August 28 and 29; November 6

Vacation Weeks: Close December 21 at end of the school day – Reopen January 2

Close February 15 at end of school day – Reopen February 25

Close April 12 at end of school day – Reopen April 22

No School: Labor Day, Sept. 3; Columbus Day, Oct. 8; PDD, Nov. 6; Veteran's Day, Nov. 12;

Thanksgiving Recess, Nov. 22, 23; Martin Luther King Day, Jan. 21; Good Friday, March 29;

Memorial Day, May 27

Shortened Legal Days: Thanksgiving Recess, Nov. 21

Elementary & Middle – last three school days in June; High School – last school day in June

Parent Conference Days: (*indicates afternoon conferences for elementary schools)

****Elementary – October 9, 10*, 11**

(snow date: October 29) **** (Elementary dates subject to change)**

April 2, 3*, 4

(snow date: April 9)

Middle – October 15, 16, 17, 18

(snow date: October 30)

March 26, 27

(snow date: April 8)

High – October 23, 24, 25

(snow date: November 1)

March 21

(snow date: April 1)

M	T	W	TH	F		M	T	W	TH	F	
<u>August</u>						<u>February</u>					
TMD	PDD	PDD	30	31	2 days					1	
						4	5	6	7	8	
<u>September</u>						11	12	13	14	15	
LD	4	5	6	7		(PD	19	20	21	22)	vacation
10	11	12	13	14		25	26	27	28		15 days
17	18	19	20	21							
24	25	26	27	28	19 days	<u>March</u>					
										1	
<u>October</u>						4	5	6	7	8	
1	2	3	4	5		11	12	13	14	15	
CD	9	10	11	12		18	19	20	21	22	
15	16	17	18	19		25	26	27	28	GF	20 days
22	23	24	25	26							
29	30	31			22 days	<u>April</u>					
						1	2	3	4	5	
<u>November</u>						8	9	10	11	12	
			1	2		(15	16	17	18	19)	vacation
5	PDD	7	8	9		22	23	24	25	26	
VD	13	14	15	16		29	30				17 days
19	20	21*									
26	27	28	29	30	18 days	<u>May</u>					
								1	2	3	
<u>December</u>						6	7	8	9	10	
3	4	5	6	7		13	14	15	16	17	
10	11	12	13	14		20	21	22	23	24	
17	18	19	20	21	15 days	MD	28	29	30	31	22 days
<u>January</u>						<u>June</u>					
	NY	2	3	4		3	4	5	6	7	
7	8	9	10	11		10	11	12	13	14	
14	15	16	17	18		17	18	19	20	21	
MLK	22	23	24	25		24	25				17 days
28	29	30	31		21 days						

First Half 97

Second Half 91

Total 188

Emergency Days – If more than seven (7) days are required prior to the spring vacation, additional days will be deducted from the spring vacation commencing Friday, April 19, and working back to avoid school from being in session any later than June 25. Students must attend school 181 days.

REVISED 5/31/11

BRISTOL PUBLIC SCHOOLS
2012-2013
PARENT CONFERENCE SCHEDULE

The Board of Education approved the 2012-2013 parent conference schedule at the May 4, 2011 Board of Education meeting. We are requesting changes to the parent conference schedule for the following reasons:

1. With the opening of the K-8 schools, a parent conference schedule needed to be developed for these two new schools.
2. Conferences at the high schools and the elementary schools need to be scheduled on the same days due to busing issues. When the high school and elementary parent conferences are on different days, there is a busing problem due to the mid-day kindergarten runs and the high school half-day dismissal time.
3. The high school principals would like an afternoon conference session in the fall to hopefully increase attendance.
4. Elementary principals would like to move the fall conferences to a later week in October to have more instructional time before conferences.
5. The middle school principals want the fall conferences to occur after the first progress report on day 30 (October 16, 2012).
6. In 12-13, Passover and Good Friday impact the scheduling of conferences. We cannot hold conferences on March 25 and 26 due to Passover and March 29 due to Good Friday.

CONFERENCE DATES		CONFERENCE SNOW DATES	
ELEMENTARY SCHEDULE			
<u>ORIGINAL DATES</u> October 9, 2012 October 10, 2012 [afternoon session] October 11, 2012 April 2, 2013 April 3, 2013 [afternoon session] April 4, 2013	<u>PROPOSED NEW DATES</u> October 23, 2012 October 24, 2012 [afternoon session] October 25, 2012 <i>No change:</i> April 2, 2013 <i>No change:</i> April 3, 2013 [afternoon session] <i>No change:</i> April 4, 2013	<u>ORIGINAL DATES</u> October 29, 2012 April 9, 2013	<u>PROPOSED NEW DATES</u> November 5, 2012 <i>No change:</i> April 9, 2013
K-8 & MIDDLE SCHOOL SCHEDULE			
<u>ORIGINAL DATES FOR MIDDLE SCHOOL ONLY</u> October 15, 2012 October 16, 2012 October 17, 2012 October 18, 2012 March 26, 2013 March 27, 2013	<u>PROPOSED NEW DATES – K-8 & MIDDLE SCHOOL</u> October 29, 2012 October 30, 2012 October 31, 2012 [afternoon session] November 1, 2012 March 20, 2013 March 21, 2013	<u>ORIGINAL DATES</u> October 30, 2012 April 8, 2013	<u>PROPOSED NEW DATES</u> November 8, 2012 <i>No change:</i> April 8, 2012
HIGH SCHOOL SCHEDULE			
<u>ORIGINAL DATES</u> October 23, 2012 October 24, 2012 October 25, 2012 March 21, 2013	<u>PROPOSED NEW DATES</u> <i>No change:</i> October 23, 2012 October 24, 2012 [afternoon session] <i>No change:</i> October 25, 2012 April 4, 2013	<u>ORIGINAL DATES</u> November 1, 2012 April 1, 2013	<u>PROPOSED NEW DATES</u> November 5, 2012 April 9, 2013

Bristol School District Calendar Survey

Results and Analysis
April 2012



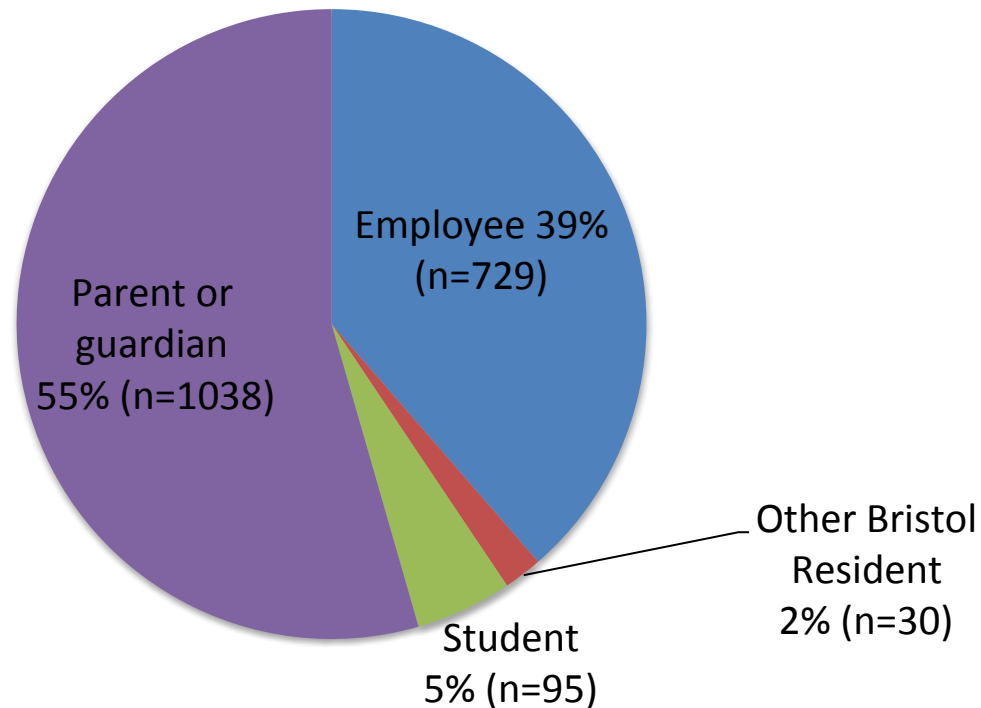
Purpose of Study

During the 2011-12 school year, Bristol Public Schools were closed for a week due to a snowstorm. Because a number of concerns have been raised about making up the missed school days, the Student Achievement Committee is considering possible changes to the school calendar for the 2012-13 school year to minimize the likelihood of this situation occurring in the future.

In order to make the best possible decision, Bristol Public Schools made a public survey available between March 27 and April 17, 2012, to gather feedback from staff, parents, students and other community members regarding potential changes to future school calendars.

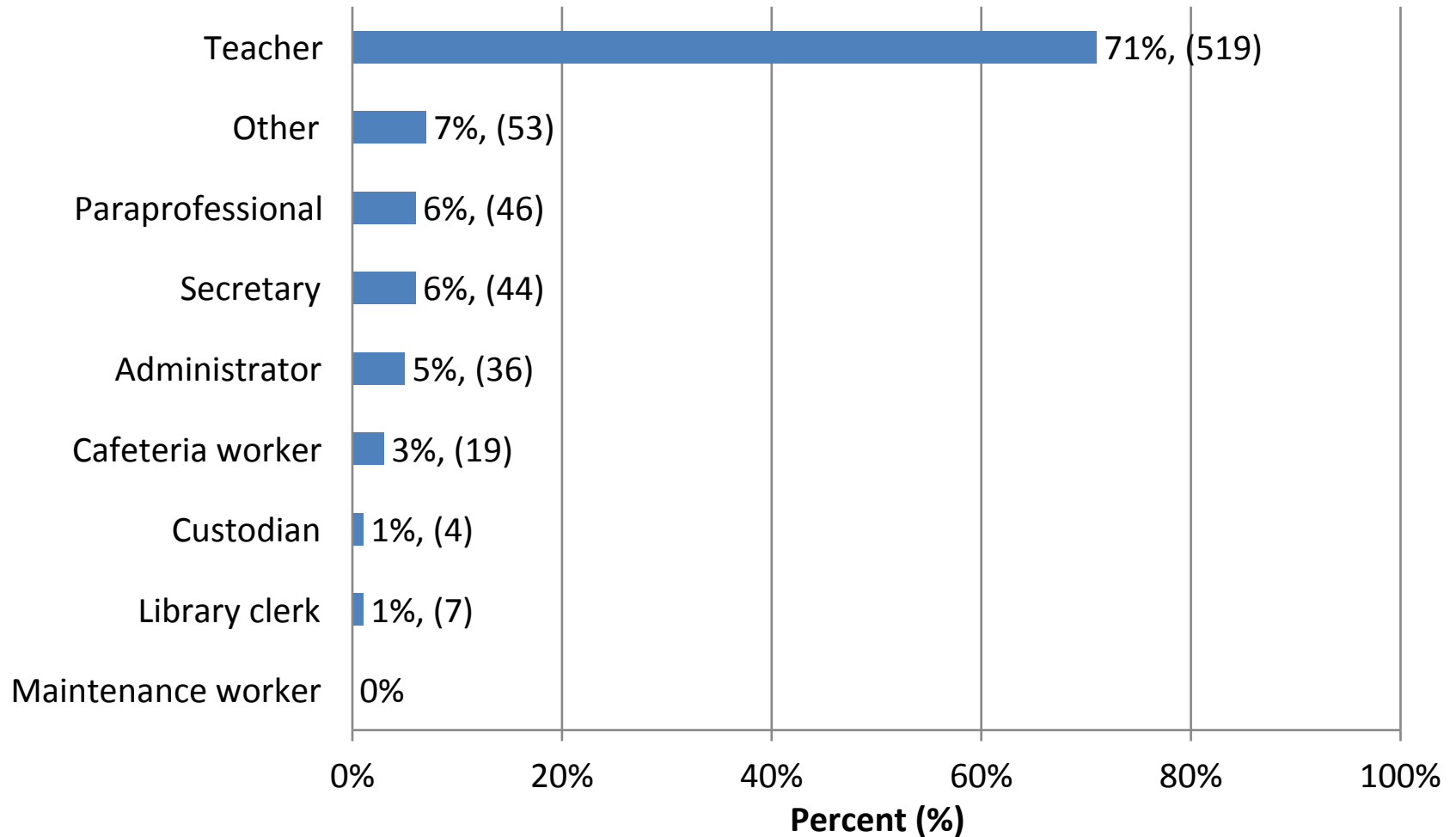
Role in the District

The response pool consisted of parents, students, employees and community members. Of the 1,892 survey participants, more than half were parents. Participation among parents and teachers tended to be high, which is likely attributed to the importance of the issue.



Participation

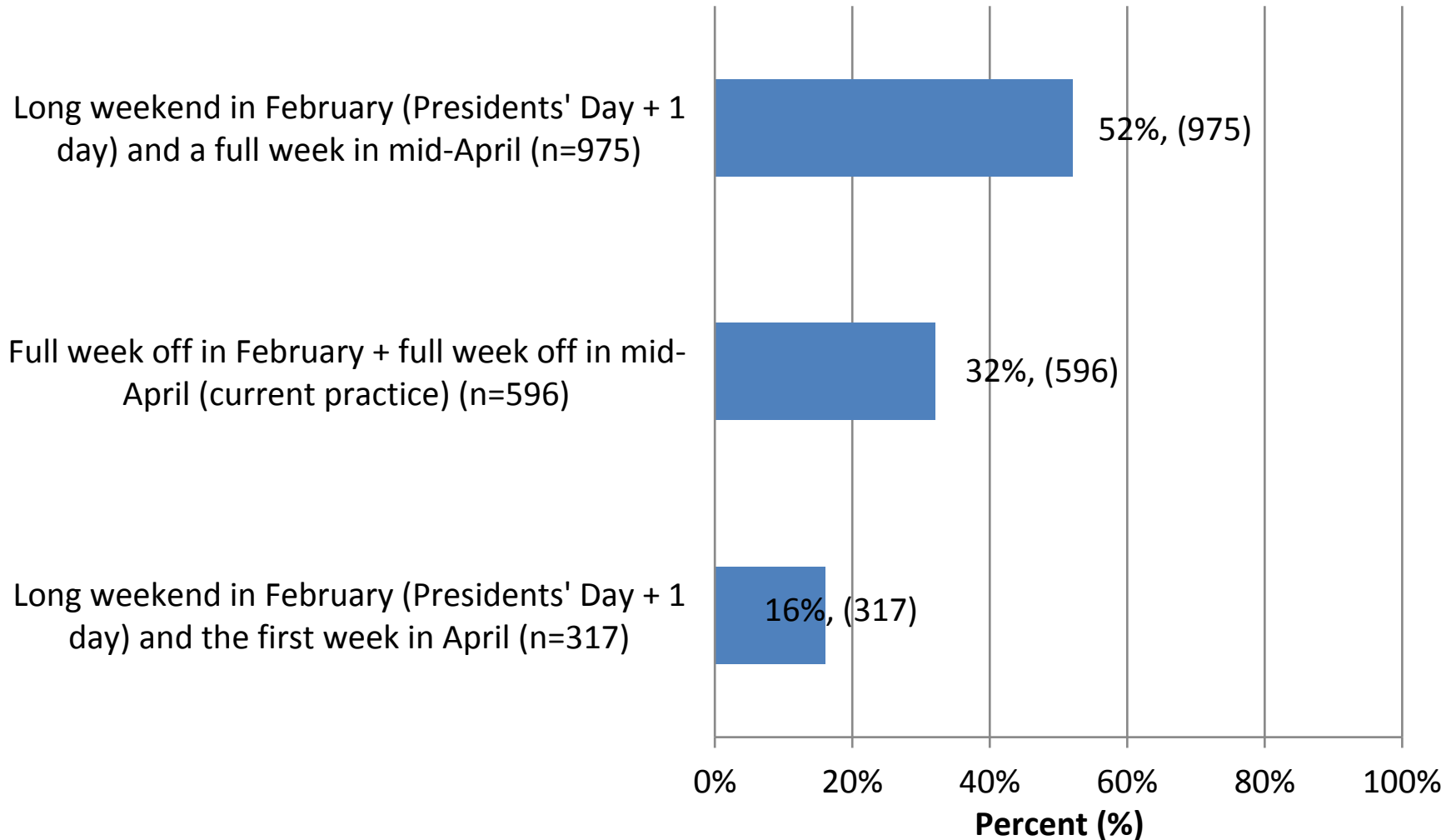
Staff members were asked to identify their position within the district.



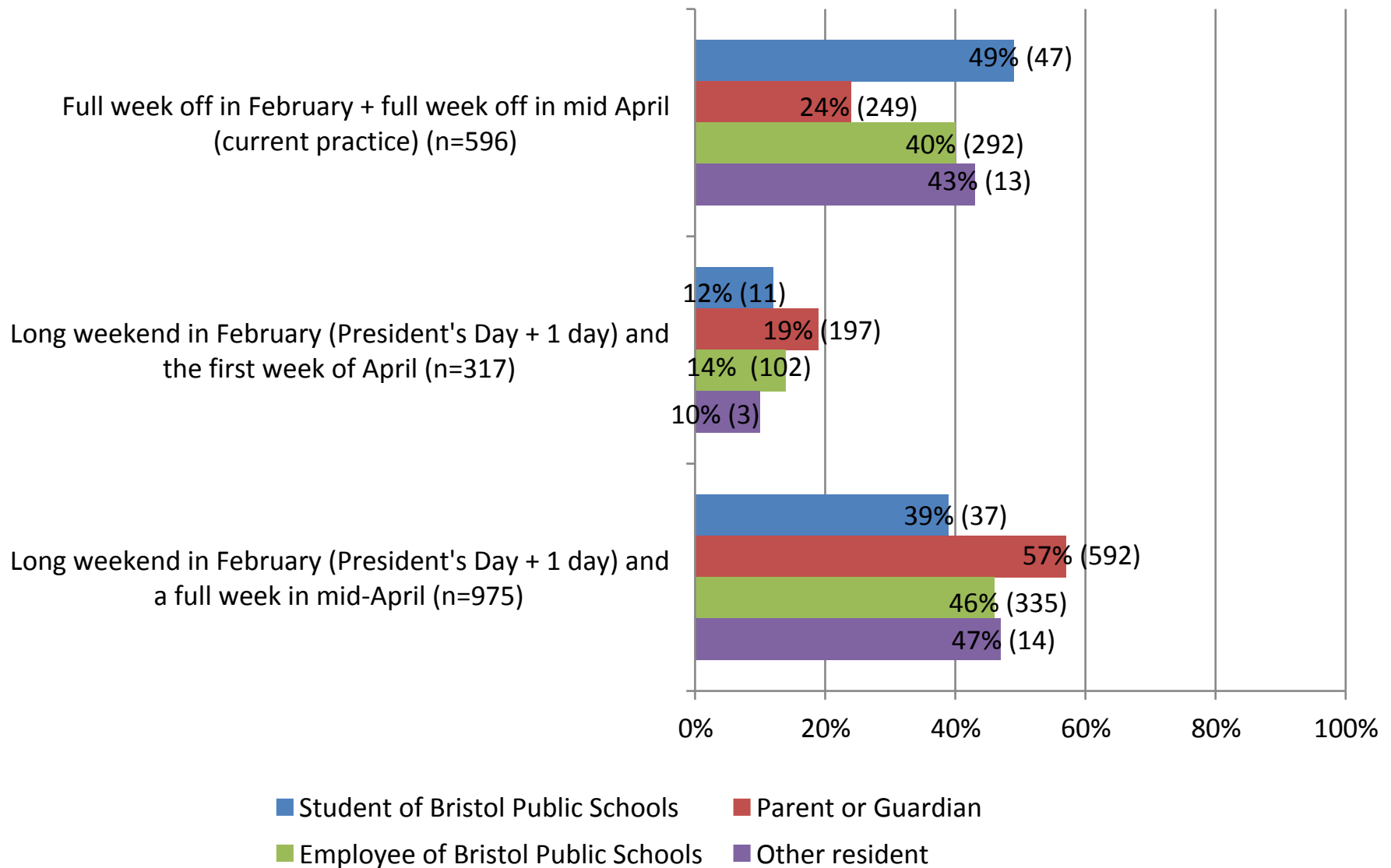
Ranking of School Start Days

Responses	Rank 1	Rank 2	Rank 3	Rank 4	Final Rank
Two days prior to Labor Day (Current Practice)	736	871	235	41	1
One week prior to Labor Day	529	464	839	51	2
Tuesday following Labor Day	542	421	527	393	3
Two weeks prior to Labor Day	76	127	282	1398	4
Total Number of Responses (n)					1,892

Preference for School Vacations



Preference for School Vacation by Respondents



Conclusions

- **Start school** – two days prior to Labor Day (current practice)
- **School vacations** – Long weekend in February (President's Day + 1 day) and a full week in mid-April

Planning for School Calendars

School calendar:

- For **2012-2013** was voted on by the BOE at the March 2, 2011 meeting
- For **2013-2014**, would be voted on by the BOE in the spring of 2013
- For **2014-2015**, cannot be determined until the testing window for the new state assessment is determined
 - Will occur during the last 12 weeks of school

Christopher C. Wilson, Chairman
Karen Vibert, Vice-Chairman
Karen Bourassa, Secretary
Lawrence J. Amara
Genard E. Dolan
Jill Fitzgerald
Karen Hintz
Jeffrey Morgan
Thomas O'Brien



Susan Kalt Moreau, Ph.D.
Acting Superintendent of Schools

P.O. BOX 450 • 129 CHURCH ST.
BRISTOL, CT 06011-0450
(860) 584-7000 • Fax (860) 584-7611

MUNICIPAL CORPORATION CREDIT CARD RESOLUTION

I, the undersigned, DO HERBY CERTIFY that the following is a complete, true and correct copy of certain resolutions of the governing board or offices (the "Board") of Bristol Board of Education, a municipal corporation or government subdivision duly organized and existing under the laws of the State of Connecticut. The Bristol Board of Education, which resolutions were duly adopted at a duly called meeting of the said Board, hold on June 6, 2012, a quorum being present, and are set forth in the minutes of the said meeting; that I am the keeper of the corporate seal and of the minutes and records of this Corporation; and that the said resolutions have not been rescinded or modified:

Be it RESOLVED that any THREE (3) of the following:

Name:

Susan Kalt Moreau, Ph.D.

Gary Franzi

Matthew Kozaka

Office:

Deputy Superintendent

Director of Finance

Accounting Supervisor

of this Corporation are authorized to borrow from time to time on behalf of this Corporation from the said Bank sums of money for such times and upon such terms as may to them, or any of them, seem advisable, and to execute in the name of the Corporation notes, drafts, or agreements for repayment of any sums so borrowed;

Be it FURTHER RESOLVED that any three (3) of the following:

Name:

Susan Kalt Moreau, Ph.D.

Office:

Deputy Superintendent

Gary Franz
Matthew Kozaka

Director of Finance
Accounting Supervisor

are authorized to request one or more corporate credit card account with FIRST NATIONAL BANK OF OMAHA ("Bank"), to designate or revoke the designation of authorized users of such accounts, and to enter into a credit card agreement with Bank regarding such accounts whereby this Corporation will be and shall remain liable for all amounts owing on such accounts.

BE IT FURTHER RESOLVED, that each of the foregoing resolutions shall continue in force until express written notice of its rescission or modification has been received by the said Bank, but if the authority contained in them should be revoked or terminated by operation of law without such notice, it is resolved and hereby agreed for the purpose of inducing the said Bank shall be saved harmless from any loss suffered or liability incurred by it in so acting after such revocation or termination without such notice.

I FURTHER CERTIFY that the following named persons are the officers of the said Corporation, duly qualified and now acting as such, with specimen signatures:

Titles	Name	Specimen Signature
Deputy Superintendent	Susan Kalt Moreau, Ph.D.	_____
Director of Finance	Gary Franz	_____
Accounting Supervisor	Matthew Kozaka	_____

IN WITNESS WHEREOF, I have thereunto subscribed my name and affixed the seal of the said Corporation, this 6th day of June, A.D. 2012

Karen Bourassa, Board of Education, Secretary

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

District/Agency:	Bristol Public Schools	
LEA Code:	071	
Educational Technology Plan Contact:	Richard F. Gagliardi, Ed.D.	
Phone:	860-584-7078	
Fax:	860-314-4678	
E-mail:	RichardGagliardi@ci.bristol.ct.us	
Address:	P.O. Box 450, Bristol, CT 06011-0450	
Name of Superintendent or Director:	Susan Kalt Moreau, Ph.D., Acting Superintendent	
E-mail:	SueMoreau@ci.bristol.ct.us	
Signature of Superintendent or Director:		Date: May 10, 2012
Date Submitted to Board of Education:	May 24, 2012	
Date Approved by Board of Education:		

For RESC/SDE Use Only:

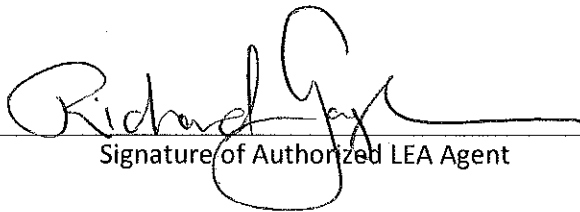
RESC Regional Reviewer:	Joseph Fromme - CREC	Date: 4-3-12
RESC Recommendation for Approval:	☒ Yes / No / Conditional	Date: 4-3-12
CSDE Authorization:		Date:

Preparation Check-Off Page

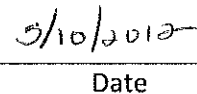
The submitted plan has the following:

- ☒ Cover Page
- ☒ Educational Technology Plan Preparation Check-Off Page
- ☒ LEA Federal Grant Program Compliance Form
- ☒ LEA Profile
- ☒ Educational Technology Planning Committee
- ☒ Vision Statement
- ☒ Needs Assessment
- ☒ Goal 1
- ☒ Goal 2
- ☒ Goal 3
- ☒ Goal 4
- ☒ Goal 5
- ☒ Children's Internet Protection Act (CIPA) Certification
- ☐ Optional Reporting*

** The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*



Signature of Authorized LEA Agent



Date

Local Education Agency (LEA) Federal Grant Program Compliance Form

Bristol Public Schools

Local Education Agency Submitting this Plan

Developing a comprehensive educational technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive educational technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs), who apply for technology funding through any federal grant program, are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

☒ Is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777].

Will be CIPA compliant by this date. _____

Has applied for E-Rate funding.

The LEA's comprehensive educational technology plan must be approved by the local board of education.

Date the plan was approved: _____

OR

Date the plan is to be submitted for board approval: **June 6, 2012**

Certified by:

Susan Kalt Moreau, Ph.D.
Acting Superintendent

May 10, 2012
Date

Susan Kalt Moreau, Ph.D.

Printed Name of Superintendent or Director

LEA Profile

LEA NAME: **Bristol Public Schools**

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

Educational Technology Literacy

Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	455
How many of those students were considered technologically literate based on that evaluation?	187 or 41%
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours.	398 Hours
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	24 Hours
In Grades K-8 what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate, the answer would be 110/120.	191/225
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	460/575

Policies

How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?

☐ Every year ☒ Every other year ☐ At least every three years ☐ Other: _____

Insert a link to your district's AUP below if it is stored on the Web:

Online Assessment Capability

The table below has been completed considering the following conditions:

- The number and percentage of students at each grade level that can have high-speed Internet access at the same time.
- The students are grouped in clusters of no more than 30 and no less than 10 students.
- The students remain in their own school.

The maximum number of Grade 4 students who could be accommodated under the above conditions.	210
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students). 38%	210/560
The maximum number of Grade 6 students who could be accommodated under the above conditions.	346
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students). 59%	346/589
The maximum number of Grade 8 students who could be accommodated under these conditions.	346
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students). 52%	346/661
The maximum number of Grade 10 students who could be accommodated under the above conditions.	425
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students). 63%	425/676

Planning Committee

The development and completion of this Educational Technology Plan occurred with the collaboration of two important constituent groups:

- District Data Team
- The District Technology Committee

The **District Data Team** includes Central Office Administrators, Principals, Curriculum and Special Education Supervisors. This group oversees the District Accountability Plan identifying and setting priorities for the district.

The **District Technology Committee** is comprised of Technology Leaders and Webmasters from each school K-12 as well as other personnel that represent special areas including art, music, special education, English language learners, and library-media. The committee meets regularly during the school year on the second Tuesday of every month.

Each group discussed key ideas and drafted objectives for the new plan over several months conducting electronic surveys of constituent group meeting that included teachers, department chairs, school administrators, and program supervisors. The committee analyzed a variety of data including inventory reports, staff maintenance requests, and the technology proficiency scores of grade 8 students.

Finalizing this 3-year technology plan during difficult and unsure economic times further complicated the work of this large group. Overall, details finalized in this plan represent necessary but reasonable steps in moving the district's technology efforts forward. Established objectives are intentionally flexible so that financial resources can be identified and secured in different ways.

The District Technology Committee will be responsible for monitoring the status of this plan on a regular basis and will make recommendations for changes as necessary. The following teachers and administrators participated in the development of this plan.

District Data Team Members	Title	Constituency Represented
Jeanine Audette	Director, Community Relations	K-12
Ellen Benham	Supervisor, Athletics	K-12
Dennis Bieu	Director, Human Relations	K-12
Pamela Brisson	Supervisor, 6-12 Education	6-12 English, Social Studies & World Language
Denise Carabetta	Director, Teaching & Learning	K-12
Andrew Clapsaddle	Assistant Principal	Bristol Central High School
Michael Dietter	Supervisor, Special Services	K-12
Richard Gagliardi	Supervisor, Science, Technology & Engineering	K-12
Scott Gaudet	Principal	Greene-Hills Elementary School
Margaret Giordano	Supervisor, Reading	K-5 Reading
Kristin Irvine	Supervisor, Research & Evaluation	K-12
Marlene Lovanio	Supervisor, K-12 Math Education	K-12 Mathematics

Susan Moreau	Acting Superintendent	K-12
Rosie Vojtek	Principal	Ivy Drive Elementary School
District Technology Committee Member	Title	Constituency Represented
Kristen Kievit	Webmaster	Adult Education
David Greenleaf	Webmaster	Bristol Central High School
Gerard Plourde	Technology Coordinator	Bristol Central High School
Janet Kenney	Technology Coordinator/Webmaster	Bristol Eastern High School
Arthur Costa	Webmaster	Chippens Hill Middle School
Mike Dibb	Technology Coordinator	Chippens Hill Middle School
Vince Jennetta	Technology Coordinator/Webmaster	Memorial Boulevard Middle School
Lisa Carroll	Webmaster	Northeast Middle School
Paul Pinette	Technology Coordinator	Northeast Middle School
Jennifer O'Donnell	Webmaster	Edgewood Elementary School
Sarah Behrendt	Technology Leader	Edgewood Elementary School
Elizabeth Girard	Technology Leader/ Webmaster	Greene-Hills Elementary School
Merriah Currao	Technology Leader/ Webmaster	Hubbell Elementary School
Amy Morgan	Technology Leader/ Webmaster	Ivy Drive Elementary School
Jeffrey Simons	Technology Leader/ Webmaster	Jennings Elementary School
Daniel Marston	Technology Leader/ Webmaster	Mountain View Elementary School
Rochelle Dekow	Webmaster	O'Connell Elementary School
Kara Rossi	Technology Leader	O'Connell Elementary School
Michelle LeVasseur	Webmaster	South Side Elementary School
Lucille Lambert-Fury	Technology Leader	South Side Elementary School
Amanda Szmalc	Technology Leader/ Webmaster	Stafford Elementary School
Rob Puzio	Webmaster	Board of Education
John Ryan	Webmaster	Gifted/Summer School K-5
Merrill Ebner	Technology Leader/Webmaster	West Woods Academy
Richard Gagliardi	Supervisor, Science, Technology & Engineering	K-12 Science, Technology & Engineering
Patricia Auber	Supervisor, Special Services	K-12

Vision Statement

In concert with Bristol Board of Education's mission to prepare all students with the necessary knowledge and skills to successfully complete college, or other post high school education or training, teachers and administrators will ***establish and advance a digital age culture within their schools*** that routinely infuses the use of technology with the daily practices of teaching and learning.

Our vision for digital age teaching and learning will leverage the use of technology to:

- *inspire student learning and creativity;*
- *cultivate and impart common core concepts and skills;*
- *communicate original ideas and information globally;*
- *engage our students with authentic student-centered learning;*
- *improve our professional practices;*
- *create a collaborative community of educators, students, and parents; and,*
- *develop digital citizens with 21st century skills for college and careers.*

Needs Assessment

As part of the effort to develop this 3-year Technology Plan, five areas of technology have been assessed. A narrative describing the current status for each appears below:

CURRICULUM INTEGRATION

Whenever possible, Bristol teachers integrate and infuse the use of technology as part of their regular teaching practice to achieve specific instructional objectives and further enhance the achievement of their students. As part of the **District Accountability Plan**, which sets strategic improvement goals for the school district, the following Tier 1 and Tier 2 improvement goals have been established:

- Tier 1 Accountability Goal: Every student will be academically prepared to successfully participate in post-secondary education
 - Tier 2 Accountability Goal: Technology will be infused with instruction to improve student achievement

Tier 2 goals are established at the central office level of the district to identify critical priorities that require financial resources to implement. The establishment of a Tier 2 goal for technology provides a clear message to schools that technology should be considered an important vehicle for improving student achievement across the curriculum.

Promising aspects of Bristol's current integration efforts include:

- **WIKIs and MOODLE:** Teachers from grade 5 through high school are using WIKIs as an on-line instructional space that extends the learning day and creates a place for students to go for information, collaboration, and instructional activities. Almost all grade 5 classes citywide have a WIKI space to support instructional objectives at that level. Within the last year, the district has implemented a Moodle server and has begun to conduct training sessions for teachers. Bristol was awarded an E2T2 grant from CREC for a STEM initiative seeking to create an on-line space to support high school and middle school science and technology instruction. Eighteen science and technology teachers are now using a Moodle Space to engage their students with a variety of activities and resources including blogging, on-line quizzes and tests, homework help, lab resources and more.

- **LIBRARY-MEDIA:** K through 12 Library-Media Specialists and staff are working with teachers to incorporate new Common Core requirements for research and non-fiction reading. Bristol has implemented NOODLE TOOLS as a Web 2.0 resource to assist students with their research and the citation of resources. Additionally, the 6-8 Library-Media Curriculum has been revised to include the ISTE NET-S Standards that have been cross walked with standards issued by the American Library Association. Library-Media Specialists and staff at all instructional levels work with teachers and students to integrate and apply these standards to all curricular areas. Student attainment of these skills from K through 8 is measured on the Grade 8 Technology Skills Assessment administered at the end of the school year. Library-Media Specialists meet as a Data Team 3 Wednesdays per month to discuss and implement strategies to improve student performance.

- **TECHNOLOGICAL LITERACY:** A consortium of middle school curricular areas that include Computer Education, Technology Education, and Library-Media meet regularly together in a Data Team to review pretest data that reflects the technological capabilities of grade 8 students. Teachers within this consortium identify improvement strategies and formative assessments to check progress on identified weakness areas identified in the pretest. This effort helps insure that a majority of students are technologically literate by the end of grade 8 and independent technology users for when they enter the high school. Assuring a high level of technical skills for students as they enter high school makes the infusing of technology with instruction at the high school much easier.

- **READING REMEDIATION:** Elementary, middle, and high school teachers are actively using technology to remediate reading deficiencies as measured by scores on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). At each middle school, small groups of students who are reading below standards use Read About to develop and improve the reading fluency of students who do not benchmark standards. Bristol has implemented Read 180 at the middle and high school levels to assist students with the most severe reading deficiencies.

- **TELEPRESENCE AND VIDEO CONFERENCING:** Working with CEN (Connecticut Education Network), Bristol has deployed video conferencing technology in 7 schools and has utilized this technology for interschool professional development, virtual field trips, and the video cataloging of exemplary teaching practices. This technology is part of a district wide effort to infuse and utilize video technologies for a variety of instructional purposes. During the most recent CMT administration this technology was used to keep advanced algebra classes together at the districts 3 middle schools. Instead of algebra students traveling off-site for their daily instruction, students and teachers held class virtually using the video conferencing technology to maintain the continuity of the mathematics initiative.

- **LAPTOP CARTS and CLASSROOM COMPUTERS:** Teachers at Chippens Hill Middle School are utilizing the school's wireless capabilities and laptop computers to bring internet research and other technology-based projects into the science and social studies classrooms. Students access primary source materials in support of curricular objectives.

English Language Arts Teachers in grades 6-9 are using in-class computers and software technology as an integral component of their curriculum. Five computers have been installed within each language arts classroom to create work centers that promote alternative groupings of students within classes. Teachers are developing new instructional practices that link technology use with language arts curriculum.

- **NWEA-MAP:** Bristol has implemented computer adaptive testing in grades K-8 using the Measures of Academic Progress (MAP) developed by the Northwest Evaluation Association. Students use computers to complete this assessment 3 times per year providing teachers with on-going data on student strengths and weaknesses. Establishing the infrastructure to provide this MAP testing is assisting the district in preparing for revised state and national testing that will utilize computer adaptive methodologies in the future.

- **IOS DEVICES:** A variety of iPod, iPad, and Android devices are being piloted in curricular areas across the district as we evaluate the effectiveness and requirements of this new technology. At Hubbell and Stafford Elementary Schools, teachers are using iPods to conduct reading records of their students. Use of the iPods provides teachers with a methodology for data input connecting student information to other on-line data analysis software that provides detailed information about a student's reading strengths and weaknesses.

Special Education teachers are utilizing iPads to meet individual student's needs expressed by the IEP. Teachers in Special Education are finding a number of very valuable software applications and the number of iPad devices is expected to increase within this instructional area.

The World Language Department at Bristol Central High School is working with a classroom set of iPads to supplement classroom instruction and support student acquisition of a world language. Students are utilizing both built in capabilities of the device to read in many languages, and several specialized software applications for practical hands-on experiences with language. Teachers are using the devices as a grouping strategy while students use the devices for Internet research and team projects.

Strengths and weaknesses within district technology efforts are monitored jointly by both the District Technology Committee and the District Data Team. The Supervisor of Technology provides leadership to technology issues within both groups and facilitates the supply of information and reporting required by each.

All curricula within the Bristol Public Schools are aligned with state and/or national standards. To focus instructional efforts, each curricular area has identified and articulated a set of Power Standards along with an associated set of Essential Questions. When curricula are revised, curriculum revision committees are required to review the National Educational Technology Standards for Students (NET-S) and, wherever possible and logical, integrate, infuse and document the attainment of those standards within the curriculum documentation distributed to teachers and administrators.

At school, students and teachers access and use technology in a variety of ways. Typically, teachers take advantage and utilize computers within the library for their students to learn research skills and complete projects that relate to curricular objectives. A number of open computer labs are available at the middle and high schools for teachers to provide supervised access for students. Computers, and other devices such as iPods and iPads are available for student use within a number of classrooms across the district including: all grade 5 classrooms, Science laboratories at each high school, Special Education classrooms, Language Arts classrooms at the middle and high schools and some high school World Language classrooms.

Students also access computers and related technologies in a variety of specialized classroom areas including Art, Computer Education, Music, and Technology Education. Within these program areas, students learn about specific applications of technology and develop high level skills in design, music composition, engineering, CAD, web publishing, and video imaging.

Additionally, efforts have been underway for the last two years to extend the school day through the use of on-line environments and portals. As described above, teachers are using WIKIs and MOODLE to create informational and support places for students to go after school hours. Portals that provide grading information from PowerSchool are made available to students at the middle and high school levels. Similar portal access with a bit more information is provided to parents who are encouraged to work with their children on school performance issues. Another portal currently used for college applications at the high school level, Naviance, will be expanded to provide individual Student Success Plans within the next school year.

PROFESSIONAL DEVELOPMENT

The professional development needs of teachers and administrators are assessed using an in-house developed online survey tool that is aligned with the recently revised NET-S for Teachers. Information obtained from this survey methodology is used to identify training priorities and plan professional development workshops that permit staff to earn Technology CEUs as required by the State Department of Education.

Technology focused professional development within the district is provided in 2 ways:

- The District Technology Academy
- Building-based workshops and training

The District Technology Academy organizes and schedules professional development activities for teachers at all instructional levels across the district. Most of these sessions are targeted at providing specific technical instruction with a specific technology or software product. Additionally, the academy now offers an on-line technology professional development experience for staff to utilize on a 24/7 basis. These on-line courses provide a wide range of learning experiences for teachers and administrators including hands-on experience with MS Office applications, Web 2.0 applications, and technology integration practices within specific curricular areas.

Building-based workshops and training sessions are organized and implemented by Technology Leaders who are certified teachers. They receive a stipend for providing leadership to technology issues within the school. Every school in the district has a designated Technology Leader. One of their many important responsibilities is to work with individual school staffs on technology professional development issues. Each Technology Leader must plan and conduct a professional development session/s for at least 3 technology classified CEUs each school year. Many of these programs are targeted at specific teacher needs with technology. All professional development activities are assessed for effectiveness utilizing a standard district-wide survey tool.

Another important role for Technology Leaders is to work with the school principal on the technology needs of the school and to assist the principal with planning and organizing other professional development sessions scheduled on district professional development days and staff days.

EQUITABLE USE OF TECHNOLOGY

Two brand new K-8 schools of 900 (100 at each grade level) are currently under construction and scheduled for opening in the fall 2012. Each classroom within these state of the art schools will be outfitted with the latest technology including 3D projectors, document cameras, classroom sound systems, interactive white boards, WiFi, and 5 laptop computers. School computers will access a modern high speed network with digital video distribution capabilities and many other technological resources.

These new K-8 schools along with the recently renovated schools of Mountain View and Ivy Drive leave the other older schools in the district with considerably less technology resources. As a result of this very clear inequity, the school district and this technology plan must prioritize the addition of new technologies for the remaining older schools in the district in order to relieve inequities with the new schools.

Overall, computer technology and Internet access is accessible to all teachers and staff members within their respective classroom or work space or at shared facilities within the school plant.

The following chart describes staff access to technology in more detail:

Administrators	All have convenient access to: computers, productivity software, electronic mail, network storage of files, Internet and an Instructional Intranet for the distribution of forms, curricula, etc. A District Portal provides remote access to electronic mail, network files, Intranet services, & and other electronic resources. Many administrators also have laptops and/or iPads to assist with teacher and staff evaluation. Approximately 50% of administrative office areas have WIFI access.
Teachers (preschool)	Teachers in 5 of the 6 preschool locations have classroom access to: computers, productivity software, electronic mail, network storage of files, Internet and Intranet resources. A District Portal provides remote access to electronic mail, network files, instructional Intranet, and other resources. Preschool teachers in the 1 location without classroom access may utilize technology in their school library. This inequity will be resolved with the construction of the new K-8 schools.
Teachers	Teachers in 15 of the 16 instructional facilities have convenient access to: computers, productivity software, electronic mail, network storage of files, Internet and Intranet resources. A District Portal provides remote access to electronic mail, network files, instructional Intranet, and other resources. High school and middle school teachers utilize an electronic grade book that interfaces with the student information system.
Noncertified staff	Secretaries and Head Custodians have convenient access to computers, productivity software, electronic mail, and network storage of files, Data Warehouse, Internet & instructional Intranet. A District Portal provides remote access to electronic mail, network files and Intranet resources.

Computer technology is available to students within all school Library-Media Centers. Additional computers are available to students within classrooms and specific computer lab facilities within each school. The following chart describes student access to technology in more detail:

Students (preschool)	Pre-school students access computers within their classroom, if available, and in the Library-Media Center of their school.
Students (elementary)	Elementary students access computers in the Library-Media Center of their school. All grade 5 classrooms have 4 multi-media computers for student access and use. A display technology is also available in these classrooms that permit an entire class to view images from the computer.
Students (middle school)	Middle school students access computers in the Library-Media Center of their school. Language Arts classrooms have 5 computers each to facilitate small group instructional activities. 1 school has 2 laptop carts with 24 laptops each and WIFI capabilities.
Students (high school)	High School students access computers in the Library-Media Center of their school. Additionally, there are two general use computer labs available for teachers to use with their classes at each Bristol High School. English classrooms have 5 computers each to facilitate small group instructional activities. World Language classrooms at 1 high school use 10 iPads to facilitate small group instruction.
Students (with disabilities)	All special education facilities are equipped with 2-3 modern networked computers. Individual special education students may have iPads if deemed necessary by their IEP.

Budget challenges for the last 3 school years have made the acquisition of additional technologies to relieve inequities between schools difficult. Despite this, donations from the Bristol Business Foundation and school PTAs have assisted greatly in providing new technologies for teachers to use in their integration efforts.

INFRASTRUCTURE AND TELECOMMUNICATIONS

The infrastructure for technology and telecommunications within the Bristol Public Schools is variable according to the grade level of instruction and the age of the school building. The following listing highlights the infrastructure for technology and telecommunications at each instructional level:

- GRADES 9-12
 - State required data connectivity to all classrooms
 - Video display and video distribution to all classrooms
 - Voice connectivity and voice mail for all classrooms
 - Wireless capabilities in common areas and specific classrooms
 - Network connectivity via fiber connection to CEN
- GRADES 6-8
 - State required data connectivity to all classrooms
 - Video display in 35% of 6-8 classrooms
 - Video distribution is limited in 6-8 classrooms
 - Voice connectivity and voice mail for all classrooms in two of three schools
 - Network connectivity to CEN utilizing fiber for 1 school and rented T1 connections for 2
- GRADES PK-5
 - State required data connectivity to 80% of all classrooms
 - Video display in grade 5 classrooms. No video distribution
 - Voice connectivity and voice mail for all classrooms
 - Network connectivity to CEN utilizing fiber for 3 schools and rented T1 connections for 6

Most of the infrastructure improvements to schools have been made possible utilizing E-rate funds provided by the Schools and Libraries Corporation and the Universal Service Fund. Additional infrastructure funds have been obtained through the Department of Information Technology, the State Department of Education and the local Board of Education Budget.

The City of Bristol is constructing a city-owned fiber optic network that will link all municipal facilities including the Bristol Public Schools. Establishment of this network will provide the schools with very high bandwidth capable of distributing video and other data intensive technologies. Over the last two years efforts to upgrade the network switches within each school has made it possible for all schools to handle the increased bandwidth that the city municipal network will make possible. Video conferencing capabilities, improved network reliability, neighborhood WIFI and reduced costs are just some of the potential benefits that are envisioned.

ADMINISTRATIVE NEEDS

A variety of products and software programs are available to assist administrators and school staffs with decision-making, student information reporting, communication, information gathering, and record keeping. The following technologies have been implemented to assist with administrative decision-making, communication, record keeping and information gathering:

- **POWERSCHOOL:** A web-based student information system is utilized and accessed district-wide by administrators, teachers, guidance counselors, and support staff within each school building. This database provides a central repository for all student information including attendance, test scores, health requirements, discipline, and other critical information items that assist the educational staff in making decisions and providing a high quality instructional program.
- **POWERTEACHER:** Teachers at the middle school and high school utilize an electronic grade book to maintain student records. The electronic grade book interfaces with the student information database updating key

information elements automatically. Parents at both high schools and two of the middle schools can obtain student performance and attendance information about their child using the Internet.

- **DISTRICT DATA WAREHOUSE:** The district currently operates an in-house data warehouse for purposes of processing and disseminating information on individual student and group performance. A wide variety of student performance data is accessible to administrators and other selected users within this warehouse for multiple years.
- **BLACKBOARD-CONNECT:** Otherwise referred to as a reverse 911 system, this tool assists principals and district administrators in communicating with large constituency groups by telephone. This tool is most often used to update and inform parents of situations and meeting events at schools.
- **NAVIANCE:** Naviance is an on-line tool for promoting college and career readiness. This product is used by the district to supply SAT and AP scores to school administrators. Guidance counselors utilize this tool to process and deliver electronic college applications. Naviance will become an important resource for implementing state mandated Student Success Plans. The product also provides a portal for student and parent access outside of school.
- **SCHOOL-LINK TECHNOLOGIES:** Food Services Personnel work with SL-Tech to operate a successful school foodservice program. The system is linked to PowerSchool so that free and reduced price lunch information can be provided to school administrators.
- **IEP DIRECT:** Administrators are linked to information on special education students via IEP direct. This system provides access to individual student IEPs and other important information on special education.
- **PROTRAXX:** ProTraxx is a web-based product used by administrators to document professional development programming and CEUs for state certification.
- **MUNIS:** Administrators and support staff use Munis to conduct financial transactions, budget related operations, and personnel recordkeeping. Munis software is operated in partnership with the City of Bristol Municipal Government.
- **GROUPWISE:** An electronic mail system is operated jointly by the Board of Education and the City of Bristol Municipal Government. This system makes it possible for teachers and administrators to communicate with constituent members internally and externally.

As part of the District Technology Academy, professional development in each of these administrative systems is scheduled and presented on an as needed basis and as part of the spring, fall, and summer academy offerings.

All new teachers to the school district receive a Technology Operations Manual outlining district technology policies and technology operations protocol. New teachers K-12 also receive training in Novell, GroupWise and PowerTeacher as part of the New Teacher Academy.

Plan Implementation

LEA Technology Goals and Strategies

The LEA educational technology plan should be aligned to the National and State Educational Technology Plans and include the following State Goals. The LEA may include any additional goals that apply to their educational technology plan.

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency

Details for achieving each of these goals follow within appropriate sections.

Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i>	Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i>
What will your district do over the life of this local Educational Tech Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?	

Action Plan for Goal Area 1

What steps we are Taking:	Who will be responsible:	Completion targets:	How we will measure our success:
Review, revise, update, and propose Board of Education Technology Policies to facilitate the use of digital learning tools for teaching and learning.	• Deputy Superintendent • Supervisor of Technology • Student Achievement Committee • District Technology Committee • Library-Media Specialists • Board of Education	June 2013	- Board of Education meeting agenda and date of votes to approve revised and new policies
Research, propose, and establish a plan to utilize electronic books as an instructional resource and student learning tool where appropriate and feasible.	• Director of Teaching & Learning • Curriculum Planning Council • Curriculum Supervisors • Department Coordinators • Curriculum Coordinators • Technology Leaders • Library-Media Specialists • Teachers	◆ Research and investigate School Year 2012-2013 ◆ Propose pilot School Year 2013-2014 ◆ Review pilot results for next phase implementation School Year 2014-2015	- Progress Reports and final written plan circulated to Full Administrative Council, District Technology Committee, Library-Media Department, and teachers
Research, propose, and if feasible, establish a Bring Your Own Technology (BYOT) Policy for schools.	• Deputy Superintendent • Principals • Supervisor of Technology • District Technology Committee • Library-Media Specialists • Teachers • Student Achievement Committee • Board of Education	◆ Research and investigate School Year 2012-2013 ◆ Propose pilot School Year 2013-2014 ◆ Review pilot results for next phase implementation School Year 2014-2015	- Published report of investigations and recommendations - Board of Education meeting agenda and date of vote to approve policy

Expand and promote the use of Moodle to create on-line teaching and learning environments for Bristol students that provide 24/7 access and seek to expand the learning day.	• Supervisor of Technology • District Technology Committee • Curriculum Supervisors • Department Coordinators • Curriculum Coordinators • Technology Leaders • Library-Media Specialists • Teachers	◆ School Year 2012-2013 ◆ School Year 2013-2014 ◆ School Year 2014-2015	- Number of Moodle classrooms available to students at the beginning of one school year compared to the number available at the end of the school year
Revise curricula to promote and include the infusion of technology to develop and promote digital literacy and 21 st Century Skills with students.	• Director of Teaching & Learning • Director of Special Services • Curriculum Supervisors • Department Coordinators • Curriculum Coordinators • Library-Media Specialists • Curriculum Committees • Teachers	◆ Planned curricula revisions for school year 2012-2013 ◆ Planned curricula revisions for school year 2013-2014 ◆ Planned curricula revisions for school year 2014-2015	- Curriculum planning council approvals for 2012-2013 - Curriculum planning council approvals for 2013-2014 - Curriculum planning council approvals for 2014-2015
Identify, provide, and support learning opportunities that utilize video conferencing technologies that link Bristol students to others outside the school.	• Principal • Supervisor of Technology • District Technology Committee • Curriculum Supervisors • Department Coordinators • Curriculum Coordinators • Technology Leaders • Library-Media Specialists • Teachers	◆ School Year 2012-2013 ◆ School Year 2013-2014 ◆ School Year 2014-2015	-School-based video conferencing sessions reported monthly by Technology Leaders to the District Technology Committee
Wherever possible and appropriate, infuse technology with efforts to implement common core standards in K-12 curricula.	• Director of Teaching & Learning • Curriculum Supervisors • Curriculum Planning Council • Department Coordinators • Curriculum Coordinators • Technology Leaders • Library-Media Specialists • Teachers	◆ School Year 2012-2013 ◆ School Year 2013-2014 ◆ School Year 2014-2015	-Annual report submitted by curriculum supervisors on the use of technology to support the implementation of common core standards
Research, and establish a plan to provide keyboard instruction and related technologies to students in grades 3 & 4 to meet common core writing standards.	• Director of Teaching & Learning • Supervisor of Technology • Curriculum Supervisors • K-5 & K-8 Principals • Technology Leaders • Teachers	◆ 2012-2013: draft plan and pilot implementation options ◆ 2013-2014: expand plan to other schools ◆ 2014-2015: operational in all schools	-Results of efforts reported each year to K-5 & K-8 Council

Use Naviance with Guidance Counselors, Teachers, Parents and Students to implement Student Success Plans in grades 6-12.	• Director of Teaching & Learning • Supervisor of Technology • Curriculum Supervisors • MS & HS Principals • Guidance Counselors • Teachers	◆ School Year 2012-2013 ◆ School Year 2013-2014 ◆ School Year 2014-2015	-The number of Student Success Plans created in Naviance each year -Annual report on Parent use of Naviance Portal

Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
2.0 Assessment: Measure What Matters <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i>	Goal 2: Assessment <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i>
What will your district do over the life of this local Educational Tech Plan to ensure that technology is used for assessment?	

Action Plan for Goal Area 2

What steps we are taking:	Who will be responsible:	Completion targets:	How we will measure our success:
Use technology to administer the Measures of Academic Progress (MAP) to students in the Fall, Winter, and Spring. Disseminate results to teachers electronically and utilize data to improve student learning.	• Director of Teaching & Learning • Supervisor of Research & Evaluation • Principals • Building level data teams • Teachers • Library Staff	♦ Fall testing window 2012 ♦ Winter testing window 2012 ♦ Spring testing window 2013 ♦ Fall testing window 2013 ♦ Winter testing window 2013 ♦ Spring testing window 2014 ♦ Fall testing window 2014 ♦ Winter testing window 2014 ♦ Spring testing window 2015	- Data on student performance provided to teachers
Assess grade 8 students for Technological Literacy and disseminate results to District Technology Committee, School Principals, Library-Media Staff, Core and Encore Teachers.	• Director of Teaching & Learning • Supervisor of Technology • K-8 & Middle School Principals • K-8 & Middle School Library-Media Specialists • K-8 & Middle School Technology Leaders • Middle School Technology Curriculum Coordinator	♦ May-June 2013 ♦ May-June 2014 ♦ May-June 2015	- Data on student performance provided to teachers

Research, identify and provide additional on-line computer-based testing capacity in all schools to accommodate the future needs and requirements of local, state and national assessments.	• Central Office Administration • Supervisor of Technology • Principals • Supervisor of Facilities	◆ Phase 1 – December 2012: Survey & Planning ◆ Phase 2 – Installation: June 2014 ◆ Phase 3 – Installation: June 2015	- Identify and provide additional on-line computer-based testing capacity in all schools to accommodate future needs of local, state and national assessments
Explore and investigate the use of iPads, iPods, and other IOS devices as an input medium for the DIBLES NEXT Reading Assessment.	• Director of Teaching & Learning • Supervisor of Technology • Elementary Principals • K-3 Teachers • Information Solutions Staff	◆ 3 assessments per school year in 2012-2013, 2013-2014, 2014-2015	- Assessment results for students delivered to teachers electronically the next day
Use computers and Read About software to help struggling K-8 students with independent and engaging reading material that strengthen and further develop reading skills.	• Director of Teaching & Learning • Supervisor of Technology • K-8 Principals • K-8 Teachers • Information Solutions Staff	◆ 3 times per week for 20 minutes as scheduled by teacher	-Individual student progress posted in Scholastic Achievement Manager
Use computers to administer the Scholastic Reading Inventory to measure student reading levels and growth over time in K-8 schools.	• Director of Teaching & Learning • Supervisor of Technology • K-8 Principals • K-8 Teachers • Information Solutions Staff	◆ Administered as needed by teacher	-Individual student progress posted in Scholastic Achievement Manager

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
3.0 Teaching: Prepare and Connect Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.	Goal 3: Connected Teaching and Learning Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.
What will your district do over the life of this local Educational Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?	

Action Plan for Goal Area 3

What steps we are taking:	Who will be responsible:	Completion targets:	How we will measure our success:
Wherever possible, Technology will be embedded and infused into professional development sessions as a model for teacher and instructional use.	• Central Office Administration • Principals • Curriculum Supervisors • Department Coordinators • Curriculum Coordinators • Technology Leaders • Library-Media Specialists	Professional Development days in: ♦ School Year 2012-2013 ♦ School Year 2013-2014 ♦ School Year 2014-2015	- Professional Development Program Evaluations
Provide funds for school-based technology committees to conduct school-based professional development training sessions for Technology CEUs during the school year.	• Director of Teaching & Learning • Principals • Supervisor of Technology • Technology Leaders • Library-Media Specialists • School-based Technology Committees	♦ School Year 2012-2013 ♦ School Year 2013-2014 ♦ School Year 2014-2015	- Budget allocations for technology professional development - ProTraxx report of Technology CEU awards within each school
Develop in-house technology expertise to support and provide on-going professional development with mission critical technologies in schools.	• Principals • Supervisor of Technology • Curriculum Supervisors • Technology Leaders • Library-Media Specialists	Ongoing within: ♦ School Year 2012-2013 ♦ School Year 2013-2014 ♦ School Year 2014-2015	- List of technology experts across district posted on Intranet

Provide principals and other district administrators with technology specific professional development including the NETS Leadership Academy.	• Central Office Administration • Supervisor of Technology	◆ School Year 2012-2013 ◆ School Year 2013-2014 ◆ School Year 2014-2015	- Total number of technology related CEUs issued to administrators
Identify a staff member to serve as an Assistive Technology Leader to assist in meeting the needs of students with disabilities and meet regularly with the District Technology Committee.	• Director of Special Services • Supervisor of Special Services • Supervisor of Technology	◆ December 2012	- Recommendation to hire from Director of Special Services
Establish a structure to support the long-term operations of the District Assistive Technology Team .	• Director of Special Services • Supervisor of Special Services • Supervisor of Technology	◆ June 2013	- A list of committee members and scheduled meeting dates forwarded to the District Technology Committee
Provide training opportunities and administrative support to the District Assistive Technology Coordinator to reduce the number of vendor consultations.	• Director of Special Services • Supervisor of Special Services	◆ School Year 2012-2013 ◆ School Year 2013-2014 ◆ School Year 2014-2015	- Report of completed training sessions at the end of each school year
Establish a Web 2.0 Evaluation and Review Committee that will meet regularly to create a list of recommended cloud-based applications that support the development of digital literacy and 21 st Century Skills.	• Director of Teaching & Learning • Supervisor of Technology • District Technology Committee • Library-Media Specialists • Technology Leaders • Webmasters	◆ School Year 2012-2013 ◆ School Year 2013-2014 ◆ School Year 2014-2015	- List of recommended Web 2.0 sites posted on District Intranet
Provide training and support to teachers for the creation and operation of on-line learning environments such as Moodle that provide opportunities for 24/7 learning and flipping classroom instructional strategies.	• Director of Teaching & Learning • Supervisor of Technology • District Technology Committee • Principals • Library-Media Specialists	◆ School Year 2012-2013 ◆ School Year 2013-2014 ◆ School Year 2014-2015	- Dates of training sessions and the number of teachers and administrators that received training

Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
4.0 Infrastructure: Access and Enable <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i>	Goal 4: Infrastructure for Teaching and Learning <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i>
<i>What will your district do over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?</i>	

Action Plan for Goal Area 4

What steps we are taking:	Who will be responsible:	Completion targets:	How we will measure our success:
Conduct a Technology Needs Assessment at each school building and prepare a written report of each school's needs.	• Director of Teaching & Learning • Supervisor of Technology • District Technology Committee • Library-Media Specialists	♦ June 2013	- Completed report circulated to schools by District Technology Committee
Research, identify, secure & update financial management software to support school budgeting requirements and district financial needs.	• Board of Education • Central Office Administration • Director of Finance • Supervisor of Technology • Information Solutions Staff	♦ 2012-2013: Research options and propose solutions ♦ 2013-2014: Phase 1 implementation ♦ 2014-2015: Phase 2 implementation	- Report to Central Office Administration & BOE
Provide projectors, SmartBoards, & document cameras to classrooms.	• Board of Education • Central Office Administration • Supervisor of Technology	♦ Phase 1 – June 2013 ♦ Phase 2 – June 2014 ♦ Phase 3 – June 2015	- Number of classrooms with projectors, SmartBoards, & document cameras
Provide 4-5 computers, or other appropriate mobile devices and printing capabilities for use in each classroom.	• Board of Education • Central Office Administration • Supervisor of Technology	♦ Phase 1 – June 2013 ♦ Phase 2 – June 2014 ♦ Phase 3 – June 2015	- Number of classrooms with computers or mobile devices
Provide schools with wireless access technology to support mobile devices, BYOT, Assistive Technologies and other technology-based initiatives requiring wireless connectivity.	• Board of Education • Central Office Administration • Supervisor of Technology	♦ Phase 1 – June 2013 ♦ Phase 2 – June 2014 ♦ Phase 3 – June 2015	- Number of classrooms with WIFI capability at the end of each school

Provide fiber optic network connectivity to Chippens Hill, Edgewood, Ivy Drive, Stafford, Northeast, & West Bristol School.	• City of Bristol IT Director • City of Bristol Network Manager • Supervisor of Technology • Information Solutions Department staff	♦ December 2012	- Available bandwidth to designated schools on January 1, 2014
Explore the use of tablets, e-readers, and other mobile devices to support teaching and learning and prepare guidelines and recommendations for applications and regular use.	• Director of Teaching & Learning • Supervisor of Technology • District Technology Committee Principals • Curriculum Supervisors • Department Coordinators • Curriculum Coordinators • Technology Leaders • Library-Media Specialists • Teachers	♦ Pilot projects and draft recommendations through School Year 2012-2013 ♦ Pilot projects and final recommendations for June 2014	- Guidelines posted on District Intranet and disseminated to all administrative councils
Provide funding and support to teachers for professional development programs and training in the use and integration of technologies added to schools and classrooms from the infrastructure goals list.	• Director of Teaching & Learning • Supervisor of Technology • Principals	♦ Training for Phase 1 projects: 2012-2013 ♦ Training for Phase 2 projects: 2013-2014 ♦ Training for Phase 3 projects: 2014-2015	-Cross referenced listing of budget allocations for infrastructure projects and related training

Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
5.0 Productivity: Redesign and Transform <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i>	Goal 5: Productivity and Efficiency <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i>
What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?	

Action Plan for Goal Area 5

What steps we are taking:	Who will be responsible:	Completion targets:	How we will measure our success:
Investigate and establish plan to implement PowerSchool scheduling in K-5 schools.	• Director of Teaching & Learning • Supervisor of Technology • Principals	♦ December 2012	-K-5 council will vote to proceed with plans for electronic scheduling in PowerSchool
Pilot K-5 scheduling in 1-K-5 school and 1- K-8 school.	• Director of Teaching & Learning • Supervisor of Technology • Principals • School Secretaries • Curriculum Coordinators	♦ School Year 2013-2014	-K-5 students in pilot schools will have a schedule in Power School
Implement K-5 scheduling for all remaining K-5 schools and programs.	• Director of Teaching & Learning • Supervisor of Technology • Principals • School Secretaries • Curriculum Coordinators	♦ School Year 2014-2015	-All K-5 students will have a schedule in Power School
Investigate and establish plan to implement electronic report cards in K-5 schools.	• Director of Teaching & Learning • Supervisor of Technology • Principals • School Secretaries • Curriculum Coordinators	♦ December 2013	-K-5 council will vote to proceed with plans for electronic report cards in K-5 schools
Pilot electronic report cards in 1-K-5 school and 1- K-8 school.	• Director of Teaching & Learning • Supervisor of Technology • Principals • School Secretaries • Curriculum Coordinators	♦ School Year 2014-2015	-Feedback from teachers, students and parents

Implement electronic report cards for all remaining K-5 schools and programs.	• Director of Teaching & Learning • Supervisor of Technology • Principals • School Secretaries • Curriculum Coordinators	♦ School Year 2015-2016	-Parents will receive a report card printed from Power School
Provide methodology for school level monitoring of scheduled repairs and replacement of classroom projector units.	• Supervisor of Technology • District Technology Center • District Technical staff • District Technology Committee • Technology Leaders	♦ June 2013	-Report to District Technology Committee by Technology Leader
Establish Technology Committees that meet regularly in each school to support professional development and building-based technology initiatives.	• Director of Teaching & Learning • Supervisor of Technology • Principals • District Technology Committee • Library-Media Specialists	♦ December 2012	-Confirmation from Principals and Technology Leaders that a committee exists at each school
Utilize video technology to record and disseminate professional development opportunities to teachers, students, and staff.	• Central Office Administration • Director of Teaching & Learning • Curriculum Supervisors • Principals • District Technology Committee • Curriculum Coordinators • Library-Media Specialists	♦ School Year 2012-2013 ♦ School Year 2013-2014 ♦ School Year 2014-2015	-Number of videos posted on the district on-line staff development web site
Reduce the use of paper wherever possible by promoting and regularly using electronic methodologies.	• Central Office Administration • Curriculum Supervisors • Principals • Technology Leaders • Library-Media Specialists • Teachers	♦ School Year 2012-2013 ♦ School Year 2013-2014 ♦ School Year 2014-2015	-Reported annual district paper consumption

Children's Internet Protection Act (CIPA) Certification

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, **Susan Moreau**, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

Bristol Public Schools

LEA

- ☒ My LEA/agency is E-Rate compliant; or
☐ My LEA/agency is not E-Rate compliant. (Check one additional box below):

☒	Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
☐	Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
☐	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also <http://www.ed.gov/legislation/ESEA02/pg37.html>

Susan Faith Moreau, Ph.D.

Signature of Superintendent/Director

May 10, 2012

Date

Educational Technology Plan Review Guide

Name of District: Bristol District Contact: Richard Gagliardi Email: ci.bristol.ct.us Phone: 860-584-7078

	RESC	Final	
	Complete? Yes/No	Complete? Yes/No	additional information required/comments
Cover Page: Superintendent or Executive Director Signature			
Cover Page: Board of Education Date Submitted			
Cover Page: Board of Education Date Approved			
Educational Technology Plan Preparation Check-Off: Agent Signature	Y		needs signature
Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature	Y		needs signature
LEA Profile	Y		
Technology Committee	Y		
Vision Statement	Y		
Needs Assessment	Y		
Goal 1: Engaging and Empowering Learning Experiences	Y		
Goal 2: Assessment	Y		
Goal 3: Connected Teaching and Learning	Y		
Goal 4: Infrastructure for Teaching and Learning	Y		
Goal 5: Productivity and Efficiency	Y		
CIPA Form: Superintendent/ Executive Director Signature	Y		needs signature
Questions/Comments			
I have reviewed the plan for alignment and completeness and provided feedback to the district.			

(print) Name of RESC Reviewer

Joseph Fromme

Signature of RESC Reviewer

Joseph C. Fromme

Date

4/3/12

Please attach this sheet to your revised and completed tech plan (one hard copy and one CD) and send this to:

Cathy Bradanini
Connecticut LEA Educational Technology Plans
LEARN
44 Hatchesetts Hill Road
Old Lyme, CT 06371

Non-Instructional Operations

Student Transportation

The Bristol Board of Education will provide transportation to all eligible students residing within Bristol in a manner consistent with Connecticut General Statutes.

All school age students, who reside in Bristol and are attending Bristol Schools, or specified State Regional Technical Schools, shall be eligible for transportation or remuneration in lieu of transportation according to the specifications of this policy.

Authority:

The designated staff of the Bristol Board of Education shall have full authority to:

1. fix the routes and establish loading and discharge points along the routes;
2. determine the safest walking distance based on the extent and seriousness of the highway and road hazards;
3. accommodate physically exceptional children and require acceptable data or a physician's certificate concerning the health or condition of the child at any time; and
4. delegate disciplinary authority to building administrators.

Routes and Services:

1. School Transportation services are provided exclusively for the benefit and safety of the student population and are to be used only in support of programs authorized by and under the auspices of the School Board.
2. A written request must be submitted by the parent/guardian to the principal of the school for his/her official approval each time a child is to take a bus other than his/her regular one.
3. In all cases covered by this policy, the parent or guardian is jointly responsible with the school system for the student until he/she boards the bus, or if walking, arrives on the school grounds. At the end of each day, the parent or guardian is jointly responsible with the school system for the student at the time he/she exits the bus, or if walking, exits the school grounds.
4. Cul-de-Sacs: For safety reasons Bristol school buses do not enter into cul-de-sacs unless the child has a physical impairment that would prohibit the child from walking to the entrance corner.

Non-Instructional Operations

Student Transportation

Walkers and Riders

Eligibility for transportation is dependent upon the following definitions:

1. Definitions:

- a. Walker: A student who is not eligible for transportation because they live within the walking distance proscribed for that level.
- b. Rider: A student who lives outside of the walk zone, within a designated hazard route, or has needs identified in an I.E.P or Section 504 Plan.
- c. Walking Distance: means the linear measure of a prescribed or authorized pedestrian route between the pupil's residence and his/her school from a point at the curb or edge of a public road or highway nearest the pupil's residence to the nearest allowable paved access of the school.

Eligibility for Transportation

Transportation of both public and private school students who are living at the following distances from their respective schools will be transported at the expense of the Board:

- 1. Kindergarten students living more than (1) one mile from their schools;
 - a. Kindergarten students who receive transportation both to and from school will embark and disembark as near their residence as practical during the mid-day bus trip only. An adult must be present for the student to disembark from the bus. At all other times, those students will utilize the normally planned bus stops.
 - b. Kindergarten students who are designated **walkers** will be offered transportation accommodations during the mid-day to school and from school changeover.
- 2. Elementary school students in grades one — five living more than (1) one mile from their schools;
- 3. K-8 students living more than one (1) mile from their school;
- 4. Middle school living more than (1.5) one and one half miles from their school;
- 5. High school students living more than (2) two miles from their school; and
- 6. A student living in an area designated as a hazard route by the Police Department.

Non-Instructional Operations

Student Transportation

Student Transportation Plans

1. Parents/Guardians must inform the school of their transportation plan at the beginning of the school year. If a child is entitled to transportation, but the parent chooses to drop off and/or pick up their child, the school should be notified of this decision in writing.
2. To best insure the safety of our students, bus routes must be consistent on a daily basis. That is, students will not be dropped off at a variety of locations. Parents will be responsible for transporting their children to locations other than the regular daily bus stop.
3. Transportation is provided to the child's residence bus stop or child care provider. A fixed schedule of pick up and drop off is required to ensure the safety of every child. Any changes to a child's regular transportation plan must be made in writing 48 hours in advance.

Out of District Transportation

The Bristol Board of Education does not provide transportation for students attending Magnet or Charter Schools outside of the City of Bristol.

Child Care Transportation

1. Transportation shall be provided for children who live in an elementary public school area who are normally eligible for transportation and attend a parent authorized child care program in that school attendance area.
2. Children within an elementary public school area not normally eligible for busing who attend a parent authorized child care program whose location is eligible for busing will be allowed busing privileges *on a space available basis*. Space available basis shall mean that the children who are not normally eligible for transportation and are permitted to ride buses to or from a parent authorized babysitter who is located in an eligible transportation area shall NOT be permitted to continue with transportation, if/when the bus reaches capacity.
3. Students will not be transported to child care providers outside of their school-of-attendance area.

Non-Instructional Operations

Student Transportation – Child Care - Continued

4. Transportation shall not be provided to or from a parent authorized child care provider located within the walk zone of a public school.
5. Each parent must complete the parent authorization form in order to be eligible for child care transportation.

Appeals

1. Discuss the matter with the principal of the school to which the student is assigned.
2. If no resolution is reached under (1) above, discuss the matter with the Transportation Coordinator.
3. If no resolution is reached under (2) above, discuss the matter with the Deputy Superintendent of Schools
4. Any parent, guardian, student at majority or officer, who believes that the Superintendent, or his/her designee, has not furnished school accommodations, by transportation or otherwise to himself or herself or to his/her child manner consistent with the laws of the State of Connecticut or the Guidelines pursuant to this policy may, in writing, request a hearing before the Board to show the Board the manner in which the Superintendent has so failed to furnish such accommodations.
 - a. The Board shall hold a hearing within (10) Days following receipt of such request.
 - b. The hearing before the Board will be in compliance with the provisions of Section 4-177 to 4-180 inclusive of the Connecticut General Statutes.
5. In conducting a transportation hearing, the role of the Board of Education may be fulfilled by any of the following options:
 - A. A hearing conducted by the Board of Education with at least three members present.
 - B. A hearing conducted by a sub-committee (typically three members) of the Board as appointed by the Board chairperson.
 - C. A hearing conducted by a hearing officer as designated by vote of the Board of Education.

Non-Instructional Operations

Student Transportation – Appeals - Continued

A tape recording shall be made of such hearing.

The Superintendent of Schools and the Chairperson of the Board of Education will use their discretion in determining which of the above options will be utilized in the scheduling of each individual transportation hearing.

Transportation Complaints

All transportation school bus safety complaints must be submitted in writing to the Deputy Superintendent of Schools. Transportation safety complaints must be specific as to date, time and location of the incident; the name of the driver or number of the bus involved; nature of the complaint; names of witnesses; and name, address, and signature of the complainant.

Based on the nature of the complaint, the Deputy Superintendent may elect to take immediate action and/or forward the complaint to the appropriate authority, School Principal, Police Department, Transportation Coordinator, etc. The Deputy Superintendent will respond in writing to the complainant within (30) days.

Legal Reference:

Connecticut General Statutes

9-177 to 4-180	Contested cases. Notice. Record
10-97	Transportation to Vocational Schools
10-186	Duties of local and regional Boards of Education Hearing. Appeal
10-220	Duties of Boards of Education
10-220c	Transportation of children over private roads immunity from liability
10-280a	Transportation for pupils in non-profit schools outside school district
14-126a	Commissioner to make regulations regarding reporting of school bus accident
14-275a	Use of standard school bus required
14-275b	Transportation of mobility impaired students
14-275c	Regulations re school buses and motor vehicles used to transport special education students

Policy adopted: November 7, 2001

Policy Revised: September 8, 2004

Policy Revised: June 6, 2012

Appendix A**CHILD CARE AUTHORIZATION**

I _____ hereby authorize the Bristol Board of
(Parent or Guardians name)

Education to Pick up and/or Drop off my child at the following child care provider.

Student: _____ School: _____

Grade: _____ Parent/Guardian Contact #: _____

Child Care Provider's Name: _____

Child Care Provider Address: _____

Child Care Provider's PHONE NUMBER: _____

DAYS ATTENDING DAY CARE: ____ MON ____ TUES ____ WED ____ THUR ____ FRI

PICKUP [a.m.] Address: _____

DROP OFF [p.m.]Address: _____

EFFECTIVE DATE: _____ SCHOOL YEAR _____

I understand that the pick up and/or drop off address **MUST BE ON AN EXISTING BUS ROUTE** for the school year *and* **MUST BE IN MY CHILD'S PUBLIC SCHOOL ATTENDANCE AREA.** I will accept full responsibility for my child when he /she is at this address.

Please submit this authorization form to the main office at your child's school, and allow 48 hours in change of transportation to take effect.

Any changes to this plan must be made in writing and submitted to the school principal who will forward it to the Transportation Coordinator.

SIGNATURE OF PARENT OR GUARDIAN

DATE

**THIS FORM MUST BE COMPLETED ON AN ANNUAL BASIS, FOR
AUTHORIZATION TO CONTINUE FROM ONE YEAR TO THE NEXT.**

Students

Admission/Age of Attendance/Placement

Admission

District schools shall be open to all children five years of age and over who reach age five on or before the first day of January of any school year. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, sex, religion, national origin or sexual orientation. Students who are classified as homeless under federal law and therefore do not have a fixed residence, will be admitted pursuant to federal law and policy 5118.1. Exceptions from routine admission may be made by the school Principal on the basis of supporting evidence from physical and psychological examinations.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

According to Connecticut General Statute 10-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such immunizations shall on the recommendation of the Board, be paid by the town. Proof of domicile may also be requested by the building Principal.

Any child entering or returning to the district from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal, or designee, of the school to which the student is assigned. The Principal, or designee, can disclose them to the staff who teach or have school responsibilities for the child.

The parent or person having control of a child sixteen or seventeen years of age must consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. The district shall provide the parent or person with information on the educational opportunities available in the school system and in the community.

Students

Admission/Age of Attendance/Placement (continued)

Children who have attained the age of sixteen and who have terminated enrollment in the district's schools with parental permission as described previously and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination.

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere, in accordance with Policy 5123, pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one.

(cf. 0521 - Nondiscrimination)
(cf. 5112 - Ages of Attendance)
(cf. 5118.1 Homeless Students)
(cf. 5123 – Promotion & Retention)
(cf. 5141 - Student Health Services)
(cf. 6171 - Special Education)
(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools
 10-15c Discrimination in public schools prohibited. School attendance by five-year
 olds, as amended by PA 97-247
 10-76a - 10-76g re special education
 10-184 Duties of parents (re mandatory schooling for children ages five to sixteen,
 inclusive)
 10-186 Duties of local and regional boards of education re school attendance.
 Hearings.
 Appeals to state board. Establishment of hearing board
 10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
 10-233c Suspension of pupils
 10-233d Expulsion of pupils
 10-233k Notification of school officials of potentially dangerous students.

Students

Admission/Placement

Legal Reference	Connecticut General Statutes (continued) 10-261 Definitions State Board of Education Regulations 10-76a-1 General definitions (c) (d) (q) (t) 10-76d-7 Admission of student requiring special education (referral) 10-204a Required immunizations McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.

Policy Adopted: March 1, 1995
Policy Revised: January 3, 2007
Policy Revised:

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Students

Admission/Age of Attendance/Placement

Admission

District schools shall be open to all children five years of age and over who reach age five on or before the first day of January of any school year. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, sex, religion, national origin or sexual orientation. Students who are classified as homeless under federal law and therefore do not have a fixed residence, will be admitted pursuant to federal law and policy 5118.1. Exceptions from routine admission may be made by the school Principal on the basis of supporting evidence from physical and psychological examinations.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

According to Connecticut General Statute 10-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such immunizations shall on the recommendation of the Board, be paid by the town. Proof of domicile may also be requested by the building Principal.

Any child entering or returning to the district from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal, or designee, of the school to which the student is assigned. The Principal, or designee, can disclose them to the staff who teach or have school responsibilities for the child.

~~The parent or person having control of a child sixteen or seventeen years of age must consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. The district shall provide the parent or person with information on the educational opportunities available in the school system and in the community.~~

No student under the age of eighteen (18) may be withdrawn from school.

Students

Admission/Age of Attendance/Placement (continued)

Children who have attained the age of ~~sixteen~~**eighteen** and who have terminated enrollment in the district's schools ~~with parental permission as described previously~~ and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination.

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one.

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere, in accordance with Policy 5123, pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

(cf. 0521 - Nondiscrimination)
(cf. 5112 - Ages of Attendance)
(cf. 5118.1 Homeless Students)
(cf. 5123 – Promotion & Retention)
(cf. 5141 - Student Health Services)
(cf. 6171 - Special Education)
(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools
 10-15c Discrimination in public schools prohibited. School attendance by five-year
 olds, as amended by PA 97-247
 10-76a - 10-76g re special education
 10-184 Duties of parents (re mandatory schooling for children ages five to ~~sixteen~~
 eighteen, inclusive)
 10-186 Duties of local and regional boards of education re school attendance.
 Hearings.
 Appeals to state board. Establishment of hearing board
 10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
 10-233c Suspension of pupils
 10-233d Expulsion of pupils
 10-233k Notification of school officials of potentially dangerous students.

Students

Admission/Placement

Legal Reference	Connecticut General Statutes (continued) 10-261 Definitions State Board of Education Regulations 10-76a-1 General definitions (c) (d) (q) (t) 10-76d-7 Admission of student requiring special education (referral) 10-204a Required immunizations McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.

Policy Adopted: March 1, 1995
Policy Revised: January 3, 2007
Policy Revised:

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Bylaws of the Board

Parliamentary Procedures

The current edition of Robert's Rules of Order shall govern the proceeding of the Bristol Board of Education.

Policy Adopted:

Bristol Public Schools
Bristol, Connecticut



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Social Studies

COURSE: AP Microeconomics

COURSE DESCRIPTION: The purpose of an Advanced Placement course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

DEPARTMENT GOALS:

Through a planned, sequential curriculum, Bristol Public schools strives to educate each student in conjunction with the Common Core State Standards and the Connecticut Standards for Social Studies education. Students should be able to demonstrate skills and knowledge in each of the following standards:

- demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one's own life experience;
- analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world;
- demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures;
- apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment;
- describe the relationships among the individual, the groups and the institutions which exist in any society and culture;
- demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society;

Bristol Public Schools**AP Microeconomics**

- describe how people organize systems for the production, distribution and consumption of goods and services;
- demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures; and
- describe how the study of individual development and identity contributes to the understanding of human behavior.

DEPARTMENT PHILOSOPHY:

The primary objective of the social studies program is to prepare students to become thoughtful individuals whose academic background and skills will enable them to function successfully in an increasingly complex, multicultural, and changing world. The social studies program must provide students with an intellectual framework of knowledge, the skills necessary to process information, and the capacity to understand and appreciate people from backgrounds and cultures different from their own. Further, the program is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation's democratic ideals.

While history forms the foundation for social studies, it is understood that concepts from other social sciences, including geography, economics, psychology, and sociology must be integrated through the department's course offerings to provide students with a firm understanding of the principles and methodologies in the social studies discipline.

We recognize that there are many differences among our students not only in intelligence and special talents, but also in their interests, goals, and objectives in life. Therefore, we are committed to the development and maintenance of a curriculum of such variety and scope that we may find and serve these widely divergent needs and interests. The desired end: to draw our students out into the world community, providing them with the capacity to live successful personal and public lives.

Prerequisites: Successful completion of Algebra I

SUBJECT AP Microeconomics
TOPIC: Unit 1: Basic Economic Concepts 8 – 14% of Coursework
Common Core State Standards (CCSS)
RH 11-12.2 Determine the central ideas or information of a primary and secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH 11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Writing in History/ Social Studies, Science, and Technical (WHST) 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHST 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. WHST 11-12.1 Write arguments focused on <i>discipline-specific content</i>. Speaking and Listening SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SUBJECT AP Microeconomics	
TOPIC: Unit 1: Basic Economic Concepts 8 – 14% of Coursework	
Connecticut Social Studies Frameworks Performance Standards (CSDE)	
1.10.50 Analyze how the abundance or scarcity of resources affects the nation and the individual. 1.11.53 Examine how government activity (e.g. tariffs, taxes, social reforms) can influence an individual's economic decisions. 1.11.54 Analyze how government policies (e.g. taxation, spending) can influence how people and businesses use resources. 2.1.1. Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively. 2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources. 2.1.4 Draw information from informational texts to support analysis, reflection, and research. 2.2.13 Detect bias in data presented in various forms 2.3.17 Compose a thesis statement, using primary and secondary courses. 2.3.18 Write arguments using discipline-specific content. 2.4.21 Initiate and participate effectively in a range of collaborate discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively 2.5.26 Create multi-purpose visuals to support an essay or oral report.	

Unwrapped Performance Standards	
<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
Understand and define	how the abundance or scarcity of resources affects the nation and the individual.
Draw and calculate	information from texts, such as graphs, to support analysis, reflection, and research.
Write	arguments using discipline-specific content

SUBJECT AP Microeconomics
TOPIC: Unit 1: Basic Economic Concepts 8 – 14% of Coursework
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. Limited resources along with unlimited wants results in the need to make choices. 2. Different types of economies determine which goods and services to produce, how to produce them and to whom to distribute them. 3. Economists convey research findings through visuals representations, such as graphs, and through writing built upon logical arguments gleaned from evidence. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1a. How are scarcity and choice central to the study of economics? 1b. What role does opportunity cost play in the individual's choice in decision making? 2a. What does the production possibilities curve model tell us about efficiency, opportunity cost and economic growth? 2b. How does trade lead to gains for an individual or an economy? 3. How do economists convey findings?

SUBJECT AP Microeconomics	
TOPIC: Unit 1: Basic Economic Concepts 8 – 14% of Coursework	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1a. How are scarcity and choice central to the study of economics?	○ Consider why people need to make choices. ○ Compare the four categories of scarce resources. ○ Analyze opportunity cost and marginal analysis. ○ Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve ○ Analyze scarcity concepts in a variety of economic situations such as environment that involve specialization and comparative advantage
1b. What role does opportunity cost play in the individual's choice in decision making?	○ Distinguish opportunity cost from other trade-offs. ○ Evaluate various trade-offs and select the opportunity cost involved.
2a. What does the production possibilities curve model tell us about efficiency, opportunity cost and economic growth?	○ Analyze the production possibility frontier and circular flow models. ○ Participate in a simulation of the circular flow model and use the production possibility frontier to analyze the benefits of voluntary exchanges.
2b. How does trade lead to gains for an individual or an economy?	○ Distinguish comparative advantage from absolute advantage ○ Describe and provide examples law of comparative advantage in property rights and role of incentives
3. How do economists convey findings?	○ Draw and calculate information through graphs ○ Research economic questions ○ Build an economic argument in writing

SUBJECT AP Microeconomics	
TOPIC: Unit 1: Basic Economic Concepts 8 – 14% of Coursework	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1a. How are scarcity and choice central to the study of economics?	○ Consider why people need to make choices. ○ Compare the four categories of scarce resources. ○ Analyze opportunity cost and marginal analysis. ○ Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve ○ Analyze scarcity concepts in a variety of economic situations such as environment that involve specialization and comparative advantage
1b. What role does opportunity cost play in the individual's choice in decision making?	○ Distinguish opportunity cost from other trade-offs. ○ Evaluate various trade-offs and select the opportunity cost involved.
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2b. How does trade lead to gains for an individual or an economy?	○ Distinguish comparative advantage from absolute advantage ○ Describe and provide examples law of comparative advantage in property rights and role of incentives
3. How do economists convey findings?	○ Draw and calculate information through graphs ○ Research economic questions ○ Build an economic argument in writing
Essential questions Bold print indicates prioritized standards	INSTRUCTIONAL STRATEGIES <i>Based on our department philosophy for student learning, social studies teachers will:</i>

SUBJECT AP Microeconomics	
TOPIC: Unit 1: Basic Economic Concepts 8 – 14% of Coursework	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1a. How are scarcity and choice central to the study of economics?	○ Consider why people need to make choices. ○ Compare the four categories of scarce resources. ○ Analyze opportunity cost and marginal analysis. ○ Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve ○ Analyze scarcity concepts in a variety of economic situations such as environment that involve specialization and comparative advantage
1b. What role does opportunity cost play in the individual's choice in decision making?	○ Distinguish opportunity cost from other trade-offs. ○ Evaluate various trade-offs and select the opportunity cost involved.
2a. What does the production possibilities curve model tell us about efficiency, opportunity cost and economic growth?	○ Analyze the production possibility frontier and circular flow models. ○ Participate in a simulation of the circular flow model and use the production possibility frontier to analyze the benefits of voluntary exchanges.
2b. How does trade lead to gains for an individual or an economy?	○ Distinguish comparative advantage from absolute advantage ○ Describe and provide examples law of comparative advantage in property rights and role of incentives
3. How do economists convey findings?	○ Draw and calculate information through graphs ○ Research economic questions ○ Build an economic argument in writing
How are scarcity and choice central to the study of economics? Bold print indicates prioritized standards	○ lead class discussion ○ Provide primary and secondary source materials ○ Coordinate small group inquiry and collaborative discussion

SUBJECT AP Microeconomics	
TOPIC: Unit 1: Basic Economic Concepts 8 – 14% of Coursework	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1a. How are scarcity and choice central to the study of economics?	○ Consider why people need to make choices. ○ Compare the four categories of scarce resources. ○ Analyze opportunity cost and marginal analysis. ○ Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve ○ Analyze scarcity concepts in a variety of economic situations such as environment that involve specialization and comparative advantage
1b. What role does opportunity cost play in the individual's choice in decision making?	○ Distinguish opportunity cost from other trade-offs. ○ Evaluate various trade-offs and select the opportunity cost involved.
2a. What does the production possibilities curve model tell us about efficiency, opportunity cost and economic growth?	○ Analyze the production possibility frontier and circular flow models. ○ Participate in a simulation of the circular flow model and use the production possibility frontier to analyze the benefits of voluntary exchanges.
2b. How does trade lead to gains for an individual or an economy?	○ Distinguish comparative advantage from absolute advantage ○ Describe and provide examples law of comparative advantage in property rights and role of incentives
3. How do economists convey findings?	○ Draw and calculate information through graphs ○ Research economic questions ○ Build an economic argument in writing
What roles does opportunity cost play in the individual's choice in decision making?	Facilitate student created comparison matrix on opportunity cost

SUBJECT AP Microeconomics	
TOPIC: Unit 1: Basic Economic Concepts 8 – 14% of Coursework	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1a. How are scarcity and choice central to the study of economics?	○ Consider why people need to make choices. ○ Compare the four categories of scarce resources. ○ Analyze opportunity cost and marginal analysis. ○ Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve ○ Analyze scarcity concepts in a variety of economic situations such as environment that involve specialization and comparative advantage
1b. What role does opportunity cost play in the individual's choice in decision making?	○ Distinguish opportunity cost from other trade-offs. ○ Evaluate various trade-offs and select the opportunity cost involved.
2a. What does the production possibilities curve model tell us about efficiency, opportunity cost and economic growth?	○ Analyze the production possibility frontier and circular flow models. ○ Participate in a simulation of the circular flow model and use the production possibility frontier to analyze the benefits of voluntary exchanges.
2b. How does trade lead to gains for an individual or an economy?	○ Distinguish comparative advantage from absolute advantage ○ Describe and provide examples law of comparative advantage in property rights and role of incentives
3. How do economists convey findings?	○ Draw and calculate information through graphs ○ Research economic questions ○ Build an economic argument in writing
How does trade lead to gains for individual or an economy?	○ engage students in a simulated economy that leads them to discover the principles of voluntary exchange

SUBJECT AP Microeconomics	
TOPIC: Unit 1: Basic Economic Concepts 8 – 14% of Coursework	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1a. How are scarcity and choice central to the study of economics?	○ Consider why people need to make choices. ○ Compare the four categories of scarce resources. ○ Analyze opportunity cost and marginal analysis. ○ Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve ○ Analyze scarcity concepts in a variety of economic situations such as environment that involve specialization and comparative advantage
1b. What role does opportunity cost play in the individual's choice in decision making?	○ Distinguish opportunity cost from other trade-offs. ○ Evaluate various trade-offs and select the opportunity cost involved.
2a. What does the production possibilities curve model tell us about efficiency, opportunity cost and economic growth?	○ Analyze the production possibility frontier and circular flow models. ○ Participate in a simulation of the circular flow model and use the production possibility frontier to analyze the benefits of voluntary exchanges.
2b. How does trade lead to gains for an individual or an economy?	○ Distinguish comparative advantage from absolute advantage ○ Describe and provide examples law of comparative advantage in property rights and role of incentives
3. How do economists convey findings?	○ Draw and calculate information through graphs ○ Research economic questions ○ Build an economic argument in writing
What does the production possibilities curve model tell us about efficiency, opportunity	○ direct instruction on creating a production possibilities curve ○ create a production possibilities curve based on results of voluntary exchange simulation to determine comparative and absolute advantage ○ provide direction through teacher modeling on writing efficient economic arguments

SUBJECT AP Microeconomics	
TOPIC: Unit 1: Basic Economic Concepts 8 – 14% of Coursework	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1a. How are scarcity and choice central to the study of economics?	○ Consider why people need to make choices. ○ Compare the four categories of scarce resources. ○ Analyze opportunity cost and marginal analysis. ○ Illustrate relationships among scarcity, opportunity costs and production possibilities as seen on a curve ○ Analyze scarcity concepts in a variety of economic situations such as environment that involve specialization and comparative advantage
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2a. What does the production possibilities curve model tell us about efficiency, opportunity cost and economic growth?	○ Analyze the production possibility frontier and circular flow models. ○ Participate in a simulation of the circular flow model and use the production possibility frontier to analyze the benefits of voluntary exchanges.
2b. How does trade lead to gains for an individual or an economy?	○ Distinguish comparative advantage from absolute advantage ○ Describe and provide examples law of comparative advantage in property rights and role of incentives
3. How do economists convey findings?	○ Draw and calculate information through graphs ○ Research economic questions ○ Build an economic argument in writing
How do economists convey findings? Bold print indicates prioritized standards	○ provide opportunity for students to generate questions ○ provide opportunity for students to conduct research ○ demonstrate how economists graph data ○ Provide mentor texts to serve as models of argumentation in economics

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

- Review AP test: multiple sample questions and short free-response sample questions
- Graphing
- Unit test
- Quiz (weekly)
- Simulate choices for an important event on a limited budget.
- Quiz on scarcity using multiple choice and short answer questions.
- Construct production possibilities graph and answer five related questions.
- Essay reflecting economic arguments and reasoning.

SUBJECT AP Microeconomics	
TOPIC: Unit 2: Supply and Demand 15 - 20%	
Connecticut Frameworks Performance Standards (CSDE) 1.10.50 Analyze how the abundance or scarcity of resources affects the nation and the individual. 1.11.53 Examine how government activity (e.g. tariffs, taxes, social reforms) can influence an individual's economic decisions. 2.1.3 Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem. 2.1.4 Draw information from informational texts to support analysis, reflection, and research. 2.1.6 Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 2.3.18 Write arguments using discipline-specific content. 2.5.26 Create multipurpose visuals (e.g. graphic maps, pictographs) to present information.	

Unwrapped Performance Standards	
<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
Find relevant and accurate information	○ How abundance or scarcity of resources affects the nation and the individual and price controls
Analyze and explain multipurpose visual materials	○ Determinants of supply and demand
Create relevant visual social studies materials	○ Price and quality controls
Represent information	○ Elasticity
Evaluate primary and secondary interpretations	○ Consumer surplus, producer surplus and market efficiency
Develop a criteria for judging policies or actions	○ Tax incidence and deadweight loss

Big Ideas

Student's statements of enduring ideas

1. Supply and demand affect price and output.
2. Pricing is determined by several factors that involve supply and demand, such as input costs, subsidies, consumer expectations and complimentary goods.
3. Factors that shift the demand curve are consumer expectations and taste, and income effect.
4. Factors that shift the supply curve are input prices, technology, and subsidies.
5. Government policies impact market price and quantity.
6. Demand is affected with goods and services that are elastic.

Essential Questions

Teacher's guiding questions

1. What can the supply and demand curve tell us about competitive markets?
2. How is pricing determined?
3. What factors shift the demand curve?
4. What factors shift the supply curve?
5. How and why would government intervene in a market economy?
6. How does price elasticity affect demand?

Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1. What can the supply and demand curve tell us about competitive markets?	○ Analyze how buyers and sellers respond to changing market conditions ○ Explain how markets provide information that enables consumers and producers to allocate resources more efficiently.
2. How is pricing determined?	○ Determine the equilibrium price and quantity when given the demand for and supply of a good or service ○ display graphically an effective price floor and effective price ceiling. ○ Determine the prices at which the product has elastic or inelastic demand ○ Analyze the effects of price ceilings and floors
3. What factors shift the demand curve?	○ Differentiate change in demand (shift in the curve) with a change in “quantity demanded” ○ When given scenarios, students will identify determinants of demand that cause shift in demand curve. ○ Analyze the effects of determinants of demand of specific products
4. What factors shift the supply curve?	○ Differentiate change in supply (shift in the curve) with a change in “quantity supplied” ○ When given scenarios, students will identify determinants of supply that cause shift in supply curve. ○ Analyze the effects of determinants of supply of specific products
5. How and why would government intervene in a market economy?	○ Evaluate reasons why government would mandate prices by price ceilings and price floors. ○ Illustrate price ceilings and floors on graphs. ○ Analyze the effects of price ceilings and floors
6. How does price elasticity affect demand?	○ Compare elastic, inelastic and unitary elastic demand ○ Explain the characteristics that tend to make demand more elastic or more inelastic ○ Apply price elasticity of demand to economic problems.

Essential questions	Instructional Strategies <i>Based on our department philosophy for student learning, social studies teachers will:</i>
1. What can the supply and demand curve tell us about competitive markets?	○ Create a market behavior simulation so that students better understand the behavior (i.e. A Classroom Market for Crude Oil” in Focus: High School Economics, 2nd ed. (New York: National Council on Economic Education) ○ Provide an opportunity for students to create demand curve for products that they regularly use ○ Create class generated demand curve on product regularly use
2. How is pricing determined?	○ Provide opportunities for students to create a graph equilibrium price and quantity when given economic scenarios ○ Require students to apply elasticity to real world. (Using newspaper articles/magazine articles, explain reasons for shift in demand/supply.) ○ Have students identify pricing problems: When given statements concerning economic scenarios (Price of gold, rent control, ceilings, minimum wage), students will use sound economic reasoning and draw graphs to support answers.
3. What factors shift the demand curve? 4. What factors shift the supply curve?	○ Locate newspaper headlines/events concerning a product. Have students record the impact, if any, of each event on supply or demand of a given product (i.e. Cars, steak, gas) ○ Provide opportunities for students to demonstrate shift of demand/supply curve by creating graph
5. How and why would government intervene in a market economy?	○ Locate articles in newspapers/magazines for examples of price ceilings or price floors. Students will evaluate whether society is better or worse off after government regulation (use sound economic reasoning/graphing to illustrate answers)
6. How does price elasticity affect demand?	○ Foster class discussion concerning elasticity: “When given certain products (that students regularly use) explain whether it is elastic/inelastic” ○ Provide opportunities for students to evaluate elasticity. When given assumptions about elasticity of demand, students will explain whether economic reasoning is right/wrong (ex. If airlines want to increase total revenue, they should lower fares for business travelers.)

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

- Homework: Modules 5-9 AP Review
- Journal entries: daily warm-up, vocabulary, connections of text to student's everyday lives and of text to current events in the world
- market behavior simulation : A Classroom Market for Crude Oil” in Focus: High School Economics, 2nd ed. (New York: National Council on Economic Education)
- Test: short answer, multiple choice, graphing

SUBJECT AP Microeconomics
TOPIC: Unit 3: Theory of consumer choice 5-10%
Common Core State Standards (CCSS)
RH 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (WHST) 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Speaking and Listening (SL) 11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Connecticut Frameworks Content Standards (CSDE)
1.10.50 Analyze how the abundance or scarcity of resources affects the nation and the individual. 2.1.4 Draw information from informational texts to support analysis, reflection, and research. 2.2.5 chooses valid sources and provide evidence to answer a history/social studies question. 2.3.16 Write informative/explanatory texts about events and topics. 2.3.17 Compose a thesis statement, using primary and secondary courses. 2.3.18 Write arguments using discipline-specific content. 2.4.21 Initiate and participate effectively in a range of collaborate discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics, text, and issues, building on others’ ideas and expressing their own clearly and persuasively 2.5.26 Create multi-purpose visuals to support an essay or oral report. 3.1.3 Use evidence to assess the role of tradition and customs on an individual or groups choices/decisions

Unwrapped Performance Standards

<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
Explain	the meaning of words and phrases as they are used in a text
Write	informative/explanatory texts on events, topics and technical processes.
Develop	arguments using discipline-specific content, such as marginal utility theory.
Create	multi-purpose visuals to support an essay or oral report the relationship of marginal utility theory and the paradox of value.
Evaluate	a speaker's point of view, reasoning, and use of evidence and rhetoric in supporting the application of marginal utility theory

Big Ideas

1. Incomes, prices and tastes affect consumer purchases.
2. Marginal utility theory can be used to derive a consumer's demand curve.
3. Marginal utility theory explains the paradox of value.

Essential Questions

1. How does a budget line show the limits to a person's consumption possibilities?
2. How can marginal utility theory derive and predict a consumer's demand curve?
3. How can marginal utility theory be used to explain the paradox of value?

Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1. How does a budget line show the limits to a person's consumption possibilities?	○ Examine how consumption choices are limited by income and price ○ Identify similarities between a budget line and the production possibilities frontier. ○ Predict the effect of changing prices on the budget line. ○ Use the algebraic concept of slope to map and interpret changes in the budget line ○ Apply the concept of opportunity costs to explain changes in budget slope
2. How can marginal utility theory derive and predict a consumer's demand curve?	○ Define the economic use of the words/terms utility, total utility and marginal utility. ○ Identify marginal utility as the change in total utility that results from a one-unit increase in the quantity of a good consumed. ○ Construct and interpret marginal utility schedules and curves ○ Predict a consumer's demand curve using the theory of diminishing marginal utility. ○ Calculate and predict how utility maximization can be achieved by equalizing marginal utility per dollar
3. How can marginal utility theory be used to explain the paradox of value?	○ Evaluate the paradox of value in determining consumer choice ○ Provide written and oral argument on the paradox of value by using graphic analysis that distinguishes between total utility and marginal utility ○ Create utility maximization scenarios by equalizing marginal utility per dollar ○ Assess the role of Income and substitution effects in determining consumer equilibrium.

Essential questions	Instructional Strategies <i>Based on our department philosophy for student learning microeconomics teachers will:</i>
1. How does a budget line show the limits to a person's consumption possibilities?	○ Lead class discussion on economic choices student's make in their own lives. ○ Coordinate small group inquiry and collaborative discussion on budget lines ○ Direct students in creating their own personal budget line. ○ Review the concept of slope including guided practice ○ Provide scenarios in changes in price and have students calculate and graph a corresponding budget line
2. How can marginal utility theory derive and predict a	○ Provide primary source materials on Jeremy Bentham and the invention of the concept of utility. ○ Lead class discussion comparing total, marginal and diminishing utility ○ Promote student reflections on their personal budget lines, and creation of scenarios in which they

consumer's demand curve?	maximize their total utility, ○ Create an example demand curve accounting for income and substitution effects
3. How can marginal utility theory be used to explain the paradox of value?	○ Provide examples of marginal analysis to determine utility ○ Co-regulate students in creating a reasoned, logical argument to solve the puzzle of the paradox of value by distinguishing between total utility and marginal utility ○ Show solutions to released AP questions related to maximizing marginal utility to acclimate students to AP multiple choice and open ended questions and acceptable solutions. ○ Implement a debate arguing the merits of two paradoxical values (e.g. water versus diamonds)

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

- Review AP test: multiple choice and free-response sample questions.
- Graphing
- Unit test
- Quiz (weekly)
- For an important event: Create a budget line, derive a demand schedule and demand curve
- Quiz on the effects of price changes on consumer choice
- Collaborative note sharing sessions with checks for accuracy
- Evaluate the strengths and weaknesses of consumer decision making
- Construct marginal utility graphs and answer five related questions.
- Construct indifference curves and relate them to maximizing marginal utility per dollar
- Class debate on paradoxical values

SUBJECT
AP Microeconomics
TOPIC: Unit 4: Production and costs 10-15%
Common Core State Standards
WHST 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Connecticut Frameworks Performance Standards (CSDE)
1.10.50 Analyze how the abundance or scarcity of resources affects the nation and the individual. 2.1.3 Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem. 2.1.4 Draw information from informational texts to support analysis, reflection, and research 2.2.8 Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term over the course of a text. 2.2.11 integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem 2.3.17 Compose a thesis statement, using primary and secondary courses. 2.3.18 Write arguments using discipline-specific content. 2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation 2.4.23 ask relevant questions related to social studies/history to initiate, extend or debate a point of view 2.5.26 Create multi-purpose visuals to present information (e.g. graphic maps, pictographs) to present information 3.2.8 Develop criteria to evaluate alternative viewpoints on a contemporary issue. 3.3.14 devise a plan to resolve a local contemporary issue and develop a proposal for implementation.

SUBJECT AP Microeconomics	
TOPIC: Unit 4: Production and costs 10-15%	
Unwrapped Performance Standards	
<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
Write	informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Draw	information from informational texts to support analysis, reflection, and research
Compose	a thesis statement, using primary and secondary sources.
Conduct	short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.
Devise	a plan to resolve a local contemporary issue and develop a proposal for implementation.
Analyze	Production functions: short and long run
Analyze	Marginal product and diminishing returns
Calculate	Short-run costs
Evaluate	Long-run costs and economies of scale
Evaluate	Cost minimizing input combination

SUBJECT

AP Microeconomics

TOPIC: Unit 4: Production and costs 10-15%

Big Ideas

1. The main goal of a firm is to maximize profit.
2. A firm's marginal product is governed by the law of diminishing returns
3. Firms produce more output in the short-run by employing more labor which increases total cost.
4. Firms maximize profit in the long run by varying quantities of labor and capital.

Essential Questions

1. How do firms calculate profits?
2. How does the law of diminishing returns govern a firm's marginal product?
3. How do firms use cost and product curves to determine short-run costs?
4. How do firms make long-run decisions?

SUBJECT AP Microeconomics	
TOPIC: Unit 4: Production and costs 10-15%	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1. How do firms calculate profits?	○ Understand the basic concepts behind explicit and implicit costs ○ Derive the economic profit for a given business by subtracting opportunity cost from total revenue ○ Categorize the costs of various example businesses into explicit or implicit costs. ○ Evaluate the opportunity cost for various entrepreneurial enterprises and develop a business scenario including all accounting costs
2. How does the law of diminishing returns govern a firm's marginal product?	○ Create a graph that shows marginal product as the change in total product that results from a one-unit ○ Increase in the quantity of labor employed ○ Illustrate the concept of increasing and diminishing marginal returns using a graph, table and explanatory paragraph ○ Use the law of diminishing returns to determine the point at which additional variable inputs are undesirable
3. How do firms use cost and product curves to determine short-run costs?	○ Identify the relationship between a total product schedule and a total product curve ○ Find the total cost for a firm using the formula total cost equals total fixed cost plus total variable cost ○ Create a marginal cost curve showing points at which an increase in output is efficient ○ Calculate and determine average fixed, average variable and average total cost ○ Create and interpret average and marginal cost curves ○ Predict changes in a firm's short run cost curves
4. How do firms make long-run decisions?	○ Explain why all costs are variable in the long run ○ Use the long-run average cost curve to find economies and diseconomies of scale ○ Identify business models in which specialization of labor would increase average product and decrease total cost ○ Research business models in which specialization of capital increases average product and decreases total cost

SUBJECT AP Microeconomics	
TOPIC: Unit 4: Production and costs 10-15%	
Instructional Strategies Based on our department philosophy for student learning, micro econ teachers will:	
1. How do firms calculate profits?	○ Lead class discussion on the main goal of successful firms ○ Provide primary and secondary source readings on implicit and explicit costs ○ Coordinate small-group inquiry and collaborative discussion on opportunity cost for a student-created business.
2. How does the law of diminishing returns govern a firm's marginal product?	○ Example and instruction in marginal product and diminishing returns ○ Provide guided practice in creating marginal product and total product schedules and curves ○ Create student-generated project on average-versus-marginal grades to grasp concept of average-versus-marginal product
3. Under which conditions should a firm increase its short-run output?	○ Provide examples of fixed, variable and total costs. ○ Direct student inquiry into interpretation and creation of marginal cost curves ○ Provide scenarios for students to predict changes in a firms short run cost curves
4. How do firms make long-run decisions?	○ Lead class discussion on why all costs are variable in the long run ○ Provide students with primary source materials on economies and diseconomies of scale. ○ Guide students in researching specialization of labor and capital ○ Create small group competition to save a failing business using long and short-run solutions ○ Show solutions to released AP questions on Production and Costs.

SUBJECT AP Microeconomics
TOPIC: Unit 4: Production and costs 10-15%
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
• Review AP test: multiple choice and free-response sample questions. • Graphing • Unit test • Quiz (weekly) • Individual Student project: average versus marginal grades • Collaborative note sharing sessions with checks for accuracy • Team Student Product: small group competition presenting a winning plan for improving a failing business by making changes to short-run and long –run costs. • Explanatory essay including tables, charts and graphs defending a suggestion for a new local business.

SUBJECT AP Microeconomics
TOPIC: Unit 5: Firm behavior and market structure 25 – 35%
Common Core State Standards
Writing in History in Social Studies, Science, and Technical (WHST) 11-12. 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. WHST 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. SL 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Connecticut Frameworks Content Standards (CSDE)
1.3.19 Explain the significance of globalization. 1.3.23 Compare and contrast economic systems economic systems across historical time periods 1.3.29 Evaluate the impact of major belief systems on societies and nations. 1.5.33 Analyze globalization’s impact on peoples around the world. 1.7.39 Compare and contrast how different national governments throughout the world attempt to meet their citizens’ needs. 1.10.51 Analyze how government’s resources can be used to influence economic decisions. 1.11.52 Analyze how governments with different economic systems can influence production and distribution. 2.2.11 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. 2.5.25 Create relevant visual social studies materials. 3.1.2 Evaluate primary and secondary interpretations of a historical event. 3.3.11 Evaluate a proposed solution to a contemporary political, economic, geographical/environmental or social problem.

SUBJECT AP Microeconomics	
TOPIC: Unit 5: Firm behavior and market structure 25 – 35%	
Unwrapped Performance Standards	
<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
Predict	how alternative actions might have changed an outcome in terms of profit
Analyze and explain	multipurpose visual materials regarding perfect competition
Portray	attitudes reflected in a historical period regarding monopoly
Prepare formal arguments	About monopolistic competition
Analyze	how government's resources can be used to influence economic decisions
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. Total cost curve shows how total cost depends on the quantity of output. 2. There are 4 primary models of market structure: perfect competition, monopoly, oligopoly, and monopolistic competition. 3. Pricing and production is based on the number of firms in the market and whether the goods offered are identical or differentiated. 4. A firm's short-run and long-run behavior is impacted by efficiency. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. How do cost curves help identify production costs of firms? 2. What are the basic characteristics of the four major types of markets in the economy? 3. How do the different market structures vary for pricing and production? 4. How do different markets efficiencies impact a firm's short run and long run behavior?	

SUBJECT AP Microeconomics	
TOPIC: Unit 5: Firm behavior and market structure 25 – 35%	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1. How do cost curves help identify production costs of firms?	○ Understand a firm's cost of production and how these costs are shown in the shapes of the cost curves.
2. What are the different characteristics of the categories of competition in markets?	○ Distinguish among characteristics of the categories of competition in markets
3. How do the different market structures vary for pricing and production?	○ Explain and show graphically how production and pricing decision are made for firms in each of these market structures.
4. How do different market efficiencies impact a firm's short run and long run behavior?	○ Analyze how firms behave in the short run and long run and evaluate markets for productive and allocate efficiency

TOPIC: Unit 5: Firm behavior and market structure 25 – 35%

Instructional Strategies

Based on our department philosophy for student learning, social studies teachers will:

1. How do cost curves help identify production costs of firms?	○ Provide an overview of revenue, fixed costs, variable costs, and profits. ○ Lead guided practice on graphing perfect competition (quantity/price), monopolistic competition oligopoly, and monopoly.
2. What are the different characteristics of the categories of competition in markets?	○ Review characteristics of perfect competition, monopolistic competition, oligopoly and monopoly. ○ Provide opportunities for students (working in pairs) to identify types of market structures by completing comparison matrix (number of firms, differentiated product, ease of entry) ○ Design simulation where students will have to decide whether the government should regulate or break up a monopoly ○ Provide students time to distinguish market systems and take the point of view of oligopolistic, or monopolist by playing a modified version of the game, "Monopoly."
3. How do the different market structures vary for pricing and production?	○ Provide opportunities for students to examine graphs and reflect on the following: how does the law of diminishing marginal returns affect output (product) and costs? ○ Lead guided practice on graphing of price, average revenue and marginal revenue when given the demand schedule
4. How do different markets efficiencies impact a firm's short run and long run behavior?	○ Lead guided practice on differences between long-run and short-run average cost curves ○ Use visuals to illustrate how the firm and industry reach long-run equilibrium. ○ Design extension lesson where students (in groups) can practice solving problems involving market structure/business decision making. For example, answer the question and explain your answers. Use diagrams to illustrate your point: "True, false or uncertain, and why? Monopolies always charge the highest possible price."

TOPIC: Unit 5: Firm behavior and market structure 25 – 35%

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

- Homework: Modules 22-32 AP Review
- Journal entries: daily warm-up, vocabulary, connections of text to student's everyday lives and of text to current events in the world
- Simulation : Monopoly
- Test: short answer, multiple choice, graphing

SUBJECT AP Microeconomics
TOPIC: Unit 6: Factor Markets 10-18%
Common Core State Standards
RH 11-12.2 Determine the central ideas or information of a primary and secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH 11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. RH 11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.
Connecticut Frameworks Content Standards (CSDE)
1.8.41 Analyze laws that have been modified to meet society’s changing values and needs. 1.8.42 Evaluate how different factors contribute to making and implementing laws in different government systems. 1.10.50 Analyze how the abundance or scarcity of resources affects the nations and the individual. 1.11.54 Analyze how government policies can influence how people and businesses use resources. 2.2.7 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 2.2.12 Interpret social/political messages of visuals. 2.4.21 Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 3.2.6 Develop criteria for assessing the actions or policies of an individual or group in the past.

SUBJECT AP Microeconomics	
TOPIC: Unit 6: Factor Markets 10-18%	
Unwrapped Performance Standards	
<u>Skills</u> <i>What students need to be able to do</i>	<u>Concepts</u> <i>What students need to know about</i>
Develop a criteria for judging policies or actions	Derived factor demand
Provide evidence in response to a question	Marginal revenue product
Use evidence to develop an interpretation of an historical event	Labor market and firms' hiring of labor
Evaluate primary and secondary interpretations	Market distribution of income

SUBJECT AP Microeconomics
TOPIC: Unit 6: Factor Markets 10-18%
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. The demand for a factor of production (derived demand) plays role in allocation of resources among firms. 2. Factor price, including labor, human capital, determine the factor distribution of income. 3. Derived demand results from the demand for the output being produced. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. How are factors of production – resources such as land, labor, and capital – traded in factor markets? 2. How do factor markets determine the factor distribution of income? 3. How is the demand for a factor of production (derived demand) determined?

SUBJECT AP Microeconomics	
TOPIC: Unit 6: Factor Markets 10-18%	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
How are factors of production – resources such as land, labor, and capital – traded in factor markets?	○ Analyze how various resources are traded in factor markets.
How do factor markets determine the factor distribution of income?	○ Analyze how factor markets impact the distribution of income.
How is the demand for a factor of production determined?	○ Evaluate the impact on how demand impacts production.
Essential questions	Instructional Strategies <i>Based on our department philosophy for student learning, social studies teachers will:</i>
How are factors of production – resources such as land, labor, and capital – traded in factor markets?	○ Create economic situations where students are to identify whether demand for a resource would increase/decrease.
How do factor markets determine the factor distribution of income?	○ Provide independent learning opportunities/research for students to examine the following: analyze the effects of a minimum wage law in competitive labor markets. ○ Locate resource material that deal with factor markets. Design lesson where students (in groups) can apply their knowledge of factor markets to conventional/real-life scenarios. Example, “Why are some basketball players paid more than brain surgeons? Explain using the concept of marginal revenue

SUBJECT AP Microeconomics	
TOPIC: Unit 6: Factor Markets 10-18%	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
How are factors of production – resources such as land, labor, and capital – traded in factor markets?	○ Analyze how various resources are traded in factor markets.
How do factor markets determine the factor distribution of income?	○ Analyze how factor markets impact the distribution of income.
How is the demand for a factor of production determined?	○ Evaluate the impact on how demand impacts production.
How is the demand for a factor of production determined?	○ Design a “guided activity” where students determine (from given data) how much of a resource the firm will employ and what price it will pay for that resource. ○ Write brief scenarios where students (in pairs) will predict the effect of economic events on the demand for a resource.

SUBJECT AP Microeconomics
TOPIC: Unit 6: Factor Markets 10-18%
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
• Homework: Modules 33-37 AP Review • Journal entries: daily warm-up, vocabulary, connections of text to student's everyday lives and of text to current events in the world • Test: short answer, multiple choice, graphing • Assessment of student created graphs.

SUBJECT AP Microeconomics	
TOPIC: Unit 7: Market Failure and the Role of Government 12 – 18%	
Connecticut Frameworks Content and Performance Standards (CSDE):	
1.5.32 Analyze how a specific environment has influenced historical developments in a region/nation of the world. 1.10.50 Analyze how the abundance or scarcity of resources affects the nation and the individual. 1.11.51 Analyze how a government’s resources can be used to influence economic decisions. 1.11.53 Examine how government activity (e.g. tariffs, taxes, social reforms) can influence an individual’s economic decisions. 1.11.54 Analyze how government policies (e.g. taxation, spending) can influence how people and businesses use resources. 2.1 Access and gather information from a variety of primary and secondary sources including electronic media 2.1.1. Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.	

Unwrapped Performance Standards	
<u>Skills</u> What students need to be able to do	<u>Concepts</u> What students need to know about
Gather	relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.
Detect	bias in data presented in various forms
Analyze	how government policies (e.g. taxation, spending) can influence how people and businesses use resources.
Compose	a thesis statement, using primary and secondary sources.
Devise	a plan to resolve a local contemporary issue and develop a proposal for implementation.
Evaluate	a proposed solution to a contemporary political, economic, geographic/environmental or social problem
Analyze	Externalities
	Marginal social benefit and marginal social cost
	Positive externalities
	Negative externalities
Propose	Remedies

Distinguish	Public versus private goods
	Provision of public goods
Evaluate	Public policy to promote competition
	Antitrust policy
	Regulation
Determine	Income distribution
	Equity
	Sources of income inequality

Big Ideas

Student's statements of enduring ideas

1. Externalities can lead to inefficiency in a market economy.
2. Governments attempt to correct inefficiencies caused by externalities by using public policy.
3. Public goods are non-excludable and non-rival.
4. Public policy can be used to promote competition.
5. Income inequality and income distribution have changed in America over time.

Essential Questions

Teacher's guiding questions

1. What are externalities and why can they lead to inefficiency in a market economy?
2. How do governments deal with the inefficiency that can be caused by externalities?
3. What is a public good?
4. In what ways do governments use public policy to promote competition?
5. How has income inequality in America changed over time?

SUBJECT AP Microeconomics	
TOPIC: Unit 7: Market Failure and the Role of Government 12 – 18%	
Essential questions	LEARNING OBJECTIVES <i>The students will be able to:</i>
1. What are externalities and why can they lead to inefficiency in a market economy?	Analyze the impact of positive and negative externalities in a market.
2. How do governments deal with the inefficiency that can be caused by externalities?	Evaluate the effectiveness of government policy in correcting externalities.
3. What is a public good?	Debate the value of government v. private sector provision of public goods.
4. In what ways do governments use public policy to promote competition?	Detail the circumstances under which the government would want to promote competition.

5. How has income inequality in America changed over time?	○ Identify government programs designed to redistribute income. ○ Evaluate the effectiveness of government programs designed to redistribute income.
Essential questions	Instructional Strategies <i>Based on our department philosophy for student learning, social studies teachers will:</i>
1. What are externalities and why can they lead to inefficiency in a market economy?	○ Lead class discussion on positive and negative externalities ○ Facilitate graph practice interpretive and explanatory on marginal social benefit and marginal social cost ○ Co-regulate small group inquiry on optimum balance between social benefit and social cost
2. How do governments deal with the inefficiency that can be caused by externalities?	○ Guide whole group brainstorming session on possible solutions to inefficiency in markets. ○ Provide primary and secondary source readings presenting opposing viewpoints on debt ceilings and price supports
3. What is a public good?	○ Lead discussion on public goods ○ Promote data research on the value of government v. private sector provision of public goods
4. In what ways do governments use public policy to promote competition?	○ Encourage student research into efficient government policy in the economy ○ Engage students in small group and individual creation of thesis statement on effective government policy in a market economy
5. How has income inequality in America changed over time?	○ Create class inquiry into government programs designed to redistribute income. ○ Provide primary and secondary source readings on the concept of income redistribution

SUBJECT AP Microeconomics	
TOPIC: Unit 7: Market Failure and the Role of Government 12 – 18%	
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>	
• Review AP test: multiple choice and free-response sample questions. • Graphing • Collaborative note sharing sessions with checks for accuracy • Unit test • Quiz (weekly) • Individual Student project positive and negative externalities at our school – identify and propose solutions to behavioral “freeloading” e.g. maintaining a clean cafeteria, contributing to a positive educational environment. • Team Student Product: Research and debate the economic benefits/downsides of privatizing public services: garbage, police, fire, etc.)	



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 3 Writing	
TOPIC: Raising the Quality of Narrative Writing	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. **Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**
- b. **Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**
- c. **Use temporal words and phrases to signal event order.**
- d. **Provide a sense of closure.**

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes [test writing] and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - e. **Form and use the simple** (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
 - f. **Ensure** subject-verb and pronoun-antecedent agreement.
 - i. **Produce simple, compound, and complex sentences.**
2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. **Use** commas and quotation marks in dialogue.
 - d. **Form and use** possessives.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.
 - a. **Explain** the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

Speaking and Listening

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. **Follow** agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - d. **Explain** their own ideas and understanding in light of the discussion.
3. **Ask and answer** questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. Report on a topic or text, **tell** a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
6. **Speak** in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT Grade 3 Writing	
TOPIC: Raising the Quality of Narrative Writing	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about:	
Text Types and Purposes • Narratives • Real experiences or events • Effective techniques, descriptive details, clear event sequences. • Situation • Narrator and/or character • Event sequence that unfolds naturally • Dialogue and descriptions of actions, thoughts, and feelings • Response of characters to situations • Temporal words and phrases • Event order • Closure Production and Distribution of Writing • Development and organization (appropriate to task and purpose) • Planning, revising, and editing Range of Writing • Routines (extended time frames and shorter time frames) for writing • Purpose for writing • Audiences for writing Conventions of Standard English • Conventions of standard English grammar and usage • Simple verb tenses • Subject-verb and pronoun-antecedent agreement • Simple, compound, and complex sentences • Conventions of standard English capitalization, punctuation, and spelling • Commas and quotation marks (in dialogue)	

- Possessives

Vocabulary Acquisition and Use

- Figurative language
- Word relationships
- Nuances in word meanings
- Simple similes and metaphors

Comprehension and Collaboration

- **Collaborative discussions**
- Agreed-upon rules for discussions
- Ideas and understandings
- Questions (that seek or give information)

Presentation of Knowledge and Ideas

- Storytelling (with appropriate facts, and relevant, descriptive details)
- Effective speaking strategies (clarity and pace)
- Complete sentences when speaking (appropriate to task and situation)

Skills: Need to be able to do:

Text Types and Purposes

- **Write narratives**
- **Develop real experiences or events**
- **Use effective techniques, descriptive details, clear event sequences**
- **Establish situation**
- **Introduce a narrator and/or character**
- **Organize an event sequence that unfolds naturally**
- **Use dialogue and descriptions of actions, thoughts, and feelings**
- **Show the response of characters to situations**
- Use temporal words and phrases to signal event order
- **Provide closure**

Production and Distribution of Writing

- Produce writing in which the development and organization are appropriate to task and purpose
- **Develop and strengthen writing by planning, revising, and editing**

Range of Writing

- **Write routinely over extended and shorter time frames**
- **Write for a range of purposes (and tasks)**
- **Write for a range of audiences**

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Form and use simple verb tenses
- Ensure subject-verb and pronoun-antecedent agreement
- **Produce simple, compound, and complex sentences**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- Use commas and quotation marks (in dialogue)
- Form and use possessives

Vocabulary Acquisition and Use

- Demonstrate understanding of figurative language, word relationships, nuances in word meanings
- Explain the meaning of simple similes and metaphors

Comprehension and Collaboration

- **Engage effectively in a range of collaborative discussions**
- Follow agreed-upon rules for discussions
- Explain their own ideas and understandings
- Ask and answer questions

Presentation of Knowledge and Ideas

- Tell a story or recount an experience with appropriate facts, and relevant, descriptive details
- Speak clearly at an understandable pace
- Speak in complete sentences (appropriate to task and situation)

SUBJECT
Grade 3 Writing

TOPIC:
Raising the Quality of Narrative Writing

Big Ideas

Student's statements of enduring ideas

1. Writers raise the quality of their narrative writing by using effective techniques, descriptive details and clear event sequences.
2. Authors use dialogue, descriptions of actions, thoughts and feelings to develop experiences and events.
3. Writers engage in collaborative discussions, ask and answer questions, and refer to mentor texts when speaking about their writing.

Essential Questions

Teacher's guiding questions

1. How do writers raise the quality of their narrative writing?
2. What effective techniques do narrative authors use?
3. How do writers learn from other writers?

SUBJECT Grade 3 Writing
TOPIC Raising the Quality of Narrative Writing:
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Write a personal narrative story that includes: hook or beginning, introduction of characters, setting, series of events, and memorable ending. 2. Use a variety of narrative strategies to organize and strengthen their writing. 3. Use small moment personal experiences to develop an event sequence that unfolds naturally. 4. Develop their personal narrative to include descriptions of actions, thoughts, and feelings to develop experiences or show characters' responses to situations. 5. Vary sentence structure and length (simple, compound, and complex) to develop and strengthen ideas. 6. Incorporate use of figurative language (similes, metaphors) to show/not tell. 7. Prepare draft and edit (with guidance and support) for use of capitalization, punctuation, complete sentences, use of simple verb tenses and standards of English grammar usage. 8. Engage effectively in collaborative discussions about their writing with adults and peers. 9. Tell a story with appropriate facts and relevant descriptive details. 10. Present their ideas clearly and speak at an appropriate pace. 11. Revise by adding, deleting, and reorganizing information. 12. Write routinely for gradually extended and shorter periods of time for a range of purposes and audiences.

SUBJECT Grade 3 Writing
TOPIC: Raising the Quality of Narrative Writing
Instructional Strategies
<i>Based on our department philosophy for student learning, teachers will:</i>
1. Continue to reinforce and strengthen the routines of writing workshop. 2. Construct lessons that build upon student strengths and needs to raise the quality of a personal narrative. 3. Use the format of a minilesson, independent writing, conferring, and sharing. 4. Use mentor texts to examine the use of author's craft. 5. Demonstrate effectiveness of strategies through teacher created and student created models. 6. Demonstrate the use of standard English capitalization, punctuation, and usage. • Model the use of commas and quotation marks (in dialogue). • Show students how to form and use possessives. 7. Demonstrate the use of standard English grammar and usage. • Model how to form and use simple verb tenses. • Model and explain subject-verb and pronoun-antecedent agreement. • Show how to vary sentence structure by producing simple, compound, and complex sentences. 8. Model and provide opportunities for collaborative discussions with peers and adults. 9. Provide varying time frames appropriate for writing tasks, purposes, and audiences. 10. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 11. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.

SUBJECT Grade 3 Writing
TOPIC: Raising the Quality of Narrative Writing
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's response to on-demand prompt(s). 2. Student's writing notebook, drafts and revisions of writing. 3. Student's created personal narrative. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Production and Distribution of Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Writing Standards

Text Types and Purposes

3. **Write narratives [a fairy tale] to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

5. With guidance and support from adults, **focus** on a topic, **respond** to questions and suggestions from peers, and **add** details to strengthen writing as needed.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - i. **Use** frequently occurring prepositions (e.g., *during, beyond, toward*).
 - e. **Use** verbs **to convey** a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - j. **Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (verbal questions).**
2. **Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when writing

Vocabulary Acquisition and Use

5. With guidance and support from adults, **demonstrate understanding** of word relationships and nuances in word meanings.
6. **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Speaking and Listening

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
3. **Ask and answer** questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. **Describe** people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. **Add** drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. **Produce** complete sentences when appropriate to task and situation.

SUBJECT Grade 1 Writing	
TOPIC: Narrative—Fairy Tale	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Fairy tale genre • Imagined experiences or events • Effective technique • Well-chosen details • Well-structured event sequences Production and Distribution of Writing • Clear and coherent writing (appropriate to task, purpose, and audience) • A topic • Questions and suggestions (from peers) • Details (to strengthen writing) Range of Writing • Routines for writing (extended time and shorter time frames) • A range of tasks, purposes, and audiences Conventions of Standard English • Conventions of standard English grammar and usage • Frequently occurring prepositions • Verbs (past, present, and future) • Simple and compound declarative, interrogative, imperative, and exclamatory sentences • Prompts(verbal) • Conventions of standard English capitalization, punctuation, and spelling when writing Vocabulary Acquisition and Use • Word relationships and nuances in word meanings Comprehension and Collaboration • Collaborative conversations • Questions (about what a speaker says)	

Presentation of Knowledge and Ideas

- People, places, things, and events (with relevant details, expressing ideas and feelings clearly)
- Drawings or other visual displays to descriptions (to clarify ideas, thoughts, and feelings)
- Complete sentences (appropriate to task and situation)

Skills: Need to be able to do:

Text Types and Purposes

- **Write a fairy tale**
- **Develop imagined experiences or events**
- **Use effective technique, well-chosen details and well-structured event sequences**

Production and Distribution of Writing

- **Produce clear and coherent writing (appropriate to task, purpose, and audience)**
- Focus on a topic
- Respond to questions and suggestions (from peers)
- Add details (to strengthen writing)

Range of Writing

- Write routinely (extended time and shorter time frames) for a range of tasks, purposes, and audiences

Conventions of Standard English

- Use conventions of standard English grammar and usage
- Use frequently occurring prepositions
- Use verbs (past, present, and future)
- **Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences**
- **Respond to prompts(verbal)**
- Demonstrate conventions of Standard English capitalization, punctuation, and spelling when writing

Vocabulary Acquisition and Use

- Demonstrate word relationships and nuances in word meanings

Comprehension and Collaboration

- Participate in collaborative conversations
- Ask and answer questions (about what a speaker says)

Presentation of Knowledge and Ideas

- Describe people, places, things, and events (with relevant details, expressing ideas and feelings clearly)
- Add drawings or other visual displays to descriptions (to clarify ideas, thoughts, and feelings)
- Produce complete sentences (appropriate to task and situation)

SUBJECT
Grade 1 Writing

TOPIC:
Narrative—Fairy Tale

Big Ideas

Student's statements of enduring ideas

1. Writers organize their fairy tale with a specific structure and elements that include a beginning, middle and end.
2. Writers use effective techniques and well-chosen details to entertain the reader.
3. Writers describe their characters by providing information about their actions, thoughts, and feelings.
4. Writers reread, revise, and edit their work to strengthen their writing.

Essential Questions

Teacher's guiding questions

1. What are the important elements of a fairy tale that writers include to organize their story?
2. What do writers use to entertain their readers when writing fairy tales?
3. How do writers make their characters come to life for their readers?
4. What do writers do to make their stories stronger?

SUBJECT Grade 1 Writing	
TOPIC: Narrative—Fairy Tale	
LEARNING OBJECTIVES <i>The students will be able to:</i>	
1. Write a fairy tale with: a beginning, middle (with a series of attempts to solve a problem), and an ending (which includes a resolution). 2. Examine the difference between fictional narratives and fairy tales (e.g. good vs. evil, magical elements, the significance of 3, etc.). 3. Evaluate and use elements from a variety of mentor texts. 4. Plan, reread, edit and revise to strengthen their writing. 5. Include well chosen details and description of characters (actions, thoughts, and feelings) 6. Choose verbs to convey a sense of past, present and future as appropriate. 7. Prepare draft and edit (with guidance and support) for use of frequently occurring prepositions, simple and compound sentences, and other grade appropriate spelling and grammar. 8. Revise by adding, deleting, and reorganizing information. 9. Participate in collaborative conversations with peers and adults about writing. 10. Describe people, places, and events with relevant descriptive details to express ideas. 11. Write routinely for gradually extended periods of time.	

SUBJECT Grade 1 Writing
TOPIC: Narrative—Fairy Tale
Instructional Strategies
<i>Based on our department philosophy for student learning, teachers will:</i>
1. Further develop the routines of writing workshop. 2. Provide mentor texts to immerse students in the fairy tales genre. 3. Model the structure and components of a fairy tale (a beginning that reflects a sense of past, a middle with a series of attempts to solve a problem, and a resolution). 4. Model how to use a variety of planning strategies. 5. Show writers how to effectively incorporate magical elements into their tale (when appropriate). 6. Use the format of Writers Workshop (minilesson, independent writing, conferring, and sharing). 7. Demonstrate effectiveness of strategies through teacher created and student created models. 8. Demonstrate the use of verbs to convey a sense past, present and future as appropriate, frequently occurring prepositions, simple and compound sentences, and other grade appropriate spelling and grammar. 9. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 10. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 11. Provide and emphasize the extended time frame needed for writing tasks.

SUBJECT Grade 1 Writing
TOPIC: Narrative—Fairy Tale
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's composed fairy tale. 2. Student's writing folder containing planning sheets and drafts of stories. 3. Student's participation in collaborative discussions. 4. Student's celebration/sharing of writing.



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT	
Grade 3 Writing	
TOPIC:	
Launching Narrative Writing: A Personal Focus	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

3. **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
 - a. **Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**
 - b. **Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**
 - c. **Use temporal words and phrases to signal event order.**
 - d. **Provide a sense of closure.**

Production and Distribution of Writing

4. With guidance and support from adults, **produce** writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, **develop and strengthen** writing as needed by planning, revising, and editing.

Range of Writing

10. **Write routinely over extended time frames** (time for research, reflection, and revision) **and shorter time frames** (a single sitting or a day or two) **for a range of discipline-specific tasks, purposes, and audiences.**

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - b. **Form and use regular and irregular plural nouns.**
 - d. **Form and use regular and irregular verbs.**
2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. **Use commas and quotation marks in dialogue.**
 - g. **Consult** reference materials, including beginning dictionaries, as needed **to check and correct** spellings.

Knowledge of Language

3. **Use** knowledge of language and its conventions when **writing, speaking, reading, or listening.**
 - a. **Choose words and phrases for effect.***

Vocabulary Acquisition and Use

5. b. **Identify** real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. **Follow** agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - d. **Explain** their own ideas and understanding in light of the discussion
3. **Ask** and **answer** questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. **Report on a topic or text, tell a story, or recount an experience** with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
6. **Speak** in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT Grade 3 Writing	
TOPIC: Launching Narrative Writing: A Personal Focus	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes Narrative Composition • Narratives • Real experiences or events • Effective techniques, descriptive details, clear event sequences • Situations • Narrator and/or character • Event sequence(that unfolds naturally) • Dialogue and descriptions of actions, thoughts, and feelings • Response of characters to situations • Temporal words and phrases • Event order • Closure Production and Distribution of Writing • Development and organization (appropriate to task and purpose) • Planning, revising, and editing Range of Writing • Routines (extended time frames and shorter time frames) for writing • Purpose for writing • Audiences for writing	

Conventions of Standard English

- Conventions of standard English grammar and usage
- **Regular** and irregular **plural nouns**
- **Regular and irregular verbs.**
- Conventions of standard English capitalization, punctuation, and spelling
- Commas and quotation marks (in dialogue)
- Reference materials (spelling)

Knowledge of Language

- Language and its conventions
- **Effective word choice**

Vocabulary Acquisition and Use

- Real-life connections between words and their use

Comprehension and Collaboration

- Collaborative discussions
- Agreed-upon rules for discussions
- Ideas and understandings
- Questions (that seek or give information)

Presentation of Knowledge and Ideas

- **Storytelling (with appropriate facts, and relevant, descriptive details)**
- **Effective speaking strategies (clarity and pace)**
- Complete sentences when speaking (appropriate to task and situation)

Skills: Need to be able to do:

Text Types and Purposes

- **Write narratives**
- **Develop real experiences or events**
- **Use effective technique, descriptive details, and clear event sequences**
- **Establish a situation , a narrator and/or characters**
- **Organize an event sequence that unfolds naturally**
- Use dialogue and **descriptions of actions, thoughts, and feelings**
- **Show the response of characters to situations**
- Use temporal words and phrases to signal event order
- Provide closure.

Production and Distribution of Writing

- Produce writing (in which the development and organization are appropriate to task and purpose)
- Develop and strengthen writing by planning, revising, and editing

Range of Writing

- **Write routinely (for extended** and shorter time frames) for a range of purposes and audiences

Conventions of Standard English

- Demonstrate command of conventions of standard English grammar and usage
- **Form and use regular and irregular plural nouns**
- **Form and use regular and irregular verbs**
- Demonstrate command of conventions of standard English capitalization, punctuation, and spelling
- Use commas and quotation marks (in dialogue)
- Consult reference materials to check and correct spelling

Knowledge of Language

- Use knowledge of language and its conventions
- **Choose words and phrases for effect**

Vocabulary Acquisition and Use

- Identify real-life connections between words and their use

Comprehension and Collaboration

- Engage in collaborative discussions
- Follow agreed-upon rules for discussions
- Explain own ideas and understandings (in light of the discussion)

- Ask and answer questions (to offer elaboration and detail)

Presentation of Knowledge and Ideas

- **Tell a story with appropriate facts, relevant, descriptive details**
- **Speak clearly (at an understandable pace)**
- Speak in complete sentences to provide detail or clarification (appropriate to task and situation)

SUBJECT
Grade 3 Writing

TOPIC:
Launching Narrative Writing: A Personal Focus

Big Ideas

Student's statements of enduring ideas

1. Writers find ideas by recalling their personal experiences and thinking about favorite people, places and events.
2. Writers craft their small moment stories in an organized natural sequence, with a strong beginning, developing events, and memorable ending.
3. Writers use multiple narrative strategies to develop and strengthen their writing.

Essential Questions

Teacher's guiding questions

1. How do writers find ideas for narrative stories based on past personal experiences?
2. How do writers craft their narratives to communicate their story in a clear and natural way?
3. What strategies do writers use to effectively write a narrative?

SUBJECT Grade 3 Writing
TOPIC: Launching Narrative Writing: A Personal Focus
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Develop a narrative plot that includes: hook or beginning, introduction of characters, setting, series of events, and memorable ending. 2. Use a variety of narrative strategies to organize and strengthen their writing. 3. Use small moment personal experiences to develop a believable and naturally flowing narrative. 4. Include descriptions of actions, thoughts, and feelings to develop experiences or show characters' responses to situations. 5. Prepare draft and edit (with guidance and support) for use of capitalization, punctuation, complete sentences, use of both regular and irregular plural nouns and verbs, and spelling of grade appropriate words. 6. Engage in collaborative discussions about their writing with adults and peers. 7. Revise by adding, deleting, and reorganizing information. 8. Write routinely for gradually extended periods of time.

SUBJECT Grade 3 Writing
TOPIC: Launching Narrative Writing: A Personal Focus
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Develop the routines of writing workshop. 2. Construct lessons appropriate to creating a personal narrative. 3. Use the format of a minilesson, independent writing, conferring, and sharing. 4. Use mentor texts to immerse students in the personal narrative genre. 5. Demonstrate effectiveness of strategies through teacher created and student created models. 6. Demonstrate command of conventions of standard English grammar and usage: • Model how to form and use regular and irregular plural nouns. • Show how to form and use regular and irregular verbs. 7. Demonstrate command of conventions of standard English capitalization, punctuation, and spelling • Model how to use commas and quotation marks in dialogue • Show how to consult reference materials to check and correct spelling 8. Model and provide opportunities for collaborative discussions with peers and adults. 9. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 10. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 11. Provide varying time frames appropriate for writing tasks, purposes, and audiences.

SUBJECT Grade 3 Writing
TOPIC: Launching Narrative Writing: A Personal Focus
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's response to on-demand prompt(s). 2. Student's writer's notebook and drafts of writing. 3. Student's created personal narrative. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 3 Writing	
TOPIC: Persuasive Essay	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge and Ideas	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

1. **Write opinion pieces** on topics or texts, supporting a point of view with reasons.
 - a. **Introduce** the topic or text they are writing about, **state an opinion**, and **create an organizational structure that lists reasons**.
 - b. **Provide reasons** that support the opinion.
 - c. **Use linking words and phrases** (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - d. **Provide a concluding statement or section**.

Production and Distribution of Writing

4. With guidance and support from adults, **produce** writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, **develop and strengthen** writing as needed by planning, revising, and editing.

Range of Writing

10. **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes [test writing] and audiences.**

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - f. Ensure subject-verb and pronoun-antecedent agreement.
 - g. **Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified**
 - i. **Produce** simple, compound, and complex sentences.
2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - d. **Form and use possessives**.
 - f. **Use spelling patterns and generalizations** (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
 - g. **Consult** reference materials, including beginning dictionaries, as needed to check and correct spellings.
3. **Use knowledge of language** and its conventions when writing, speaking, reading, or listening.
 - a. **Choose** words and phrases for effect.

Speaking and Listening

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

c. **Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**

Presentation of Knowledge and Ideas

6. **Speak** in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT Grade 3 Writing	
TOPIC: Persuasive Essay	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about:	
Text Types and Purposes	• An opinion • A topic • Organizational structure (that lists reasons) • Reasons (that support the opinion) • Linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons • Concluding statement or section
Production and Distribution of Writing	• Development and organization (appropriate to task and purpose) • Planning, revising, and editing
Range of Writing	• Routines for writing (extended time and shorter time frames) • Range of tasks, purposes and audiences for writing
Conventions of Standard English	• Conventions of standard English grammar and usage • Simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses • Subject-verb and pronoun-antecedent agreement • Comparative and superlative adjectives and adverbs • Simple, compound, and complex sentences • Conventions of standard English capitalization, punctuation, and spelling when writing • Possessives. • Spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • Reference materials, including beginning dictionaries, as needed to check and correct spellings • Knowledge of language and its conventions when writing, speaking, reading, or listening • Effective word choice

Comprehension and Collaboration

- Collaborative discussions
- **Questions (to check understanding)**
- **Comments (to the remarks of others)**

Presentation of Knowledge and Ideas

- Complete sentences when speaking (appropriate to task and situation)

DRAFT

Skills: Need to be able to do:

Text Types and Purposes

- **Write an opinion piece**
- **Introduce a topic**
- **State an opinion**
- **Create an organizational structure (that lists reasons)**
- **Provide reasons (that support the opinion)**
- **Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons**
- **Provide a concluding statement or section**

Production and Distribution of Writing

- Produce writing in which the development and organization are appropriate to task and purpose
- Develop and strengthen writing by planning, revising, and editing

Range of Writing

- **Write routinely over extended time and shorter time frames**
- Write for a range of tasks, purposes and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Ensure subject-verb and pronoun-antecedent agreement
- **Form and use comparative and superlative adjectives and adverbs**
- Produce simple, compound, and complex sentences
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Form and use possessives
- **Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words**
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Choose words and phrases for effect

Comprehension and Collaboration

- Engage in collaborative discussions
- **Ask questions (to check understanding)**

- **Link comments (to the remarks of others)**

Presentation of Knowledge and Ideas

- Speak in complete sentences when appropriate to task and situation

SUBJECT
Grade 3 Writing

TOPIC:
Persuasive Essay

Big Ideas

Student's statements of enduring ideas

1. Writers write persuasive essays to sway their audience's thinking by clearly expressing an opinion.
2. Writers organize their ideas around a thesis statement with an introduction, supporting paragraphs and a conclusion.
3. Writers use precise language and clear sentence structure to support their opinion.

Essential Questions

Teacher's guiding questions

1. Why do writers write a persuasive essay?
2. How do writers organize a persuasive essay?
3. How do writers convince their audience to value their opinion?

SUBJECT Grade 3 Writing
TOPIC: Persuasive Essay
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Write a persuasive essay that clearly expresses an opinion. 2. Write a persuasive essay that includes a thesis statement with an introduction, supporting paragraphs and a conclusion. 3. Analyze mentor texts in order to use precise language to persuade readers. 4. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. 5. Use the conventions of standard English grammar and usage when writing or speaking (subject-verb and pronoun-antecedent agreement, comparative and superlative adjectives and adverbs, simple, compound, and complex sentences). 6. Use of Standard English grammar and usage when writing or speaking (subject-verb and pronoun-antecedent agreement, comparative and superlative adjectives and adverbs, simple, compound, and complex sentences). 7. Participate in collaborative conversations with peers and adults. 8. Speak clearly and in complete sentences when responding to questions from peers and adults.

SUBJECT Grade 3 Writing
TOPIC: Persuasive Essay
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Construct minilessons appropriate to writing a persuasive essay. 2. Model the components and use of the essay structure (a thesis statement with an introduction, supporting paragraphs and conclusion). 3. Use the format of a minilesson, independent writing and conferring, and sharing. 4. Use mentor texts to immerse students in the persuasive writing genre. 5. Provide opportunity to analyze and use precise language to persuade readers. 6. Demonstrate the effective use of linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. 7. Demonstrate effectiveness of strategies through teacher-created and student-created models. 8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (subject-verb and pronoun-antecedent agreement, comparative and superlative adjectives and adverbs, simple, compound, and complex sentences). 9. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (form and use possessives, use spelling patterns and generalizations, consult reference materials). 10. Model the effective use of words and phrases in order to persuade. 11. Demonstrate and reinforce participation in collaborative conversations. 12. Model how to speak clearly and in complete sentences when responding to questions from peers and adults. 13. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.

SUBJECT Grade 3 Writing
TOPIC: Persuasive Essay
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook, drafts and revisions of writing. 2. Student's created persuasive essay. 3. Student's celebration/sharing of writing.



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 3 Writing	
TOPIC: Poetry	
College and Career Readiness Anchor Standards for Writing Text Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. College and Career Readiness Anchor Standards for Language Conventions of Standard English 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	

Writing Standards

Text Types and Purposes

2. **Write** informative/explanatory texts (poems) to examine a topic and convey ideas and information clearly.
 - a. **Introduce** a topic and **group** related information together; **include** illustrations when useful to aiding comprehension.
 - b. **Develop** the topic with facts, definitions, and details.
 - c. **Use** linking words and phrases (e.g., *also, another, and, more, but*) to **connect** ideas within categories of information.

Production and Distribution of Writing

4. **With guidance and support from adults, produce** writing in which the development and organization are appropriate to task and purpose.
5. **With guidance and support from peers and adults, develop and strengthen** writing as needed by planning, revising, and editing.
6. With guidance and support from adults, **use** technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Language Standards

Conventions of Standard English

2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. **Use** conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. **Use** spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. **Consult** reference materials, including beginning dictionaries, as needed to **check and correct** spellings.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. **Choose** words and phrases for effect.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of word relationships and nuances in word meanings.
 - a. **Distinguish** the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - c. **Distinguish** shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. **Follow** agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. **Ask** questions to check understanding of information presented, **stay** on topic, and **link** their comments to the remarks of others.
 - d. **Explain** their own ideas and understanding in light of the discussion.

SUBJECT Grade 3 Writing	
TOPIC: Poetry	
Unwrapped Performance Standards	
Concepts: Need to know about: Text Types and Purposes • Informative/explanatory poems • Ideas and information on a topic (presented clearly) • Related information grouped together • Illustrations (aid comprehension) • Topic development (with details) • Linking words and phrases • Categories of information Production and Distribution of Writing • Development and organization appropriate to task and purpose • Planning, revising, and editing • Technology use • Keyboarding Range of Writing • Time frames for a range of tasks, purposes and audiences Conventions of Standard English • Conventional spelling • Spelling patterns and generalizations • Reference materials Knowledge of Language • Conventions of language • Words and phrases for effect	

Vocabulary

- **Word relationships, nuances in word meanings.**
- Literal and nonliteral meanings of words and phrases
- **Shades of meaning among related words**

Comprehension and Collaboration

- agreed-upon rules for collaborative discussions
- questions to check understanding of information
- staying on topic
- linking comments
- **explanation of ideas and understandings**

Skills: Need to be able to do:

Text Types and Purposes

- **Write informative/explanatory texts(poems)**
- **Examine a topic**
- **Convey ideas and information clearly**
- Introduce a topic
- Group related information
- Include illustrations to aid comprehension
- Develop topic with details
- Use linking words and phrases to connect opinion and reasons

Production and Distribution of Writing

- **Produce writing that is developed and organized (to task and purpose)**
- Use technology to produce and publish writing
- Use keyboarding skills to produce and publish writing
- **Plan, revise, and edit to develop and strengthen writing**

Range of Writing

- Write (routinely over extended and shorter time frames for a range of tasks, purposes and audiences)

Conventions of Standard English

- Use conventional spelling
- Use spelling patterns and generalizations
- Consult reference materials to check and correct spelling

Knowledge of Language

- Use knowledge of language and its conventions of language
- **Choose words and phrases for effect**

Vocabulary Acquisition and Use

- **Demonstrate understanding of word relationships and nuances in word meanings.**
- Distinguish literal and non-literal meanings of words and phrases
- **Distinguish shades of meaning among related words**

Comprehension and Collaboration

- Engage in collaborative discussions
- Follow agreed-upon rules for discussions
- Ask questions to check understanding
- Stay on topic
- Link comments(to the remarks of others)
- **Explain ideas and understandings (in response to the discussion)**

SUBJECT
Grade 3 Writing

TOPIC:
Poetry

Big Ideas

Student's statements of enduring ideas

1. Writers get ideas for poems from other poets and the world around them.
2. Writers plan, revise, and edit to develop and strengthen their poems.
3. Writers choose words intentionally to communicate ideas and emotions.
4. Writers observe other poets, discuss poetic techniques and share ideas with others.

Essential Questions

Teacher's guiding questions

1. Where do writers get ideas for poems?
2. How do writers strengthen, develop and organize their poems?
3. How do writers communicate ideas and emotions in poems?
4. How do writers learn from other writers?

SUBJECT
Grade 3 Writing

TOPIC:
Poetry

LEARNING OBJECTIVES

The students will be able to:

1. Write, develop, and produce poetry that examines a topic and conveys ideas and information clearly.
2. Produce poems in which the development and organization are appropriate to task and purpose.
3. Develop and strengthen poems as needed by planning, revising and editing.
4. Analyze, discuss, and chart the techniques used in the mentor text poems.
5. Plan and incorporate personal experiences and feelings into their poetry (e.g., heart map, webs, etc.).
6. Apply print strategies to convey feelings in poetry (line breaks, white space, print size/style, etc)
7. Use word relationships and word choice for effect.
8. Use reference materials to strengthen writing (dictionary, thesaurus)
9. Engage in effective collaborative discussions in order to explain their ideas and understandings.
10. Edit poems for word choice, punctuation and spelling of grade-appropriate words.
11. Use technology (including keyboarding) to produce, publish, and interact with others.
12. Publish a variety of poems.

SUBJECT Grade 3 Writing
TOPIC: Poetry
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Construct lessons that scaffold the creation, planning, and publishing of a variety of poems. 2. Use the structure of writing workshop (minilesson, independent writing, conferring, sharing). 3. Use mentor texts to immerse students in the poetic genre. 4. Develop minilessons to teach grade-level concepts. 5. Scaffold classroom discussion to examine author's techniques and model their use. 6. Provide examples of poetry in the classroom and the world around us. 7. Model and demonstrate how to revise for an audience (word choice, print conventions, etc.). 8. Construct and provide classroom tools and resources to assist students in their writing (e.g., mentor texts, charts, writer's notebook, thesaurus, dictionary, etc.). 9. Guide and support students in responding to questions about their writing. 10. Provide opportunities for students to use words and phrases acquired through conversations, reading, and being read to, and when responding to texts. 11. Allot time for the use of technology to produce and publish writing (while interacting and collaborating with others). 12. Provide gradually increased time frames to develop stamina, volume, independence and variety in writing. 13. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.

SUBJECT Grade 3 Writing
TOPIC: Poetry
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook and other planning/drafting tools. 2. Student's collection of a variety of published poems. 3. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

9. Draw evidence from personal experience and literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of word relationships and nuances in word meanings.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

3. **Write** narratives to **develop** [realistic] real or imagined experiences or events **using** effective technique, descriptive details, and clear event sequences.

a. **Establish** a situation and **introduce** a narrator and/or characters; **organize** an event sequence that unfolds naturally.

b. **Use** dialogue and descriptions of actions, thoughts, and feelings to **develop** experiences and events or **show** the response of characters to situations.

d. **Provide** a sense of closure.

Production and Distribution of Writing

4. With guidance and support from adults, **produce** writing in which the development and organization are appropriate to task and purpose.

5. With guidance and support from peers and adults, **develop and strengthen** writing as needed by **planning, revising, and editing**.

Research to Build and Present Knowledge

9. **Draw** evidence from [personal experience and] literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.

a. **Explain** the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. **Use** commas and quotation marks in dialogue.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.

a. **Choose** words and phrases for effect.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of word relationships and nuances in word meanings.

c. **Distinguish** shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
3. **Ask and answer** questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. ~~Report on a topic or text~~, **tell** a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
6. **Speak** in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT Grade 3 Writing	
TOPIC: Realistic Fiction	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Narrative genre • Realistic experiences or events • Effective techniques, descriptive details, and clear event sequences • A situation • A narrator and/or characters • Event sequence (that unfolds naturally) • Dialogue • Descriptions of actions, thoughts, and feelings • Experiences and events • Response of characters to situations • Closure Production and Distribution of Writing • Development and organization of writing (appropriate to task and purpose) • Writing (planning, revising, and editing) Research to Build and Present Knowledge • Evidence (to support analysis, reflection, and research) Range of Writing • Routines for writing (extended and shorter time frames) • Discipline-specific tasks, purposes, and audiences Conventions of Standard English • Conventions of standard English grammar and usage • Nouns, pronouns, verbs, adjectives, and adverbs (functions of) • Conventions of standard English capitalization, punctuation, and spelling • Commas and quotation marks (in dialogue) Knowledge of Language	

- Knowledge of language and its conventions
- **Words and phrases for effect**

Vocabulary Acquisition and Use

- Word relationships and nuances in word meanings.
- Shades of meaning among related words (states of mind or degrees of certainty)

Comprehension and Collaboration

- Collaborative discussions
- Questions (answers that offer appropriate elaboration and detail)

Presentation of Knowledge and Ideas

- Facts and relevant, descriptive details (about a story, or to recount an experience)
- Clarity and pace (oral presentation)
- Complete sentences (response to requested detail or clarification)

Skills: Need to be able to do:

Text Types and Purposes

- **Write a realistic fictional narrative**
- **Develop realistic experiences or events**
- **Use effective techniques, descriptive details, and clear event sequences**
- **Establish a situation**
- **Introduce a narrator and/or characters**
- **Organize an event sequence (that unfolds naturally)**
- **Use dialogue**
- Use descriptions of actions, thoughts, and feelings
- **Develop experiences and events**
- **Show the response of characters to situations**
- **Provide a sense of closure**

Production and Distribution of Writing

- Produce writing (development and organization appropriate to task and purpose)
- Develop and strengthen writing (planning, revising, and editing)

Research to Build and Present Knowledge

- Draw evidence (to support analysis, reflection, and research)

Range of Writing

- Write routinely (extended and shorter time frames) for a range of discipline-specific tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate conventions of standard English grammar and usage
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs
- Demonstrate conventions of standard English capitalization, punctuation, and spelling
- **Use commas and quotation marks (in dialogue)**

Knowledge of Language

- Use knowledge of language and its conventions
- **Choose words and phrases for effect**

Vocabulary Acquisition and Use

- Demonstrate understanding of word relationships and nuances in word meanings
- Distinguish shades of meaning among related words (states of mind or degrees of certainty)

Comprehension and Collaboration

- Engage in collaborative discussions
- Ask and answer questions (that offer appropriate elaboration and detail)

Presentation of Knowledge and Ideas

- Tell a story, or recount an experience with facts and relevant, descriptive details with clarity and pace
- Speak in complete sentences (response to requested detail or clarification)

SUBJECT
Grade 3 Writing

TOPIC:
Realistic Fiction

Big Ideas

Student's statements of enduring ideas

1. By reflecting on their personal experiences, writers generate ideas to create believable characters with specific struggles and motivations as well as realistic settings, events, problems, solutions.
2. Writers use a variety of strategies (e.g., listing, story mountains, character maps, etc.) to organize and plan their writing.
3. Writers use dialogue with quotation marks to identify a character's thoughts, ideas and feelings.

Essential Questions

Teacher's guiding questions

1. How do writers create believable realistic narratives?
2. How do writers use strategies to scaffold their writing and develop their ideas?
3. How do writers express a character's thoughts, ideas and feelings?

SUBJECT Grade 3 Writing
TOPIC: Realistic Fiction
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Develop a realistic narrative that includes: hook or beginning, introduction of characters, setting, problem or struggle, series of events, and memorable ending. 2. Distinguish between fictional and personal narratives. 3. Use a variety of realistic narrative strategies to organize and strengthen their writing. 4. Use prewriting to combine small personal moments to create a believable and naturally flowing realistic narrative. 5. Incorporate dialogue to develop experiences and events or to show character responses. 6. Include descriptions of actions, thoughts, and feelings as needed; choose words according to nuances and meaning for effect. 7. Prepare draft and edit (with guidance and support) for use of capitalization, punctuation, complete sentences, commas, and quotation marks, word choice/ phrases for effect, and spelling of grade appropriate words. 8. Revise by adding, deleting, and reorganizing information. 9. Write routinely for gradually extended periods of time. 10. Effectively participate in collaborative discussions with peers and adults.

SUBJECT Grade 3 Writing
TOPIC: Realistic Fiction
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Further develop the routines of writing workshop. 2. Construct lessons appropriate to creating a realistic fictional narrative. 3. Use the format of minilesson, independent writing, conferring, and sharing. 4. Use mentor texts to immerse students in the realistic fictional narrative genre. 5. Model the creation of dialogue to develop experiences and events or to show character's thoughts, ideas, and feelings. 6. Demonstrate effectiveness of strategies through teacher-created and student-created models. 7. Demonstrate the use of capitalization, punctuation, complete sentences, commas and quotation marks, word choice/ phrases for effect, and spelling of grade appropriate words. 8. Provide varying time frames appropriate for writing tasks, purposes, and audiences. 9. Reinforce the routines of engaging in collaborative discussions. 10. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 11. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.

SUBJECT Grade 3 Writing
TOPIC: Realistic Fiction
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook. 2. Student's writing folder with drafts and planning templates. 3. Student-created realistic fictional narrative. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 3 Writing	
TOPIC: Test Writing	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing Standards

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. **Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

b. **Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**

c. **Use temporal words and phrases to signal event order.**

d. **Provide a sense of closure.**

Production and Distribution of Writing

4. With guidance and support from adults, **produce** writing in which the development and organization are appropriate to task and purpose.

5. With guidance and support from peers and adults, **develop and strengthen** writing as needed by planning, revising, and editing.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of [specific] tasks, purposes and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.

e. **Form and use** simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

f. **Ensure** subject-verb and pronoun-antecedent agreement.

i. **Produce simple, compound, and complex sentences.**

2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. **Use** commas and quotation marks in dialogue.

d. **Form and use** possessives.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SUBJECT Grade 3 Writing	
TOPIC: Test Writing	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Narrative (structure) • Real or imagined experiences or events • Effective technique, descriptive details, and clear event sequences • A situation, narrator and/or characters • Experiences and event sequence that unfolds naturally • Dialogue and descriptions of actions, thoughts, and feelings • Response of characters to situations • Temporal words and phrases • Closure Production and Distribution of Writing • Development and organization • Planning, revising, and editing as part of the writing process Research to Build and Present Knowledge • Routines for writing • Shorter time frames (single sitting) • Range of specific tasks, purposes and audiences Conventions of Standard English • Conventions of standard English grammar • Simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>) • Subject-verb and pronoun-antecedent agreement • Simple, compound, and complex sentences • Standard English capitalization, punctuation, and spelling • commas and quotation marks in dialogue • possessives	

Vocabulary Acquisition and Use

- figurative language, word relationships, and nuances in word meanings

Comprehension and Collaboration

- collaborative conversations

Skills: Need to be able to do:

Text Types and Purposes

- **Write narratives**
- **Develop real or imagined experiences or events**
- **Use effective technique, descriptive details, and clear event sequences**
- **Establish a situation**
- **Introduce a narrator and/or characters**
- **Organize an event sequence that unfolds naturally**
- **Use dialogue and descriptions of actions, thoughts, and feelings (to develop experiences or events)**
- **Show the response of characters to situations**
- Use temporal words and phrases (to signal event order)
- Provide a sense of closure.

Production and Distribution of Writing

- Produce writing that is developed, organized and appropriate to task and purpose.
- Develop and strengthen writing by planning, revising, and editing

Research to Build and Present Knowledge

- **Write routinely (shorter time frames (a single sitting or a day or two))** for a specific task, purpose, and audience

Conventions of Standard English

- Demonstrate command of conventions of standard English grammar
- Form and use simple verb tenses (e.g., *I walked*; *I walk*; *I will walk*)
- Ensure subject-verb and pronoun-antecedent agreement
- **Produce simple, compound, and complex sentences.**
- Demonstrate command of conventions of standard English capitalization, punctuation, and spelling
- Use commas and quotation marks in dialogue
- Form and use possessives.

Vocabulary Acquisition and Use

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Explain the meaning of simple similes and metaphors

Comprehension and Collaboration

- Engage in collaborative discussions

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SUBJECT
Grade 3 Writing

TOPIC:
Test Writing

Big Ideas

Student's statements of enduring ideas

1. Writers read the prompt, determine what the prompt is asking, and develop a plan to respond appropriately
2. Writers use relevant personal experiences and background knowledge to support their responses to test prompts.
3. Writers incorporate effective writing strategies such as strong organization, use of specific details and figurative language.
4. Writers use their time wisely and revise their responses for fluency, organization and elaboration, and edit for grammar, sentence structure, and spelling.

Essential Questions

Teacher's guiding questions

1. How do writers analyze a prompt, plan, and construct a focused response to a prompt?
2. How do writers support their ideas when answering a test prompt?
3. What effective writing strategies do writers use to strengthen their narrative responses on a test?
4. What strategies can writers use to improve their responses to the test prompt?

SUBJECT Grade 3 Writing
TOPIC: Test Writing
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Write a well-crafted response to a narrative test prompt in the allotted time. 2. Understand, discuss, and internalize the criteria and limitations of a testing situation (effective use of time). 3. Distinguish between personal and fictional narrative. 4. Analyze test prompts for genre, setting, and signal words. 5. Use a variety of narrative and testing taking strategies to plan, organize, compose, and revise their writing. 6. Compose a strong beginning in their test writing response. 7. Incorporate specific details (setting, dialogue, characters' qualities, connecting to feelings) to support writing. 8. Reread and rewrite areas where word choice is vague or to improve grammar, sentence structure, and/or spelling. 9. Revise by adding, deleting, and reorganizing information.

SUBJECT Grade 3 Writing
TOPIC: Test Writing
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Provide structured time to practice test writing under simulated testing conditions. 2. Construct minilessons appropriate to test taking strategies and producing answers to narrative prompts. 3. Supply a variety of test prompts for student practice and analysis. 4. Use anchor sets of student responses to expose students to a range of scored test responses. 5. Present and review the characteristics of strong narrative writing. 6. Demonstrate effectiveness of narrative writing strategies through teacher created and student created models. 7. Discuss and model the benefits of rereading and revising to improve written response to a test prompt. 8. Incorporate the practice of self and peer evaluation of written responses using rubrics. 9. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 10. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.

SUBJECT Grade 3 Writing
TOPIC: Test Writing
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's written responses to test prompts. 2. Student's sharing/class discussion of written responses using a scoring rubric.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 3 Writing	
TOPIC: Writing in the Content Area (Science)	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes [test writing] and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
College and Career Readiness Anchor Standards for Speaking and Listening	
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

2. **Write** informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. **Introduce** a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. **Develop** the topic with facts, definitions, and details.
 - d. **Provide** a concluding statement or section.

Production and Distribution of Writing

4. With guidance and support from adults, **produce** writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, **develop and strengthen** writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

7. **Conduct** short research projects that build knowledge about a topic.
8. **Recall** information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. **Draw** evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - e. **Form and use** the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
 - f. **Ensure** subject-verb and pronoun-antecedent agreement.
 - i. **Produce** simple, compound, and complex sentences.
2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. **Capitalize** appropriate words in titles.
 - g. **Consult** reference materials, including beginning dictionaries, as needed to check and correct spelling.

Vocabulary

6. **Acquire and use** accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Speaking and Listening Standards

Presentation of Knowledge and Ideas

4. **Report** on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
6. **Speak** in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT Grade 3 Writing	
TOPIC: Writing in the Content Area (Science)	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Informative/explanatory texts • A topic • Ideas and information (expressed clearly) • Related information (grouped together) • Illustrations (when useful) • Facts, definitions, and details (topic development) • Concluding statement or section Production and Distribution of Writing • Development and organization • Task and purpose • Planning, revising, and editing Research to Build and Present Knowledge • Short research projects (to build knowledge about a topic) • Information from experiences • Information from print and digital sources • Notes (on sources) • Evidence (into provided categories) Evidence (from literary or informational texts to support analysis, reflection, and research) Range of Writing • Routines for writing • Extended times for writing (research, reflection, and revision) • Shorter time frames • Tasks, purposes and audiences	

Conventions of Standard English

- Standard English grammar and usage conventions
- Simple verb tenses
- Subject-verb and pronoun-antecedent agreement
- **Simple, compound, and complex sentences**
- Standard English capitalization, punctuation, and spelling conventions
- **Words in titles** (capitalization of)
- Reference materials (to check and correct spelling)

Vocabulary

- Domain specific words and phrases

Presentation of Knowledge and Ideas

- **A topic (for presentation)**
- **Appropriate facts and relevant, descriptive details**
- **Clarity and pace (when speaking)**
- Complete sentences (orally, when appropriate to task and situation)

Skills: Need to be able to do:

Text Types and Purposes

- **Write informative/explanatory texts**
- **Examine a topic**
- **Convey ideas and information clearly**
- **Group related information**
- **Include illustrations (when useful)**
- **Develop the topic with facts, definitions, and details**
- **Provide a concluding statement or section**

Production and Distribution of Writing

- Produce writing that is developed and organized (appropriate to task and purpose)
- Develop and strengthen writing by planning, revising, and editing

Research to Build and Present Knowledge

- Conduct short research projects (to build knowledge about a topic)
- Recall information from experiences
- Gather information from print and digital sources
- Take brief notes (on sources)
- Sort evidence (into provided categories)
- Draw evidence (from literary or informational texts to support analysis, reflection, and research)

Range of Writing

- Write routinely over extended times for writing (research, reflection, and revision) and shorter time frames for a range of tasks, purposes and audiences

Conventions of Standard English

- Demonstrate command of standard English grammar and usage conventions
- Form and use simple verb tenses
- Ensure subject-verb and pronoun-antecedent agreement
- **Produce simple, compound, and complex sentences**
- Demonstrate command of standard English capitalization, punctuation, and spelling conventions
- **Capitalize words in titles**
- Consult reference materials (to check and correct spelling)

Vocabulary

- Acquire and use domain specific words and phrases

Presentation of Knowledge and Ideas

- **Report on a topic (with appropriate facts and relevant, descriptive details)**
- **Speak clearly at an understandable pace**
- Speak in complete sentences (when appropriate to task and situation)

SUBJECT Grade 3 Writing
TOPIC: Writing in the Content Area (Science)
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. Writers write informational texts to inform their readers about a topic. 2. Writers research a topic by reading and using digital tools (when available) to gather information and learn about the topic. 3. Writers organize their information by grouping related information, including illustrations, facts, definitions, details and provide a concluding statement or section. 4. Writers include relevant facts, details, and definitions about their topic to convey their ideas and information clearly to their reader. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. Why do writer write informational texts? 2. Where do writers get information for their topic? 3. How is an informational text structured? 4. What information does a writer include in an informational text?

SUBJECT Grade 3 Writing
TOPIC: Writing in the Content Area (Science)
LEARNING OBJECTIVES <i>The students will be able to:</i> 1. Write an informative/explanatory text that examines a topic and conveys ideas and information clearly. 2. Study mentor texts to examine the features of non-fiction texts. 3. Research and gather information from print and digital sources that support the topic. 4. Use features of non-fiction texts to group related information, develop a topic, supply facts, definitions, and details. 5. Use the writing process (planning, writing, revising, editing) to organize and develop a non-fiction research project. 6. Use the conventions of standard English capitalization, punctuation, and usage (capitalize words in titles, use reference materials to check and correct spelling). 7. Use the conventions of standard English grammar and usage (form and use simple verb tenses and subject-verb and pronoun-antecedent agreement). 8. Use content-specific vocabulary to provide details in their writing. 9. Vary sentence structure by producing simple, compound, and complex sentences. 10. Participate in collaborative discussions with peers and adults. 11. Confer with the teacher and talk about what they are working on in their writing. 12. Present ideas clearly, speaking at an appropriate pace. 13. Write for a purpose and a variety of audiences.

SUBJECT Grade 3 Writing	
TOPIC: Writing in the Content Area (Science)	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Continue to reinforce and strengthen the routines of writing workshop. 2. Construct lessons that build upon student understanding of the writing process. 3. Use the format of a minilesson, independent writing, conferring, and sharing. 4. Use mentor texts to examine the features of non-fiction texts. 5. Prepare lessons that model how to develop and organize informative/explanatory writing (facts, definitions, details, introduction, closure, note taking strategies, grouping related information, etc.) 6. Model how to gather information and use the information to write a short research project. 7. Demonstrate the effectiveness of planning, revising, and editing strategies through teacher-created and student-created models. 8. Demonstrate the use of standard English capitalization, punctuation, and usage: • Model how to capitalize words in titles • Model how to reference materials to check and correct spelling 9. Demonstrate the use of standard English grammar and usage: • Model how to form and use simple verb tenses (past, present, future) • Model and explain subject-verb and pronoun-antecedent agreement 10. Show how to vary sentence structure by producing simple, compound, and complex sentences. 11. Model and provide opportunities for collaborative discussions with peers and adults. 12. Provide varying time frames appropriate for writing tasks, purposes, and audiences. 13. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.	

SUBJECT Grade 3 Writing
TOPIC: Writing in the Content Area (Science)
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook, drafts and revisions of writing. 2. Student's notes from a variety of sources 3. Student's created informational writing. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching and Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 4 Writing	
TOPIC: Launching Narrative Writing: A Personal Focus	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing Standards

Text Types and Purposes

3. **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
 - a. **Orient** the reader by establishing a situation and introducing a narrator and/or characters; **organize an event sequence that unfolds naturally.**
 - c. **Use** a variety of transitional words and phrases to **manage** the sequence of events.
 - e. **Provide a conclusion that follows from the narrated experiences or events.**

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
5. With guidance and support from peers and adults, **develop** and **strengthen** writing as needed by planning, revising, editing.

Research to Build and Present Knowledge

8. **Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**

Range of Writing

10. **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when **writing or speaking.**
 - b. **Form** and **use** the progressive (I was walking; I will be walking) verb tenses.
 - f. **Produce complete sentences, recognizing and correcting** inappropriate fragments and run-ons.
 - g. **Correctly use** frequently confused words (e.g. to, too, two; there, their).
2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. **Use correct capitalization.**
 - d. **Spell** grade-appropriate words correctly, **consulting** references as needed.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. **Follow** agreed-upon rules for discussions and **carry out** assigned roles.
 - d. **Review** the key ideas expressed and **explain** their own ideas and understanding in light of the discussion.

SUBJECT Grade 4 Writing	
TOPIC: Launching Narrative Writing: A Personal Focus	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Narrative structure • Experiences or real events • Effective techniques • Clear event sequences (a situation that unfolds naturally) • A situation • A narrator and/or characters • Transitional words and phrases (to manage the sequence of events) • A conclusion Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, editing of writing Research to Build and Present Knowledge • Relevant information (from experiences) Range of Writing • Time frames (extended and shorter) • Tasks, purposes and audiences Conventions of Standard English • Standard English grammar and usage • Progressive verb tenses • Complete sentences • Fragments and run-ons • Frequently confused words (e.g. to, too, two; there, their) • Standard English capitalization, punctuation, and spelling • Capitalization conventions	

- Grade-appropriate word spellings
- References

Comprehension and Collaboration

- Collaborative discussions
- Agreed-upon rules for discussions
- Assigned roles (during discussions)
- Key ideas
- Own ideas and understanding

Skills: Need to be able to do:

Text Types and Purposes

- **Write narratives**
- **Develop real experiences or events**
- **Use effective techniques with clear event sequences**
- **Organize a situation that unfolds naturally**
- Introduce a narrator and/or characters
- Use transitional words and phrases (to manage the sequence of events)
- **Provide a conclusion**

Production and Distribution of Writing

- **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience**
- Develop and strengthen writing by planning, revising, editing of writing

Research to Build and Present Knowledge

- **Recall relevant information (from experiences)**

Range of Writing

- Write routinely (extended and shorter time frames)
- Write for a variety of tasks, purposes and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Form and use progressive verb tenses
- **Produce complete sentences**

- Recognize and correct fragments and run-ons
- Correctly use frequently confused words (e.g. to, too, two; there, their).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- **Use correct capitalization**
- Spell grade-appropriate word correctly
- Consult references (as needed)

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions
- Follow agreed-upon rules for discussions
- Carry out assigned roles (during discussions)
- Review key ideas
- Explain own ideas and understanding

SUBJECT Grade 4 Writing
TOPIC: Launching Narrative Writing: A Personal Focus
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. Writers find ideas for narrative stories in their personal experiences. 2. Writers develop their stories in an organized and natural sequence. 3. Writers use multiple narrative strategies to strengthen their writing. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. How do writers find ideas for personal narrative stories? 2. How do writers develop their personal narratives to communicate their story in a clear and natural way? 3. What strategies do writers use to effectively write a personal narrative?

SUBJECT Grade 4 Writing
TOPIC: Launching Narrative Writing: A Personal Focus
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Write personal narrative stories. 2. Develop a narrative plot that includes: lead or beginning, introduction of characters, setting, series of events, and ending. 3. Use a variety of narrative strategies (well-crafted transitions, character development, effective use of language etc.) to organize and strengthen their writing. 4. Use language to describe thoughts, actions, and feelings of characters. 5. Use small personal experiences to develop a believable and naturally flowing narrative. 6. Prepare draft and edit (with guidance and support) for use of capitalization, punctuation, complete sentences, progressive tense, and correct spelling of grade appropriate words. 7. Revise by adding, deleting, and reorganizing information in order to strengthen their writing. 8. Write routinely for gradually extended periods of time. 9. Participate in collaborative discussions with peers and adults about writing. 10. Explain their ideas in light of the discussion. 11. Use a variety of planning strategies to develop their writing. 12. Consider who the audience will be when writing a story. 13. Work independently throughout the writing process (planning, drafting, revising, editing, publishing).

SUBJECT Grade 4 Writing
TOPIC: Launching Narrative Writing: A Personal Focus
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Develop the routines of writing workshop. 2. Construct lessons appropriate to the study of personal narrative writing. 3. Use the format of minilesson, independent writing and conferring, and sharing to teach writing. 4. Use mentor texts to immerse students in the personal narrative genre. 5. Demonstrate the effectiveness of strategies through teacher- created and student-created models. 6. Demonstrate the use of punctuation, capitalization, frequently confused words, transitional phrases, complete sentences, and spelling through teacher-created and student-created models. 7. Model the effectiveness of word choice through teacher-created models. 8. Teach students revisions strategies that will strengthen their understanding of the writing process. 9. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 10. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 11. Provide gradually increased time frames to develop stamina and independence.

SUBJECT Grade 4 Writing
TOPIC: Launching Narrative Writing: A Personal Focus
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook and/or writing folder of story drafts. 2. Student's created personal narrative stories. 3. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 4 Writing	
TOPIC: Memoir- The Art of Writing Well	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
College and Career Readiness Anchor Standards for Speaking and Listening	
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Writing Standards

Text Types and Purposes

3. **Write narratives [more specifically, a memoir] to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
 - a. **Orient** the reader by **establishing** a situation and introducing a narrator and/or characters; **organize** an event sequence that unfolds naturally.
 - b. **Use** dialogue and description to **develop** experiences and events or **show** the responses of characters to situations.
 - d. **Use** concrete words and phrases and **sensory details** to **convey** experiences and events precisely.

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
5. With guidance and support from peers and adults, **develop** and **strengthen** writing as needed by planning, revising, editing.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
 - d. **Order** adjectives within sentences according to conventional patterns (e.g. *a small red bag* rather than *a red small bag*).
 - f. **Produce** complete sentences, **recognizing and correcting** inappropriate fragments and run-ons.
2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. **Use commas and quotation marks to mark direct speech** and quotations from a text.
 - d. **Spell** grade-appropriate words correctly, **consulting** references as needed.

Knowledge of Language

3. **Use** knowledge of language and its conventions when **writing, speaking, reading, or listening**.
 - b. **Choose** punctuation for effect.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.
 - a. **Explain** the meaning of simple similes and metaphors (eg. *as pretty as a picture*) in context.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

4. ~~Report on a topic or text,~~ **tell** a story, or **recount** an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; **speak** clearly at an understandable pace.

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SUBJECT Grade 4 Writing	
TOPIC: Memoir- The Art of Writing Well	
Unwrapped Performance Standards	
Concepts: Need to know about:	
Text Types and Purposes	• Memoir • Real experiences or events • Effective technique • Descriptive details • Clear event sequences • Audience (the reader) • A situation • A narrator and/or characters • Event sequence • Dialogue and description • Responses of characters to situations • Concrete words and phrases • Sensory details • Experiences and events
Production and Distribution of Writing	• Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, editing
Conventions of Standard English	• Conventions of standard English grammar and usage • Adjectives within sentences • Complete sentences, • Inappropriate fragments and run-ons • conventions of standard English capitalization, punctuation, and spelling

- **commas and quotation marks (in direct speech)**
- grade-appropriate word spelling
- reference tools

Knowledge of Language

- knowledge of language conventions
- punctuation (for effect)

Vocabulary Acquisition and Use

- figurative language
- word relationships
- nuances in word meanings
- simple similes and metaphors

Presentation of Knowledge and Ideas

- storytelling
- an experience (in an organized manner)
- appropriate facts
- relevant, descriptive details (to support main ideas or themes)
- clarity (when speaking)
- pace

Skills: Need to be able to do:

Text Types and Purposes

- **Write a memoir**
- **Develop real experiences or events**
- **Use effective technique, descriptive details, and clear event sequences**
- Orient the reader (audience)
- Establish a situation
- Organize an event sequence
- Introduce a narrator and/or characters
- Use dialogue and description
- Show responses of characters to situations
- Use concrete words and phrases

- **Use sensory details**
- **Convey experiences and events (precisely)**

Production and Distribution of Writing

- **Produce clear and coherent writing (in which the development and organization are appropriate to task, purpose, and audience)**
- Develop and strengthen writing by planning, revising, editing

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Order adjectives within sentences (conventional patterns)
- Produce complete sentences,
- Recognize and correct inappropriate fragments and run-ons
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- **Use commas and quotation marks (to mark direct speech)**
- Spell grade-appropriate words correctly
- Consult reference tools

Knowledge of Language

- Use knowledge of language conventions
- Choose punctuation (for effect)

Vocabulary Acquisition and Use

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Explain simple similes and metaphors

Presentation of Knowledge and Ideas

- Tell a story
- Recount an experience (in an organized manner)
- Use appropriate facts and relevant, descriptive details (to support main ideas or themes)
- Speak clearly
- Speak at an understandable pace

SUBJECT
Grade 4 Writing

TOPIC:
Memoir- The Art of Writing Well

Big Ideas

Student's statements of enduring ideas

1. Writers write memoirs to reflect on experiences in order to look for a deeper meaning and relay that message to their readers.
2. Writers of memoirs use sensory details and figurative language to develop experiences and events in order to create a picture in the reader's mind.
3. Writers use effective narrative techniques (dialogue, description, sensory details, similes, metaphors, etc.) to produce a clear and coherent narrative memoir.

Essential Questions

Teacher's guiding questions

1. Why do writers write memoirs?
2. How do writers use language in their memoir to create a picture in the reader's mind?
3. How do writers craft their memoirs?

SUBJECT Grade 4 Writing
TOPIC: Memoir- The Art of Writing Well
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Write a personal memoir that conveys a message to the reader. 2. Understand that in a memoir the writer takes a reflective stance. 3. Plan, revise and edit writing to develop and strengthen their memoir. 4. Use small personal experiences to develop a believable memoir. 5. Use a variety of narrative strategies to organize and strengthen their writing. 6. Use narrative techniques such as dialogue, description, sensory details, and figurative language to convey experiences in a meaningful way. 7. Use commas and quotation marks to mark direct speech. 8. Use standard English grammar conventions when writing. 9. Prepare draft and edit (with guidance and support) for use of punctuation and spelling of grade appropriate words. 10. Consult references as needed. 11. Revise by adding, deleting, and reorganizing information. 12. Tell their story with relevant, descriptive details in an audible speaking voice, at an appropriate rate. 13. Confer with the teacher about their writing.

Grade 4 Writing
TOPIC: Memoir- The Art of Writing Well
Instructional Strategies
<i>Based on our department philosophy for student learning, teachers will:</i>
1. Construct lessons appropriate to the study of memoir writing. 2. Use the format of minilesson, independent writing and conferring, and sharing in Writing Workshop. 3. Use mentor texts to immerse students in the memoir genre. 4. Provide opportunity to analyze and apply sensory images and figurative language in writing. 5. Demonstrate effectiveness of strategies through teacher created and student created models. 6. Demonstrate the use of punctuation (commas and quotation marks in direct speech) and the correct spelling of grade appropriate words through teacher created and student created models. 7. Confer with students and keep records of conferring teaching points in order to inform their teaching. 8. Provide varying time frames appropriate for writing tasks, purposes, and audiences. 9. Provide opportunities for oral storytelling. 10. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 11. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.

SUBJECT Grade 4 Writing
TOPIC: Memoir- The Art of Writing Well
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook. 2. Student's writing folder (planning organizers, drafts and revisions of memoir). 3. Student created personal memoir. 4. Student celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT	
Grade 4 Writing	
TOPIC:	
Narrative - Fantasy	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Writing Standards

Text Types and Purpose

3. Write narratives [fantasy] to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. **Orient** the reader by **establishing** a situation and **introducing** a narrator and/or characters; **organize** an event sequence that unfolds naturally.
- b. **Use dialogue and description to develop experiences and events** or **show** the responses of characters to situations.
- c. **Use** a variety of transitional words and phrases to **manage** the sequence of events.
- d. **Use** concrete words and phrases and sensory details to **convey** experiences and events precisely.
- e. **Provide** a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. **Develop** and **strengthen** writing as needed by planning, revising, editing, rewriting, or **trying** a new approach.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) **for a range of discipline-specific tasks, purposes, and audiences.**

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - b. **Form** and **use** the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.
 - f. **Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.***
 - g. **Correctly use frequently confused words** (e.g., *to, too, two; there, their*).*
2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. **Use commas and quotation marks to mark direct speech and quotations from a text.**
 - d. **Spell** grade-appropriate words correctly, **consulting** references as needed.

Vocabulary Acquisition and Use

5. **Demonstrate understanding** of figurative language, word relationships, and nuances in word meanings.
 - a. **Explain the meaning of simple similes and metaphors** (eg. *as pretty as a picture*) in context.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- b. **Follow** agreed-upon rules for discussions and carry out assigned roles.
- c. **Pose and respond** to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Presentation of Knowledge and Ideas

4. ~~Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.~~

SUBJECT Grade 4 Writing	
TOPIC: Narrative - Fantasy Fiction	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about:	
Text Types and Purposes • Fantasy (elements of) • Imagined experiences or events • Effective technique • Well-chosen details, and • Well-structured event sequences • The reader (audience) • A situation • A narrator and/or characters • An event sequence that unfolds naturally • Dialogue and description • Experiences and events • Responses of characters to situations • Transitional words and phrases • Concrete words and phrases • Sensory details • A conclusion	
Production and Distribution of Writing • Clear and coherent writing • Development, organization, and style • Task, purpose, and audience • Planning, revising, editing, rewriting • New approach (to writing)	
Range of Writing • Routines for writing • Extended and shorter time frames	

- Tasks, purposes, and audiences

Conventions of Standard English

- Standard English grammar and usage
- Progressive verb tenses
- **Complete sentences**
- **Inappropriate fragments and run-ons**
- **Frequently confused words**
- Standard English capitalization, punctuation, and spelling
- **Commas and quotation marks(direct speech and quotations from a text)**
- Grade-appropriate word spellings
- Reference tools

Vocabulary Acquisition and Use

- Figurative language
- Word relationships
- Nuances in word meanings
- **Simple similes and metaphors (in context)**

Comprehension and Collaboration

- Collaborative discussions
- Agreed-upon rules for discussions
- Specific questions (to clarify or follow up on information)
- Comments that contribute to the discussion and link to the remarks of others

Presentation of Knowledge and Ideas

- Storytelling
- Relevant, descriptive details (to support themes)
- Clarity and pace

Skills: Need to be able to do:

Text Types and Purposes

- **Write a fantasy**
- **Develop imagined experiences or events**
- **Use effective technique, well-chosen details, and well-structured event sequences**
- Orient the reader (audience)
- Establish a situation
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally
- **Use dialogue and description**
- **Develop experiences and events**
- Show the responses of characters to situations
- Use transitional words and phrases
- Use concrete words and phrases and sensory details
- Provide a conclusion

Production and Distribution of Writing

- Produce clear and coherent writing (development, organization, and style are appropriate to task, purpose, and audience)
- Develop and strengthen writing by planning, revising, editing, rewriting
- Try a new approach (to writing)

Range of Writing

- Write routinely
- Write for extended and shorter time frames
- Write for a range of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Form and use progressive verb tenses
- **Produce complete sentences**
- **Recognize and correct inappropriate fragments and run-ons**
- **Correctly use frequently confused words**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling

- **Use commas and quotation marks(direct speech and quotations from a text)**
- Spell grade-appropriate word correctly
- Consult reference tools

Vocabulary Acquisition and Use

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- **Explain the meaning of simple similes and metaphors (in context)**

Comprehension and Collaboration

- Participate in collaborative discussions
- Follow agreed-upon rules for discussions
- Pose and respond to specific questions (to clarify or follow up on information)
- Make comments that contribute to the discussion and link to the remarks of others

Presentation of Knowledge and Ideas

- Tell a story
- Use relevant, descriptive details (to support themes)
- Speak clearly and at an understandable pace

SUBJECT
Grade 4 Writing

TOPIC:
Narrative - Fantasy Fiction

Big Ideas

Student's statements of enduring ideas

1. Writers create fantasies to entertain an audience and tell a story.
2. Writers develop fantasy stories with a rich setting, strong characters, and a clear sequence of events.
3. Writers use author's craft such as precise dialogue, similes, metaphors, and sensory details to make their stories come to life.
4. Effective writers edit their writing for sentence structure, correct spelling, and punctuation.

Essential Questions

Teacher's guiding questions

1. Why do writers create fantasy stories?
2. How do writers develop their imaginary ideas to communicate their story in an entertaining way?
3. What strategies do writers use to effectively write fantasy fiction?

SUBJECT Grade 4 Writing	
TOPIC: Narrative - Fantasy Fiction	
LEARNING OBJECTIVES <i>The students will be able to:</i>	
1. Develop and write a fantasy story that includes imaginative and magical elements with: a strong lead or beginning, well-developed characters, setting, problem or adventure, a sequential series of events, and a strong ending/conclusion. 2. Evaluate and use elements from a variety of fantasy mentor texts. 3. Understand that the purpose of fantasy story writing is to entertain the audience. 4. Use their imagination to develop a naturally flowing piece of fantasy writing. 5. Provide transitional words and phrases to establish and manage the sequence of events. 6. Use similes, metaphors, and/or sensory images to support their writing. 7. Include descriptions of actions, thoughts, and feelings; choose words according to nuances and meaning as needed. 8. Demonstrate command of conventions of standard English grammar and usage: • Incorporate commas and quotation marks to effectively use character dialogue. • Produce complete sentences recognizing and correcting inappropriate fragments and run-ons in order to use correct sentences. 9. Prepare, draft, and edit (with guidance and support) for progressive verb tenses, commas and quotation marks in direct speech, frequently confused words, and the spelling of grade appropriate words. 10. Revise by adding, deleting, and reorganizing information. 11. Tell a fantasy and include relevant, descriptive details. 12. Present their fantasy story clearly, speaking at an appropriate pace.	

SUBJECT Grade 4 Writing	
TOPIC: Narrative - Fantasy Fiction	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons appropriate to the writing of fantasies. 2. Model the components of fantasy fiction: story that includes imaginative and magical elements with: a strong lead or beginning, well-developed characters, setting, problem or adventure, a sequential series of events, and a strong ending/conclusion. 3. Use the format of a minilesson, independent writing, conferring, and sharing to teach writing. 4. Use mentor texts to immerse students in the fantasy fiction genre noticing differences between previously taught genres. 5. Provide opportunity to analyze and use similes, metaphors, figurative language, and sensory images. 6. Model and provide opportunities to use transitional words and phrases to establish and manage the sequence of events. 7. Build students' capacity to include descriptions of actions, thoughts, and feelings; choose words according to nuances and meaning as needed. 8. Provide examples of sentence fragments, run-on sentences, and frequently confused words. 9. Demonstrate effectiveness of strategies through teacher-created and student-created models. 10. Demonstrate command of conventions of standard English grammar and usage: • Incorporate commas and quotation marks to effectively use character dialogue. • Produce complete sentences recognizing and correcting inappropriate fragments and run-ons in order to use correct sentences. 11. Model the correct use of dialogue and punctuation in order to effectively strengthen character development. 12. Demonstrate progressive verb tenses, punctuation, and spelling through teacher-created and student-created models 13. Show ways to revise by adding, deleting, and reorganizing information. 14. Model and provide opportunity to present their fantasy stories clearly and speak at an appropriate pace. 15. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 16. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 17. Provide gradually increased time frames for writing to develop stamina and independence.	

SUBJECT Grade 4 Writing
TOPIC: Narrative - Fantasy Fiction
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook and writing folder of drafted stories. 2. Student's created fantasy stories. 3. Student celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Writing Standards

Text Types and Purposes

1. **Write opinion pieces [non-fiction persuasive essay] on topics or texts, supporting a point of view with reasons and information.**
 - a. **Introduce a topic or text clearly, state an opinion, and create an organizational structure** in which related ideas are **grouped to support the writer's purpose.**
 - b. **Provide reasons that are supported by facts and details.**
 - c. **Link opinion and reasons using words and phrases** (e.g. for instance, in order to, in addition).
 - d. **Provide a concluding statement or section related to the opinion presented.**

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

5. With guidance and support from peers and adults, **develop** and **strengthen writing** as needed by planning, revising, and editing.

Range of Writing

10. **Write routinely over extended time frames** (time for research, reflection, and revision) **and shorter time frames** (a single sitting or a day or two) **for a range of discipline specific tasks, purposes, and audiences.**

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Use relative pronouns** (*who, whose, whom, which, that*) and **relative adverbs** (*where, when, why*).
 - c. **Use modal auxiliaries** (e.g., *can, may, must*) to **convey** various conditions.
2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. **Use a comma before a coordinating conjunction in a compound sentence.**
 - d. **Spell** grade-appropriate words correctly consulting references as needed.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. **Choose words and phrases to convey ideas precisely.**
 - b. **Choose** punctuation for effect.

Vocabulary Acquisition and Use

6. **Acquire and use** accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
3. **Identify** the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. **Report** on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; **speak** clearly at an understandable pace.

SUBJECT Grade 4 Writing	
TOPIC: Persuasive Essay	
Unwrapped Performance Standards	
Concepts: Need to know about: Text Types and Purposes • Opinion pieces (persuasive essay) • Point of view (with reasons and information) • A topic or text • An opinion • An organizational structure • Related ideas • Writer's purpose • Reasons • Facts and details • Words and phrases (opinion and reasons) • Concluding statement(or section) Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, and editing Range of Writing • Routines for writing • Time frames (extended and shorter) • Tasks, purposes, and audiences Conventions of Standard English • Conventions of standard English grammar and usage • Relative pronouns • Modal auxiliaries • Conventions of standard English capitalization, punctuation, and spelling	

- **Comma usage (before a coordinating conjunction in a compound sentence)**
- Grade-appropriate spelling conventions

Knowledge of Language

- Language conventions
- **Words and phrases(choosing for precise ideas)**
- Punctuation (for effect)

Vocabulary Acquisition and Use

- Grade-appropriate general academic and domain-specific words and phrases

Comprehension and Collaboration

- Collaborative discussions
- Reasons and evidence (to support particular points)

Presentation of Knowledge and Ideas

- A topic
- Facts
- Relevant, descriptive details (to support main ideas)
- Clarity and pace (while speaking)

Skills: Need to be able to do:

Text Types and Purposes

- **Write opinion pieces (persuasive essay)**
- **support point of view (with reasons and information)**
- **Introduce a topic or text**
- **State an opinion**
- **Create an organizational structure**
- Group related ideas to support the writer's purpose
- Provide **reasons (supported by facts and details)**
- Link opinion and reasons with words and phrases
- Provide a concluding statement(or section)

Production and Distribution of Writing

- **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience**
- Develop and strengthen writing by planning, revising, and editing

Range of Writing

- Write routinely (extended and shorter time frames)
- Write for a variety of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Use relative pronouns
- Use modal auxiliaries
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- **Use a comma (before a coordinating conjunction in a compound sentence)**
- Spell grade-appropriate words correctly

Knowledge of Language

- Use knowledge of language conventions
- **Choose words and phrases**
- **Convey ideas precisely**
- Choose punctuation for effect

Vocabulary Acquisition and Use

- Acquire and use grade-appropriate general academic and domain-specific words and phrases

Comprehension and Collaboration

- Participate in collaborative discussions
- Identify reasons and evidence (to support particular points)

Presentation of Knowledge and Ideas

- Report on a topic
- Use facts and relevant, descriptive details (to support main ideas)
- Speak clearly at an understandable pace

SUBJECT
Grade 4 Writing

TOPIC:
Persuasive Essay

Big Ideas

Student's statements of enduring ideas

1. Writers develop persuasive essays to convince an audience about their opinion.
2. Writers organize their ideas around a thesis statement with introduction, supporting paragraphs and conclusion.
3. Writers use precise language and clear sentence structure to support their facts and ideas.

Essential Questions

Teacher's guiding questions

1. Why do writers create persuasive essays?
2. How do writers use structure to persuade an audience?
3. What conventions do writers use to help readers understand a writer's opinion?

SUBJECT Grade 4 Writing
TOPIC: Persuasive Essay
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Participate in collaborative discussions. 2. Develop and write a persuasive essay. 3. Understand that a persuasive essay convinces an audience with a specific purpose in mind. 4. Analyze mentor texts in order to use precise language to persuade readers. 5. Write an essay that has a specific organizational structure that includes a thesis statement with introduction, supporting paragraphs and conclusion. 6. Use personal opinion and experiences to develop a thesis statement. 7. Use precise language to organize and support their writing with facts and details. 8. Use the conventions of standard English grammar and usage when writing or speaking: • Incorporate commas to combine sentences where appropriate. • Use relative pronouns (who, whose, whom, which, that). • Use modal auxiliaries (ex. can, may, must) to convey various conditions. 9. Choose and use punctuation for effect. 10. Use grade-level appropriate general academic and domain-specific words and phrases 11. Prepare draft and edit (with guidance and support) for the spelling of grade appropriate words. 12. Revise by adding, deleting, and reorganizing information. 13. Speak clearly and at an understandable pace when reporting on a topic.

SUBJECT Grade 4 Writing	
TOPIC: Non-Fiction Persuasive Essay	
Instructional Strategies	
<i>Based on our department philosophy for student learning, teachers will:</i>	
1. Model and provide opportunities for collaborative discussions with peers and adults. 2. Construct lessons appropriate to the persuasive essay unit of study. 3. Model the components and use of the essay structure. 4. Model the development of a thesis statement using personal opinion and experiences. 5. Use the format of minilesson, independent writing and conferring, and sharing. 6. Use mentor texts to immerse students in the persuasive essay genre. 7. Provide opportunity to analyze and use precise language to persuade readers. 8. Demonstrate effectiveness of strategies through teacher created and student created models. 9. Demonstrate the conventions of standard English grammar and usage: • Incorporate commas to combine sentences where appropriate. • Use relative pronouns (who, whose, whom, which, that). • Use modal auxiliaries (ex. can, may, must) to convey various conditions. • Choose and use punctuation for effect. 10. Provide opportunities to prepare draft and edit (with guidance and support) for the spelling of grade appropriate words. 11. Model and provide opportunity for revising by adding, deleting, and reorganizing information. 12. Demonstrate and provide opportunity to report on their topics using a clear voice and speaking at an understandable pace. 13. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 15. Provide gradually increased time frames for writing in order to develop stamina and independence.	

SUBJECT Grade 4 Writing
TOPIC: Persuasive Essay
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook and/or writing folder of drafts. 2. Student's created persuasive essay. 3. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 4 Writing	
TOPIC: Poetry	
College and Career Readiness Anchor Standards for Writing Text Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language Conventions of Standard English 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	

Writing Standards

Text Types and Purposes

2. **Write informative/explanatory texts (poems)** to **examine a topic and convey ideas and information** clearly.
 - d. **Use** precise language and domain-specific vocabulary to **inform** about or **explain** the topic.

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development, organization, and [poetic] style are appropriate to task, purpose, and audience.**
5. **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
6. With some guidance and support from adults **use** technology, including the Internet, to **produce and publish** writing as well as to **interact** and **collaborate** with others; demonstrate sufficient command of keyboarding skills to ~~type a minimum of one page in a single sitting~~

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. **Choose words and phrases to convey ideas** precisely.
 - b. **Choose** punctuation for effect.

Vocabulary Acquisition and Use

4. **Determine** or **clarify** the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - c. **Consult** reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to **find** the pronunciation and **determine or clarify** the precise meaning of key words and phrases.

5. **Demonstrate understanding of figurative language**, word relationships, and nuances in word meanings.
 - a. **Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.**
 - c. **Demonstrate understanding** of words by **relating** them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. **Follow** agreed-upon rules for discussions and **carry out** assigned roles.
 - c. **Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.**
3. **Identify** the reasons and evidence a speaker provides to support particular points.

SUBJECT Grade 4 Writing	
TOPIC: Poetry	
Unwrapped Performance Standards	
Concepts: Need to know about:	
Text Types and Purposes	• Poetic composition • A topic • Ideas and information (presented clearly) • Precise language • Domain specific vocabulary
Production and Distribution of Writing	• Clear and coherent writing • Development and organization • Task and purpose, and audience (poetic genre) • Planning, revising, and editing, rewriting, trying a new approach • Technology to produce and publish writing • Collaboration with others through technology
Range of Writing	• Use of time frames (extended and shorter) for a range of tasks, purposes and audiences
Conventions of Standard English	• Conventions of standard English capitalization, punctuation, and spelling
Knowledge of Language	• Language conventions • Punctuation use for effect • Words and phrases for effect (conveyance of precise ideas)
Vocabulary	• Range of strategies for unknown and multiple meaning words (and phrases) • Reference materials (print and digital) • Figurative language, word relationships, and nuances in word meanings • Simple similes and metaphors

- Synonyms and antonyms (word relationships)

Speaking and Listening

- Collaborative discussions
- Agreed-upon rules for collaborative discussions
- Questions to check understanding of information
- Reasons and evidence (to support of particular points)

Skills: Need to be able to do:

Text Types and Purposes

- **Write poems**
- **Examine a topic**
- **Convey ideas and information clearly**
- Use precise language and domain specific vocabulary

Production and Distribution of Writing

- **Produce clear and coherent writing (development and organization are appropriate to task and purpose, and audience)**
- **Develop and strengthen writing by planning, revising, and editing, rewriting, trying a new approach**
- Use technology to produce and publish writing
- Interact and collaborate with others through technology

Range of Writing

- Write routinely over time frames (extended and shorter) for a range of tasks, purposes and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

Knowledge of Language

- Use knowledge of language conventions
- Choose punctuation use for effect
- Choose words and phrases for effect
- Convey ideas precisely

Vocabulary

- Choose flexibly from a range of strategies for unknown and multiple meaning words (and phrases)
- Consult reference materials (print and digital)
- **Demonstrate understanding of figurative language**, word relationships, and nuances in word meanings

- **Explain the meaning of simple similes and metaphors**
- Demonstrate understanding of words by relating them (synonyms and antonyms)

Speaking and Listening

- Engage in collaborative discussions
- Follow agreed-upon rules for collaborative discussions
- Pose and respond to questions to check understanding of information
- Identify the reasons and evidence a speaker uses (to support particular points)

SUBJECT
Grade 4 Writing

TOPIC:
Poetry

Big Ideas

Student's statements of enduring ideas

1. Poetry is a unique way to communicate and describe feelings, ideas, or stories.
2. Poets find topics for their poems by immersing themselves in poetry, observing the world around them and reflecting on the ideas that are important to them.
3. Poets use visual techniques such as line breaks, white space, and text placement to create a feeling for their readers.
4. Poets choose words intentionally to create images and convey strong feelings.

Essential Questions

Teacher's guiding questions

1. Why do people write poetry?
2. How do poets find ideas for their poems?
3. What is visually different about the text in poems?
4. How do poets use words in poetry?

SUBJECT Grade 4 Writing
TOPIC: Poetry
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Write, develop, and produce poetry that conveys emotions, images, or ideas. 2. Analyze, discuss, and chart the techniques used in mentor poems. 3. Use and complete graphic organizers to incorporate personal experience and feelings into their poetry (e.g., heart map, charts, web). 4. Apply print strategies such as line breaks, white space, and use of font to convey feelings in poetry. 5. Use figurative language and sensory images to support their writing. 6. Consider and incorporate poetic techniques such as repetition, refrain, and rhythm. 7. Use on-line resources and/or a thesaurus to identify powerful words. 8. Recognize and use similes, metaphors, figurative language, nuances in word meanings, synonyms and antonyms in poems as needed. 9. Choose punctuation as well as words and phrases for effect to precisely convey their ideas. 10. Participate in collaborative discussions with peers and adults about their writing. 11. Prepare, draft, and edit poems for word choice, punctuation and spelling of grade appropriate words correctly. 12. Publish their final poems using technology (e.g., smartboard, computer, etc), when available. 13. Write routinely over time frames (extended and shorter).

SUBJECT Grade 4 Writing	
TOPIC: Poetry	
Instructional Strategies	
<i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons appropriate to the exploration of poetry that demonstrate how to write, develop, and produce poetry that conveys emotions, images, or ideas. 2. Use the format of a minilesson, independent writing, conferring, and sharing. 3. Provide graphic organizers for students to develop their ideas such as heart maps, charts, and webs. 4. Model the components of poetry using mentor poems, texts, teacher-created models and students samples. 5. Provide opportunity to analyze and use poetic techniques such as repetition, refrain, and rhythm. 6. Highlight the use of print strategies such as line breaks, white space, and use of font to convey feelings in poetry. 7. Review and provide opportunities for students to create figurative language and sensory images in their poems. 8. Model the correct use of print and/or on-line resources, including the thesaurus, citing examples of powerful language, including a review of synonyms and antonyms, similes, metaphors, and nuances in word meanings. 9. Review and provide the opportunity to choose punctuation as well as words and phrases for effect to precisely convey their ideas. 10. Provide lessons and student time to edit poems for word choice and the correct spelling of grade appropriate words. 11. Assist students in publishing their final poems using technology (e.g., smartboard, computer). 12. Provide opportunities to write routinely over extended and shorter time frames. 13. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.	

SUBJECT Grade 4 Writing
TOPIC: Poetry
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook and writing folder of drafted poems. 2. Student's created self-composed poetry collection. 3. Student celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT	
Grade 4 Writing	
TOPIC:	
Raising the Quality of Personal Narrative Writing	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Writing Standards

Text Types and Purposes

3. **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
 - a. **Orient** the reader by **establishing** a situation and introducing a narrator and/or characters; **organize an event sequence that unfolds naturally.**
 - b. **Use** dialogue and description to develop experiences and events or show the responses of characters to situations.
 - c. **Use** a variety of transitional words and phrases to manage the sequence of events.
 - e. **Provide a conclusion that follows from the narrated experiences or events.**

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
5. With guidance and support from peers and adults, **develop** and **strengthen** writing as needed by planning, revising, editing.

Range of Writing

10. **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when **writing or speaking.**
 - b. **Form** and **use** the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - d. **Order** adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - f. **Produce complete sentences, recognizing and correcting** inappropriate fragments and run-ons.
 - g. **Correctly use** frequently confused words (e.g. to, too, two; there, their).
2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. **Use correct capitalization.**
 - d. **Spell** grade-appropriate words correctly, **consulting** references as needed.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. **Choose** words and phrases to convey ideas precisely.
 - b. **Choose** punctuation for effect.
5. **Demonstrate understanding** of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. **Follow** agreed-upon rules for discussions and carry out assigned roles.
 - c. **Pose and respond** to specific questions to clarify or follow up on information, and **make** comments that contribute to the discussion and link to the remarks of others.

Presentation of Knowledge and Ideas

4. Report on a topic or text, **tell** a story, or **recount** an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; **speak** clearly at an understandable pace.

SUBJECT Grade 4 Writing	
TOPIC: Raising the Quality of Personal Narrative Writing	
Unwrapped Performance Standards	
Concepts: Need to know about:	
Text Types and Purposes • Narrative structure • Real experiences or events • Effective technique • Descriptive details • Clear event sequences • Audience (the reader) • A situation • A narrator and/or characters • Event sequence • Dialogue and description • Transitional words and phrases • A conclusion	
Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, editing	
Range of Writing • Routines for writing • Extended and shorter time frames • A range of tasks, purposes and audiences	

Conventions of Standard English

- Standard English grammar and usage
- Progressive verb tenses
- Adjectives within sentences (according to conventional patterns)
- **Complete sentences**
- Inappropriate fragments and run-ons
- Frequently confused words
- Standard English capitalization, punctuation, and spelling
- **Capitalization**
- Grade-appropriate word spellings
- Reference tools

Knowledge of Language

- Knowledge of language conventions
- Words and phrases (to convey ideas precisely)
- Punctuation (for effect)
- Figurative language
- Word relationships
- Nuances in word meanings

Comprehension and Collaboration

- Collaborative discussions
- Agreed-upon rules for discussions
- Questions (to clarify or follow up on information)
- Comments (contribute to the discussion or link to the remarks of others)

Presentation of Knowledge and Ideas

- Storytelling (experiences in an organized manner)
- Relevant, descriptive details to support main ideas
- Clarity and pace (when speaking)

Skills: Need to be able to do:

Text Types and Purposes

- **Write narrative stories**
- **Develop real experiences or events**
- **Use effective technique, descriptive details, and clear event sequences**
- **Orient the reader (audience)**
- Establish a situation
- Introduce a narrator and/or characters
- **Organize an event sequence (unfolds naturally)**
- Use dialogue and description
- Use transitional words and phrases
- **Provide a conclusion**

Production and Distribution of Writing

- **Produce clear and coherent writing (development and organization are appropriate to task, purpose, and audience)**
- Develop and strengthen writing by planning, revising, editing

Range of Writing

- Write routinely (extended and shorter time frames)
- Write for a range of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the standard English grammar and usage
- Form and use progressive verb tenses
- Order adjectives within sentences (according to conventional patterns)
- **Produce complete sentences**
- Recognize and correct inappropriate fragments and run-ons
- Correctly use frequently confused words
- Demonstrate command of the standard English capitalization, punctuation, and spelling
- **Use correct capitalization**
- Spell grade-appropriate word correctly
- Consult reference tools

Knowledge of Language

- Use knowledge of language conventions
- Choose words and phrases (to convey ideas precisely)
- Choose punctuation (for effect)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Comprehension and Collaboration

- Participate in collaborative discussions
- Follow agreed-upon rules for discussions
- Pose and respond to questions (to clarify or follow up on information)
- Make comments (contribute to the discussion or link to the remarks of others)

Presentation of Knowledge and Ideas

- Tell a story (experiences in an organized manner)
- Use relevant, descriptive details to support main ideas
- Speak clearly and at an understandable pace

SUBJECT Grade 4 Writing
TOPIC: Raising the Quality of Personal Narrative Writing
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. Writers raise the quality of their narrative writing by using effective techniques, descriptive details and clear event sequences to communicate their personal experiences. 2. Writers develop their narrative stories by choosing words and phrases to convey the actions, thoughts and feelings of characters and use transition words to develop experiences and events in an organized and natural sequence 3. Writers engage in collaborative discussions, ask and answer questions, and refer to mentor texts when speaking about their writing in order to develop multiple narrative strategies to strengthen their writing. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. How do writers raise the quality of their narrative writing? 2. What effective techniques do writers use to develop their narratives in order to communicate their story in a clear and natural way? 3. How do writers learn from other writers?

SUBJECT Grade 4 Writing
TOPIC: Raising the Quality of Personal Narrative Writing
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Write a personal narrative story that includes: lead or beginning, introduction of narrator and/or characters, sequential series of events, and an ending that follows from the narrated events. 2. Use a variety of narrative strategies to organize and strengthen their writing. 3. Show characters' responses to situations by using dialogue and descriptions of actions, thoughts, and feelings. 4. Use small personal experiences to develop a believable and naturally flowing narrative. 5. Demonstrate appropriate use of the conventions of standard English grammar and usage: • Recognize and correct inappropriate fragments and run-ons. • Use frequently confused words correctly. • Form and use progressive verb tenses. • Order adjectives within sentences (according to conventional patterns) 6. Plan, draft and edit (with guidance and support) for use of capitalization, punctuation, complete sentences, and correct spelling of grade appropriate words. 7. Revise by adding, deleting, and reorganizing information. 8. Engage effectively in collaborative discussions about their writing with adults and peers. 9. Present their narrative story clearly and speak at an appropriate pace. 10. Write routinely for gradually extended periods of time for a range of purposes and audiences.

SUBJECT Grade 4 Writing	
TOPIC: Raising the Quality of Personal Narrative Writing	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Continue to reinforce and strengthen the routines of writing workshop. 2. Construct lessons that build upon student strengths and needs to raise the quality of a personal narrative. 3. Model how to use small personal experiences to develop a believable and naturally flowing narrative. 4. Model and provide opportunities to write a personal narrative story that includes: lead or beginning, introduction of characters, setting, sequential series of events, and reflective ending. 5. Use the format of a minilesson, independent writing, conferring, and sharing. 6. Model ways to show characters' responses to situations by describing actions, thoughts, and feelings. 7. Use mentor texts to examine the use of author's craft. 8. Demonstrate effectiveness of strategies through teacher created and student created models. 9. Demonstrate how to use conventions of standard English grammar and usage: • Frequently confused words (e.g., two, too, to) • Recognize and correct inappropriate fragments and run-ons. • Form and use progressive verb tenses. • Order adjectives within sentences (according to conventional patterns) 10. Demonstrate the use of punctuation, capitalization, frequently confused words, transitional phrases, complete sentences, and spelling through teacher created and student created models. 11. Show ways to revise by adding, deleting, and reorganizing information. 12. Promote collaborative discussions for students to discuss their writing with adults and peers. 13. Model and provide opportunity to present ideas clearly and speak at an appropriate pace. 14. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 15. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 16. Provide gradually increased time frames to develop stamina and independence.	

SUBJECT Grade 4 Writing
TOPIC: Raising the Quality of Personal Narrative Writing
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook and writing folder of drafted stories. 2. Student's created personal narratives. 3. Student celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 4 Writing	
TOPIC: Test Writing – preparing for a Narrative Prompt	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing:	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing Standards

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. **Orient** the reader by **establishing** a situation and **introducing** a narrator and/or characters; **organize** an event sequence that **unfolds** naturally.

b. **Use** dialogue and description to **develop** experiences and events or **show** the responses of characters to situations.

c. **Use** a variety of transitional words and phrases to **manage** the sequence of events.

d. **Use** concrete words and phrases and sensory details to **convey** experiences and events precisely.

e. **Provide** a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and **strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. Write routinely over ~~extended time frames (time for research, reflection, and revision) and~~ **shorter time frames (a single sitting or a day or two) for [test writing that considers] a range of tasks, purposes, and audiences.**

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.

b. **Form and use** the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

d. **Order** adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

e. **Form and use** prepositional phrases.

f. **Produce** complete sentences, **recognizing and correcting** inappropriate fragments and run-ons.

2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **Use correct capitalization.**

d. **Spell** grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

5. **Demonstrate understanding** of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of **Compose** simple similes and/or metaphors (e.g., *as pretty as a picture*) in context.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- c. **Pose and respond** to specific questions to clarify or follow up on information, and **make** comments that contribute to the discussion and link to the remarks of others.

Concepts: Need to know about:

Text Types and Purposes

- **Narrative structure**
- **Real or imagined experiences or events**
- **Effective technique**
- **Well-chosen details**
- **Well-structured event sequences**
- **The reader**
- **A situation**
- **Narrator and/or characters**
- **An event sequence (unfolds naturally)**
- **Dialogue and description**
- **Experiences and events**
- **Responses of characters (to situations)**
- **Transitional words and phrases**
- **Concrete words and phrases**
- **Sensory details**
- **Experiences and events precisely**
- **A conclusion**

Production and Distribution of Writing

- **clear and coherent writing**
- **development, organization, and style**
- **task, purpose, and audience**
- planning, revising, editing

Range of Writing

- **shorter time frames (a single sitting)**
- **tasks, purposes, and audience**

Conventions of Standard English

- Conventions of standard English grammar and usage
- Progressive verb tenses
- Adjectives within sentences according to conventional patterns

- Prepositional phrases
- Complete sentences
- Inappropriate fragments and run-ons
- Conventions of standard English capitalization, punctuation, and spelling
- **Correct capitalization**
- Grade-appropriate word spellings

Vocabulary Acquisition and Use

- **Figurative language**
- **Word relationships**
- **Nuances in word meanings**
- Simple similes and/or metaphors

Comprehension and Collaboration

- Collaborative discussions
- Specific questions (to clarify or follow up)
- Comments (that contribute and link)

Skills: Need to be able to do:

Text Types and Purposes

- **Write narrative stories (personal and fictional)**
- **Develop real or imagined experiences or events**
- **Use effective technique, well-chosen details, and well-structured event sequences**
- **Orient the reader**
- **Establish a situation**
- **Introduce a narrator and/or characters**
- **Organize an event sequence (unfolds naturally)**
- **Use dialogue and description**
- **Develop experiences and events**
- **Show responses of characters (to situations)**
- **Use transitional words and phrases**
- **Manage the sequence of events**
- **Use concrete words and phrases and sensory details**

- **Convey experiences and events precisely**

- Provide a conclusion

Production and Distribution of Writing

- **Produce clear and coherent writing (development, organization, and style are appropriate to task, purpose, and audience)**

- Develop and strengthen writing by planning, revising, editing

Range of Writing

- **Write for shorter time frames (a single sitting)**

- **Write for a range of tasks, purposes, and audience**

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Form and use progressive verb tenses
- Order adjectives within sentences according to conventional patterns
- Form and use prepositional phrases
- Produce complete sentences
- Recognize and correct inappropriate fragments and run-ons
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- **Use correct capitalization**
- Spell grade-appropriate words correctly

Vocabulary Acquisition and Use

- **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings**
- Compose simple similes and/or metaphors

Comprehension and Collaboration

- Participate in collaborative discussions
- Pose and respond to specific questions (to clarify or follow up)
- Make comments (that contribute and link)

SUBJECT
Grade 4 Writing

TOPIC:
Test Writing - Narrative

Big Ideas

Student's statements of enduring ideas

1. Writers demonstrate what they know and can do as a writer by responding to test prompts in a specific setting.
2. Writers familiarize themselves with the format of the test and examine sample writing and rubrics to plan for test writing.
3. Writers analyze test prompts and use their background knowledge to create an organized response with well-structured events.
4. Writers understand that test writing requires a fluent, organized, and well-elaborated response that contains specific details and/or figurative language.

Essential Questions

Teacher's guiding questions

1. How do writers demonstrate what they know and can do as a writer?
2. How do writers determine how to write on a test?
3. How do writers get ideas when writing to a prompt?
4. What strategies do writers use to create a well crafted response to a test prompt?

SUBJECT Grade 4 Writing
TOPIC: Test Writing - Narrative
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Analyze test directions, sample prompts, and sample responses to discuss strategies for successful test writing. 2. Plan, using graphic organizers: to introduce characters and/or narrator and to establish and manage the sequence of real or imaginative events (i.e., story mountain, timeline) in a narrative response. 3. Brainstorm possible settings, situation, and problems that could be used to respond to a prompt. 4. Produce clear and coherent writing that is appropriate to task, purpose, and audience. 5. Incorporate specific details (setting, dialogue, characters' qualities, connecting to feelings) to support writing. 6. Practice and discuss the effects of using, transitional words and phrases, concrete words, sensory details, as well figurative language and nuance in word meanings in writing. 7. Produce a reasonable quantity of fluent, organized, and well-elaborated responses to sample test prompts within the time available. 8. Demonstrate command of conventions of standard English grammar and usage: • Form and use progressive verb tenses and prepositional phrase. • Recognize and correct inappropriate fragments and run-ons to produce complete sentences. 9. Edit writing for capitalization, punctuation, and spelling of grade-appropriate words. 10. Revise their writing for organization, sequencing, length, and word choice. 11. Self-evaluate own writing and discuss techniques used based on what has been learned about test writing.

SUBJECT Grade 4 Writing	
TOPIC: Test Writing - Narrative	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Continue to reinforce and strengthen the routines of writing workshop. 2. Construct lessons that build upon student strengths and needs to prepare students for test writing. 3. Present and discuss the strategies and skills needed to successfully answer written test prompts: analyze test directions, sample prompts, and sample responses and rubrics. 4. Model the components of test writing: question analysis, planning, organizing, producing specific detail and description (volume), and rereading to revise. 5. Review the components of narrative writing such as: strong beginning, character and setting development, sequence of events, problem/solution, figurative language, and conclusion. 6. Model the application of graphic organizers to organize and plan written responses thinking of possible settings, situation, and problems that could be used to respond to a prompt. 7. Model and provide opportunities for the development of fluent, organized, and well-elaborated responses to sample test prompts within the time available. 8. Practice and discuss the effects of using, transitional words and phrases, concrete words, sensory details, as well figurative language and nuance in word meanings in writing. 9. Demonstrate command of conventions of standard English grammar and usage: • Form and use progressive verb tenses and prepositional phrases. • Recognize and correct inappropriate fragments and run-ons to produce complete sentences. 10. Demonstrate effectiveness of strategies through teacher created and student created models. 11. Supply opportunities for repeated practice in prompt analysis, test writing, editing, and revising during a specific time frame. 12. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 13. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.	

SUBJECT Grade 4 Writing
TOPIC: Test Writing - Narrative
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook and/or graphic organizers. 2. Student's responses to test prompts in testing format. 3. Student's self-evaluation (e.g., rubric, oral discussion, checklists).



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT	
Grade 4 Writing	
TOPIC:	
Writing a Non-Fiction Report-Feature Articles	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
College and Career Readiness Anchor Standards for Speaking and Listening	
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Writing Standards

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. **Introduce** a topic clearly and **group** related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- b. **Develop** the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. **Link** ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. **Use** precise language and domain-specific vocabulary to inform about or explain the topic.
- e. **Provide** a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5. With guidance and support from peers and adults, **develop** and **strengthen** writing as needed by planning, revising, editing.

Research to Build and Present Knowledge

7. **Conduct** short research projects that build knowledge through investigation of different aspects of a topic.
8. **Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**
9. **Draw** evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. **Write routinely** over extended time frames (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) **for a range of tasks, purposes and audiences.**

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
 - c. **Use** modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
 - f. **Produce complete sentences, recognizing and correcting** inappropriate fragments and run-ons.
2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. **Use correct capitalization.**
 - b. **Use** commas and quotation marks to mark direct speech and quotations from a text.
 - d. **Spell** grade-appropriate words correctly, **consulting** references as needed.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

4. **Report** on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; **speak** clearly at an understandable pace.
5. **Add** audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SUBJECT Grade 4 Writing	
TOPIC: Writing a Non-Fiction Report-Feature Articles	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about:	
Text Types and Purposes	• Informative/explanatory writing • A topic • Related information (paragraphs and sections) • Headings, illustrations, and multimedia • Topic development (facts, definitions, concrete details, quotations, or other information and examples) • Ideas within categories of information • Precise language and domain-specific vocabulary • A concluding statement or section
Production and Distribution of Writing	• Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, editing
Research to Build and Present Knowledge	• Short research projects • Investigation of different aspects of a topic • Relevant information from print and digital sources • Note taking • Categorizing (of information) • Information in notes and finished work • A list of sources • Evidence from informational texts (to support analysis, reflection, and research)
Range of Writing	• Routines for writing • Extended and shorter time frames (for writing)

- A range of tasks, purposes and audiences

Conventions of Standard English

- Conventions of standard English grammar and usage
- Modal auxiliaries
- **Complete sentences**
- Inappropriate fragments and run-ons
- Conventions of standard English capitalization, punctuation, and spelling
- **Correct capitalization**
- commas and quotation marks (direct speech and quotations from text)
- Grade-appropriate word spellings
- References as needed

Presentation of Knowledge and Ideas

- Topic organization (appropriate facts and relevant, descriptive details)
- Clarity and pace (when speaking)
- Visual displays

Skills: Need to be able to do:

Text Types and Purposes

- **Write informative/explanatory texts**
- **Introduce and examine a topic**
- Group related information (paragraphs and sections)
- Include headings, illustrations, and multimedia
- Develop the topic (facts, definitions, concrete details, quotations, or other information and examples)
- Link ideas within categories of information
- Use precise language and domain-specific vocabulary
- Provide a concluding statement or section

Production and Distribution of Writing

- **Produce clear and coherent writing (development and organization are appropriate to task, purpose, and audience)**

- Develop and strengthen writing by planning, revising, editing

Research to Build and Present Knowledge

- Conduct short research projects
- Build knowledge through the investigation of different aspects of a topic
- **Gather relevant information from print and digital sources**
- **Take notes**
- **Categorize information**
- **Provide a list of sources**
- Draw evidence from informational texts (to support analysis, reflection, and research)

Range of Writing

- Write routinely (extended and shorter time frames for a range of tasks, purposes and audiences)

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage
- Use modal auxiliaries
- **Produce complete sentences**
- Recognize and correct inappropriate fragments and run-ons
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
- **Use correct capitalization**
- Use commas and quotation marks (direct speech and quotations from text)
- Spell grade-appropriate words correctly
- Consult references as needed

Presentation of Knowledge and Ideas

- Report on a topic (organized with appropriate facts and relevant, descriptive details)
- Speak clearly and at an understandable pace
- Add visual displays

SUBJECT
Grade 4 Writing

TOPIC:
Writing a Non-Fiction Report-Feature Articles

Big Ideas

Student's statements of enduring ideas

1. Writers find ideas for feature articles by brainstorming things they know or are wondering about
2. Writers compose their feature articles by developing a strong lead paragraph, body paragraphs that include supporting details, and an ending that expresses conclusions and/or an opinions
3. Writers effectively write feature articles by thinking of personal anecdotes, gathering facts, statistics and examples, and expressing opinions.

Essential Questions

Teacher's guiding questions

1. How do writers find ideas for feature articles?
2. How do writers compose their feature articles in order to communicate their information in a clear and natural way?
3. What strategies do writers use to effectively write feature articles?

SUBJECT Grade 4 Writing
TOPIC: Writing a Non-Fiction Report-Feature Articles
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Develop and write a nonfiction feature article that introduces and examines a topic. 2. Understand that a nonfiction feature article is an informative/explanatory text that informs the reader on a specific topic. 3. Write a clear and coherent essay that has a specific organizational structure that includes a thesis statement with an introduction, supporting paragraphs and a conclusion. 4. Include headings, illustrations, and multimedia as well facts, definitions, concrete details, quotations that develop the topic. 5. Incorporate precise language and domain-specific vocabulary. 6. Plan, revise and edit. 7. Conduct short research projects from print and digital resources that investigate different aspects of the topic. 8. Gather relevant information from digital and non-print sources. 9. Summarize/paraphrase their notes to include in their nonfiction feature article. 10. Cite sources used to gather relevant information. 11. Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences. 12. Use the conventions of standard English grammar and usage when writing or speaking: • Use modal auxiliaries. • Recognize and correct inappropriate fragments and run-ons in order to write complete sentences. 13. Prepare, draft and edit for correct capitalization, punctuation (commas and quotation marks), and spelling of grade-appropriate words. 14. Report on a topic using visual displays and speak clearly at an understandable pace.

SUBJECT Grade 4 Writing	
TOPIC: Writing a Non-Fiction Report-Feature Articles	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Develop the routines of writing workshop. 2. Construct lessons appropriate to the unit of study that demonstrate that a non-fiction feature article is an informative/explanatory text that introduces, informs, and examines a topic to inform the reader. 3. Use the format of minilesson, independent writing and conferring, and sharing. 4. Model and provide the opportunity to write a clear and coherent essay that has a specific organizational structure that includes a thesis statement with an introduction, supporting paragraphs and a conclusion. 5. Model and encourage the use of headings, illustrations, and multimedia as well as facts, definitions, concrete details, quotations to develop the topic. 6. Highlight the use of precise language and domain specific vocabulary. 7. Provide opportunity to plan, revise and edit. 8. Model and support students as they conduct short research projects from print and digital resources that investigate different aspects of the topic. 9. Conduct lessons that demonstrate and support students as they summarize/paraphrase their notes to include in their nonfiction feature article. 10. Model ways to cite sources used to gather relevant information. 11. Demonstrate the use of punctuation, capitalization, frequently confused words, transitional phrases, complete sentences, and spelling. 12. Provide varying time frames appropriate for writing tasks, purposes, and audiences. 13. Provide an opportunity to report on a topic using visual displays and speak clearly at an understandable pace. 14. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 15. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.	

SUBJECT Grade 4 Writing
TOPIC: Writing a Non-Fiction Report-Feature Articles
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook. 2. Student's writing folder (drafts, revisions, notes, etc.) 3. Student created feature article. 4. Student celebration/sharing of writing.



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;

- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 5 Writing	
TOPIC: Grade 5 Launching with Fictional Narrative	
College and Career Readiness Anchor Standards for Writing	
Test Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Research to Build and Present Knowledge 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Vocabulary Acquisition and Use 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	

Writing Standards

Text Types and Purposes

3. **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
- a. **Orient** the reader by **establishing a situation** and **introducing a narrator and/or characters**; **organize** an event sequence that unfolds naturally.
 - b. **Use narrative techniques**, such as **dialogue**, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. **Use a variety of transitional words, phrases and clauses** to **manage the sequence of events**.
 - d. **Use** concrete words and phrases and sensory details to convey experiences and events precisely
 - e. **Provide a conclusion** that follows from the narrated experiences or events.

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
5. With guidance and support from peers and adults, **develop and strengthen** writing as needed **by planning, revising, editing, rewriting, or trying a new approach**.

Research to Build and Present Knowledge

8. **Recall** relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Language Standards

Conventions of Standard English

- 1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - c. **Use verb tense** to **convey** various times, sequences, states, and conditions.
 - d. **Recognize** and **correct** inappropriate shifts in verb tense.
- 2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. **Spell grade-appropriate words correctly**, consulting references as needed.
- 3. **Use knowledge of language and its conventions** when writing, speaking, reading, or listening.
 - a. **Expand, combine and reduce** sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

5. **Demonstrate understanding** of figurative language, word relationships, and nuances in word meaning.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. **Follow** agreed-upon rules for discussions ~~and carry out assigned roles.~~
 - c. **Pose and respond** to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SUBJECT Grade 5 Writing	
TOPIC: Grade 5 Launching with Fictional Narrative	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Narrative writing • Real experiences or events • Effective technique • Descriptive details • Clear event sequences • Establishment of situation • Narrator and/or characters • Narrative techniques (dialogue, description, and pacing) • Responses of characters to situations • Transitional words, phrases and clauses • Concrete words and phrases • Sensory details • Conveyance of experiences and events (precisely) • A conclusion Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, editing, rewriting • New approach Research to Build and Present Knowledge • Relevant information from experiences Range of Writing • Routines for writing • Extended and shorter time frames	

- Task, purpose, and audience

Conventions of Standard English

- Conventions of Standard English grammar and usage
- **Verb tense**
- **Conventions of Standard English capitalization, punctuation, and spelling**
- **Grade-appropriate word spellings**
- Knowledge of language and its conventions
- Sentence expansion, combination, reduction (for meaning and style)
- Figurative language
- Word relationships
- Nuances in word meanings

Comprehension and Collaboration

- Collaborative discussions
- Agreed-upon rules for discussions
- Specific questions (comments that contribute to the discussion)
- Elaboration on remarks of others

Skills: Need to be able to do:

Text Types and Purposes

- **Write narratives**
- **Recall real experiences or events**
- **Use effective technique, descriptive details, and clear event sequences**
- **Establish a situation**
- **Introduce a narrator and/or characters**
- **Organize event sequence**
- **Use narrative techniques (dialogue, description, and pacing) to develop experiences or events**
- Show responses of characters to situations
- **Use a variety of transitional words, phrases and clauses**
- Use concrete words, phrases, and sensory details
- Convey experiences and events (precisely)
- **Provide a conclusion**

Production and Distribution of Writing

- **Produce clear and coherent writing (development and organization are appropriate to task, purpose, and audience)**
- Develop and strengthen writing by planning, revising, editing, rewriting
- Try a new approach (to strengthen and develop writing)

Research to Build and Present Knowledge

- Recall relevant information from experiences

Range of Writing

- Write routinely
- Write for extended and shorter time frames
- Write for a range of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage
- **Use verb tense** and recognize/correct inappropriate shifts in verb tense
- Demonstrate command of the **conventions of Standard English capitalization, punctuation, and spelling**
- **Spell grade-appropriate words correctly**
- Use knowledge of language and its conventions
- Expand, combine, and reduce sentences (for meaning and style)

Bristol Public Schools

Grade 5: Launching with Fictional Narrative

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Comprehension and Collaboration

- Participate in collaborative discussions
- Follow agreed-upon rules for discussions
- Pose and respond to specific questions (make comments that contribute to the discussion)
- Elaborate on remarks of others

SUBJECT
Grade 5 Writing

TOPIC:
Grade 5 Launching with Fictional Narrative

Big Ideas

Student's statements of enduring ideas

1. Writers notice, discuss, and include real life experiences to develop a fictional narrative story.
2. Writers use effective narrative techniques to write a fictional narrative story.
3. Writers develop an interesting story with a realistic plot, believable characters, clear event sequence and a logical conclusion to their story.

Essential Questions

Teacher's guiding questions

1. How can writers use their own life experiences to get ideas for fictional narrative stories?
2. How do writers use techniques effectively to write a fictional narrative?
3. How do writers develop their ideas to tell a realistic, interesting, believable story?

SUBJECT Grade 5 Writing
TOPIC: Grade 5 Launching with Fictional Narrative
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Develop a fictional narrative plot that includes: lead or beginning, introduction of characters, setting, tension/problem, series of events, and ending. 2. Use various forms of dialogue (internal, external) in a way that reflects attributes of self and others. 3. Use small personal experiences to develop believable characters and show how the main character changes from the beginning to the end of the story. 4. Use transitional words to manage the sequence of events and the pacing of their story. 5. Experiment with sensory details and literary language (powerful nouns and verbs, figurative language) 6. Prepare draft with self-edit for use of verb tense, capitalization, punctuation, and spelling of grade appropriate words. 7. Revise by adding, deleting, and reorganizing information. 8. Write over an extended and short time frame for range of tasks, purposes, and audiences. 9. Participate in collaborative discussions with peers and adults throughout the writing process.

SUBJECT Grade 5 Writing
TOPIC: Grade 5 Launching with Fictional Narrative
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Establish routines and a common meeting area for Writing Workshop. 2. Pre-ass students' writing in order to determine unit goals in response to the needs of the class and individual writers. 3. Plan for minilessons that teach students how to write an effective fictional narrative story. 4. In Writing Workshop, use the format of minilesson, independent writing, conferring, and sharing. 5. Use mentor texts to immerse students in the realistic fiction narrative genre. 6. Demonstrate effectiveness of strategies through teacher created and student created models. 7. Demonstrate the use of verb tense, punctuation, capitalization, and spelling through teacher created and student created models. 8. Provide varying time frames appropriate for writing tasks, purposes, and audiences. 9. Model how to engage effectively in a range of collaborative discussions with peers and adults throughout the writing process. 10. Develop and maintain a record keeping system (unit plan and goals, minilesson teaching points, conferring points, anecdotal notes) to inform instruction. 11. Confer with students throughout the writing process. 12. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 13. Provide gradually increased time frames to develop stamina and independence.

SUBJECT Grade 5 Writing
TOPIC: Grade 5 Launching with Fictional Narrative
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's "On Demand" narrative writing. 2. Student's writer's notebook and/or graphic organizers. 3. Student's created realistic fiction narrative. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;

- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Test Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Resent Knowledge

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing Standards

Text Types and Purposes

1. **Write opinion pieces on topics or texts [Literary Essays], supporting a point of view with reasons and information.**
 - a. **Introduce a topic or text** clearly, **state an opinion**, and **create** an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. **Provide** logically ordered reasons that are supported by facts and details.
 - c. **Link** opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - d. **Provide a concluding statement** or section related to the opinion presented.
2. **Write informative/explanatory texts [Literary Essays] to examine a topic and convey ideas and information clearly.**
 - a. **Introduce a topic** clearly, **provide** a general observation and focus, and **group** related information logically; **include** formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. **Develop** the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. **Link** ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - d. **Use** precise language and domain-specific vocabulary to inform about or **explain** the topic.

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
5. With guidance and support from peers and adults, **develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

8. **Recall relevant information from experiences or gather relevant information from print** and digital sources; **summarize or paraphrase information in notes and finished work**, and provide a list of sources.
9. **Draw** evidence from literary or informational text to support analysis, reflection, and research.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - c. **Use verb tense** to convey various times, sequences, states, and conditions.
 - d. **Recognize and correct** inappropriate shifts in verb tense.
2. **Demonstrate command** of the **conventions of standard English capitalization, punctuation, and spelling** when writing.
 - e. **Spell** grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. **Expand, combine, and reduce sentences** for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a **range of collaborative discussions** (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. **Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
 - b. **Follow** agreed-upon rules for discussions and carry out assigned roles.
 - c. **Pose** and **respond** to specific questions by making comments that contribute to the discussion and **elaborate** on the remarks of others.

SUBJECT Grade 5 Writing	
TOPIC: Writing a Literary Essay	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about:	
Text Types and Purposes • Opinion pieces on topics or texts (Literary Essay) • Informational/explanatory texts (Literary Essay) • Point of view • Reasons and information (logically ordered) • Facts and details (to support information and reasons) • Organizational structure • Topic focus • Facts and concrete details, quotations, examples ,and other information • Concluding statement • Categories of information(grouped) • Precise language and domain-specific vocabulary	
Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, editing, rewriting • A new approach	
Research to Build and Present Knowledge • Relevant information (from experiences and/or print) • Information in notes and finished work • Evidence from literary/informational text	
Range of Writing • Routines for writing • Extended and shorter time frames • A range of tasks, purposes, and audiences	

Conventions of Standard English

- Conventions of standard English grammar and usage
- **Verb tense**
- **Conventions of standard English capitalization, punctuation, and spelling**
- Grade-appropriate word spellings

Knowledge of Language

- Knowledge of language and its conventions
- Sentence structures (for meaning, style, interest)

Vocabulary Acquisition and Use

- Figurative language
- Word relationships
- Nuances in word meanings

Comprehension and Collaboration

- **Collaborative discussions**
- **Preparation (for discussions)**
- **Information known about the topic (examination during discussions)**
- Agreed-upon rules for discussions
- Specific questions (comments that contribute to the discussion)
- Remarks of others

Skills: Need to be able to do:

Text Types and Purposes

- **Write opinion pieces on topics or texts (Literary Essay)**
- **Write informative/explanatory texts (Literary Essay)**
- **Support point of view with reasons and information (logically ordered)**
- Create an organizational structure
- Develop the topic with facts and concrete details, quotations, examples and other information
- **Provide a concluding statement**
- Link ideas within and across categories of information
- Use precise language and domain-specific vocabulary

Production and Distribution of Writing

- **Produce clear and coherent writing**
- **Develop and organize for task, purpose, and audience**
- Develop and strengthen writing by planning, revising, editing, rewriting
- Try a new approach

Research to Build and Present Knowledge

- **Recall/gather relevant information from print**
- **Summarize/paraphrase information in notes and finished work**
- Draw evidence from literary/informational text

Range of Writing

- Write routinely for extended and shorter time frames
- Write for a range of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- **Use verb tenses**
- Recognize/correct inappropriate shifts in verb tense
- **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling**
- Spell grade-appropriate word correctly

Knowledge of Language

- Use knowledge of language and its conventions
- **Expand, combine and reduce sentences for meaning, reader/listener interest, and style**

Vocabulary Acquisition and Use

- Demonstrate understanding of figurative language, word relationships, nuances in word meanings

Comprehension and Collaboration

- **Engage in collaborative discussions**
- **Come prepared (for discussions)**
- **Draw on information known about the topic (examination during discussions)**
- Follow agreed-upon rules for discussions
- Pose and respond to specific questions (comments that contribute to the discussion)
- Elaborate on remarks of others

SUBJECT
Grade 5 Writing

TOPIC:
Writing a Literary Essay

Big Ideas

Student's statements of enduring ideas

1. Writers of Literary Essays write informative, explanatory text to convey their opinion or point of view about a specific topic or text.
2. Writers read in order to draw information/evidence from a text to support their point of view.
3. Writers will summarize and paraphrase their research to create a clear and coherent piece that conveys their point of view.
4. Writers will use a variety of sentence structures, figurative language, word relationships, and nuances in word meanings, to make their writing interesting.

Essential Questions

Teacher's guiding questions

1. How do writers of Literary Essays convey their opinions or point of view about a topic or text?
2. How do writers gather information to support their topic?
3. How will writers use their research to develop a clear, coherent piece?
4. How will writers use literary language skills to present their topic in an interesting way?

SUBJECT Grade 5 Writing
TOPIC: Writing a Literary Essay
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Develop a literary essay that conveys an opinion and/or point of view about a topic or text. 2. Support their point of view with logically ordered reasons and information. 3. Produce clear and coherent writing that includes development and organization specific to task, purpose, and audience. 4. Develop the topic with facts and concrete details and provide a concluding statement. 5. Link ideas within and across categories of information. 6. Use precise language and domain-specific vocabulary. 7. Use relevant information from print resources in both draft and finished work. 8. Plan, revise, edit and rewrite to develop and strengthen their writing. 9. Use conventions of standard English grammar and usage. 10. Use conventions of standard English capitalization, punctuation, and spelling. 11. Use knowledge of language conventions in order to expand, combine or reduce sentences appropriate to meaning, interest, and style. 12. Use figurative language, word relationships and nuances in word meaning. 13. Write over an extended and short time frame for range of tasks, purposes, and audiences. 14. Participate in a range of collaborative discussions with peers and adults. 15. Come to discussions prepared to discuss a topic or ideas.

SUBJECT Grade 5 Writing
TOPIC: Writing a Literary Essay
Instructional Strategies
<i>Based on our department philosophy for student learning, teachers will:</i>
1. Support the routines of Writing Workshop. 2. Select and present mentor text and real-world examples for class examination. 3. Develop anchor charts with the class to use as references. 4. Construct lessons appropriate to a unit of study on Literary Essays. 5. Model and support how to write opinion pieces on topics or texts. 6. Model and support how to support point of view with reasoning and evidence from text. 7. Model and support how to provide a concluding statement to an opinion piece. 8. Demonstrate how to write informational text using precise domain-specific language. 9. Demonstrate the use of verb tense, punctuation, commas, capitalization, and spelling through teacher created and student created models. 10. Demonstrate sentence expansion, combination, and reduction as appropriate to meaning, interest, and style. 11. Provide opportunities for a range of collaborative discussions. 12. Provide opportunities for students to discuss, reflect, revise, edit and share their written work. 13. Provide varying time frames appropriate for writing tasks, purposes, and audiences. 14. Develop and maintain a record keeping system (unit plan and goals, minilesson teaching points, conferring points, anecdotal notes) to inform instruction. 15. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 16. Provide gradually increased time frames to develop stamina and independence.

SUBJECT Grade 5 Writing
TOPIC: Writing a Literary Essay
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook, note-taking formats, and/or graphic organizers. 2. Student-created literary essay. 3. Student's participation in collaborative discussions. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;

- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 5 Writing
TOPIC: Memoir
College and Career Readiness Anchor Standards for Writing Test Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Research to build and present Knowledge 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Vocabulary Acquisition and Use 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing Standards

Text Types and Purposes

3. **Write narratives [Memoirs] to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
 - b. **Use narrative techniques**, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
 - d. **Use** concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. **Provide a conclusion that follows from the narrated experiences or events.**

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
5. With guidance and support from peers and adults, **develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

8. **Recall** relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - b. **Form and use** the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
 - c. **Use** verb tense to convey various times, sequences, states, and conditions.
 - e. **Use** correlative conjunctions (e.g., *either/or*, *neither/nor*).
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
 - e. **Spell** grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. **Expand, combine, and reduce** sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

5. **Demonstrate understanding** of figurative language, word relationships, and nuances in word meaning.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- b. **Follow** agreed-upon rules for discussions ~~and carry out assigned roles.~~

SUBJECT Grade 5 Writing	
TOPIC: Memoir	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Narrative memoirs • Real experiences or events • Effective technique • Descriptive details • Clear event sequences • Narrative techniques(dialogue, description, pacing) • Responses of characters to situations • Concrete words and phrases • Sensory details • A conclusion Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, editing, rewriting, or trying a new approach Research to Build and Present Knowledge • Relevant information Range of Writing • Routines for writing • Extended time frames (time for research, reflection, and revision) • Specific tasks, purposes, and audiences Conventions of Standard English • Conventions of Standard English grammar and usage • Perfect verb tenses • Verb tense usage	

- Correlative conjunctions
- **Conventions of Standard English capitalization, punctuation, and spelling**
- Grade-appropriate word spellings

Vocabulary Acquisition and Use

- Figurative language,
- Word relationships
- Nuances in word meaning

Comprehension and Collaboration

- Collaborative discussions
- Agreed-upon rules for discussions

Skills: Need to be able to do:

Text Types and Purposes

- **Write Narrative memoirs**
- **Develop real experiences or events**
- **Use effective technique**
- **Use descriptive details**
- **Use clear event sequences**
- **Use narrative techniques(dialogue, description, pacing)**
- Show responses of characters to situations
- Use concrete words and phrases
- Use sensory details
- **Provide a conclusion**

Production and Distribution of Writing

- **Produce clear and coherent writing (development and organization are appropriate to task, purpose, and audience)**
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Research to Build and Present Knowledge

- Recall relevant information

Range of Writing

- Write routinely
- Write for extended time frames (time for research, reflection, and revision)
- Write for specific tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Form and use perfect verb tenses
- Use verb tenses (to convey various times, sequences, states, conditions)
- Use correlative conjunctions
- Demonstrate command of the **conventions of standard English capitalization, punctuation, and spelling**
- Spell grade-appropriate words correctly

Vocabulary Acquisition and Use

- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning

Comprehension and Collaboration

- Engage in collaborative discussions
- Follow agreed-upon rules for discussions

SUBJECT
Grade 5 Writing

TOPIC:
Memoir

Big Ideas

Student's statements of enduring ideas

1. Writers write memoirs to reflect on past experiences or events in order to find a deeper meaning.
2. Writers use narrative techniques such as dialogue, description, sensory details, figurative language and concrete words and phrases to develop an effective memoir.
3. Writers organize their thoughts with relevant thoughts, descriptive details and clear event sequences

Essential Questions

Teacher's guiding questions

1. Why do writers write memoirs?
2. How do writers use techniques effectively to write a memoir?
3. How do writers organize their ideas to write a memoir?

SUBJECT Grade 5 Writing
TOPIC: Memoir
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Read and listen to a variety of memoirs to better understand the genre. 2. Notice that a memoir contains a reflection on past experiences, and often reveals a deeper message. 3. Write a memoir by developing real experiences or events into a clear event sequence using a variety of narrative techniques. 4. Use dialogue effectively to show the responses of characters to situations. 5. Use small personal experiences or events to communicate a bigger message. 6. Develop and strengthen their writing by considering audience and purpose. 7. Write an ending that naturally follows from the narrated experiences or events. 8. Use verb tenses to convey past experiences (including the perfect verb tense). 9. Prepare draft with self-edit for use of capitalization, punctuation, and spelling of grade appropriate words. 10. Revise by adding, deleting, and reorganizing information. 11. Follow the routines of writing workshop by writing routinely for extended periods of time. 12. Understand that effective writing requires planning, revising, editing, rewriting or trying a new approach. 13. Participate in collaborate discussions with peers and adults.

SUBJECT Grade 5 Writing
TOPIC: Memoir
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Reinforce the structures and routines of Writing Workshop. 2. Use mentor texts to immerse students in the memoir genre. 3. Show students that a memoir typically reflects on past experiences and may reveal a deeper message <i>beyond</i> the events of the experiences. 4. Construct minilessons based on students' needs that are appropriate to the study of memoir writing. 5. Model and provide opportunities for students to talk effectively about writing. 6. Use the format of minilesson, independent writing and conferring, and sharing to teach writing. 7. Demonstrate the effective use of narrative strategies through teacher created and student created models. 8. Demonstrate the correct use of punctuation, capitalization, and spelling through teacher created and student created models. 9. Show how to expand, combine, and reduce sentences for meaning and style. 10. Demonstrate how the use of verb tenses can convey various times and sequences (including the perfect verb tense). 11. Assess students' writing throughout the writing process (effective integration of teaching points, notebook entries, volume, stamina, published pieces, and talk with others) in order to enrich or remediate understandings. 12. Develop and maintain a record keeping system (unit plan and goals, minilesson teaching points, conferring points, anecdotal notes) to inform instruction. 13. Confer with students throughout the writing process.

SUBJECT Grade 5 Writing
TOPIC: Memoir
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook. 2. Student's writing folder of drafts and notes. 3. Student's created memoir. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;

- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT
Grade 5 Writing

TOPIC:
Non-Fiction Persuasive Essay Unit

College and career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and career Readiness Anchor Standards for Language

Conventions of Standard English

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Writing Standards

Text Types and Purposes

1. **Write** opinion pieces[persuasive essays] on topics or texts, supporting a point of view with reasons and information.
 - a. **Introduce** a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. **Provide** logically ordered reasons that are supported by facts and details.
 - c. **Link** opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - d. **Provide** a concluding statement or section related to the opinion presented.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. With guidance and support from peers and adults, **develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Language Standards

Conventions of Standard English

2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. **Use** a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to **indicate** direct address (e.g., Is that you, Steve?).
 - e. **Spell** grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. **Expand, combine, and reduce** sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

6. **Acquire and use** accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Speaking and Listening Standards

Comprehension and Collaboration

3. **Summarize** the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. **Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak** clearly at an understandable pace.

SUBJECT Grade 5 Writing	
TOPIC: Non-Fiction Persuasive Essay Unit	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Opinion writing [Persuasive Essay] on topics or texts • Point of view (with reasons and information) • Topic or text • An opinion, • Organizational structure • Logically ordered reasons/ideas • Facts and details (to support) • Linking words, phrases, and clauses • Concluding statements (or section) Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience. • Planning, revising, editing, rewriting, or trying a new approach Conventions of Standard English • Standard English capitalization, punctuation, and spelling • Comma usage (rules for) • Grade-appropriate word spellings • References tools Knowledge of Language • Knowledge of language and its conventions • Sentence manipulation (expansion, combination, reduction) Vocabulary Acquisition and Use • General academic and domain-specific words and phrases	

- Signal and contrast words (however, although, nevertheless, in addition, etc.)

Comprehension and Collaboration

- Points (by a speaker)
- Claim (supported by reasons and evidence)

Presentation of Knowledge and Ideas

- An opinion
- Sequencing of ideas logically
- Appropriate facts and relevant, descriptive details (supporting main ideas or themes)
- Clarity (when speaking)
- Pace (when speaking)

Skills: Need to be able to do:

Text Types and Purposes

- **Write opinion writing [persuasive Essay] on topics or texts**
- **Support a point of view with reasons and information**
- **Introduce a topic or text**
- **State an opinion**
- **Create an organizational structure**
Provide logically ordered reasons/ideas supported by facts and details
- Link opinions and reasons using linking words, phrases, and clauses
- **Provide a concluding statement** (or section)

Production and Distribution of Writing

- **Produce clear and coherent writing** (development and organization are appropriate to task, purpose, and audience)
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Conventions of Standard English

- Demonstrate command of the standard English **capitalization, punctuation**, and spelling
- Use commas (to set off yes/no, a tag question, and to indicate direct address)
- Spell grade-appropriate words correctly
- Use references tools

Knowledge of Language

- Use knowledge of language and its conventions
- **Expand, combine, and reduce sentences**

Vocabulary Acquisition and Use

- Acquire and use general academic and domain-specific words and phrases
- Use signal and contrast words (however, although, nevertheless, in addition, etc.)

Comprehension and Collaboration

- Summarize points (by a speaker)
- Explain how a claim is supported (reasons and evidence)

Presentation of Knowledge and Ideas

- Present an opinion
- Sequence ideas logically
- Use appropriate facts and relevant, descriptive details (to support main ideas or themes)
- Speak clearly
- Speak at an understandable pace

SUBJECT
Grade 5 Writing

TOPIC:
Non-Fiction Persuasive Essay Unit

Big Ideas

Student's statements of enduring ideas

1. Writers organize their ideas with an introduction that includes a strong opening sentence and thesis statement.
2. Writers support their thesis with paragraphs (introduction, body, conclusion,) that include relevant facts and details, words, phrases and clauses that link their opinion and reasons, and a concluding section that is related to their opinion.
3. Writers use precise language to persuade their readers and link their ideas.

Essential Questions

Teacher's guiding questions

1. How can writers present their ideas to an audience so they understand their point of view?
2. How do writers to support their thesis?
3. Why do writers consider their audience when selecting specific language?

SUBJECT Grade 5 Writing
TOPIC: Non-Fiction Persuasive Essay Unit
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Develop a persuasive essay that conveys opinions and point of view about a topic. 2. Support their point of view with logically ordered reasons and information. 3. Produce clear and coherent writing that includes development and organization specific to task, purpose, and audience. 4. Analyze mentor texts to look for elements of persuasive writing. 5. Develop the topic with facts and concrete details and provide a concluding statement. 6. Use precise language and domain-specific vocabulary. 7. Use signal and contrast words to help explain their opinion. 8. Use relevant information from print resources in both draft and finished work. 9. Plan, revise, edit and rewrite to develop and strengthen their writing. 10. Use conventions of standard English grammar and usage. 11. Use conventions of standard English capitalization, punctuation (commas), and spelling. 12. Write over extended and shorter time frames for a range of tasks, purposes, and audiences. 13. Orally present their opinion and explain their reasoning with evidence.

SUBJECT Grade 5 Writing
TOPIC: Non-Fiction Persuasive Essay Unit
Instructional Strategies
<i>Based on our department philosophy for student learning, teachers will:</i>
1. Construct lessons appropriate to writing process, student needs, and the unit of study. 2. Model the components and use of a persuasive essay organizational structure. 3. Demonstrate the importance of stating an opinion, providing supporting evidence, and developing a conclusion. 4. Provide opportunity to analyze and use precise language to persuade readers. 5. Demonstrate how to use language to persuade or convince an audience. 6. Use the format of minilesson, independent writing, conferring, and sharing through Writing Workshop. 7. Use mentor texts to immerse students in the persuasive essay genre. 8. Demonstrate effectiveness of strategies through teacher created and student created models. 9. Demonstrate the use of capitalization, commas to set off words, sentence variation, punctuation, and spelling through teacher created and student created models. 10. Develop and maintain a record keeping system (unit plan and goals, minilesson teaching points, conferring points, anecdotal notes) to inform instruction. 11. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 12. Provide gradually increased time frames for writing in order to develop stamina and independence.

SUBJECT Grade 5 Writing
TOPIC: Non-Fiction Persuasive Essay Unit
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook and/or graphic organizers. 2. Student's created persuasive essay. 3. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;

- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 5 Writing Poetry	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes [test writing] , and audiences
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Writing Standards

Text Types and Purposes

2. **Write** **informative/explanatory** texts(**poems**)to **examine** a **topic** and **convey** **ideas and information** clearly.
 - b. **Develop** the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. **Use** punctuation to separate items in a series.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. **Follow** agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. **Pose** and **respond** to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
3. **Summarize** the points a speaker makes and **explain** how each claim is supported by reasons and evidence.

SUBJECT Grade 5 Writing	
TOPIC: Poetry	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Informative/explanatory poems • A topic • Ideas and information • Concrete details • Examples (related to topic) Production and Distribution of Writing • Development and organization • Task and purpose • Planning, revising, editing, rewriting, trying a new approach Range of Writing • Routines for writing • Extended and shorter time frames • A range of tasks, purposes, and audiences Conventions of Standard English • Conventions of standard English capitalization, punctuation, and spelling • Punctuation to separate items in a series Knowledge of Language • Knowledge of language and its conventions • Sentence structures (meaning, interest, style) Vocabulary Acquisition and Use • Figurative language • Word relationships • Nuances in word meanings Comprehension and Collaboration • Collaborative discussions • Agreed-upon rules for discussions	

- Contributing to a discussion (commenting and elaborating)
- Summarizing (points a speaker makes)
- Explaining (claims supported by evidence and reasons)

Skills: Need to be able to do:

Text Types and Purposes

- **Write informative/explanatory poems**
- **Examine a topic**
- **Convey ideas and information**
- Develop the topic with concrete details or other ideas and related information

Production and Distribution of Writing

- Produce writing (development and organization are appropriate to task and purpose)
- **Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach**

Range of Writing

- Write routinely
- Write for extended and shorter time frames
- Write for a range of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
- **Reduce Sentences for meaning, interest, and style**

Knowledge of Language

- Use knowledge of language and its conventions
- **Choose words and phrases for effect**

Vocabulary Acquisition and Use

- **Demonstrate understanding of figurative language**
- **Demonstrate understanding of word relationships**
- **Demonstrate understanding of nuances in word meanings**

Comprehension and Collaboration

- Participate in collaborative discussions
- Follow agreed-upon rules for discussions
- Pose and respond to questions (contribute to the discussion and elaborate on the remarks of others)
- Summarize points a speaker makes
- Explain how claims are supported (by reasons and evidence)

SUBJECT
Grade 5 Writing

TOPIC:
Poetry

Big Ideas

Student's statements of enduring ideas

1. Poetry is a unique way to communicate and describe feelings, ideas, or stories.
2. Poets find topics for their poems by immersing themselves in poetry, observing the world around them and reflecting on the ideas that are important to them.
3. Poets use a variety of techniques (line breaks, white space, and text placement) to create rhythm and feeling for their readers.
4. Poets choose words intentionally to create images and convey strong feelings.
5. Poets engage in collaborative discussions with other to explain their ideas and understandings.

Essential Questions

Teacher's guiding questions

1. Why do people write poetry?
2. How do poets find ideas for their poems?
3. What is visually different about the text in poems?
4. How do poets use words in poetry?
5. How do poets talk about their work?

SUBJECT Grade 5 Writing
TOPIC: Grade 5 Poetry
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Communicate their ideas through poems. 2. Study mentor poems and poets as a way to understand the genre. 3. Write a variety of informative/explanatory (free verse) poems. 4. Experiment with a variety of poetic techniques to add rhythm and mood to their poems. 5. Choose and use words and phrases for effect in their poems. 6. Use figurative language in their poems. 7. Experiment with line breaks, white space, and font size in order to create rhythm in their poems. 8. Use poetic techniques such as repetition, similes, and metaphors in their poems. 9. Reduce sentences for meaning, style, and rhythm. 10. Strengthen their writing by planning, revising, and editing. 11. Talk collaboratively with adults and peers about their writing in order to explain their ideas and understandings. 12. Write routinely everyday to build volume and stamina during Writing Workshop. 13. Publish a variety of poems.

SUBJECT Grade 5 Writing
TOPIC: Grade 5 Poetry
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Reinforce the routines of Writing Workshop to foster student independence. 2. Construct lessons appropriate to the study of free verse poetry. 3. Use the format of minilesson, independent writing and conferring, and sharing in Writing Workshop. 4. Use mentor texts to immerse students in the poetic genre. 5. Demonstrate and explain the effective use of language in poetry through mentor poems, student samples and their own writing. 6. Model and explain the importance of word choice (figurative language, literal and non-literal meanings of words and phrases) to convey meaning in poems. 7. Model the use of repetition, similes, and metaphors in poems. 8. Provide opportunities for students to write everyday in Writing Workshop. 9. Demonstrate the effectiveness of strategies (line breaks, white space, font, sentence reduction) through teacher created and student created models. 10. Demonstrate the use of punctuation, commas, capitalization, and spelling through teacher created and student created models. 11. Develop and maintain a record keeping system (unit plan and goals, minilesson teaching points, conferring points, anecdotal notes) to inform instruction. 12. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 13. Confer with students throughout the writing process.

SUBJECT Grade 5 Writing
TOPIC: Grade 5 Poetry
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook. 2. Selection of student created poems. 3. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;

- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 5 Writing	
TOPIC: Grade 5 Test Writing Unit (Expository)	
College and Career Readiness Anchor Standards for Writing Text Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, [and] editing, rewriting, or trying a new approach. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language Conventions of Standard English 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	

Writing Standards

Text Types and Purposes

2. **Write** informative/explanatory texts [expository writing] **to examine** a topic and **convey** ideas and information clearly.

- a. **Introduce** a topic clearly, **provide** a general observation and focus, and **group** related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. **Develop** the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. **Link** ideas within and across categories of information **using** words, phrases, and clauses (e.g., *in contrast, especially*).
- d. **Use** precise language and domain-specific vocabulary to **inform** about or **explain** the topic.
- e. **Provide** a concluding statement or section related to the information or explanation presented precisely.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. ~~With guidance and support from peers and adults,~~ **develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting [45 minute period] or a day or two) for a range of disciplined specific tasks, purpose [test taking] s, and audiences.

Language Standards

Conventions of Standard English

2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. **Use** punctuation to separate items in a series.
 - b. **Use** a comma to separate an introductory element from the rest of the sentence.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

SUBJECT Grade 5 Writing	
TOPIC: Grade 5 Test Writing Unit (Expository)	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Expository writing (informational and explanatory) • A topic Ideas and information • General observation and focus • Grouping of related information logically • Topic development (facts, definitions, concrete details, quotations, or other information and examples) • Ideas within and across categories of information • Words, phrases, and clauses (that link ideas) • Precise language • Concluding statement or section Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, editing Range of Writing • Writing routines (testing conditions) • Shorter time frames (a single sitting [45 minute period]) • Purpose [test taking] Conventions of Standard English • Conventions of standard English capitalization, punctuation, and spelling • Punctuation use (to separate items in a series) • Comma usage (to separate) Comprehension and Collaboration • Collaborative discussions	

Skills: Need to be able to do:

Text Types and Purposes

- **Write expository texts (informational and explanatory)**
- **Examine a topic**
- **Convey ideas and information**
- **Provide a general observation and focus**
- **Group related information logically**
- **Develop a topic** (facts, definitions, **concrete details**, quotations, or other information and **example**)
- Link ideas within and across categories of information
- **Use words, phrases, and clauses** (that link ideas)
- Use precise language
- Provide a concluding statement or section

Production and Distribution of Writing

- **Produce clear and coherent writing** (development and organization are appropriate to **task, purpose**, and audience)
- **Develop and strengthen planning, revising, editing**

Range of Writing

- Writing routinely (testing conditions) for shorter time frames (a single sitting [45 minute period])
- Write for a purpose [test taking]

Conventions of Standard English

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- Use punctuation (to separate items in a series)
- Use a comma (to separate an introductory element)

Comprehension and Collaboration

- Participate in collaborative discussions

SUBJECT
Grade 5 Writing

TOPIC:
Grade 5 Test Writing Unit (Expository)

Big Ideas

Student's statements of enduring ideas

1. Writers use a variety of strategies such as managing time, practicing writing, and planning their answers.
2. Writers identify the purpose of the prompt and look for key words and phrases that give them ideas when developing their writing.
3. Writers create a thesis statement and three main ideas with specific supporting details when responding to an expository prompt.

Essential Questions

Teacher's guiding questions

1. How do writers prepare for writing tests?
2. What techniques do writers use when reading a test prompt?
3. How do writers organize their ideas and respond to a prompt effectively?

SUBJECT Grade 5 Writing
TOPIC: Grade 5 Test Writing Unit (Expository)
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Read and analyze prompts to determine purpose, audience, and genre. 2. Manage time effectively to practice writing focused responses to a prompt. 3. Complete a graphic organizer to demonstrate the ability to plan their writing. 4. Write an effective introduction that includes a strong lead and thesis statement. 5. Organize their essay with three main ideas, strong topic sentences, and specific supporting details. 6. Connect ideas with words and phrases to link information in their writing. 7. Include an effective conclusion which restates the thesis and three main ideas. 8. Understand the criteria of an effective response. 9. Evaluate their own writing and sample responses through discussion, checklists, and/or rubrics. 10. Participate in a range of collaborative discussions with peers and adults about writing. 11. Confer with peers and adults about their writing. 12. Write with increasing stamina and independence. 13. Use English language conventions (spelling, punctuation, capitalization, grammar) when writing.

SUBJECT Grade 5 Writing
TOPIC: Grade 5 Test Writing Unit (Expository)
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Model the components of a non-fiction expository piece through demonstration. 2. Model how to analyze a prompt and how to plan for an effective response to the prompt. 3. Teach students the criteria for an effective response. 4. Demonstrate how to evaluate the relevance and validity of information for use in non-fiction writing. 5. Provide opportunities to explore and obtain information from print and/or digital resources. 6. Explain the importance of a strong beginning, supporting evidence, and a concluding statement or section. 7. Provide models of the use of domain specific vocabulary and statistics in writing. 8. Use the format of minilesson, independent writing and conferring, and sharing in Writing Workshop. 9. Use mentor texts to immerse students in the content area expository genre. 10. Model and provide the opportunity to revise sentence structure and length to communicate meaning. 11. Demonstrate effectiveness of strategies through teacher created and student created models. 12. Demonstrate the use of English language conventions (commas, capitalization, punctuation, and spelling of grade appropriate words). 13. Develop and maintain a record keeping system (unit plan and goals, minilesson teaching points, conferring points, anecdotal notes) to inform instruction. 14. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 15. Confer with students throughout the writing process.

SUBJECT Grade 5 Writing
TOPIC: Grade 5 Test Writing Unit
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook and/or writing folder. 2. Student's responses to writing prompts. 3. Student's self-evaluation of writing and goal setting. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 5 Writing	
TOPIC: Writing a Mystery	
College and Career Readiness Anchor Standards for Writing	
Test Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing Standards

Test Types and Purposes

3. **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
 - a. **Orient** the reader by establishing a situation and introducing a narrator and/or characters; **organize** an event sequence that unfolds naturally.
 - b. **Use narrative techniques**, such as **dialogue**, description, and pacing, to develop experiences and events or **show** the responses of characters to situations.
 - d. **Use** concrete words and phrases and sensory details to convey experiences and events precisely
 - e. **Provide a conclusion that follows from the narrated experiences or events.**

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
5. With guidance and support from peers and adults, **develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
 - a. **Use punctuation to separate items in a series.**
 - e. **Spell** grade-appropriate words correctly, **consulting** references as needed.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

5. **Demonstrate understanding** of figurative language, word relationships, and nuances in word meaning.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. **Follow** agreed-upon rules for discussions and **carry out** assigned roles.
 - c. **Pose and respond** to specific questions by **making** comments that contribute to the discussion and **elaborate** on the remarks of others.

SUBJECT Grade 5 Writing	
TOPIC: Writing a Mystery	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about:	
Test Types and Purposes • Mystery composition • Real or imagined experiences or events • Effective technique • Descriptive details • Clear event sequences (that unfold naturally) • Narrator or character introduction • Narrative techniques (dialogue, description, pacing, to develop experiences and events) • Responses of characters to situations • Concrete words and phrases • Sensory details • A conclusion	
Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, editing, rewriting, or trying a new approach	
Range of Writing • Writing routines • Extended and shorter time frames • A range of discipline-specific tasks, purposes, and audiences	
Conventions of Standard English • Conventions of Standard English grammar and usage • Standard English capitalization, punctuation, and spelling • Punctuation to separate items in a series • Grade-appropriate word spellings • Reference tools	

Bristol Public Schools
Grade 5: Writing a Mystery

Knowledge of Language

- Knowledge of language and its conventions

Vocabulary Acquisition and Use

- Figurative language
- Word relationships
- Nuances in word meaning

Comprehension and Collaboration

- Collaborative conversations
- Agreed-upon rules for discussions
- Assigned roles
- Specific questions
- Commenting(contributing to the discussion)
- Remarks of others

Skills: Need to be able to do:

Test Types and Purposes

- **Write a mystery**
- **Develop real or imagined experiences or events**
- **Use effective technique**
- **Use descriptive details**
- **Use clear event sequences**(that unfold naturally)
- Establish a situation by introducing a narrator or characters
- **Use narrative techniques (dialogue, description, pacing, to develop experiences and events)**
- Show responses of characters to situations
- Use concrete words and phrases
- Use sensory details
- **Provide a conclusion**

Production and Distribution of Writing

- **Produce clear and coherent writing (development and organization are appropriate to task, purpose, and audience)**
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Range of Writing

- Write routinely
- Write for extended and shorter time frames
- Write for a range of discipline-specific tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage
- Demonstrate command of the **Standard English capitalization, punctuation, and spelling**
- **Use punctuation to separate items in a series**
- Spell grade-appropriate words correctly
- Consult reference tools

Knowledge of Language

- Use knowledge of language and its conventions

Vocabulary Acquisition and Use

- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning

Comprehension and Collaboration

- Participate in collaborative conversations
- Follow agreed-upon rules for discussions
- Carry out assigned roles
- Ask and respond to specific questions
- Make comments(that contribute to the discussion)
- Elaborate on the remarks of others

SUBJECT
Grade 5 Writing

TOPIC:
Writing a Mystery

Big Ideas

Student's statements of enduring ideas

1. Mystery writers use pacing, and well developed event sequences to convey their ideas.
2. Mystery writers use sensory details, dialogue, descriptive details, figurative language and concrete words and phrases to convey their ideas precisely.
3. A mystery writer develops their story by inserting a series of clues into the narrative events that will lead the reader toward a conclusion or solution.

Essential Questions

Teacher's guiding questions

1. How do writers convey their ideas when writing a mystery?
2. What effective techniques do mystery writers use?
3. How is a mystery different from a personal narrative story?

SUBJECT Grade 5 Writing
TOPIC: Writing a Mystery
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Follow the routines and structures of writing workshop. 2. Read as well as listen to mysteries in order to notice and understand the elements that comprise a mystery. 3. Understand that a mystery may involve a crime, a series of mishaps, or a lost object. 4. Use a variety of planning strategies to develop a mystery. 5. Incorporate a variety of elements in their mystery (clues, villain, mishap, red herring, false trail, sidekick, investigator, evidence, culprit, crime). 6. Choose what type of mystery they will be writing and incorporate the appropriate elements into their story. 7. Establish a situation by introducing a narrator or characters to manage the sequence of events. 8. Write a mystery in which they develop real or imagined experiences into a narrated sequence of events. 9. Provide a conclusion that follows from the narrated sequence. 10. Use narrative techniques (dialogue, description, pacing, sensory details, concrete words and phrases) to organize and develop a mystery. 11. Strengthen their writing by planning, revising, editing, rewriting, or trying a new approach. 12. Write routinely over extended time frames. 13. Confer with teacher and peers about their writing. 14. Use knowledge of language to write effectively. 15. Use conventions of standard English grammar when writing. 16. Use conventions of standard English punctuation, capitalization, and spelling (punctuation to separate items in a series, spelling of grade appropriate words) when writing. 17. Participate in collaborative discussions with peers and adults throughout the writing process. 18. Confer with peers and adults about their writing.

SUBJECT Grade 5 Writing	
TOPIC: Writing a Mystery	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Reinforce the routines and structures of writing workshop. 2. Provide opportunities for students to read as well as listen to mysteries in order to notice and understand the elements that comprise a mystery. 3. Teach writers that a mystery may involve a crime, a series of mishaps, or a lost object. 4. Provide time to notice and chart the elements of the mysteries being read. 5. Model how to use a variety of planning strategies to develop a mystery. 6. Demonstrate how to incorporate a variety of elements in a (clues, villain, mishap, red herring, false trail, sidekick, investigator, evidence, culprit, crime) mystery. 7. Demonstrate how to choose what type of mystery and how to incorporate the appropriate elements into their story. 8. Demonstrate how to develop real or imagined experiences into a narrated sequence of events and include a conclusion that follows from the narrated sequence (narrator or characters to manage the events). 9. Model the use of narrative techniques (dialogue, description, pacing, sensory details, concrete words and phrases) to organize and develop a mystery. 10. Continue to build stamina for writing by writing routinely over extended time frames. 11. Demonstrate how to use language to write effectively. 12. Reinforce the use of the conventions of standard English grammar when writing. 13. Model the use of the conventions of standard English punctuation, capitalization, and spelling (punctuation to separate items in a series, spelling of grade appropriate words) when writing. 14. Develop and maintain a record keeping system (unit plan and goals, minilesson teaching points, conferring points, anecdotal notes) to inform instruction. 15. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 16. Confer with students throughout the writing process.	

SUBJECT Grade 5 Writing
TOPIC: Writing a Mystery
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook. 2. Student's writing folder (drafts, planning templates, etc.) 3. Student's created mystery. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;

- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 5 Writing	
TOPIC: Writing in the Content Area	
College and Career Readiness Anchor Standards for Writing Test Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purpose

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. **Introduce** a topic clearly, **provide** a general observation and focus, and **group** related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. **Develop** the topic with facts, definitions, concrete details, quotations, or other information and **examples related to the topic**.
- c. **Link** ideas within and across categories of information **using** words, phrases, and clauses (e.g., *in contrast, especially*).
- d. **Use** precise language and **domain-specific vocabulary** to **inform** about or **explain** the t
- e. **Provide a concluding statement or section related to the information or explanation presented precisely.**

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the **development and organization** are appropriate to task, purpose, and audience.
5. With guidance and support from peers and adults, **develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to build and Present Knowledge

7. **Conduct** short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or **gather relevant information from print and digital sources; summarize or paraphrase** information in notes and finished work, and **provide** a list of sources.
9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**
 - b. **Apply** *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - c. **Use** verb tense to **convey** various times, sequences, states, and conditions.

- e. **Use** correlative conjunctions (e.g. either/or, neither/nor).
- 2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - d. **Use underlining, quotation marks, or italics to indicate titles of works.**
 - e. **Spell** grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- 3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. **Expand, combine, and reduce** sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

- 6. With some guidance and support from adults, **use** technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Speaking and Listening Standards

Comprehension and Collaboration

- 1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - a. **Come** to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. **Follow** agreed-upon rules for discussions and carry out assigned roles.

Presentation of Knowledge and Ideas

- 4. **Report** on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 5. **Include** multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 6. **Adapt** speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SUBJECT Grade 5 Writing	
TOPIC: Writing in the Content Area	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purpose • Informative/explanatory texts • A topic • Ideas and information • A general observation and focus • Related information • Facts, definitions, concrete details, quotations, or other information and examples • Categories of information • Words, phrases, and clauses (to link related ideas) • Precise language • Domain-specific vocabulary • A concluding statement or section Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience • Planning, revising, editing, rewriting, or trying a new approach • Technology, including the Internet Research to Build and Present Knowledge • Research projects • Relevant information (print and digital sources) • Summarizing and paraphrasing (of information in notes and finished work) • Sources. • Evidence from literary or informational texts • Analysis, reflection, and research	

Range of Writing

- Writing routines
- Extended and shorter time frames
- Arrange of discipline-specific tasks, purposes, and audiences

Conventions of Standard English

- Conventions of standard English grammar and usage
- Verb tenses (various times, sequences, states, and conditions)
- Correlative conjunctions
- Conventions of standard English capitalization, punctuation, and spelling
- **Underlining, quotation marks, or italics (titles of works)**
- Grade-appropriate word spellings
- References

Knowledge of Language

- Knowledge of language conventions
- **Sentence (expansion, combination, and reduction)**

Vocabulary Acquisition and Use

- Technology (produce, publish, interact and collaborate)

Comprehension and Collaboration

- Collaborative discussions
- Preparation for discussions
- Agreed-upon rules for discussions

Presentation of Knowledge and Ideas

- A topic
- Logical sequence of ideas
- Appropriate facts and relevant, descriptive details(to support)
- Clarity (when speaking)
- Pace (when speaking)
- Visual displays(in presentations)
- Context (adapting speech to fit)
- Formal English (when to use)

Skills: Need to be able to do:

Text Types and Purpose

- **Write informative/explanatory texts**
- **Examine a topic**
- **Convey ideas and information**
- Provide a general observation and focus
- Group related information
- **Develop the topic with facts**, definitions, concrete details, quotations, or other information and **examples**
- Link ideas across categories of information
- Use words, phrases, and clauses (to link related ideas)
- Use precise language
- **Use domain-specific vocabulary**
- **Provide a concluding statement or section**

Production and Distribution of Writing

- Produce clear and coherent writing (development and organization are appropriate to task, purpose, and audience)
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach
- Use technology, including the Internet

Research to Build and Present Knowledge

- Conduct short research projects
- **Gather relevant information (print and digital sources)**
- Summarize or paraphrase (information in notes and finished work)
- Provide a list of sources
- **Draw evidence from literary or informational texts to support analysis, reflection, and research**

Range of Writing

- Write routinely (for extended and shorter time frames)
- Write for a range of discipline-specific tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Use verb tenses to convey various times, sequences, states, and conditions
- Use correlative conjunctions
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- **Use underlining, quotation marks, or italics to indicate titles of works**
- Spell grade-appropriate words correctly
- Consult references

Knowledge of Language

- Use knowledge of language conventions
- **Expand, combine, and reduce sentences**

Vocabulary Acquisition and Use

- Use technology (to produce, publish, interact and collaborate)

Comprehension and Collaboration

- Engage in collaborative discussions
- Come prepared for discussions
- Follow agreed-upon rules for discussions

Presentation of Knowledge and Ideas

- Report on a topic
- Sequence ideas logically
- Use appropriate facts and relevant, descriptive details(to support)
- Speak clearly and at an understandable pace
- Include visual displays(in presentations)
- Adapt speech (to a variety of contexts)
- Use formal English (when appropriate)

SUBJECT
Grade 5 Writing

TOPIC:
Writing in the Content Area

Big Ideas

Student's statements of enduring ideas

1. Writers write expository, non-fiction text to explain or inform about a topic.
2. Writers gather information from a variety of resources.
3. Writers evaluate the validity of their research, and use important facts to support their writing.
4. Writers use English language conventions to effectively communicate their ideas.

Essential Questions

Teacher's guiding questions

1. How do writers explain and inform readers about a topic?
2. How do writers find information to support their ideas?
3. How do writers evaluate and determine which information is valid and relevant to their topic?
4. How do writers effectively communicate their ideas using English language conventions?

SUBJECT Grade 5 Writing
TOPIC: Writing in the Content Area
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Plan, develop and research to write non-fiction informational writing. 2. Collect, evaluate and use relevant information to support a topic. 3. Use technology to produce and publish writing. 4. Develop a feature article, essay, or report that includes: lead or beginning, introduction, body, and conclusion. 5. Use precise language, relevant facts, domain specific vocabulary and/or statistics to inform the reader. 6. Prepare draft with self-edit for use of verb tense, correlating conjunctions, capitalization, punctuation, and spelling of grade appropriate words. 7. Revise by adding, deleting, and reorganizing information, including attention to sentence structure and length to communicate meaning. 8. Confer with peers and adults about their writing. 9. Present their ideas orally; logically sequencing their ideas and including appropriate, relevant facts and details. 10. Speak clearly and at an understandable pace. 11. Adapt their speech to a variety of contexts. 12. Work independently throughout the writing process (planning, drafting, revising, editing, and publishing).

SUBJECT Grade 5 Writing	
TOPIC: Writing in the Content Area	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons appropriate to the research and writing processes, and student needs for the unit of study. 2. Model the components of non-fiction informational writing. 3. Demonstrate how to evaluate the relevance and validity of information for use in non-fiction writing. 4. Provide opportunities to explore and obtain information from print and/or digital resources. 5. Explain the importance of a strong beginning, supporting evidence, and a concluding statement or section. 6. Provide models of the use of domain specific vocabulary and statistics in writing. 7. In Writing Workshop, use the format of minilesson, independent writing and conferring, and sharing. 8. Use mentor texts to immerse students in the content area expository genre. 9. Model and provide the opportunity to revise sentence structure and length to communicate meaning. 10. Demonstrate effectiveness of strategies through teacher created and student created models. 11. Demonstrate the use of use of verb tense, correlating conjunctions, capitalization, punctuation, and spelling of grade appropriate words. 12. Teach students the qualities of an effective oral presentation (clarity, pace, sequencing of ideas, adapting to a variety of contexts). 13. Provide opportunities for oral presentations. 14. Develop and maintain a record keeping system (unit plan and goals, minilesson teaching points, conferring points, anecdotal notes) to inform instruction. 15. Confer with students throughout the writing process. 16. Continually assess student learning throughout the writing process in order to enrich or remediate understandings.	

Bristol Public Schools
Grade 5: Writing in a Content Area

SUBJECT Grade 5 Writing
TOPIC: Writing in the Content Area
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook and/or graphic organizers. 2. Student's created non-fiction informational writing. 3. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 2 Writing	
TOPIC: Fairy Tales	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

WRITING STANDARDS

Text Types and Purposes

3. **Write** narratives (**Fairy Tales**) in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. With guidance and support from adults and peers, **focus** on a topic and **strengthen** writing as needed by **revising and editing.**

Research to Build and Present Knowledge

9. **Draw** evidence from [personal experience and] literary or informational texts to support analysis, reflection, and research [writing].

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
 - b. **Form and use** frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - f. **Produce, expand, and rearrange** complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
2. **Demonstrate** command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - c. **Use** an apostrophe to form contractions and frequently occurring possessives.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of word relationships and nuances in word meanings.
 - b. **Distinguish** shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
6. **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *Once upon a time, Long, long, ago,*).

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
3. **Ask and answer** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SUBJECT Grade 2 Writing	
TOPIC: Fairy Tales	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Fairy Tales • Well elaborated event or short sequence of events • Details (actions, thoughts, and feelings) • Temporal words • Closure Production and Distribution of Writing • Clear and coherent writing • Organization and development • Task, purpose, and audience • A topic • Revising and editing (to strengthen writing) Research to Build and Present Knowledge • Evidence (to support analysis, reflection) Range of Writing • Routines for writing • Extended and shorter time frames • A range of tasks, purposes, and audiences Conventions of Standard English • Standard English grammar and usage when writing or speaking • Irregular plural nouns • Complete simple and compound sentences • Standard English capitalization, punctuation, and spelling • Apostrophe (to form contractions and possessives)	

Vocabulary Acquisition and Use

- Word relationships and nuances in word meanings
- Shades of meaning among closely related verbs
- Words and phrases acquired through conversations, reading and being read to, and responding to texts
- Adjectives and adverbs to describe

Comprehension and Collaboration

- Collaborative conversations
- Questions (to clarify, gather information, or deepen understanding)

Skills: Need to be able to do:

Text Types and Purposes

- **Write Fairy Tales**
- **Recount a well elaborated event or short sequence of events**
- **Include details (actions, thoughts, and feelings)**
- **Use temporal words**
- **Provide closure**

Production and Distribution of Writing

- **Produce clear and coherent writing (development , organization and style are appropriate to task, purpose, and audience)**
- Focus on a topic
- **Strengthen writing by revising and editing**

Research to Build and Present Knowledge

- Draw evidence (from texts to support analysis, reflection)

Range of Writing

- **Write routinely** (extended and shorter time frames)
- Write for a range of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Form and use irregular plural nouns
- Produce, expand and rearrange complete simple and compound sentences

- Demonstrate command of the convention of Standard English capitalization, punctuation, and spelling
- Use an apostrophe (to form contractions and possessives)

Vocabulary Acquisition and Use

- Demonstrate understanding of word relationships and nuances in word meanings
- Distinguish shades of meaning among closely related verbs
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe

Comprehension and Collaboration

- Participate in collaborative conversations
- Ask and answer questions (to clarify, gather information, or deepen understanding)

SUBJECT
Grade 2 Writing

TOPIC:
Fairy Tales

Big Ideas

Student's statements of enduring ideas

1. Writers use mentor texts to generate ideas to create a fairy tale with specific components.
2. Fairy tales are different in that they incorporate imaginary elements such as magic and fantasy to entertain the reader and teach a lesson.
3. Writers reread, revise and edit their work to create fairy tales.

Essential Questions

Teacher's guiding questions

1. How do writers use mentor texts to write a fairy tale?
2. How are fairy tales different from other types of fiction?
3. What strategies do writers use to create fairy tales?

SUBJECT Grade 2 Writing
TOPIC: Fairy Tales
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Listen to and read a variety of fairy tales in order to look for the common elements of the genre. 2. Choose a familiar fairy tale and write a new version that mimics that tale by changing the setting, characters, solution, etc. 3. Write routinely for an extended period of time to produce a fairy tale involving a well elaborated event or sequence of events that includes actions, thoughts, feelings, temporal words and a closure that is clear and coherent appropriate to task, purpose and audience. 4. Include the elements of a fairy tale in their story (Characters; good/evil, Setting, Magic, Problem (3 attempts to solve it), Ending, Repeating Phrase). 5. Understand that many fairy tales begin with, "Once upon a time", or "Long, long ago..." to reflect the past. 6. Strengthen writing by editing and revising using conventions of standard English grammar, simple and complex sentences and standard English capitalization, punctuation and spelling. 7. Refer to classroom anchor charts and mentor texts to plan, develop, analyze and reflect on their writing. 8. Participate in collaborative conversations, ask and answer questions (to clarify, gather information, or deepen understanding). 9. Confer with others (peers and adults) about their writing.

SUBJECT Grade 2 Writing
TOPIC: Fairy Tales
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Support the routines of writing workshop (a minilesson, independent writing and conferring, and sharing). 2. Immerse students in the genre by reading a variety of fairy tales and examining their structure. 3. Create and post a reference chart of fairy tale elements as a visual aid for writers to use during the writing process. 4. Demonstrate how to write a new version of a familiar fairy tale (changing the setting, characters, resolution) through teacher created models. 5. Provide students with extended periods of time to write routinely and produce a fairy tale involving a well elaborated event or sequence of events that includes actions, thoughts, feelings, temporal words and a closure that is clear and coherent appropriate to task, purpose and audience. 6. Provide opportunities for students to reflect, edit, and revise written work using conventions of standard English grammar, simple and complex sentences and standard English capitalization, punctuation and spelling to strengthen their writing. 7. Create and refer to classroom anchor charts and mentor texts to support students in planning, developing, analyzing and reflecting on their writing. 8. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 9. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 10. Participate in collaborative conversations, ask and answer questions (to clarify, gather information, or deepen understanding).

SUBJECT Grade 2 Writing
TOPIC: Fairy Tales
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writing folder with drafts of fairy tales. 2. Student's published fairy tale. 3. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

9. Draw evidence from personal experience and literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Writing Standards

Text Types and Purposes

3. **Write narratives** [specifically fairy tales] to **develop** real or **imagined experiences or events** **using effective technique, descriptive details, and clear event sequences.**
 - a. **Establish a situation** and **introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**
 - b. **Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**
 - d. **Provide a sense of closure.**

Production and Distribution of Writing

4. With guidance and support from adults, **produce** writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising, and editing.**

Research to Build and Present Knowledge

9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Range of Writing

10. **Write routinely over extended time frames** (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language StandardsConventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when **writing or speaking.**
 - a. **Explain** the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - c. **Use abstract nouns** (e.g., *childhood*).
 - h. **Use coordinating and subordinating conjunctions**
2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. **Use commas and quotation marks in dialogue.**
 - d. **Form and use possessives.**

Knowledge of Language

3. **Use** knowledge of language and its conventions when **writing, speaking, reading, or listening.**
 - a. **Choose words and phrases for effect.**
 - b. **Recognize and observe differences** between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of word relationships and nuances in word meanings.
 - a. **Distinguish** the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Speaking and Listening

Comprehension and Collaboration

1. **Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - b. **Follow** agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
2. **Determine** the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. **Ask and answer** questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. ~~Report on a topic or text, **tell a story**, or recount an experience with appropriate facts and **relevant, descriptive details**, **speaking** clearly at an understandable pace.~~

SUBJECT Grade 3 Writing	
TOPIC: Fairy Tales	
Unwrapped Performance Standards	
Concepts: Need to know about:	
Text Types and Purposes • Narrative story structure (fairy tales) • Imagined experiences or events • Effective techniques (descriptive details, and clear event sequences) • Situation • Narrator and/or characters • Sequencing of events (that unfold naturally) • Dialogue • Descriptions of actions, thoughts, and feelings (to develop experiences and events) • Response of characters (to situations) • Closure. Production and Distribution of Writing • Development and organization (appropriate to task and purpose) • Planning, revising, and editing (to develop and strengthen writing) Research to Build and Present Knowledge • Analysis, reflection, and research (from literary evidence) Range of Writing • Routines for writing (extended and shorter time frames) • Tasks, purposes, and audiences (discipline-specific) Conventions of Standard English • Conventions of standard English grammar and usage • Nouns, pronouns, verbs, adjectives (general functions) • Abstract nouns (e.g., <i>childhood</i>). • Coordinating and subordinating conjunctions • Conventions of standard English capitalization, punctuation, and spelling • Commas and quotation marks(in dialogue)	

- **Possessives**

Knowledge of Language

- Knowledge of language and its conventions
- **Effective word choice**
- Spoken and written standard English conventions

Vocabulary Acquisition and Use

- Word relationships and nuances in word meanings
- Literal and non-literal meanings of words and phrases (in context)

Comprehension and Collaboration

- Collaborative discussions
- Agreed-upon rules (for discussions)
- Main ideas and supporting details
- Questioning techniques

Presentation of Knowledge and Ideas

- **Storytelling (with relevant, descriptive details)**
- Effective speaking strategies (clarity and pace)

Skills: Need to be able to do:

Text Types and Purposes

- **Write a fairy tale**
- **Develop imagined experiences or events**
- **Use effective techniques, descriptive details, and clear event sequences**
- **Establish a situation**
- **Introduce a narrator and/or characters**
- **Organize a sequence of events that unfold naturally**
- Use dialogue and **descriptions of actions, thoughts, and feelings to develop experiences and events**
- **Show response of characters to situations**
- Provide a sense of closure

Production and Distribution of Writing

- Produce writing that is developed, organized and appropriate to task and purpose
- **Develop and strengthen writing by planning, revising, and editing**

Research to Build and Present Knowledge

- **Draw on evidence from literary texts to support analysis, reflection, and research**

Range of Writing

- **Write routinely over extended time frames** for a range of discipline-specific tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of conventions of standard English grammar and usage
- Explain the function of nouns, pronouns, verbs, adjectives
- Use abstract nouns (e.g., *childhood*).
- Use coordinating and subordinating conjunctions
- Demonstrate command of conventions of standard English capitalization, punctuation, and spelling
- Use commas and quotation marks in dialogue
- **Form and use possessives**

Knowledge of Language

- Use knowledge of language and its conventions
- Choose words and phrases for effect
- Recognize and observe differences in the conventions of spoken and written Standard English

Vocabulary Acquisition and Use

- Demonstrate understanding of word relationships and nuances in word meanings
- Distinguish the literal and non-literal meanings of words and phrases in context

Comprehension and Collaboration

- Engage in collaborative discussions
- Follow agreed-upon rules (for discussions)
- Determine main ideas and supporting details
- Ask and answer questions (about information from a speaker)

Presentation of Knowledge and Ideas

- **Tell a story (with relevant, descriptive details)**
- Speak clearly at an appropriate pace

SUBJECT
Grade 3 Writing

TOPIC:
Fairy Tales

Big Ideas

Student's statements of enduring ideas

1. By examining mentor texts, writers generate ideas to create an adapted fairy tale with specific components.
2. Fairy tales are different in that they incorporate imaginary elements such as magic and fantasy to entertain the reader and teach a lesson.
3. Writers consistently reread, revise, and edit their work to create Fairy tales.
4. Writers give purpose to their characters (good versus evil) by providing information about their actions, thoughts, and feelings.

Essential Questions

Teacher's guiding questions

1. How do writers use mentor texts to write an adapted version of fairy tale?
2. How are fairy tales different from other types of fiction?
3. What strategies do writers use to create Fairy tales?
4. How do writers create contrasting characters to give purpose to their story?

SUBJECT Grade 3 Writing
TOPIC: Fairy Tales
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Develop an adapted fairy tale that includes imagined experiences and events with: a beginning (that makes reference to the past), characters (with conflicting traits), setting, problem or struggle, series of events, and a happy ending (that may teach a lesson). 2. Evaluate and use elements from a variety of fairy tale mentor texts. 3. Plan, reread, edit and revise to strengthen their writing in response to minilesson teaching points. 4. Incorporate elements of magic into a fairy tale. 5. Develop experiences and events to show character responses through the effective use of dialogue. 6. Include descriptions of actions, thoughts, and feelings as needed; choose words according to nuances and meaning as needed. 7. Compose a draft and edit (with guidance and support) for use of commas, quotation marks, use of possessives, vocabulary, words and phrases chosen for effect (literal and non-literal). 8. Use standard English grammar conventions effectively (nouns, pronouns, verbs, abstract nouns (e.g., <i>childhood</i>), coordinating and subordinating conjunctions) when writing a fairy tale. 9. Use the conventions of standard English capitalization, punctuation, and spelling when writing a fairy tale. 10. Revise by adding, deleting, and reorganizing information. 11. Tell a Fairy tale and include relevant, descriptive details. 12. Participate in collaborative discussions with peers and adults about their writing and ideas about writing. 13. Write routinely for gradually extended periods of time.

SUBJECT Grade 3 Writing	
TOPIC: Fairy Tales	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Further develop the routines of writing workshop. 2. Construct lessons appropriate to creating an adapted fairy tale. 3. Introduce and model the components of fairy tale; a beginning (that makes reference to the past), characters (with conflicting traits), setting, problem or struggle, series of events, and a happy ending (that may teach a lesson). 4. Use the format of minilesson, independent writing , conferring, and sharing. 5. Provide mentor texts to immerse students in the Fairy tale genre. 6. Model the use of dialogue to develop experiences and events or to show character responses. 7. Demonstrate effectiveness of strategies through teacher-created and student-created models. 8. Demonstrate the use of commas and quotation marks, use of possessives, choosing vocabulary, words and phrases for effect (literal and non-literal). 9. Demonstrate the effective use of standard English grammar conventions (nouns, pronouns, verbs, abstract nouns (e.g., <i>childhood</i>), coordinating and subordinating conjunctions). 10. Model the conventions of standard English capitalization, punctuation, and spelling when writing a Fairy Tale. 11. Model how to tell a Fairy tale using relevant, descriptive details. 12. Provide and emphasize the extended time frames needed for writing tasks, purposes, and audiences. 13. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.	

SUBJECT Grade 3 Writing
TOPIC: Fairy Tales
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writer's notebook. 2. Student's writing folder (drafts of writing). 3. Student's created adapted fairy tale. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

3. **Write** narratives in which they **recount** two or more appropriately sequenced events, **include** some details regarding what happened, **use** temporal words to signal event order, and **provide** some sense of closure.

Production and Distribution of Writing

5. With guidance and support from adults, **focus** on a topic, **respond** to questions and suggestions from peers, and **add** details to strengthen writing as needed.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - b. **Use** common, proper, and possessive nouns.
 - c. **Use** singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
 - e. **Use** verbs to convey a sense of past, [and] present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).
 - f. **Use** frequently occurring adjectives.
 - g. **Use** frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
2. **Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. **Capitalize** dates and names of people.
 - b. **Use** end punctuation for sentences.
 - d. **Use** conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. **Spell** untaught words phonetically, **drawing on** phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.
 - c. **Identify** real-life connections between words and their use (e.g., *note places at home that are cozy*).
 - d. **Distinguish** shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by **defining or choosing them or by acting out the meanings.**

SUBJECT Grade 1 Writing	
TOPIC: Authors as Mentors	
Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
a. Follow <u>agreed-upon rules for discussions</u> (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
c. Ask <u>questions</u> to clear up any confusion about the topics and texts under discussion.	
Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
5. Add <u>drawings or other visual displays</u> to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
6. Produce <u>complete sentences</u> when appropriate to task and situation.	

SUBJECT Grade 1 Writing	
TOPIC: Authors as Mentors	
Unwrapped Performance Standards	
Concepts: Need to know about: Text Types and Purposes • Narrative story structure • Sequenced events • Details (regarding what happened) • Temporal words • Closure Production and Distribution of Writing • Topic focus • Questions and suggestions (from peers) • Details to strengthen writing (as needed) Range of Writing • Time frames for writing (extended and shorter) Conventions of Standard English • Conventions of standard English grammar and usage • Common, proper, and possessive nouns. • Singular and plural nouns with matching verbs • Verbs (past and present) • Adjectives (frequently occurring) • Conjunctions (frequently occurring) • Conventions of Standard English capitalization, punctuation, and spelling • Capitalization rules (dates and names of people) • End punctuation • Conventional spelling for words (common spelling patterns, frequently occurring irregular words) • Phonetic spelling of words • Phonemic awareness • Figurative language, word relationships, and nuances in word meanings.	

- **Real-life connections between words and their use**
- **Shades of meaning among verbs differing in manner**
- **Adjectives (intensity of)**

Comprehension and Collaboration

- Collaborative conversations
- Agreed-upon rules for discussions
- Questions that clarify

Presentation of Knowledge and Ideas

- **People, places, things, and events (with relevant details)**
- Drawings or other visual displays (to clarify)
- Complete sentences

Skills: Need to be able to do:

Text Types and Purposes

- **Write narratives**
- **Recount two or more sequenced events**
- **Include some details (regarding what happened)**
- **Use temporal words**
- **Provide a sense of closure**

Production and Distribution of Writing

- **Focus on a topic**
- **Respond to questions and suggestions (from peers)**
- **Add details to strengthen writing (as needed)**
- **Write routinely over extended time frames**

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Use common, proper, and possessive nouns.
- **Use singular and plural nouns with matching verbs**
- Use verbs to convey past and present

- **Use adjectives (frequently occurring)**
- Use frequently occurring conjunctions (e.g., and, but, or, so, because)
- Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling
- **Capitalize dates and names of people**
- **Use end punctuation (for sentences)**
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically (drawing on phonemic awareness and spelling conventions)

Vocabulary Acquisition and Use

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **Identify real-life connections between words and their use**
- **Distinguish shades of meaning among verbs differing in manner(e.g., look, peek, glance, stare, glare)**
- **Distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic)**

Comprehension and Collaboration

- Participate in collaborative conversations
- Follow agreed-upon rules for discussions
- Ask questions that clarify

Presentation of Knowledge and Ideas

- **Describe people, places, things, and events**
- Add drawings or other visual displays (to clarify)
- Produce complete sentences (appropriate to task and situation)

SUBJECT Grade 1 Writing
TOPIC: Authors as Mentors
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. Writers study other authors and mentor texts to incorporate effective techniques in their own writing. 2. Writers find ideas in their own lives and record them for future use. 3. Writers reread and examine their writing to expand on ideas and provide details for their readers. 4. Writers edit their work using punctuation and other conventions to prepare their writing for publication. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. Why do writers study other authors? 2. How do writers generate and remember ideas for their stories? 3. Why do writers reread and examine their writing? 4. How can writers edit their work to prepare for publication?

SUBJECT Grade 1 Writing
TOPIC: Authors as Mentors
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Use personal experiences to develop a focused small moment <i>and</i> a many moments story. 2. Examine mentor texts in order to focus their writing on using an author's technique within their story. 3. Collect and record ideas for stories from personal experiences. 4. Expand on ideas using some details regarding what happened and incorporating powerful adjectives. 5. Use planning strategies to "zoom-in" and narrow story to one focused event (e.g. think, sketch, write; conversations with teacher and peers). 6. Organize ideas with a beginning, middle and end using temporal words. 7. Participate in collaborative conversations about writing. 8. Self-evaluate and reread to revise their work (through conferring with teachers and peers) by adding, deleting, and reorganizing information. 9. Use classroom tools and resources to improve their writing (e.g. word walls, mentor texts, charts). 10. Prepare story for publication and edit for use of: common, proper, and possessive nouns, singular and plural nouns with matching verbs in basic sentences, verbs to convey a sense of past, and present, frequently occurring conjunctions, capitalization of dates and names of people, end punctuation for sentences, conventional spelling for words with common spelling patterns and for frequently occurring irregular words, spelling of untaught words phonetically, drawing on phonemic awareness and spelling conventions, real-life connections between words and their use, meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them. 11. Write routinely for gradually extended periods of time.

SUBJECT Grade 1 Writing	
TOPIC: Authors as Mentors	
Instructional Strategies	
<i>Based on our department philosophy for student learning, teachers will:</i>	
1. Reinforce the routines of writing workshop. 2. Construct lessons that scaffold the creation, planning, and publishing of a focused small moment or many moments story. 3. Follow the format of minilesson, independent writing and conferring, and sharing in Writing Workshop. 4. Construct and provide classroom tools and resources to assist students in improving their writing (e.g. word walls, mentor texts, charts). 5. Use a variety of strategies to teach the order of a story to include beginning, middle, and end with temporal words. 6. Provide students with feedback while conferring and maintain a record of teaching points suggested to students. 7. Use mentor texts to immerse students in the small moment and many moments story, drawing attention to author's techniques. 8. Model the techniques used in mentor texts by providing additional teacher and student examples. 9. Demonstrate the effectiveness of using frequently occurring adjectives through mentor texts, teacher created and student created models. 10. Demonstrate the use of: common, proper, and possessive nouns, singular and plural nouns with matching verbs in basic sentences, verbs to convey a sense of past,[and present, frequently occurring conjunctions, capitalization of dates and names of people, end punctuation for sentences, conventional spelling for words with common spelling patterns and for frequently occurring irregular words, spelling of untaught words phonetically, drawing on phonemic awareness and spelling conventions, real-life connections between words and their use, meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them. 11. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 12. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 13. Provide gradually increased time frames to develop endurance and independence.	

SUBJECT Grade 1 Writing
TOPIC: Authors
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's response to on-demand prompt(s). 2. Student's writing folder. 3. Student's created small moment story and many moments story. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Writing Standards

Text Types and Purposes

2. **Use** a combination of drawing, dictating, and writing **to compose** informative/explanatory texts in which they **name** what they are writing about and **include** some information about the topic.

Production and Distribution of Writing

4. **With guidance and support from adults, produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With guidance and support from adults, **respond** to questions and suggestions from peers and **add** details to strengthen writing as needed.

Research to Build and Present Knowledge

7. **Participate** in shared research and writing projects (e.g., explore a number of “how-to” (All About) books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, **recall** information from experiences or **gather** information from provided sources to answer a question.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
 - b. **Use** common, proper, and possessive nouns.
 - c. **Use** singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - d. **Use** **personal, possessive, and indefinite pronouns** (e.g., *I, me, my; they, them, their; anyone, everything*).
 - f. **Use** frequently occurring adjectives.
 - g. **Use** frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - i. **Use** **frequently occurring prepositions** (e.g., *during, beyond, toward*).
2. **Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - c. **Use** **commas in dates and to separate single words in a series**.
 - d. **Use** conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. **Spell** untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

5. With guidance and support from adults, **explore** word relationships and nuances in word meanings.
 - a. **Sort** common objects into categories (e.g., shapes, foods) to **gain** a sense of the concepts the categories represent.

- b. **Define** words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes)
- c. **Identify** real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. **Distinguish** shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

Speaking and Listening

Comprehension and Collaboration

- 1. **Participate** in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- c. **Ask** questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

- 4. **Describe** people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 5. **Add** drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 6. **Produce** complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

SUBJECT	
Grade One Writing	
TOPIC:	
All About: Writing Information Books	
Unwrapped Performance Standards	
Concepts: Need to know about: Text Types and Purposes • Drawing, dictating, and writing • Informative/explanatory genre • A topic • Information about the topic Production and Distribution of Writing • Clear and coherent writing (appropriate to task, purpose, and audience) • Questions and suggestions (from peers) • Details (to strengthen writing) Research to Build and Present Knowledge • Shared research and writing projects • Information from experiences • Information from provided sources (to answer a question) Range of Writing • Routines for writing (extended and shorter time frames) • Range of tasks, purposes, and audiences Conventions of Standard English • Command of the conventions of standard English grammar and usage • Common, proper, and possessive nouns • Singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>) • Personal, possessive, and indefinite pronouns • Frequently occurring adjectives • Frequently occurring conjunctions • Frequently occurring prepositions • Conventions of Standard English capitalization, punctuation, and spelling when writing • Commas to separate single words in a series • Conventional spelling for words with common spelling patterns and for frequently occurring irregular words	

- Phonetic spelling of words
- **Categorization of words by one or more key attributes**
- Real-life connections between words and their use
- **Shades of meaning among verbs differing in manner**

Comprehension and Collaboration

- Collaborative conversations
- Questions (to clear up any confusion)

Presentation of Knowledge and Ideas

- People, places, things, and events
- Drawings or other visual displays(to clarify ideas, thoughts, and feelings)
- Complete sentences

Skills: Need to be able to do:

Text Types and Purposes

- **Use a combination of drawing, dictating, and writing**
- **Compose informative/explanatory texts**
- **Name a topic**
- **Include some information about the topic**

Production and Distribution of Writing

- **Produce clear and coherent writing (appropriate to task, purpose, and audience)**
- Respond to questions and suggestions (from peers)
- Add details (to strengthen writing)

Research to Build and Present Knowledge

- Participate in shared research and writing projects
- Recall information from experiences
- Gather information from provided sources (to answer a question)

Range of Writing

- Write routinely for extended and shorter time frames for a range of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Use common, proper, and possessive nouns
- Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
- **Use personal, possessive, and indefinite pronouns**
- Use frequently occurring adjectives
- Use frequently occurring conjunctions
- **Use frequently occurring prepositions**
- Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing
- **Use commas to separate single words in a series**
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell words phonetically
- **Explore the categorization of words by one or more key attributes**
- Define words by category
- Identify real life connections between words and their use
- **Distinguish shades of meaning among verbs differing in manner**

Comprehension and Collaboration

- Participate in collaborative conversations
- Ask questions (to clear up any confusion)

Presentation of Knowledge and Ideas

- Describe people, places, things, and events
- Add drawings or other visual displays(to clarify ideas, thoughts, and feelings)
- Produce complete sentences (when speaking)

SUBJECT
Grade One Writing

TOPIC:
All About: Writing Information Books

Big Ideas

Student's statements of enduring ideas

1. Writers write informational texts to share information with others.
2. Writers observe, think, draw, label, and write about things they know a lot about.
3. Writers use complete sentences, capitalization, and punctuation so that people can understand their writing.
4. Writers participate in collaborative conversations to share their thoughts about writing.

Essential Questions

Teacher's guiding questions

1. Why do writers write informational texts?
2. How do writers gather ideas for topics that they know *all about*?
3. How do writers write so that others can understand their writing?
4. How do writers share their thoughts about writing with others?

SUBJECT Grade One Writing
TOPIC: All About: Writing Information Books
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Create, plan, and publish informational text through drawing and writing. 2. Choose a topic they know a lot about that they can teach others about. 3. Recall information from experiences in order to teach others about a topic. 4. Participate in Writers workshop (minilesson, independent writing and conferring, and sharing). 5. Refer to mentor texts to support their writing in the informational text structure (e.g., table of contents, headings, labels). 6. Demonstrate the use of the conventions of English grammar (use of nouns, verbs, pronouns, adjectives, conjunctions, prepositions). 7. Demonstrate the use of the conventions of English punctuation, capitalization, and spelling. 8. Add to drawings or words to revise and strengthen their writing. 9. Share ideas with others through collaborative conversations. 10. Use feedback provided to strengthen their writing. 11. Write with increasing independence.

SUBJECT Grade One Writing
TOPIC: All About: Writing Information Books
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Construct lessons that scaffold the creation, planning, and publishing of informational text through drawing and writing. 2. Use the format of minilesson, independent writing and conferring, and sharing. 3. Use mentor texts to immerse students in the informational text structure (e.g., table of contents, headings, labels, fun facts) and highlight authors' techniques. 4. Construct lessons to demonstrate the use of the conventions of English grammar (use of nouns, verbs, pronouns, adjectives, conjunctions, prepositions). 5. Construct lessons to demonstrate the use of the conventions of English punctuation, capitalization, and spelling. 6. Model and support sharing ideas with others through collaborative conversations. 7. Provide time for writers to turn and talk, monitoring writing partners and adjusting partnerships as needed. 8. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 9. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 10. Provide gradually increased time frames to increase volume and independence in writing.

SUBJECT Grade One Writing
TOPIC: All About: Writing Information Books
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's demonstration of following classroom routines. 2. Student's ability to sit, listen, and participate with writing partner and whole class. 3. Student's writer's folder. 4. Student's created informative text. 5. Student's celebration/sharing of drawing/writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students’ capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student’s unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. With guidance and support from adults, use a variety of digital tools where possible to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

Writing Standards

Text Types and Purposes

- 2. Write informative/explanatory texts** in which they **name a topic**, **supply some facts about the topic**, and **provide some sense of closure**.

Production and Distribution of Writing

- 4. Produce clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5. Develop and strengthen** writing as needed by **planning, revising, editing, rewriting, or trying** a new approach.

6. With guidance and support from adults, **use** a variety of digital tools [where possible] to **produce and publish** writing, including in collaboration with peers,

Research to Build and Present Knowledge

- 7. Participate in shared research and writing projects** (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

8. With guidance and support from adults, **recall** information from experiences or gather information from provided sources to answer a question.

Range of Writing

- 10. Write** routinely over extended time frames (time for **research, reflection, and revision**) and **shorter time frames** (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

- 1. Demonstrate command** of the conventions of standard English grammar and usage when **writing or speaking**.

- g. Use frequently occurring conjunctions** (e.g., **and, but, or, so, because**).

- h. Use** determiners (e.g., articles, demonstratives).

- 2. Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when **writing**.

- d. Use** conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

- e. Spell** untaught words phonetically, drawing on phonemic awareness and spelling conventions

Speaking and Listening Standards

Comprehension and Collaboration

- 1. Participate** in **collaborative conversations** with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- c. Ask** questions to clear up any confusion about the topics and texts under discussion.

- 2. Ask and answer** questions about key details in a text read aloud or information presented orally or through other media.

- 3. Ask and answer questions about what a speaker says** in order to gather additional information or clarify something that is not understood.

SUBJECT Grade 1 Writing	
TOPIC: How To	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Informative/explanatory texts • Topic • Facts about the topic, • Closure Production and Distribution of Writing • Clarity and coherence in writing • Development, organization and style (appropriate to task, purpose, and audience) • The writing process (planning, revising, editing, rewriting, or trying a new approach) • Digital tools (to produce and publish) Research to Build and Present Knowledge • Shared research and writing projects • Information from experiences Range of Writing • Routines (extended and shorter time frames) • Tasks, purposes, and audiences Conventions of Standard English • Conventions of standard English grammar and usage • Conjunctions (e.g., <i>and</i>, <i>but</i>, <i>so</i>, <i>or</i>, <i>because</i>) • Determiners (e.g., articles, demonstratives) • Conventions of Standard English capitalization, punctuation, and spelling • Common and irregular spelling patterns • Phonemic awareness Comprehension and Collaboration • Collaborative conversations (peer and adult) • Questions that clarify (confusions, key details)	

- **Questions to gather additional information**

Skills: Need to be able to do:

Text Types and Purposes

- **Write informative/explanatory texts**
- **Name a topic**
- **Supply facts about the topic**
- **Provide closure**

Production and Distribution of Writing

- **Produce clear and coherent writing (development, organization and style are appropriate to task, purpose, and audience)**
- Develop and strengthen writing (planning, revising, editing, rewriting, or trying a new approach)
- Use digital tools (to produce and publish)

Research to Build and Present Knowledge

- **Participate in shared research projects**
- Recall information from experiences

Range of Writing

- Write routinely for extended and shorter time frames
- Research, reflect, and revise for a variety of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- **Use frequently occurring conjunctions (e.g., and, or, but, so, because)**
- Use determiners (e.g., articles, demonstratives placed before adjectives; *My pretty mom*)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
- Use conventional spelling for words with common and irregular spelling patterns
- Spell untaught words phonetically (drawing on phonemic awareness and spelling conventions)

Comprehension and Collaboration

- Participate in collaborative conversations (peer and adult)
- Ask and answer questions that clarify (, confusions, key details)
- **Ask and answer questions about what a speaker says (to gather additional information)**

SUBJECT
Grade 1 Writing

TOPIC:
How To

Big Ideas

Student’s statements of enduring ideas

1. Writers develop a topic for “How To” writing by thinking about something they have done often and can teach others to do.
2. Writers craft their “How To” pieces in an organized manner with specific facts, definitions, and details from their own experience about a topic.
3. Writers use tools as well as strategies (such as role playing, and talking with their partners) to write with more clarity.

Essential Questions

Teacher’s guiding questions

1. How do writers select ideas for their “How To” writing?
2. How do writers craft their “How To” pieces in an organized and effective manner?
3. What strategies do writers use to effectively write a “How To”?

SUBJECT Grade 1 Writing
TOPIC: How To
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Develop a “How To” that teaches about a subject and includes one or more of the following: title, headings, labels, table of contents, index, glossary, illustrations. 2. Use tools to organize and strengthen their writing. 3. Recall and use personal experiences to answer questions, generate ideas and support topics. 4. Participate in shared writing activities. 5. Include facts, definitions and details to convey information about the topic in writing. 6. Group related facts and information together using transitional words and phrases. 7. Read and discuss their writing with others (e.g., role playing, conferring) 8. Support topic by incorporating transitional words, determiners, and conjunctions to add to the organization of their writing. 9. Use conventions of capitalization, punctuation, and spelling to edit and revise for an audience. 10. Revise by adding, deleting, and reorganizing information. 11. Write routinely for gradually extended periods of time.

SUBJECT Grade 1 Writing
TOPIC: How To
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Further develop the routines of writing workshop. 2. Construct lessons appropriate for the creation of a “How To” piece of writing. 3. Follow the format of minilesson, independent writing and conferring, and sharing. 4. Use mentor texts to immerse students in the informative/functional (“How To”) genre. 5. Use shared writing to show the process of “How To” writing. 6. Demonstrate effectiveness of strategies through teacher created and student created models. 7. Construct and distribute tools (charts, word lists, word walls, etc.) to assist students in the development of their writing. 8. Model the discussion of writing with others (e.g. role playing, conferring) to check for clarity. 9. Demonstrate the use of transitional words (e.g. first, next, finally) to add to the organization of their writing, the rules of grammar and spelling appropriate to Grade 1 writing, conjunctions, and determiners as needed (e.g. articles, demonstratives). 10. Provide shared writing experiences in which students recall information from common experiences (e.g. “How to line up”). 11. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 12. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 13. Teach revision strategies to strengthen writing. 14. Provide varying time frames appropriate for writing tasks, purposes, and audiences.

SUBJECT Grade 1 Writing
TOPIC: How To
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student’s composed “How To”. 2. Student’s writing folder (drafts of writing). 3. Student’s discussion of mentor texts and personal experiences. 4. Student’s celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

3. **Write** narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

5. **With** guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Print** all upper- and lowercase letters.
 - d. **Use** personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
2. **Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - b. **Use** end punctuation for sentences.
 - d. **Use** conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. **Spell** untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. **Follow** agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. **Build** on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. **Ask** questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

5. **Add** drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. **Produce** complete sentences when appropriate to task and situation.

SUBJECT Grade 1 Writing	
TOPIC: Launching Narrative Writing: A Personal Focus	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Narrative story structure • Sequenced events, • Details regarding what happened • Temporal words • Closure Production and Distribution of Writing • Topic focus • Questions and suggestions (from peers) • Details to strengthen writing (as needed) Range of Writing • Routines for writing • Time frames for writing (extended and shorter) Language Conventions • Conventions of standard English grammar and usage • Upper- and lowercase letters • Personal, possessive, and indefinite pronouns • Conventions of Standard English capitalization, punctuation, and spelling • End punctuation • Conventional spelling for words (common spelling patterns, frequently occurring irregular words) • Phonetic spelling of words • Phonemic awareness Comprehension and Collaboration • Collaborative conversations • Rules for discussions (agreed-upon) • Response as part of conversational technique	

- Questions that clarify

Presentation of Knowledge and Ideas

- Drawings or other visual displays (to clarify thoughts and ideas)
- Complete sentences

Skills: Need to be able to do:

Text Types and Purposes

- **Write narratives**
- **Recount two or more appropriately sequenced events,**
- **Include some details regarding what happened**
- **Use temporal words (to signal event order)**
- **Provide a sense of closure**

Production and Distribution of Writing

- **Focus on a topic**
- **Respond to questions and suggestions (from peers)**
- **Add details to strengthen writing (as needed)**

Range of Writing

- **Write routinely**
- **Write for extended time frames**

Language Conventions

- Demonstrate command of the conventions of standard English grammar and usage
- **Print all upper- and lowercase letters**
- Use personal, possessive, and indefinite pronouns
- Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling
- Use end punctuation (for sentences)
- Use conventional spelling for words (common spelling patterns, frequently occurring irregular words)
- Spell untaught words phonetically (drawing on phonemic awareness and spelling conventions)

Comprehension and Collaboration

- Participate in collaborative conversations
- Follow agreed-upon rules for discussions
- Build on other's talk (in conversations)
- Ask questions that clarify

Presentation of Knowledge and Ideas

- Add drawings or other visual displays (to clarify thoughts and ideas)
- Produce complete sentences (appropriate to task and situation)

SUBJECT Grade 1 Writing
TOPIC: Launching Narrative Writing: A Personal Focus
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. All students are writers who tell stories about their own lives in their writing. 2. Writers plan their small moment stories through thinking, sketching, and writing about what matters to them. 3. Writers work independently using structured writing routines to improve their work. 4. Writers participate in collaborative conversations with peers and adults about their writing. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. Where do writers get ideas for stories? 2. How do writers plan their small moment stories? 3. How do writers use structured writing routines to work independently? 4. How do writers learn from other writers?

SUBJECT Grade 1 Writing
TOPIC: Launching Narrative Writing: A Personal Focus
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Use personal experiences to write a small moment narrative story. 2. Identify and focus their writing on a small moment from an event or topic across pages. 3. Write a sequenced story using temporal words to signify event order and provide a sense of closure. 4. Expand on ideas using some details to strengthen their writing. 5. Use planning strategies to “zoom-in” and narrow story to one focused event (e.g. think, sketch, write; conversations with teacher and peers). 6. Reread their work throughout the writing process to improve their work. 7. Revise their work (through the guidance and support of teachers and peers) by adding, deleting, and reorganizing information. 8. Use classroom tools and resources to improve their writing (e.g. word walls, mentor texts, charts). 9. Participate with peers and adults in collaborative conversations. 10. Prepare story for publication and edit for use of: complete sentences with end punctuation (periods), upper and lowercase letters, personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>), conventional spelling for words with common spelling patterns and for frequently occurring irregular words, untaught words spelled phonetically, drawing on phonemic awareness and spelling conventions. 11. Write routinely for gradually extended periods of time.

SUBJECT Grade 1 Writing	
TOPIC: Launching Narrative Writing: A Personal Focus	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Develop the routines of writing workshop. 2. Construct lessons that scaffold the creation, planning, and publishing of a focused small moment story. 3. In Writing Workshop, use the format of a minilesson, independent writing and conferring, and sharing. 4. Construct and provide classroom tools and resources to assist students in improving their writing (eg. word walls, mentor texts, charts). 5. Provide students with feedback while conferring and maintain a record of teaching points suggested to students. 6. Use mentor texts to immerse students in the small moment story (genre). 7. Demonstrate how to “zoom in” on one small moment and how to write a sequenced story about that small moment. 8. Demonstrate the effectiveness of using upper and lower case letters and complete sentences through mentor texts, teacher created and student created models. 9. Demonstrate the use of personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>), conventional spelling for words with common spelling patterns and for frequently occurring irregular words, untaught words spelled phonetically, drawing on phonemic awareness and spelling conventions through teacher created and student created models. 10. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 11. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 12. Provide gradually increased time frames to develop stamina and independence.	

SUBJECT Grade 1 Writing
TOPIC: Launching Narrative Writing: A Personal Focus Assessments/Common Learning Experiences
<i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's response to on-demand prompt(s). 2. Student's writing folder. 3. Student's created small moment story booklet. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

TOPIC:

Launching with Small Moment Personal Narrative

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

3. **Write** narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With guidance and support from adults and peers, **focus** on a topic and **strengthen** writing as needed by **revising** and editing.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - d. **Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).**
 - e. Use **adjectives and adverbs**, and choose between them depending on what is to be modified.
2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. **Capitalize** holidays, product names, [names of people], and geographic names.
 - c. Use **an apostrophe** to form contractions and frequently occurring possessives.
 - d. **Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).**

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

6. **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Speaking And Listening

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

a. **Follow** agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. **Build** on others' talk in conversations by linking their comments to the remarks of others.

Presentation of Knowledge and Ideas

4. **Tell** a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

6. **Produce** complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT Grade 2 Writing	
TOPIC: Launching with Small Moment Personal Narrative	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about:	
Text Types and Purposes	• Narrative story structure • Well elaborated event or short sequence of events • Details to describe actions, thoughts, and feelings • Temporal words (to signal event order) • Closure • Clear and coherent writing • Task, purpose, and audience • A topic • Time frames (extended and shorter)
Conventions of Standard English	• Conventions of standard English grammar and usage • Adjectives and adverbs • Past tense of frequently occurring irregular verbs • Conventions of standard English capitalization, punctuation, and spelling • Holidays, product names, [names of people], and geographic names (capitalization) • Apostrophe to form contractions and frequently occurring possessives • Spelling patterns (when writing words)
Knowledge of Language	• Language conventions
Vocabulary Acquisition and Use	• Words and phrases acquired through conversations, reading and being read to, and responding to texts • Adjectives and adverbs to describe
Comprehension and Collaboration	• Collaborative conversations • Agreed-upon rules for discussions

- Linking comments (to the remarks of others)

Presentation of Knowledge and Ideas

- Storytelling with appropriate facts and relevant, descriptive details
- Speaking audibly (in coherent sentences)
- Complete sentences (appropriate to task and situation)
- Requests for detail and clarification

Skills: Need to be able to do:

Text Types and Purposes

- **Write narratives**
- **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)
- Provide closure
- **Produce clear and coherent writing appropriate to task, purpose, and audience**
- Focus on a topic
- Write routinely extended and shorter time frames for a range of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Use adjectives and adverbs
- **Form and use past tense of frequently occurring irregular verbs**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- Capitalize holidays, product names, [names of people], and geographic names (capitalization)
- Use an apostrophe to form contractions and frequently occurring possessives
- **Generalize learned spelling patterns (when writing words)**

Knowledge of Language

- Use knowledge of language and its conventions

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- Use adjectives and adverbs to describe

Comprehension and Collaboration

- **Participate in collaborative conversations**
- **Follow agreed-upon rules for discussions**
- Build on other's talk by linking comments (to the remarks of others)

Presentation of Knowledge and Ideas

- Tell a story with appropriate facts and relevant, descriptive details
- Speak audibly (in coherent sentences)
- Produce complete sentences (appropriate to task and situation)
- Provide requests for detail and clarification

SUBJECT
Grade 2 Writing

TOPIC:
Launching with Small Moment Personal Narrative

Big Ideas

Student's statements of enduring ideas

1. All students are authors with meaningful stories to share.
2. Writers remember experiences from their lives to create focused small moment stories.
3. Writers use adjectives, sensory images, and important words to add feeling and details to their stories.
4. Authors organize, plan, and revise their writing to clearly communicate the most important ideas in their story.

Essential Questions

Teacher's guiding questions

1. How are students authors?
2. How can writers gather ideas for focused small moment stories?
3. What techniques do writers use to add feeling and details to their stories?
4. How do authors communicate the most important part of their experience?

SUBJECT Grade 2 Writing
TOPIC: Launching with Small Moment Personal Narrative
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Use personal experiences to develop a focused small moment story which includes: hook or beginning, personal voice, setting, series of events, and memorable ending. 2. Use a variety of strategies to strengthen their writing: powerful adjectives, sensory images, and important words to add feeling and details. 3. Use planning strategies to “zoom-in” and narrow story to one focused event (e.g., listing, labeling, illustrating). 4. Revise their work (through the guidance and support of teachers and peers) by adding, deleting, and reorganizing information. 5. Prepare story for publication and edit for use of capitalization, punctuation, complete sentences, past tense, spelling patterns, and spelling of grade appropriate words. 6. Participate in collaborative conversations about writing with peers and adults. 7. Write routinely for gradually extended periods of time.

SUBJECT Grade 2 Writing
TOPIC: Launching with Small Moment Personal Narrative
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Develop the routines of writing workshop. 2. Construct lessons that scaffold the creation, planning, and publishing of a focused small moment story. 3. In Writing Workshop, use the format of minilesson, independent writing and conferring, and sharing. 4. Provide students with feedback while conferring and maintain a record of teaching points suggested to students. 5. Use mentor texts to immerse students in the personal narrative genre. 6. Demonstrate the effectiveness of using powerful adjectives, sensory images, and important words to add feeling and details through mentor texts, teacher created and student created models. 7. Demonstrate the use of past tense (including irregular verbs), adjectives and adverbs, capitalization, end punctuation, generalized spelling patterns and spelling of grade appropriate words through teacher created and student created models. 8. Engage students in collaborative conversations (peers and adults) about writing. 9. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 10. Provide gradually increased time frames to develop endurance and independence.

SUBJECT Grade 2 Writing
TOPIC: Launching with Small Moment Personal Narrative
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's response to on-demand prompt(s). 2. Student's writing folder. 3. Student's created focused small moment story. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 1 Writing	
TOPIC: Poetry	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Production and Distribution of Writing:	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Vocabulary and Language Use	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
College and Career Readiness Anchor Standards for Speaking and Listening	
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	

SUBJECT Grade 1 Writing	
TOPIC: Poetry	
Writing Standards Text Types and Purposes 2. Write <u>informative/explanatory texts [poems] in which they name a topic, supply some facts [details] about the topic, and provide some sense of closure.</u> Production and Distribution of Writing 4. With guidance and support from adults, produce <u>writing in which the development and organization are appropriate to task and purpose.</u> 5. With guidance and support from adults, focus <u>on a topic,</u> respond <u>to questions and suggestions from peers,</u> and add <u>details to strengthen writing as needed.</u> Range of Writing 10. Write <u>routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u> Language Standards Conventions of Standard English 1. Demonstrate <u>command of the conventions of standard English grammar and usage when writing or speaking.</u> 2. Demonstrate <u>command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> c. Use <u>commas in dates and to separate single words in a series.</u> Vocabulary Acquisition and Use 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort <u>words into categories</u> (e.g., colors, clothing) to gain a sense of the concepts the categories represent b. Define <u>words by category and by one or more key attributes</u> (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Speaking and Listening Standards Presentation of Knowledge and Ideas 4. Describe <u>people, places, things, and events with relevant details, expressing ideas and feelings clearly.</u> 5. Add <u>drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</u>	

SUBJECT Kindergarten Writing	
TOPIC: Poetry	
Unwrapped Performance Standards	
Concepts: Need to know about: Text Types and Purposes • Poetic genre • A topic • Details (about the topic) Production and Distribution of Writing • Developed writing (organized and appropriate to task and purpose) • A topic • Questions and suggestions from peers • Details (to strengthen writing) Range of Writing • Routines for writing over shorter time frames • A range of discipline-specific tasks, purposes, and audiences Conventions of Standard English • Conventions of standard English grammar and usage • Conventions of standard English capitalization, punctuation, and spelling • Commas (to separate single words in a series) Vocabulary Acquisition and Use Word relationships and nuances in word meanings • Categorization of words • Recognition of key attributes Presentation of Knowledge and Ideas • People, places, things, and events (with relevant details) • Expression of ideas and feelings (with clarity) • Drawings or other visual displays (to clarify ideas, thoughts, and feelings)	

Skills: Need to be able to do:

Text Types and Purposes

- **Write poems**
- **Name a topic**
- **Supply details about the topic**

Production and Distribution of Writing

- Produce developed writing (organized and appropriate to task and purpose)
- Focus on a topic
- Respond to questions and suggestions from peers
- Add details (to strengthen writing)

Range of Writing

- Write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of conventions of standard English grammar and usage
- Demonstrate command of conventions of standard English capitalization, punctuation, and spelling
- Use commas (to separate single words in a series)

Vocabulary Acquisition and Use

- **Demonstrate understanding of word relationships and nuances in word meanings**
- Sort words into categories
- Define words by category or one or more key attributes

Presentation of Knowledge and Ideas

- **Describe people, places, things, and events (with relevant details)**
- **Express ideas and feelings (with clarity)**
- Add drawings or other visual displays (to clarify ideas, thoughts, and feelings)

SUBJECT
Grade 1 Writing

TOPIC:
Poetry

Big Ideas

Student's statements of enduring ideas

1. Poets observe the world around them and use personal experiences to collect and develop ideas for their poems.
2. Poets use descriptive language, word choice, and print strategies to convey meaning in their poems.
3. Poets strengthen their ideas by observing other poets and sharing ideas with others.

Essential Questions

Teacher's guiding questions

1. How do poets collect and develop ideas for their poems?
2. How do poets convey meaning in their poems?
3. How do poets learn from other poets?

SUBJECT Grade 1 Writing
TOPIC: Poetry
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Examine a wide variety of poems in order to develop their understanding of the genre. 2. Use personal experiences to write free verse poems. 3. Closely observe the world to collect ideas for poems. 4. Use repetition to create mood and rhythm in poems. 5. Use language to describe (how things look, feel, sound, taste). 6. Use planning strategies such as thinking, talking, drawing and writing to develop ideas. 7. Place words on a page to look like a poem using a variety of print strategies (line breaks, white space, and font size). 8. Talk about their writing and respond to questions to determine if their writing reflects the idea or topic. 9. Revisit and revise their work (through the guidance and support of teachers and peers). 10. Use poetic language to develop voice. 11. Apply techniques that they have learned from other authors and illustrators. 12. Use classroom tools and resources to improve their writing (e.g. mentor texts, charts, writer's folders, paper choices). 13. Prepare for celebration by editing for grade level conventions. 14. Write routinely.

SUBJECT Grade 1 Writing	
TOPIC: Poetry	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons that scaffold the creation, planning, and publishing of a variety of poems through thinking, talking, drawing and writing. 2. Reinforce the routines of writing workshop while building stamina. 3. Use the structure of writing workshop (minilesson, independent writing, conferring, sharing). 4. Use mentor texts to immerse students in the poetic genre. 5. Scaffold classroom discussion to examine author's techniques and model their use. 6. Provide examples of poetry in the classroom and the world around us. 7. Demonstrate how to write poems using a variety of poetic techniques through teacher created models (repetition, line breaks, white space, font size, etc.). 8. Model and demonstrate how to revise for an audience (handwriting, spacing, conventions). 9. Foster student independence by modeling the use of a variety of tools and supplies. 10. Construct and provide classroom tools and resources to assist students in improving their writing (e.g. mentor texts, charts, writer's folders, paper choices). 11. Guide and support students in responding to questions about their writing. 12. Provide opportunities for students to use words and phrases acquired through conversations, reading, and being read to, and when responding to texts. 13. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 15. Provide gradually increased time frames to develop stamina, volume and independence in writing.	

SUBJECT Grade 1 Writing
TOPIC: Poetry
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives, teachers will assess and provide feedback to students about the following:</i>
1. Student's writing folder of composed poems. 2. Student's collection of published poems. 3. Student's discussion of author's purpose, task, and audience in writing poems. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Writing Standards

Text Types and Purposes

3. **Write narratives** in which they **recount** two or more appropriately sequenced events, **include** some details regarding what happened, use **temporal words** to signal event order, and provide some **sense of closure**.

Production and Distribution of Writing

5. With guidance and support from adults, **focus** on a topic, **respond** to questions and suggestions from peers, and **add** details to strengthen writing as needed.

Range of Writing

10. **Write routinely over extended time frames** (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Print all upper- and lowercase letters.**
 - b. **Use** common, proper, and possessive nouns.
 - d. **Use** personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
 - e. **Use** verbs to convey a sense of past, [and] present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - f. **Use frequently occurring adjectives.**
 - i. **Use** frequently occurring prepositions (e.g., *during, beyond, toward*).
2. **Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - b. **Use end punctuation for sentences.**
 - d. **Use** conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. **Spell** untaught words phonetically, **drawing on** phonemic awareness and spelling conventions.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. **Follow** agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. **Ask** questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

4. **Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**
5. **Add** drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. **Produce** complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

SUBJECT Grade 1 Writing	
TOPIC: Raising the Quality of Narrative Writing	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Narrative story structure • Sequenced events • Details (regarding what happened) • Temporal words • Closure Production and Distribution of Writing • Topic focus • Questions and suggestions (from peers) • Details to strengthen writing (as needed) Range of Writing • Routines for writing • Time frames for writing (extended and shorter) Language Conventions • Conventions of Standard English grammar and usage • Upper- and lowercase letters • Common, proper, and possessive nouns • Personal, possessive, and indefinite pronouns • Verbs (past and present) • Adjectives (frequently occurring) • Frequently occurring prepositions • Conventions of Standard English capitalization, punctuation, and spelling • End punctuation • Conventional spelling for words (common spelling patterns, frequently occurring irregular words) • Phonetic spelling of words	

- **Phonemic awareness**

Comprehension and Collaboration

- Collaborative conversations
- Agreed-upon rules for discussions
- Questions that clarify

Presentation of Knowledge and Ideas

- **People, places, things, and events (description of)**
- Drawings or other visual displays (to clarify)
- Complete sentences

Skills: Need to be able to do:

Text Types and Purposes

- **Write narratives**
- **Recount two or more sequenced events**
- **Include some details regarding what happened**
- **Use temporal words**
- **Provide a sense of closure**

Production and Distribution of Writing

- **Focus on a topic**
- **Respond to questions and suggestions (from peers)**
- **Add details to strengthen writing (as needed)**
- **Write routinely over t extended time frames**

Language Conventions

- Demonstrate command of the conventions of standard English grammar and usage
- **Print all upper- and lowercase letters**
- Use common, proper, and possessive nouns
- Use personal, possessive, and indefinite pronouns
- Use verbs (to convey past and present)
- Use adjectives (frequently occurring)

- Use prepositions (frequently occurring)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
- **Use end punctuation (for sentences)**
- **Use conventional spelling for words (common spelling patterns, frequently occurring irregular words)**
- **Spell untaught words phonetically (drawing on phonemic awareness and spelling conventions)**

Comprehension and Collaboration

- Participate in collaborative conversations
- Follow agreed-upon rules for discussions
- Ask questions that clarify

Presentation of Knowledge and Ideas

- **Describe people, places, things, and events**
- Add drawings or other visual displays (to clarify ideas, thoughts, feelings)
- Produce complete sentences (appropriate to task and situation)

SUBJECT
Grade 1 Writing

TOPIC:
Raising the Quality

Big Ideas

Student's statements of enduring ideas

1. Writers use strategies such as focus and sequence, details, and temporal words to strengthen their writing.
2. Writers provide a beginning, a sequence of events, and an ending to structure their stories.
3. Writers write and revise their work with an understanding that writing is meant to be read by others.

Essential Questions

Teacher's guiding questions

1. What strategies do writers use to strengthen their narrative stories?
2. What do writers provide to structure their stories?
3. How do writers make their writing easily understood by others?

SUBJECT Grade 1 Writing	
TOPIC: Raising the Quality	
LEARNING OBJECTIVES <i>The students will be able to:</i>	
1. Use personal experiences to develop a focused small moment story. 2. Identify and focus their writing on a small moment from an event or topic across pages. 3. Expand on ideas using elaborative details to express ideas and feelings clearly. 4. Use planning strategies to “zoom-in” and narrow story to one focused event (e.g. think, sketch, write; conversations with teacher and peers). 5. Use temporal words in order to structure their story events. 6. Provide an effective ending for their story. 7. Reread their work throughout the writing process to improve their work. 8. Participate in collaborative conversations throughout the writing process. 9. Revise their work (through the guidance and support of teachers and peers) by adding, deleting, and reorganizing information. 10. Use classroom tools and resources to improve their writing (eg. word walls, mentor texts, charts). 11. Prepare story for publication and edit for use of: complete sentences with spaces between words and end punctuation, upper and lowercase letters correctly, common, proper, and possessive nouns, verbs to convey the past and present, frequently occurring adjectives and prepositions, personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>), conventional spelling for words with common spelling patterns and for frequently occurring irregular words, and spelling of untaught words phonetically, drawing on phonemic awareness and spelling conventions. 12. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 13. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 14. Write routinely for gradually extended periods of time.	

SUBJECT Grade 1 Writing	
TOPIC: Raising the Quality	
Instructional Strategies	
<i>Based on our department philosophy for student learning, teachers will:</i>	
1. Further develop the routines of writing workshop. 2. Construct lessons that scaffold the creation, planning, and publishing of a focused small moment story. 3. Follow the format of minilesson, independent writing and conferring, and sharing in Writing Workshop. 4. Construct and provide classroom tools and resources to assist students in improving their writing (eg. word walls, mentor texts, charts). 5. Use a variety of planning strategies to teach the structure of a story such as touch and tell across fingers and pages. 6. Provide students with feedback while conferring and maintain a record of teaching points suggested to students. 7. Use mentor texts to immerse students in the small moment story. 8. Demonstrate the effectiveness of using frequently occurring adjectives through mentor texts, teacher created and student created models. 9. Demonstrate the use of: complete sentences with spaces between words and end punctuation, upper and lowercase letters correctly, common, proper, and possessive nouns, verbs to convey the past and present, personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>), frequently occurring adjectives and prepositions, conventional spelling for words with common spelling patterns and for frequently occurring irregular words, and spelling of untaught words phonetically, drawing on phonemic awareness and spelling conventions 10. Provide gradually increased time frames to develop endurance and independence.	

SUBJECT Grade 1 Writing
TOPIC: Raising the Quality
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's response to on-demand prompt(s). 2. Student's writer's folder. 3. Student's created small moment story booklet. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. With guidance and support from adults, use a variety of digital tools [where possible] to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Writing Standards

Text Types and Purposes

1. **Write** opinion pieces in which they **introduce** the topic or name the book they are writing about, **state an opinion**, **supply** a reason for the opinion, and **provide** some sense of closure.
2. **Write** informative/explanatory texts in which they **name** a topic, **supply** some facts about the topic, and **provide** some sense of closure.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. **Develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. With guidance and support from adults, **use** a variety of digital tools [where possible] to **produce and publish** writing, including in collaboration with peers.

Research to Build and Present Knowledge

8. With guidance and support from adults, **recall** information from experiences or **gather** information from provided sources to answer a question.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - g. **Use** frequently occurring conjunctions (e.g., and, but, or, so, because).
 - j. **Produce and expand** complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. **Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. **Capitalize** dates and names of people.
 - c. **Use** commas in dates and to **separate** single words in a series.

Vocabulary Acquisition and Use

5. With guidance and support from adults, **demonstrate understanding** of word relationships and nuances in word meanings.

a. **Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.**

b. **Define** words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

c. **Identify** real-life connections between words and their use (e.g., note places at home that are cozy).

6. **Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships** (e.g., *because*).

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

Presentation of Knowledge and Ideas

4. **Describe** people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SUBJECT Grade 1 Writing	
TOPIC: Writing for Many Purposes	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Topic • Opinion (including reasons for) • Closure Compose Informative/explanatory texts • Informative/explanatory texts [e.g. notes, cards, letters, invitations, lists] • A topic • Facts and definitions (to develop points) • Concluding statement or section Production and Distribution of Writing • Clarity and coherence (of writing) • Development, organization and style (appropriate to task, purpose, and audience) • Planning, revising, editing, rewriting (to develop and strengthen writing) • New approach (to develop and strengthen writing) • Digital tools (for writing) Research to Build and Present Knowledge • Information from experiences • Information from sources Range of Writing • Routines (extended and shorter time frames) • Tasks, purposes, and audiences. Conventions of Standard English • Conventions of standard English grammar and usage when writing or speaking. • Conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). • Complete simple and compound sentences	

- Conventions of standard English capitalization, punctuation, and spelling
- **Capitalization rules (dates and names of people)**
- **Comma usage rules (dates, single words in a series)**

Vocabulary Acquisition and Use

- Word relationships and nuances in word meanings
- **Word categories (concepts the categories represent)**
- Word attributes (for categorization)
- Real-life connections between words and their use (e.g., note places at home that are *cozy*)
- **Words and phrases acquired through conversations, reading and being read to, and responding to texts**
- Conjunctions to signal simple relationships (e.g., *because*).

Speaking and Listening

- Collaborative conversations (peer and adult)
- Expression of ideas and feelings clearly (people, places, things, and events with relevant details)

Skills: Need to be able to do:

Text Types and Purposes

- **Write informative/explanatory texts [e.g. notes, cards, letters, invitations, lists]**
- **Introduce a topic**
- **Use facts and definitions (to develop points)**
- **Provide a concluding statement or section**

Production and Distribution of Writing

- **Produce clear and coherent writing (development, organization and style are appropriate to task, purpose, and audience)**
- Develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach
- Use (a variety of) digital tools to produce and publish writing

Research to Build and Present Knowledge

- Recall Information from experiences
- Gather information from sources

Range of Writing

- Write routinely (extended and shorter time frames) for a variety of tasks, purposes, and audiences.

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- **Produce and expand complete simple and compound sentences**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- **Capitalize dates and names of people**
- **Use commas in dates**, and to separate single words in a series

Vocabulary Acquisition and Use

- Demonstrate understanding of word relationships and nuances in word meanings
- **Sort words into categories (concepts the categories represent)**
- Define words by category by one or more key attributes
- Identify real-life connections between words and their use (e.g., note places at home that are *cozy*)
- **Use words and phrases acquired through conversations, reading and being read to, and responding to texts**
- **Use conjunctions to signal simple relationships (e.g., *because*)**

Speaking and Listening

- Participate in collaborative conversations (peer and adult)
- Describe people, places, things, and events with relevant details,(expressing ideas and feelings clearly)

DRAFT

SUBJECT
Grade 1 Writing

TOPIC:
Writing for Many Purposes

Big Ideas

Student's statements of enduring ideas

1. Writers use different types of writing to communicate with different audiences.
2. Writers structure their writing according to the purpose of their writing.
3. Writers state their opinion and give reasons that support their opinion.
4. Writers reread their writing to make sure it sounds right and makes sense.

Essential Questions

Teacher's guiding questions

1. Why do writers use different types of writing?
2. What are different ways that writers communicate to other people?
3. How do writers share their opinions with others?
4. Why is it important for writers to reread their work?

SUBJECT Grade 1 Writing
TOPIC: Writing for Many Purposes
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Examine a wide variety of writing to discuss the forms and purposes of written communication (notes, lists, cards, letters, invitations). 2. Identify, select, and organize information in the appropriate format according to the writer's purpose. 3. Choose a writing format, state their opinion and give reasons for it. 4. Recall information from experiences and gather information from sources to strengthen their writing. 5. Use the following strategies to strengthen their writing: addressing the audience appropriately, determining relevant information, and differentiating between informal and formal communication. 6. Sort words into categories to gain a sense of word meaning and relationships. 7. Produce writing that includes both simple and compound sentences. 8. Refer to classroom anchor charts to plan and develop their writing. 9. Revise their work using reference materials (e.g. personal word lists, word walls) and feedback from others. 10. Edit for the use of capitalization (dates and names of people), punctuation (commas in dates and to separate words in a series, in greetings and closings of letters), and language (identify real life connections, informal versus formal uses) through teacher created and student created models. 11. Participate in collaborative conversations about their writing with peers and adults. 12. State their ideas clearly when speaking. 13. Write routinely for gradually extended periods of time.

SUBJECT Grade 1 Writing
TOPIC: Writing for Many Purposes
Instructional Strategies
<i>Based on our department philosophy for student learning, teachers will:</i>
1. Support the routines of writing workshop. 2. Present mentor texts and real world samples for class examination and discussion of the various forms of written communication. 3. Develop anchor charts with the class to use as references for various forms and structures of writing (letter, lists, note, card, invitation). 4. Provide models of how to recall information from experiences and gather information from sources to strengthen writing. 5. Model how to sort words into categories to gain a sense of word meaning and relationships. 6. Provide students with the opportunity to select appropriate forms of written communication according to audience and purpose. 7. Follow the format of minilesson, independent writing and conferring, and sharing. 8. Provide students with feedback while conferring and maintain a record of teaching points suggested to students. 9. Demonstrate the use of capitalization (dates and names of people), punctuation (commas in dates and to separate words in a series, in greetings and closings of letters), and language (identify real life connections, informal versus formal uses) through teacher created and student created models. 10. Provide opportunities for students to reflect, edit, and revise written work. 11. Model how to effectively state ideas and opinions to others when speaking and writing. 12. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 13. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 14. Allow time to support the continued development of stamina and independence in writing.

SUBJECT Grade 1 Writing
TOPIC: Writing for Many Purposes
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's composed letter. 2. Student's writing folder containing at least two more types of writing; one which shares an opinion that is supported by reasons. 3. Student's discussion of author's purpose, task, and audience in writing. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 2 Writing	
TOPIC: Expert Projects	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. With guidance and support from adults, use a variety of digital tools [where possible] to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing Standards

Text Types and Purposes

2. **Write informative/explanatory texts** in which they **introduce** a topic, **use** facts and definitions to **develop** points, and **provide** a concluding statement or section.
4. **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

Production and Distribution of Writing

5. With guidance and support from adults and peers, **focus** on a topic and **strengthen** writing as needed by **revising and editing.**
6. With guidance and support from adults, **use** a variety of digital tools [where possible] **to produce and publish** writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. **Participate** in shared research and writing projects (e.g., read a number of books on a single topic to produce a report).
8. Recall information from experiences or **gather** information from provided sources to answer a question.
9. **Draw** evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) **for a range of tasks, purposes, and audiences.**

Language Standards

Conventions of Standard English

2. **Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - a. **Follow** agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SUBJECT Grade 2 Writing	
TOPIC: Expert Projects	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Informative/explanatory texts • Topic • Facts and definitions (to develop points) • Concluding statement or section • Clear and coherent writing • Organization and style • Task, purpose, and audience Production and Distribution of Writing • A topic • Revising and editing (to strengthen writing) • Digital tools (to produce and publish writing) • Collaboration (with peers) Research to Build and Present Knowledge • Research and writing projects • Information from sources • Evidence (to support analysis, reflection, and research) Range of Writing • Routines for writing (extended and shorter time frames) • A range of tasks, purposes, and audiences Conventions of Standard English • Conventions of Standard English capitalization, punctuation, and spelling (when writing) Knowledge of Language • Language and its conventions	

Comprehension and Collaboration

- Collaborative conversations
- Rules for discussions

Skills: Need to be able to do:

Text Types and Purposes

- **Write informative/explanatory texts**
- Introduce a topic
- Use facts and definitions (to develop points)
- Provide concluding statement or section
- **Produce clear and coherent writing (organization and style are appropriate to task, purpose, and audience)**

Production and Distribution of Writing

- Focus on a topic
- **Strengthen writing by revising and editing**
- Use a variety of digital tools (to produce and publish writing and collaborate with peers)

Research to Build and Present Knowledge

- Participate in research and writing projects
- Gather information from sources
- Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- **Write routinely** (extended and shorter time frames)
- **Write for a range of tasks, purposes, and audiences**

Conventions of Standard English

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling (when writing)

Knowledge of Language

- Use knowledge of language and its conventions

Comprehension and Collaboration

- Participate in collaborative conversations
- Follow agreed-upon rules for discussions

SUBJECT
Grade 2 Writing

TOPIC:
Expert Projects

Big Ideas

Student's statements of enduring ideas

1. Writers write informational texts to share information.
2. Writers of non-fiction read informational texts and use technology to research and write about what they already know with the new learning.
3. Writers of non-fiction organize their information by introducing a topic using facts and definitions to develop points and provide a concluding statement or section.
4. Non-fiction writers participate in collaborative conversations and may use digital tools (when available) to share and present their information.

Essential Questions

Teacher's guiding questions

1. Why do writers write informational texts?
2. How do writers gather additional information for topics that they know all about and can teach others as experts on the topic?
3. How do writers of non-fiction organize their information so that others can understand their writing?
4. How do writers of non-fiction share what they have learned in their writing?

SUBJECT Grade 2 Writing
TOPIC: Expert Projects
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Refer to classroom anchor charts to plan and develop their writing. 2. Write routinely for an extended period of time to produce clear and coherent writing appropriate to task, purpose and audience. 3. Participate in research projects to draw evidence from informational texts and digital tools (when available) that supports analysis, reflection and research. 4. Plan their writing by choosing a topic and reading to find out more about that topic. 5. Write and publish organized information/explanatory texts that include a topic, facts & definitions (to develop points), and provide a concluding statement or section. 6. Follow English language conventions for capitalization, punctuation, and spelling when writing. 7. Strengthen writing by revising and editing. 8. Participate in collaborative conversations, following agreed upon rules for discussion and use digital tools (when available) to share information. 9. Write with increasing independence and stamina.

SUBJECT Grade 2 Writing
TOPIC: Expert Projects
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Support the routines of writing workshop (minilesson, independent writing, conferring, and sharing). 2. Select and present non-fiction mentor texts to demonstrate how to research topics, gather information, draw evidence, and use digital tools (when available) that supports analysis, reflection and research. 3. Develop a unit plan that consists of a series of minilesson teaching points that support students throughout the writing process (collecting ideas, choosing, nurturing, revising, editing, publishing). 4. Support students throughout the research process. 5. Create and refer to classroom anchor charts to support students in the planning and the development of their writing. 6. Demonstrate how to organize a topic (with facts & definitions to develop points), and provide a concluding statement or section with teacher and student created models. 7. Model English language conventions for capitalization, punctuation, and spelling through teacher created models. 8. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 9. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 10. Provide opportunities for students to reflect, edit, and revise written work.

SUBJECT Grade 2 Writing
TOPIC: Expert Projects
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's discussion of author's purpose, task, and audience in writing. 2. Student's published expert project writing. 3. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

Grade 2: Non-fiction Writing in the Content Area

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 2 Writing	
TOPIC: Non-Fiction Writing in the Content Area	
College and Career Readiness Anchor Standards for Writing Text Types and Purposes 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. With guidance and support from adults, use a variety of digital tools [where possible] to produce and publish writing, including in collaboration with peers. Research to Build and Present Knowledge 9. Draw evidence from personal experience and literary or informational texts to support analysis, reflection, and research. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language Conventions of Standard English 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	

Writing Standards

Text Types and Purposes

2. **Write** informative/explanatory texts in which they **introduce** a topic, use facts and definitions to **develop** points, and **provide** a concluding statement or section.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. **With guidance and support from adults and peers, focus** on a topic and **strengthen** writing as needed by revising and editing.
6. With guidance and support from adults, **use** a variety of digital tools [where possible] to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

9. **Draw** evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

2. **Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking and Listening Standards

Comprehension and Collaboration

2. **Recount or describe** key ideas or details from a text read aloud or information presented orally or through other media.
4. **Ask and answer questions** about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SUBJECT Grade 2 Writing	
TOPIC: Non-Fiction Writing in the Content Area	
Unwrapped Performance Standards	
Concepts: Need to know about: Text Types and Purposes • Informative/explanatory texts • A topic • Facts and definitions • Points • Concluding statement or section Production and Distribution of Writing • Clear and coherent writing • Development, organization, and style • Task, purpose, and audience • A topic • Revising and editing • Digital tools (to produce and publish) • Collaboration with peers Research to Build and Present Knowledge • Evidence (from informational texts) • Analysis, reflection, and research (supported by evidence) Range of Writing • Writing routines • Extended and shorter time frames • A range of tasks, purposes, and audiences Conventions of Standard English • Conventions of standard English capitalization, punctuation, and spelling Knowledge of Language • Knowledge of language and its conventions	

Comprehension and Collaboration

- Key ideas or details from a text
- Questioning techniques (to clarify, gather, or deepen understanding)

Skills: Need to be able to do:

Text Types and Purposes

- **Write informative/explanatory texts**
- **Introduce a topic**
- **Use facts and definitions**
- **Develop points**
- **Provide a concluding statement or section**

Production and Distribution of Writing

- **Produce clear and coherent writing (development, organization, and style are appropriate to task, purpose, and audience)**
- **Focus on a topic**
- **Strengthen writing by revising and editing**
- Use digital tools (to produce and publish)
- Collaborate with peers

Research to Build and Present Knowledge

- Draw evidence (from informational texts)
- Support analysis, reflection, and research (with evidence)

Range of Writing

- Write routinely
- Write for extended and shorter time frames
- Write for a range of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

Knowledge of Language

- Use knowledge of language and its conventions

Comprehension and Collaboration

- Recount or describe key ideas or details from a text
- Ask and answer questions (to clarify, gather, or deepen understanding)

SUBJECT Grade 2 Writing
TOPIC: Non-Fiction Writing in the Content Area
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. Writers write informational text to share information and new learning. 2. Writers of non-fiction read informational texts and use digital tools (when available) to research and learn new information on a specific topic. 3. Writers of non-fiction organize their information by introducing a topic using facts and definitions to develop points and provide a concluding statement or section. 4. Non-fiction writers produce clear and coherent writing by focusing on a topic which they strengthen by revising and editing through the development, organization, and style appropriate to task, purpose and audience. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. Why do writers write informational text? 2. How do writers gather information for topics? 3. How do writers of non-fiction organize their information for others to understand their writing? 4. How do writers of non-fiction produce clear and coherent writing?

SUBJECT Grade 2 Writing
TOPIC: Non-Fiction Writing in the Content Area
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Examine and use variety of informative/explanatory texts and digital tools to discuss, determine and identify the features and their purpose. 2. Identify, select, and organize topic information in the appropriate format and style appropriate to the task, purpose and audience. 3. Write an informative/explanatory text in which they introduce a topic, support the topic with facts and details and provide a concluding section. 4. Support their topic with research. 5. Use facts and definitions to develop the topic. 6. Incorporate a variety of non-fiction text features to strengthen the information presented (maps ,diagrams, definitions, labels, glossary, bolded words, etc) 7. Use revising, and editing to strengthen their writing. 8. Refer to classroom anchor charts to plan and develop their writing that includes a specific topic (with facts and definitions), developed points and a concluding statement or section. 9. Apply standard English conventions of capitalization, punctuation, and spelling to their writing. 10. Write routinely for an extended period of time. 11. Present their ideas orally by answering questions to clarify or deepen understanding.

SUBJECT Grade 2 Writing
TOPIC: Non-Fiction Writing in the Content Area
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Support the routines of writing workshop including a minilesson, independent writing, conferring and sharing. 2. Read and discuss mentor texts with students to examine the features of non-fiction texts. 3. Develop anchor charts with the class to use as references for the planning and development of their writing. 4. Demonstrate how to write a non-fiction informational text that is supported by facts and relevant details. 5. Provide students with the opportunity to select appropriate tools and materials to present information. 6. Incorporate the use of technology to research a topic (where possible). 7. Provide opportunities for students to reflect, edit, and revise written work. 8. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 9. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 10. Allow time to support the continued development of stamina and independence in writing. 11. Model and support effective questioning techniques (asking and answering formats) to clarify, gather, or deepen understanding.

SUBJECT Grade 2 Writing
TOPIC: Non-Fiction Writing in the Content Area
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writing folder. 2. Student's composed informational/explanatory writing. 3. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
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- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 2 Writing	
TOPIC: Nonfiction Persuasive Reviews	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DRAFT

Writing Standards

Text Types and Purposes

1. **Write** opinion pieces in which they introduce the topic or book they are writing about, **state** an opinion, **supply** reasons that support the opinion, **use** linking words (e.g., *because*, *and*, *also*) to **connect** opinion and reasons, and **provide** a concluding statement or section.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With guidance and support from adults and peers, **focus** on a topic and **strengthen** writing as needed by **revising and editing**.

Research to Build and Present Knowledge

9. **Draw** evidence from [personal experience and] literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
 - c. **Use** reflexive pronouns (e.g., *myself*, *ourselves*).
2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. **Compare** formal and informal uses of English.

Vocabulary Acquisition and Use

5. **Demonstrate** understanding of word relationships and nuances in word meanings.
 - a. **Identify** real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - b. **Distinguish** shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

7. **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Speaking and Listening Standards

Presentation of Knowledge and Ideas

4. **Tell** a story or **recount** an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SUBJECT Grade 2 Writing	
TOPIC: Nonfiction Persuasive Reviews	
Unwrapped Performance Standards	
Concepts: Need to know about: Text Types and Purposes • Opinion writing • An opinion • Reasons that support the opinion • Linking words (to connect opinion and reasons) • Concluding statement or section Production and Distribution of Writing • Clear and coherent writing • Task, purpose, and audience • A topic • Revising and editing (to strengthen writing) Research to Build and Present Knowledge • Evidence (to support analysis, reflection, and research) Range of Writing • Routines for writing • Extended and shorter time frames • Tasks, purposes, and audiences Conventions • Standard English grammar and usage • Reflexive pronouns • Standard English capitalization, punctuation, and spelling • Knowledge of language and its conventions • Formal and informal uses of English • Word relationships and nuances in word meanings • Real-life connections between words and their use • Shades of meaning among closely related verbs	

- Words and phrases acquired through conversations, reading and being read to, and responding to texts
- Adjectives and adverbs (to describe)

Presentation of Knowledge and Ideas

- Storytelling (with appropriate facts and relevant, descriptive details)
- Audible speaking

Skills: Need to be able to do:

Text Types and Purposes

- **Write opinion pieces**
- **State an opinion**
- **Supply reasons that support the opinion**
- **Use linking words (to connect opinion and reasons)**
- **Provide a concluding statement or section**

Production and Distribution of Writing

- **Produce clear and coherent writing in which the development and style are appropriate to task, purpose, and audience**
- Focus on a topic
- Strengthen writing by revising and editing

Research to Build and Present Knowledge

- **Draw evidence from texts (to support analysis, reflection, and research)**

Range of Writing

- **Write routinely for extended and shorter time frames for a range of tasks, purposes, and audiences**

Conventions

- Demonstrate command of the conventions of standard English grammar and usage
- **Use reflexive pronouns**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- Use knowledge of language and its conventions
- Compare formal and informal uses of English
- **Demonstrate understanding of word relationships and nuances in word meanings**
- **Identify real-life connections between words and their use**
- Distinguish shades of meaning among closely related verbs

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs (to describe)

Presentation of Knowledge and Ideas

- Tell a story (with appropriate facts and relevant, descriptive details)
- Recount an experience (with appropriate facts and relevant, descriptive details)
- Speak audibly (in coherent sentences)

SUBJECT Grade 2 Writing
TOPIC: Nonfiction Persuasive Reviews
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. Writers get ideas for persuasive reviews by brainstorming a list of topics they feel strongly about and also know a lot about. 2. Writers write persuasive reviews to try and convince their readers to see their point of view. 3. Writers use specific language to support their topic and reasons that will convince others. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. Where do writers get ideas for persuasive reviews? 2. Why do writers write persuasive reviews? 3. How do writers persuade others to understand their point of view?

SUBJECT Grade 2 Writing
TOPIC: Nonfiction Persuasive Reviews
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Follow the structures and routines of writing workshop. 2. Read and listen to a variety of persuasive mentor texts as a way to understand the components of an effective persuasive review. 3. Explain what elements make a persuasive review effective. 4. Write an effective persuasive review that includes; topic introduction, statement of opinion, reasons that support the opinion, and a concluding statement or section. 5. Generate ideas for persuasive reviews by thinking of personal experiences or connections to an idea or topic. 6. Use personal experiences to support their opinion. 7. Use language effectively in order to convince their reader to understand their point of view. 8. Confer with and talk to the teacher and peers about their writing. 9. Strengthen their writing by revising and editing. 10. Provide opportunities for students to reflect, edit, and revise written work. 11. Write routinely for extended periods of time to increase volume and stamina.

SUBJECT Grade 2 Writing
TOPIC: Nonfiction Persuasive Reviews
Instructional Strategies
<i>Based on our department philosophy for student learning, teachers will:</i>
1. Support the structures and routines of writing workshop. 2. Develop a unit plan that consists of goals and a sequence of minilesson teaching points that teach students how to write an effective persuasive review. 3. Immerse students in the persuasive genre by selecting, reading, and discussing the structure and components of effective persuasive writing with mentor texts. 4. Generate ways to find ideas for persuasive reviews based on personal experiences. 5. Model how to write an effective persuasive review that includes; topic introduction, statement of opinion, reasons that support the opinion, and a concluding statement or section. 6. Model the effective use of language through teacher created models of writing. 7. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 8. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 9. Provide opportunities for students to reflect, edit, and revise written work. 10. Allow time as a way to support the continued development of stamina and independence in writing.

SUBJECT Grade 2 Writing
TOPIC: Nonfiction Persuasive Reviews
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writing folder with drafts of writing. 2. Student's published persuasive review. 3. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 2 Writing	
TOPIC: Poetry	
College and Career Readiness Anchor Standards for Writing Text Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. College and Career Readiness Anchor Standards for Language Conventions of Standard English 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Vocabulary Acquisition and Use 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Presentation of Knowledge and Ideas 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	

Writing Standards

Text Types and Purposes

2. **Write** informative/explanatory texts (poems) in which they **introduce** a topic, **use** facts and definitions (sensory details) to **develop** points (meaning) and **provide** an concluding statement or section (effective ending).

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With guidance and support from adults and peers, **focus** on a topic and **strengthen** writing as needed by planning, revising and editing.

Language Standards

Conventions of Standard English

2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.

Knowledge of Language

5. **Demonstrate understanding** of word relationships, and nuances in word meanings.
 - a. **Identify** real-life connections between words and their use (e.g., describe words that are *spicy* or *juicy*).
 - b. **Distinguish** shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

Vocabulary Acquisition and Use

6. **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts, including **using** adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

Presentation of Knowledge and Ideas

5. **Create** audio recordings of stories or poems; **add** drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SUBJECT Grade 2 Writing	
TOPIC: Poetry	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about	
Text Types and Purposes	• Informative/explanatory poems • A topic • Sensory details • Meaning • Effective endings
Production and Distribution of Writing	• Clear and coherent writing • Development, organization, and style • Task, purpose, and audience • A topic • Planning, revising, editing
Conventions of Standard English	• Conventions of standard English capitalization, punctuation, and spelling • Commas • An apostrophe (to form contractions and possessives)
Knowledge of Language	• Word relationships, and nuances in word meanings • Real-life connections between words and their use • Shades of meaning (verbs and adjectives)
Vocabulary Acquisition and Use	• Words and phrases acquired through conversations, reading and being read to, and responding to texts • Adjectives and adverbs

Comprehension and Collaboration

- Collaborative conversations

Presentation of Knowledge and Ideas

- Audio recordings (of poems)
- Drawings or other visual displays
- Clarifying (ideas, thoughts, and feelings)

Skills: Need to be able to do

Text Types and Purposes

- **Write informative/explanatory poems**
- **Introduce a topic**
- **Use sensory details**
- **Develop meaning**
- **Provide an effective ending**

Production and Distribution of Writing

- **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience**
- **Focus on a topic**
- **Strengthen writing by planning, revising, editing**

Conventions of Standard English

- **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling**
- Use commas
- Use an apostrophe (to form contractions and possessives)

Knowledge of Language

- **Demonstrate understanding of word relationships, and nuances in word meanings**
- **Identify real-life connections between words and their use**
- **Distinguish shades of meaning (verbs and adjectives)**

Vocabulary Acquisition and Use

- **Use words and phrases acquired through conversations, reading and being read to, and responding to texts**
- **Use adjectives and adverbs to describe**

Comprehension and Collaboration

- Participate in collaborative conversations

Presentation of Knowledge and Ideas

- Create audio recordings (of poems)
- Add drawings or other visual displays (to clarify ideas, thoughts, and feelings)

SUBJECT
Grade 2 Writing

TOPIC:
Poetry

Big Ideas

Student's statements of enduring ideas

1. Poets use descriptive language, word choice, and print strategies to convey emotions, images and ideas in their poems.
2. Poets strengthen their work by studying other poets and sharing ideas with others.
3. Poets observe the world around them and use personal experiences to collect and develop ideas for their poems.

Essential Questions

Teacher's guiding questions

1. How do poets convey their emotions, images, or ideas in their poems?
2. How do poets learn from other poets?
3. How do poets collect and develop ideas for their poems?

SUBJECT Grade 2 Writing
TOPIC: Poetry
LEARNING OBJECTIVES <i>The students will be able to:</i> 1. Examine a variety of poems as a way to develop their understanding of the genre. 2. Closely observe the world and use personal experiences to collect ideas for poems. 3. Compose a variety of free-verse poems. 4. Use powerful verbs and adjectives to vary the intensity of meaning in poems. 5. Use poetic and sensory language to develop voice in their poems. 6. Use planning strategies such as thinking, talking, and writing to develop ideas for poems. 7. Use a variety of print strategies to convey meaning (line breaks, white space, font size) in their poems. 8. Revisit and revise their work (through the guidance and support of teachers and peers). 9. Apply techniques that they have learned from other poets and illustrators (repetition, similes). 10. Use classroom tools and resources to improve their writing (e.g., mentor texts, charts, writer's folders, paper choices). 11. Prepare for celebration by editing for grade level conventions. 12. Talk about their poems with others. 13. Write routinely for extended periods of time.

SUBJECT
Grade 2 Writing

TOPIC:
Poetry

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

1. Use the structure of writing workshop (minilesson, independent writing, conferring, sharing) to teach writing.
2. Construct lessons that scaffold the creation, planning, and publishing of a variety of poems through thinking, talking, writing, and reading.
3. Provide opportunities for students closely observe the world, use personal experiences and examine mentor texts to collect ideas for poems.
4. Demonstrate how to compose a variety of free-verse poems through teacher created models.
5. Model the use of and provide opportunities for students to use words (powerful verbs and adjectives that vary the intensity of meaning in poems) and phrases acquired through conversations, reading, and being read to, and when responding to texts.
6. Scaffold classroom discussion to examine and model the use of author's techniques and poetic and sensory language to develop voice in their poems.
7. Model and demonstrate how to revise for an audience (handwriting, spacing, conventions, and print placement).
8. Construct and provide classroom tools and resources to assist students in improving their writing (e.g. mentor texts, charts, writer's folders, paper choices).
9. Continually assess student learning throughout the writing process in order to enrich or remediate understandings.
10. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.
11. Provide gradually increased time frames to develop stamina, volume, independence and variety in writing.

SUBJECT Grade 2 Writing
TOPIC: Poetry
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's writing folder with composed poems. 2. Student's collection of a variety of published poems. 3. Student's discussion of author's purpose, task, and audience in writing. 4. Student's celebration/sharing of writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Grade 2 Writing	
TOPIC: Realistic Fiction	
College and Career Readiness Anchor Standards for Writing Text Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Research to Build and Present Knowledge 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Vocabulary Acquisition and Use 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

Writing Standards

Text Types and Purposes

3. **Write narratives** in which they **recount** a well elaborated event or short sequence of events, **include** details to describe actions, thoughts, and feelings, **use** temporal words to signal event order, and **provide** a sense of closure.

Production and Distribution of Writing

4. **Produce clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With guidance and support from adults and peers, **focus** on a topic and **strengthen** writing as needed by **revising and editing**.

Research to Build and Present Knowledge

9. **Draw evidence from [personal experience and] literary or informational texts to support analysis, reflection, and research [writing].**

Range of Writing

10. **Write routinely over extended time frames** (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Use** collective nouns (e.g., *group*).
 - f. **Produce, expand, and rearrange** complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. **Use** an apostrophe to form contractions and frequently occurring possessives.
 - e. **Consult** reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

5. **Demonstrate understanding** of word relationships and nuances in word meanings.

Speaking and Listening

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

Presentation of Knowledge and Ideas

4. **Tell** a story or **recount** an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
6. **Produce** complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SUBJECT Grade 2 Writing	
TOPIC: Realistic Fiction	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Narrative structure • Elaborated event or short sequence of events • Details to describe actions, thoughts, and feelings • Temporal words to signal event order • Closure Production and Distribution of Writing • Clear and coherent writing • Development and organization • Task, purpose, and audience • A topic • Revising and editing Research to Build and Present Knowledge • Evidence (to support analysis, reflection, and research [writing]) Range of Writing • Routines for writing • Extended and shorter time frames • Tasks, purposes, and audiences Conventions of Standard English • Conventions of standard English grammar and usage (when writing or speaking) • Collective nouns • Complete and compound sentences • Conventions of standard English capitalization, punctuation, and spelling (when writing) • Apostrophe use (contractions and possessives) • Reference materials	

Vocabulary Acquisition and Use

- Word relationships and nuances in word meanings

Comprehension and Collaboration

- Collaborative conversations

Presentation of Knowledge and Ideas

- Storytelling
- Facts and relevant, descriptive details
- Audible speaking (in coherent sentences)
- Complete sentences (oral production)
- Requests for detail or clarification

Skills: Need to be able to do:

Text Types and Purposes

- **Write narratives (realistic fiction)**
- **Recount elaborated event or short sequence of events**
- **Include details to describe actions, thoughts, and feelings**
- **Use temporal words to signal event order**
- **Provide closure**

Production and Distribution of Writing

- **Produce clear and coherent writing (development and organization are appropriate to task, purpose, and audience)**
- Focus on a topic
- **Strengthen writing by revising and editing**

Research to Build and Present Knowledge

- **Draw evidence (to support analysis, reflection, and research [writing])**

Range of Writing

- **Write routinely**
- **Write for extended** and shorter time frames
- Write for a variety of tasks, purposes, and audiences

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage (when writing or speaking)
- Use collective nouns
- Produce, expand, and rearrange sentences (complete simple and compound)
- **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling (when writing)**
- Use an apostrophe (to form contractions and possessives)
- Consult reference materials (check and correct spellings)

Vocabulary Acquisition and Use

- Demonstrate understanding of word relationships and nuances in word meanings

Comprehension and Collaboration

- Participate in collaborative conversations

Presentation of Knowledge and Ideas

- Tell a story
- Recount an experience with appropriate facts and relevant, descriptive details
- Speak audibly (in coherent sentences)
- Produce complete sentences (orally)
- Provide requested details or clarifications

SUBJECT
Grade 2 Writing

TOPIC:
Realistic Fiction

Big Ideas

Student's statements of enduring ideas

1. In realistic fiction, writers use real life experiences and observations to create a story that *could* happen.
2. Realistic fiction stories are organized to include: characters, a setting, a problem or series of events, and a solution.
3. Writers can develop a character and map out their story by thinking about the character's likes, dislikes, thoughts and feelings in a situation.

Essential Questions

Teacher's guiding questions

1. What is realistic fiction?
2. How are realistic fiction stories organized?
3. How can writers develop realistic, believable characters?

SUBJECT Grade 2 Writing
TOPIC: Realistic Fiction
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Examine and discuss the elements of realistic fiction. 2. Identify, select, and use effective narrative techniques to develop a realistic fictional narrative which includes a well elaborated sequence of events with details to describe actions, thoughts, and feelings, temporal words and a sense of closure. 3. Write a realistic fictional story that follows the narrative structure (beginning, well developed sequence of events, resolution or ending). 4. Focus on a topic or idea and revise and edit to strengthen their writing. 5. Draw on personal experiences to develop a realistic fictional narrative. 6. Develop a believable character that faces a realistic problem. 7. Write routinely for extended time frames. 8. Use collective nouns (when appropriate). 9. Revise their work using reference materials (e.g., personal word lists, word walls, classroom charts, beginning dictionaries). 10. Prepare story for publication and edit for correct use of capitalization, punctuation, apostrophes, sentence construction and the correct spelling of grade appropriate words. 11. Tell a story with appropriate fact and details in an audible speaking voice. 12. Participate in collaborative conversations about writing with peers and adults.

SUBJECT Grade 2 Writing
TOPIC: Realistic Fiction
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Support the structures and routines of writing workshop. 2. Immerse students in the genre by reading and examining the elements of realistic fiction. 3. Model a variety of ways to plan realistic fiction stories (character development, realistic setting, problem or issue and a resolution). 4. Model how to write a realistic fiction story through a teacher created story. 5. Assist students in the planning, creation, and publishing of a realistic fiction story. 6. Display charts as visual aids to assist students in their writing. 7. Use the format of minilesson, independent writing, conferring, and sharing to teach writing. 8. Demonstrate the effectiveness of a variety of narrative techniques through teacher created and student created models. 9. Demonstrate the correct use of use of capitalization, punctuation, apostrophe use, collective nouns, sentence construction and expansion and spelling of grade appropriate words through teacher created and student created models. 10. Provide dedicated time to support the continued development of stamina and independence in writing. 11. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 12. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 13. Provide opportunities for collaborative conversations about writing.

SUBJECT Grade 2 Writing
TOPIC: Realistic Fiction
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's self-evaluation (oral or written) of the incorporation of a problem, attempts at a solution, and conclusion in their own writing. 2. Student's writing notebook or folder. 3. Student's created realistic fiction story with evidence of character development and narration. 4. Student's celebration/sharing of writing.



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

Bristol Public Schools
Kindergarten Writing for Many Purposes

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Kindergarten Writing	
TOPIC: Writing for Many Purposes	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

2. **Use a combination of drawing, dictating, and writing to compose** informative/explanatory texts in which they name they are writing about what and supply some information about the topic.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Range of Writing

10. **Write routinely** over extended time frames ([time for talking, drawing, and writing] time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. **Print** many upper- and lowercase letters.
 - b. **Use** frequently occurring nouns and verbs.
 - c. **Form** regular plural nouns orally by adding /s/or/es/ (e.g., *dog, dogs; wish, wishes*).
 - d. **Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).**
 - e. **Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).**
 - f. **Produce and expand** complete sentences in shared language activities.

2. **Demonstrate** command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. **Capitalize** the first word in a sentence and the pronoun I.
- b. **Recognize** and **name** end punctuation.
- c. **Write** a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. **Spell** simple words phonetically, drawing on knowledge of sound-letter relationships

Vocabulary Acquisition and Use

5. With guidance and support from adults, **explore** word relationships and nuances in word meanings.
 - a. **Sort** common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - c. **Identify** real-life connections between words and their use (e.g., note places at school that are *colorful*).
6. **[Orally,]** use words and phrases acquired through conversations, reading and being read to, and [when] responding to texts.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
3. **Ask** and **answer** questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

6. **Speak** audibly and express thoughts, feelings, and ideas clearly

SUBJECT Kindergarten Writing	
TOPIC: Writing for Many Purposes	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Type and Purpose • Combination of drawing, dictating, and writing • Compose informative/explanatory texts • Topic to write about Production • response to questions and suggestions • task appropriate clear and coherent writing • response to questions and suggestions • details to strengthen writing • digital tools to produce and publish Range of Writing • routinely write over time frames (long and short) • time for talking, drawing, and writing Conventions of Standard English • upper and lower case letters • frequently occurring nouns and verbs • regular plural nouns (adding s,es) • question words (interrogatives) • prepositions • conventions of Standard English capitalization, punctuation, and spelling • sentence expansion • Pronoun / • First word in sentence • End punctuation	

- Letter(s) for most consonant & short vowels sounds
- Simple words phonetically spelled

Vocabulary Acquisition and Use

- word relationships and relationships in word meanings
- common objects into categories
- **real life connections (words and their use)**
- words and phrases (conversations, reading, read to)

Speaking and Listening

- collaborative conversations
- rules for discussion
- questioning techniques (to seek help, find information or clarify)
- audible speaking voice
- expressing thoughts, feelings, or ideas with clarity

Skills: Need to be able to:

Text Type and Purpose

- **Use (Combination of drawing, dictating, and writing)**
- **Compose informative/explanatory texts**
- **Supply information (about the topic)**

Production

- produce clear and coherent writing
- response to questions and suggestions
- add details to strengthen writing
- explore digital tools to produce and publish

Range of Writing

- **write routinely over time frames (long and short)**

Conventions of Standard English

- Print upper and lower case letters
- Use frequently occurring nouns and verbs
- Form regular plural nouns (adding, s, es)
- **Understand and use question words (interrogatives)**

- Use prepositions (most frequently occurring)
- **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling**
- Produce and expand complete sentences(in writing)
- Capitalize (pronoun I, first word in sentence)
- Recognize and name end punctuation
- Write(letter(s) for most consonant & short vowels sounds)
- Spell (simple words phonetically)

Vocabulary Acquisition and Use

- Explore (word relationships and nuances in word meanings)
- Sort common objects into categories
- **Identify real life connections (words and their use)**
- Use words and phrases (acquired through conversations, reading, being read to)

Speaking and Listening

- Participate in collaborative conversations
- Follow agreed-upon rules for discussion
- Ask and answer questions to seek help, find information or clarify
- Speak audibly
- Express thoughts, feelings, and ideas clearly

SUBJECT Kindergarten Writing
TOPIC: Writing for Many Purposes
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. Writers can use lists, notes, letters, cards, or invitations to communicate with others. 2. Writers choose different forms of communication based on their purpose and audience. 3. Writers include specific information in their writing. 4. Writers strengthen their work by observing and sharing their ideas with others. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. How can writers communicate with others through writing? 2. Why do writers use different kinds of writing? 3. What do writers include in their writing? 4. How do writers learn from other writers?

SUBJECT Kindergarten Writing
TOPIC: Writing for Many Purposes
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Understand that writers write for a specific purpose and audience in order to compose an explanatory/informative piece of writing. 2. Write for a variety of purposes (cards, notes, lists, invitations) and audiences. 3. Identify and focus their writing on a single topic. 4. Use words or phrases acquired through conversations or mentor texts in their writing. 5. Use planning strategies such as thinking, talking, and drawing to develop ideas. 6. Talk about their writing and respond to questions to determine if their writing contains the information they want to include. 7. Participate in collaborative conversations following agreed-upon rules. 8. Express their thoughts, feelings, and ideas clearly (orally). 9. Revisit and revise their work (through the guidance and support of teachers and peers). 10. Apply techniques that they have learned from other authors and illustrators. 11. Produce clear and coherent writing. 12. Use classroom tools and resources to improve their writing (eg. mentor texts, charts, writer's folders, paper choices, digital tools). 13. Apply a variety of a standard English conventions when writing. 14. Share writing with others by editing and fancying it up. 15. Write routinely for gradually extended periods of time.

SUBJECT Kindergarten Writing	
TOPIC: Writing for Many Purposes	
Instructional Strategies	
<i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons that scaffold the creation, planning, examination and writing of a variety of texts for a specific purpose and audience through drawing or writing. 2. Teach students the conventions of Standard English. 3. Develop the routines of writing workshop and writing routinely. 4. Use the format of minilesson, independent writing and conferring, and sharing in Writing Workshop, 5. Foster student independence by modeling the use of a variety of tools, resources, and supplies. (eg. mentor texts, charts, writer's folders, paper choices, digital tools) 6. Guide and support students in responding to questions about their writing. 7. Establish agreed-upon rules for discussions. 8. Model how to express thoughts, feelings, and ideas clearly (orally). 9. Provide opportunities for students to use words and phrases acquired through conversations, reading, and being read to, and when responding to texts. 10. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 11. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 12. Provide gradually increased time frames to develop endurance and independence in writing.	

SUBJECT Kindergarten Writing
TOPIC: Writing for Many Purposes
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following.</i>
1. Student demonstration of following classroom routines. 2. Student use of paper choice. 3. Student ability to sit, listen, and participate during whole group share. 4. Student writer's folder. 5. Student created informative/explanatory writing samples. 6. Student celebration/sharing of drawing/writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Writing Standards

Text Types and Purposes

2. **Use** a combination of drawing, dictating, and writing to **compose** informative/explanatory texts in which they **name** what they are writing about and **supply** some information about the topic.

Production and Distribution of Writing

4. With guidance and support from adults, **produce** writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from adults, **respond** to questions and suggestions from peers and **add** details to strengthen writing as needed.

Research to Build and Present Knowledge

8. With guidance and support from adults, **recall** information from experiences or **gather** information from provided sources to answer a question.

Range of Writing

10. **Write** routinely over extended time frames ([time for talking, drawing, and writing] time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
a) **Print** many upper- and lowercase letters.
b) **Use** frequently occurring nouns and verbs.
c) **Understand** and **use** question words (interrogatives) (e.g., *who, what, where, when, why, how*).
d) **Form** regular plural nouns orally by adding /s/or/les/ (e.g., *dog, dogs; wish, wishes*).
e) **Use** the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
f) **Produce** and **expand** complete sentences in shared language activities.
2. **Demonstrate** command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
a) **Capitalize** the first word in a sentence and the pronoun I.
b) **Recognize** and **name** end punctuation.
c) **Write** a letter or letters for most consonant and short-vowel sounds (phonemes).
d) **Spell** simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

5. With guidance and support from adults, **explore** word relationships and nuances in word meanings.
 - a) **Sort** common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b) **Demonstrate** understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c) **Identify** real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - d) **Distinguish** shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts.

Speaking and Listening Standards

1. **Participate** in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. **Follow** agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).
2. **Confirm** understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification.
3. **Ask** and **answer** questions in order to seek help, get information, or clarify something that is not understood.

SUBJECT Kindergarten Writing	
TOPIC: All About Books	
Unwrapped Performance Standards	
Concepts: Need to know about: Text Types and Purposes • Combining drawing, dictating, and writing • Topic to write they know all about • Information about the topic Production and Distribution of Writing • Development and organization • Task and purpose • Response to questions and suggestions from others • Details to strengthen writing Research to Build and Present Knowledge • Information from experiences • Information from sources Range of Writing • Time frames (long and short) for writing • Use of time (time for talking, drawing, and writing) Conventions of Standard English • Conventions of standard English grammar and usage • Upper and lower case letters • Frequently occurring nouns and verbs • Question words (interrogatives) • Regular and plural nouns (orally adding /s/ or /es/) • Frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • Sentence expansion • Capitalization (first word in a sentence and pronoun I) • End punctuation • Letter-sound relationships	

- **Phonetic spelling of words (sound-letter relationships)**
 - Word relationships and nuances in word meanings
 - Common objects into categories
 - Opposites of frequently occurring verbs and adjectives (antonyms)
 - **Real-life connections between words and their use**
 - Shades of meaning among verbs and their meanings
 - Words and phrases acquired through conversations, reading, and being read to
- Comprehension and Collaboration
- **Collaborative conversations**
 - Agreed-upon rules for discussions
 - Kinds of questions (confirm or clarify understanding, to seek help, or get information)

Skills: Need to be able to do:

Text Types and Purposes

- **Use a combination of drawing, dictating, and writing**
- **Compose an informative/explanatory text**
- **Name topic they are writing about**
- **Supply information about the topic**

Production and Distribution of Writing

- Produce writing that is developed and organized (appropriate to task and purpose)
- Respond to questions and suggestions from others
- Add details to strengthen writing

Research to Build and Present Knowledge

- Recall information from experiences
- Gather information from provided sources (to answer a question)

Range of Writing

- **Write routinely over long and short time frames**
- **Use time for talking, drawing, and writing**

Conventions of Standard English

- Print upper and lower case letters
- **Use frequently occurring nouns and verbs**
- Understand and use question words (interrogatives)
- **Form regular and plural nouns (orally adding /s/ or /es/)**
- **Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)**
- Produce and expand complete sentences
- Capitalize the first word in a sentence and pronoun I
- **Recognize and name end punctuation**
- Write a letter or letters for most consonant and short-vowel sounds
- **Spell simple words phonetically drawing on knowledge of sound-letter relationships**
- Explore word relationships and nuances in word meanings
- Sort common objects into categories
- Demonstrate understanding of opposites of frequently occurring verbs and adjectives (antonyms)
- **Identify real-life connections between words and their use**

- Distinguish shades of meaning among verbs and their meanings
 - Use words and phrases acquired through conversations, reading, and being read to
- Comprehension and Collaboration
- **Participate in collaborative conversations**
 - Follow agreed-upon rules for discussions
 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification.
 - Ask and answer questions to seek help, get information or clarify something not understood

SUBJECT
Kindergarten Writing

TOPIC:
All About Books

Big Ideas

Student's statements of enduring ideas

1. Writers think about topics they know a lot about.
2. Writers plan their *All About* books through talking, drawing, and writing.
3. Writers learn to work independently by using writing supplies and following structured writing routines.
4. Writers strengthen their work by observing and sharing story ideas with others.

Essential Questions

Teacher's guiding questions

1. Where do writers get ideas for *All About* books?
2. How do writers plan their *All About* books?
3. How do writers learn to work independently?
4. How do writers learn from other writers?

SUBJECT Kindergarten Writing
TOPIC: All About Books
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Use a combination of talking, drawing and writing to create, plan and publish informational texts. 2. Participate in Writers Workshop (minilesson, independent writing and conferring, and sharing). 3. Refer to mentor texts to support their writing in the informational text structure (e.g., table of contents, headings, labels). 4. Choose a topic they know a lot about and can teach others about. 5. Demonstrate the use of the conventions of English grammar (use of nouns, verbs, question words and prepositions). 6. Demonstrate the use of the conventions of English punctuation, capitalization, and spelling. 7. Share ideas with others through collaborative conversations. 8. Use feedback provided to strengthen their writing. 9. Write with increasing independence. 10. Write routinely for gradually extended periods of time.

SUBJECT Kindergarten Writing
TOPIC: All About Books
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
1. Construct lessons that scaffold the creation, planning, and publishing of an informational text through talking, drawing or writing. 2. Develop the routines of writing workshop and writing routinely. 3. Use the format of Writers Workshop (minilesson, independent writing, conferring, and sharing). 4. Use mentor texts to immerse students in the non-fiction genre. 5. Guide students in how to choose a topic they know all about and can teach others about. 6. Scaffold classroom discussion to examine author's techniques and model their use. 7. Model and demonstrate, step-by-step, how to draw an effective illustration. 8. Foster student independence by modeling and providing a variety of classroom tools and resources (e.g., mentor texts, charts, writer's folders, paper choices). 9. Guide and support students in responding to questions about their writing. 10. Provide opportunities for students to use words and phrases acquired through conversations, reading, and being read to, and when responding to texts. 11. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 12. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 13. Provide gradually increased time frames to develop endurance and independence in writing.

SUBJECT Kindergarten Writing
TOPIC: All About Books
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's demonstration of following classroom routines. 2. Student's use of paper choice. 3. Student's ability to sit, listen, and participate during whole group share. 4. Student's writer's folder. 5. Student's created <i>All About</i> booklet. 6. Student's celebration/sharing of drawing/writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students’ capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student’s unique strengths, weaknesses, and interests.

SUBJECT Kindergarten Writing	
TOPIC: “How To” Books	
College and Career Readiness Anchor Standards for Writing Text Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language Standards Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Vocabulary Acquisition and Use 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Presentation of Knowledge and Ideas 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

Writing Standards

Text Types and Purposes

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they **name** what they are writing about and **supply** some information about the topic.

Production and Distribution of Writing

4. With guidance and support from adults, **produce** writing in which the development and organization are appropriate to task and purpose.

5. **With guidance and support from adults, respond to questions** and suggestions from peers and **add** details to strengthen writing as needed.

Range of Writing

10. Write routinely over extended time frames ([time for talking, drawing, and writing] time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Print** many upper- and lowercase letters [eg. can **write** their name].
 - b. **Use** frequently occurring nouns and verbs.
 - c. **Form** regular plural nouns orally by adding /s/or/es/ (e.g., *dog, dogs; wish, wishes*).
 - e. **Use** the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
2. **Demonstrate** command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. **Capitalize** the first word in a sentence and the pronoun *I*.
 - b. **Recognize and name** end punctuation.
 - c. **Write** a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

Vocabulary Acquisition and Use

5. With guidance and support from adults, **explore** word relationships and nuances in word meanings.
 - c. **Identify** real-life connections between words and their use.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. **Follow** agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. **Continue** a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

5. **Add** drawings or other visual displays to descriptions as desired to provide additional detail.
6. **Speak** audibly and express thoughts, feelings, and ideas clearly.

SUBJECT Kindergarten Writing	
TOPIC: “How To” Books	
Unwrapped Performance Standards	
Concepts: Need to know about: Text Types and Purposes Composing informational texts • drawing, dictating, and writing • informative/explanatory text genre • a topic • information about the topic. Production and Distribution of Writing • development and organization (appropriate to task and purpose) • questions and suggestions from peers • details to strengthen writing (as needed) Range of Writing • routines for writing Conventions • conventions of standard English grammar and usage • upper- and lowercase letters • nouns and verbs (frequently occurring) • regular plural nouns orally (adding /s/or/es/) • frequently occurring prepositions • conventions of Standard English capitalization, punctuation, and spelling • rules for capitalization(first word in a sentence and the pronoun I) • end punctuation • a letter or letters for most consonant and short-vowel sounds (phonemes) • phonetic spelling of words	

Vocabulary Acquisition and Use

- word relationships and nuances in word meanings
- real-life connections between words and their use

Comprehension and Collaboration

- **collaborative conversations**
- agreed-upon rules for discussions
- conversations through multiple exchanges

Presentation of Knowledge and Ideas

- drawings or other visual displays to descriptions
- audible and clear presentation of thoughts, feelings, and ideas

Skills: Need to be able to do:

Text Types and Purposes

Composing informational texts

- **Use a combination of drawing, dictating, and writing**
- **Compose informative/explanatory texts**
- **Name a topic**
- **Supply information about the topic**

Production and Distribution of Writing

- Produce writing in which the development and organization are appropriate to task and purpose
- **Respond to questions** and suggestions from peers
- Add details to strengthen writing (as needed)

Range of Writing

- Write routinely

Conventions

- Demonstrate command of the conventions of standard English grammar and usage
- Print upper- and lowercase letters
- Use nouns and verbs (frequently occurring)
- Form regular plural nouns orally (adding /s/or/es/)
- Use frequently occurring prepositions

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
- Capitalize the first word in a sentence and the pronoun /
- Recognize and name end punctuation
- Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- Spell simple words phonetically

Vocabulary Acquisition and Use

- Explore word relationships and nuances in word meanings
- Identify real-life connections between words and their use

Comprehension and Collaboration

- **Participate in collaborative conversations**
- Follow agreed-upon rules for discussions
- Continue conversations through multiple exchanges

Presentation of Knowledge and Ideas

- Add drawings or other visual displays to descriptions
- Speak audibly and express thoughts, feelings, and ideas clearly

SUBJECT
Kindergarten Writing

TOPIC:
“How To” Books

Big Ideas

Student’s statements of enduring ideas

1. Writers get ideas for *How To* books by thinking about real life experiences and what they know how to do well.
2. Writers plan their *How To* books by thinking, talking, drawing, and writing about things they know how to do that they can teach others to do.
3. Writers learn to work independently by using writing supplies and following structured writing routines.
4. Writers strengthen their work by observing and sharing story ideas with others.

Essential Questions

Teacher’s guiding questions

1. Where do writers get ideas for “How To” books?
2. How do writers plan their writing?
3. How do writers learn to work independently?
4. How do writers learn from other writers?

SUBJECT Kindergarten Writing	
TOPIC: How To” Books	
LEARNING OBJECTIVES <i>The students will be able to:</i>	
1. Use personal experiences to teach others how to do something through pictures and/or words. 2. Use words or phrases acquired through conversations or shared text in their own stories. 3. Use planning strategies such as thinking, talking, and drawing to plan. 4. Talk about their writing and respond to questions to determine if their writing explains the steps of the “How To” clearly. 5. Participate in collaborative conversations about writing with peers and adults. 6. Revisit and revise their work (through the guidance and support of teachers and peers). 7. Apply techniques that they have learned from other authors and illustrators. 8. Use classroom tools and resources to improve their writing (eg. mentor texts, charts, writer’s folders, paper choices). 9. Use conventions of Standard English grammar (Print upper- and lowercase letters, nouns and verbs, plural nouns orally and prepositions). 10. Use conventions of Standard English capitalization, punctuation, and spelling (pronoun <i>I</i>, first word in a sentence, end punctuation, phonetic spelling of words). 11. Prepare story for celebration. 12. Write routinely for gradually extended periods of time.	

SUBJECT Kindergarten Writing	
TOPIC: “How To” Books	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons that scaffold the creation, planning, and publishing of a “How To” book through drawing and/or writing. 2. Develop the routines of writing workshop and writing routinely. 3. Use the format of minilesson, independent writing and conferring, and sharing. 4. Use mentor texts to immerse students in the informational genre. 5. Scaffold classroom discussion to examine author’s techniques and model their use. 6. Provide examples of writing in the classroom and the world around us (eg. recipes, center directions). 7. Demonstrate the use of upper and lowercase letters through teacher created and/or student created models. 8. Model and demonstrate, step-by-step, how to draw an effective illustration. 9. Foster student independence by modeling the use of a variety of tools and supplies. 10. Construct and provide classroom tools and resources to assist students in improving their writing (eg. mentor texts, charts, writer’s folders, paper choices). 11. Guide and support students in responding to questions about their writing. 12. Provide opportunities for students to use words and phrases acquired through conversations, reading, and being read to, and when responding to texts. 13. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 15. Provide gradually increased time frames to develop stamina and independence in writing.	

SUBJECT Kindergarten Writing
TOPIC: “How To” Books
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student’s demonstration of following classroom routines. 2. Student’s use of paper choice. 3. Student’s ability to sit, listen, and participate during whole group share. 4. Student’s writing folder. 5. Student’s created “How To” book. 6. Student’s celebration/sharing of drawing/writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Writing Standards

Text Types and Purposes

1. **Use a combination of drawing, dictating, and writing to compose opinion pieces** in which they **tell** a reader **the topic** or the name of the book they are writing about and **state an opinion or preference about the topic** or book (e.g., *My favorite book is . . . , I like apples. . . .*)

Production and Distribution of Writing

5. With guidance and support from adults, **respond** to questions and suggestions from peers and **add** details to strengthen writing as needed.

Research to Build and Present Knowledge

8. With guidance and support from adults, **recall** information from experiences or **gather** information from provided sources to answer a question.

Range of Writing

10. **Write routinely over extended time frames** ([time for talking, drawing, and writing] time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for **a range of tasks, purposes, and audiences**.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Print** many upper- and lowercase letters [eg. can **write** their name].
 - b. **Form regular plural nouns orally (and in writing)** by adding /s/or/es/ (e.g., *dog, dogs; wish, wishes*).
 - c. **Use** frequently occurring nouns and verbs.
 - d. **Understand** and **use** question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. **Use** the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. **Produce and expand complete sentences** (in writing) and in shared language activities.
2. **Demonstrate** command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. **Capitalize the first word in a sentence and the pronoun I**.
 - b. **Recognize and name end punctuation**.
 - c. **Write a letter or letters for most consonant and short-vowel sounds (phonemes)**.
 - d. **Spell** simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

5. With guidance and support from adults, **explore** word relationships and nuances in word meanings.
 - a. **Sort** common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - c. **Identify** real-life connections between words and their use (e.g., note places at school that are *colorful*).
6. **Use** words and phrases acquired through conversations, reading and being read to, and [when] **responding** to texts.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. **Follow** agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Presentation of Knowledge and Ideas

4. **Describe** familiar people, places, things, and events and, with prompting and support, **provide** additional detail.

SUBJECT Kindergarten Writing	
TOPIC: Pattern Books	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes Compose Opinion Pieces • Combination of drawing, dictating and writing • Topic to write about • Opinion or preference about the topic Production and Distribution of Writing • Response to questions and suggestions • Details to strengthen writing • Information recalled from experiences • Information gathered from provided sources Range of Writing • Routinely write over time frames (long and short) • Time for talking, drawing, and writing Conventions of Standard English • Upper- and lowercase letters • Regular plural nouns by adding /s/or/es/ (e.g., <i>dog, dogs; wish, wishes</i>). • Frequently occurring nouns and verbs. • Question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). • Prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • Sentence expansion • Capitalization (the first word in a sentence and the pronoun <i>I</i>). • End punctuation • Letter/sound relationships • Spelling principles	

Vocabulary Acquisition and Use

- Word relationships and nuances in word meanings.
- Common objects into categories
- Real-life connections between words and their use
- Words and phrases acquired through conversations, reading and being read

Comprehension and Collaboration

- Collaborative conversations (peer and adult)

Presentation of Knowledge and Ideas

- Familiar people, place, things, events
- Additional details (in response to prompting)

Skills: Need to be able to do:

Text Types and Purposes

- **Compose opinion pieces**
- **Tell a reader the topic**
- **State an opinion or preference about the topic**

Production and Distribution of Writing

- Respond to questions and suggestions
- Add details

Research to Build and Present Knowledge

- Recall information from experiences
- Gather information from provided sources to answer a question.

Range of Writing

- **Write** (routinely with time for talking, drawing, and writing)

Conventions of Standard English

- Print (upper- and lowercase letters)
- **Form (regular plural nouns orally)**
- Use frequently occurring nouns and verbs.
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- **Produce and expand complete sentences** (in writing)
- **Capitalize (the first word in a sentence and the pronoun I).**
- **Recognize and name (end punctuation).**
- **Write (a letter or letters for most consonant and short-vowel sounds (phonemes)).**
- Spell (simple words phonetically, drawing on knowledge of sound-letter relationships).

Vocabulary Acquisition and Use

- Explore (word relationships and nuances in word meanings).
- Sort common objects (into categories) (e.g., shapes, foods)
- Identify real-life connections (between words and their use)
- Use words and phrases (acquired through conversations, reading and being read to)

Comprehension and Collaboration

- Participate in collaborative conversations (peer and adult)

Presentation of Knowledge and Ideas

- Describe familiar people, places, things, events
- Provide additional detail (when prompted)

SUBJECT
Kindergarten Writing

TOPIC:
Pattern Books

Big Ideas

Student's statements of enduring ideas

1. Writers can state their opinion by thinking and writing about topics they feel strongly about (likes/dislikes, wants, etc).
2. Writers plan their opinion books through thinking, talking, drawing, and writing.
3. Writers learn to work independently by using writing supplies and following structured writing routines.
4. Writers strengthen their work by observing and sharing story ideas with others.

Essential Questions

Teacher's guiding questions

1. Where do writers get ideas for opinion books?
2. How do writers plan their opinion books?
3. How do writers learn to work independently?
4. How do writers learn from other writers?

SUBJECT
Kindergarten Writing

TOPIC:
Pattern Books

LEARNING OBJECTIVES

The students will be able to:

1. Use personal experiences to form an opinion through pictures and/or words.
2. Identify and focus their writing on a single topic or idea.
3. Use familiar words or phrases acquired through conversations or shared text in their own stories.
4. Use planning strategies such as thinking, talking, and drawing to develop ideas.
5. Talk about their writing and respond to questions to determine if their writing reflects the opinion they want to share.
6. Revisit and revise their work (through the guidance and support of teachers and peers).
7. Apply techniques that they have learned from other authors and illustrators.
8. Use classroom tools and resources to improve their writing (eg.mentor texts, charts, writer's folders, paper choices).
9. Print upper and lowercase letters correctly.
10. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
11. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
12. Capitalize the first word in a sentence and the pronoun *I*.
13. Produce and expand sentences.
14. Sort common objects into categories.
15. Recognize and name end punctuation.
16. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
17. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
18. Prepare story for celebration by editing and fancying it up.
19. Write routinely for gradually extended periods of time.

SUBJECT Kindergarten Writing	
TOPIC: Pattern Books	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons that scaffold the creation, planning, and publishing of a pattern book through drawing or writing. 2. Demonstrate how to use personal experiences as a way to form an opinion. 3. Develop the routines of writing workshop and writing routinely. 4. Use the format of minilesson, independent writing and conferring, and sharing in Writing Workshop. 5. Use mentor texts to immerse students in familiar patterns in leveled texts. 6. Scaffold classroom discussion to examine author's techniques and model their use. 7. Provide examples of writing in the classroom and the world around us. 8. Demonstrate the use of upper and lowercase letters through teacher created and/or student created models. 9. Model the use of question words in familiar sentence patterns(eg. <i>Do you like pizza?</i>). 10. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). 11. Create lessons that teach students to capitalize the first word in a sentence and the pronoun <i>I</i> 12. Provide opportunities for students to recognize and name end punctuation symbols. 13. Demonstrate how to write a letter or letters for most consonant and short-vowel sounds (phonemes). 14. Foster student independence by modeling the use of a variety of tools and supplies. 15. Construct and provide classroom tools and resources to assist students in improving their writing (eg. mentor texts, charts, writer's folders, paper choices). 16. Guide and support students in responding to questions about their writing. 17. Provide opportunities for students to use words and phrases acquired through conversations, reading, and being read to, and when responding to texts. 18. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 19. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 20. Provide gradually increased time frames to develop endurance and independence in writing.	

SUBJECT Kindergarten Writing
TOPIC: Pattern Books
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's demonstration of following classroom routines. . 2. Student's ability to sit, listen, and participate during whole group share. 3. Student's writer's folder. 4. Student's created pattern books. 5. Student's opinion clearly stated in writing. 6. Student's celebration/sharing of drawing/writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Kindergarten Writing	
TOPIC: Launching-Approximating Small Moment Stories	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions of Standard English	1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Vocabulary Acquisition and Use	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Writing Standards

Text Types and Purposes

3. **Use a combination of drawing, dictating, and writing to narrate a single event** or several loosely linked events, **tell** about the events in the order in which they occurred, and **provide** a reaction to what happened.

Production and Distribution of Writing

5. **With guidance and support from adults, respond to questions** and suggestions from peers and **add** details to strengthen writing as needed.

Range of Writing

10. **Write routinely** over extended time frames ([time for talking, drawing, and writing] time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
a. **Print** many upper- and lowercase letters [e.g. can **write** their name].

Vocabulary Acquisition and Use

6. **[Orally,] use words and phrases acquired through conversations, reading and being read to, and [when] responding to texts.**

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Presentation of Knowledge and Ideas

4. **Describe** familiar people, places, things, and events and, with prompting and support, **provide** additional detail.

SUBJECT Kindergarten Writing	
TOPIC: Launching-Approximating Small Moment Stories	
Unwrapped Performance Standards	
Concepts: Need to know about: Test Type and Purpose • drawing, dictating, and writing (to tell a story) • single event (topic to write about) • several loosely related events • event order • reacting to what happened Production • response to questions and suggestions • details to strengthen writing Range of Writing • time for talking, drawing, and writing • routines for writing (time frames) Conventions of Standard English • upper and lowercase letters (e.g. student's first names) Vocabulary Acquisition and Use • words and phrases acquired through conversations, reading, and being read to Collaboration and Collaboration • collaborative conversations (peer and adult) Presentation of Knowledge and Ideas • familiar people, places, things, events • additional detail (in response to prompting) Skills: Need to be able to do:	

Test Type and Purpose

- **Use drawing, dictating, and writing to tell a story**
- **Narrate a single event or** several loosely related events
- **Tell** about the events in order
- Provide a reaction to what happened

Production

- **Respond to questions and suggestions from peers (with guidance and support from adults)**
- Add details to strengthen writing

Range of Writing

- Write routinely (in shorter time frames) with time for talking, drawing, and writing

Conventions of Standard English

- Print upper and lowercase letters (e.g. student's first names)

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, reading, and being read to

Collaboration and Collaboration

- Participate in collaborative conversations (peer and adult)

Presentation of Knowledge and Ideas

- Describe familiar people, places, things, events
- Provide additional detail (when prompted)

SUBJECT
Kindergarten Writing

TOPIC:
Launching-Approximating Small Moment Stories

Big Ideas

Student's statements of enduring ideas

1. All students are writers who tell stories about their own lives in their writing.
2. Writers plan their stories through thinking, talking, drawing, and writing about experiences in their lives.
3. Writers learn to work independently by using writing supplies and following structured writing routines.
4. Writers strengthen their work by observing and sharing story ideas with others.

Essential Questions

Teacher's guiding questions

1. Where do writers get ideas for stories?
2. How do writers plan their stories?
3. How do writers learn to work independently?
4. How do writers learn from other writers?

SUBJECT
Kindergarten Writing

TOPIC: Launching-Approximating Small Moment Stories	
LEARNING OBJECTIVES <i>The students will be able to:</i>	
1. Use personal experiences to tell a story through pictures and/or words. 2. Identify and focus their writing on a single event or several loosely related events or experience from one's life. 3. Use words or phrases acquired through conversations or shared text in their own stories. 4. Use planning strategies such as thinking, talking, and drawing to develop story ideas. 5. Use words and phrases acquired through conversations, reading, and being read to 6. Talk with others about their writing and respond to questions to determine if their writing reflects the story they want to tell. 7. Revisit and revise their work (through the guidance and support of teachers and peers). 8. Apply techniques that they have learned from other authors and illustrators. 9. Use classroom tools and resources to improve their writing (e.g. mentor texts, charts, writer's folders, paper choices). 10. Print many upper and lower case letters (e.g. their own name). 11. Prepare story for celebration by editing and fancying it up. 12. Write routinely for gradually extended periods of time.	

SUBJECT Kindergarten Writing

TOPIC:
Launching-Approximating Small Moment Stories

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

1. Construct lessons that scaffold the creation, planning, and publishing of a story through drawing or writing.
2. Develop the routines of writing workshop and writing routinely.
3. In Writing Workshop, use the format of minilesson, independent writing and conferring, and sharing.
4. Use mentor texts to immerse students in the narrative story structure.
5. Scaffold classroom discussion to examine author's techniques and model their use.
6. Provide examples of writing in the classroom and the world around us (e.g. cereal boxes, labels, mail).
7. Demonstrate the use of upper and lowercase letters through teacher created and/or student created models.
8. Model and demonstrate, step-by-step, how to draw an effective illustration.
9. Foster student independence by modeling the use of a variety of tools and supplies.
10. Construct and provide classroom tools and resources to assist students in improving their writing (e.g. mentor texts, charts, writer's folders, paper choices).
11. Guide and support students in responding to questions about their writing.
12. Provide opportunities for students to use words and phrases acquired through conversations, reading, and being read to, and when responding to texts.
13. Continually assess student learning throughout the writing process in order to enrich or remediate understandings.
14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students.
15. Provide gradually increased time frames for writing to develop endurance and independence in writing.

SUBJECT Kindergarten Writing
TOPIC: Launching-Approximating Small Moment Stories
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's demonstration of following classroom routines. 2. Student's use of paper choice. 3. Student's ability to sit, listen, and participate during whole group share. 4. Student's writer's folder. 5. Student's created story in drawing or writing. 6. Student's celebration/sharing of drawing/writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

2. **Use a combination of drawing, dictating, and writing to compose** informative/explanatory texts in which they **name** what they are writing about and **supply** some information about the topic.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With guidance and support from adults, **respond** to questions and suggestions from peers and **add details to strengthen writing as needed**.

Research to Build and Present Knowledge

7. **Participate in shared research and writing projects** (e.g., **explore** a number of books by a favorite author and **express** opinions about them).
8. With guidance and support from adults, **recall** information from experiences or **gather** information from provided sources to answer a question.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
 - b. **Use** frequently occurring nouns and verbs.
 - f. **Produce and expand** complete sentences in shared language activities.
2. **Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. **Capitalize the first word in a sentence and the pronoun I.**
 - b. **Recognize and name** end punctuation.
 - c. **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

Vocabulary Acquisition and Use

5. With guidance and support from adults, **explore** word relationships and nuances in word meanings.
 - a. **Sort** common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - a. **Follow** agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).

Presentation of Knowledge and Ideas

5. **Add** drawings or other visual displays to descriptions as desired to **provide** additional detail.
6. **Speak** audibly and **express** thoughts, feelings, and ideas clearly.

SUBJECT Kindergarten Writing	
TOPIC: Listing & Labeling	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Type and Purpose • Drawing, dictating, and writing • Topic to write about (informative or explanatory) • Information about the topic Production and Distribution of Writing • Clarity and coherence • Development, organization, and style appropriate to task, purpose, and audience • Response to questions and suggestions • Details to strengthen writing Research to Build and Present Knowledge • Shared research and writing projects • Opinions about mentor authors/books • Information from experiences • Information from provided sources • Questions about the information Conventions of Standard English • Conventions of standard English grammar • Frequently occurring nouns and verbs • Complete sentences • Conventions of standard English capitalization, punctuation, and spelling • Capitiazation rules for first word in a sentence and the pronoun / • Phonetic spelling of words • Letter-sound relationships	

Vocabulary Acquisition and Use

- Word relationships
- Word nuances
- Concept words(shapes, foods, etc)

Speaking and Listening

- Collaborative conversations
- Rules for discussions
- Drawings or other visual displays to add details
- Audible speaking voice
- Expression of thoughts, feelings, and ideas with clarity

Skills: Need to be able to do:

Text Type and Purpose

- **Use a combination of drawing, dictating, and writing**
- **Compose an informative/explanatory text**
- **Name what they are writing about (topic)**
- **Supply information about the topic**

Production

- **Produce clear and coherent writing (in which the development, organization, and style appropriate to task, purpose, and audience)**
- **Respond to questions and suggestions**
- **Add details to strengthen writing**

Research to Build and Present Knowledge

- **Participate in shared research and writing projects**
- Explore mentor authors/books
- Express opinions (about mentor authors/books)
- Recall information from experiences
- Gather information from provided sources to questions

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar
- Use frequently occurring nouns and verbs
- Produce and expand complete sentences
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
- **Capitalize first word in a sentence and the pronoun I**
- Recognize and name end punctuation
- **Spell simple words phonetically**
- **Draw on knowledge of letter-sound relationships**

Vocabulary Acquisition and Use

- Explore word relationships and nuances in word meanings
- Sort common objects into categories (to gain a sense of the concepts the categories represent)

Speaking and Listening

- Participate in collaborative conversations
- Follow agree-upon rules for discussions
- Add drawings or other visual displays to provide additional details
- Speak audibly
- Express thoughts, feelings, and ideas clearly

SUBJECT
Kindergarten Writing

TOPIC:
Listing & Labeling

Big Ideas

Student's statements of enduring ideas

1. Writers write informational texts to share information with others.
2. Writers write explanatory texts to explain a topic to others.
3. Writers observe, name, draw, label, and write about their topic.
4. Writers use complete sentences and capitalize their sentences so that people can understand their writing.

Essential Questions

Teacher's guiding questions

1. Why do writers write informational texts?
2. Why do writers write explanatory texts?
3. How do writers write about their topic?
4. How do writers write so that others can understand their writing?

SUBJECT Kindergarten Writing
TOPIC: Listing & Labeling
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Participate in shared research activities in which they collect and observe objects to compose informational texts. 2. Recall and gather information from experiences or information provided. 3. Sort information into categories to develop conceptual knowledge. 4. Name what they are writing about and supply descriptive details about the object. 5. Explain their ideas to their audience. 6. Participate in collaborative conversations following agreed-upon rules. 7. Draw and label objects for a specific purpose and audience. 8. Write simple complete sentences about their objects using a capital letter at the beginning of the sentence, capitalizing the pronoun / and employing proper end punctuation. 9. Add to their drawings or other visual displays to provide additional details. 10. Recognize and use frequently occurring nouns and verbs (eg. <i>cat, do, see, am, is</i>). 11. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 12. Respond to questions and suggestions from peers and add details to strengthen writing as needed. 13. Share their drawings and writings by presenting it to the class. 14. Express their thoughts, feelings, and ideas clearly (orally).

SUBJECT Kindergarten Writing	
TOPIC: Listing & Labeling	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons that scaffold the creation, planning, and publishing of informational text through drawing and writing. 2. In Writing Workshop, use the format of minilesson, independent writing and conferring, and sharing. 3. Use mentor texts to immerse students in the informational text structure and highlight authors' techniques (eg. thinking like a scientist, name specific details about shape, size, and color). 4. Model how to observe, select, draw, label and talk about an object. 5. Create opportunities for students to sort and categorize objects to develop conceptual knowledge. 6. Demonstrate how to add details to strengthen writing. 7. Construct lessons to demonstrate the use of: complete sentences, capital letters at the beginning of sentences, capitalizing the pronoun <i>I</i>, frequently occurring nouns and verbs, end punctuations, and spelling phonetically. 8. Establish agreed-upon rules for discussions. 9. Model how to express thoughts, feelings, and ideas clearly (orally). 10. Provide time for writers to turn and talk, monitoring writing partners and adjusting partnerships as needed. 11. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 12. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 13. Provide gradually increased time frames to increase volume and independence in writing.	

SUBJECT Kindergarten Writing
TOPIC: Listing & Labeling
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's demonstration of following classroom routines. 2. Student's ability to sit, listen, and participate with writing partner and whole class. 3. Student's writer's folder. 4. Student's created informative/explanatory text. 5. Student's celebration/sharing of drawing/writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT
Kindergarten Writing

TOPIC:
Poetry and Songs

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

2. **Use** a combination of **drawing, dictating, and writing** to **compose** informative/explanatory texts (**poems**) in which they **name** what they are writing about and **supply** some information about the topic.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. **With guidance and support from adults, respond** to questions and suggestions from peers and **add** details to strengthen writing as needed.

Range of Writing

10. **Write routinely** over extended time frames ([time for talking, drawing, and writing] ~~time for research, reflection, and revision~~) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Print** many upper- and lowercase letters [e.g. **can write their name**].
 - e. **Use** the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

Vocabulary Acquisition and Use

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. **Sort** common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
6. [Orally,] **use** words and phrases acquired through conversations, reading and being read to, and [when] responding to texts.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. **Follow** agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).
 - b. **Continue** a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

6. **Speak** audibly and **express** thoughts, feelings, and ideas clearly.

SUBJECT Kindergarten Writing	
TOPIC: Poetry and Songs	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • Combination of talking, drawing, writing • Topic to write about • Information about a topic • Words and phrases acquired through conversation • Categorizing of common objects • Word relationships • Nuances in word meanings Production and Distribution of Writing • Response to questions and suggestions • Details to strengthen writing Range of Writing • Routines(time for talking, drawing and writing) • Purpose, audience Conventions of Standard English • Printing upper and lowercase letters (e.g. student's first names) • Common prepositions Speaking and Listening • Collaborative conversations • Agreed-upon rules for discussions • Conversations with multiple exchanges • Audible speaking voice • Clear expression of thoughts, feelings, and ideas	

Skills: Need to be able to do:

Text Type and Purpose

- Compose poems
- Name (topic)
- Supply (information about a topic)

Production of Writing

- Respond (to questions and suggestions)
- Add (details)

Range of Writing

- Write (routinely with time for talking, drawing, and writing)
- Write for a range of purposes and audiences

Conventions

- Print (upper and lowercase letters)
- Use (the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*)).

Vocabulary

- Explore word relationships and nuances in word meanings

Speaking and Listening

- Participate in collaborative conversations
- Follow agree-upon rules for discussions
- Continue a conversation through multiple exchanges
- Speak audibly
- Express thoughts, feelings, and ideas clearly

SUBJECT
Kindergarten Writing

TOPIC:
Poetry and Songs

Big Ideas

Student's statements of enduring ideas

1. All students are writers who compose poems and songs about their own topics and ideas.
2. Poets plan their poems through thinking, talking, drawing, and writing about topics and ideas in their lives.
3. Writers learn to work independently by using writing supplies and following writing routines.
4. Poets strengthen their work by observing other poets and sharing ideas with others.

Essential Questions

Teacher's guiding questions

1. Where do writers get ideas for poems and songs?
2. How do poets plan their poems?
3. How do writers learn to work independently?
4. How do poets learn from other poets?

SUBJECT Kindergarten Writing
TOPIC: Poetry and Songs
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Use personal experiences to compose poems and songs in pictures and/or words. 2. Closely observe the world to collect ideas for poems and songs. 3. Use language to describe how something looks, smells, tastes, feels or sounds. 4. Use planning strategies such as thinking, talking, and drawing to develop ideas for poems and songs. 5. Use a familiar song tune to write new words to a song. 6. Place words on a page to look like a poem using line breaks and white space. 7. Talk about their writing and respond to questions to determine if their writing reflects the idea or topic of their poem. 8. Participate in collaborative conversations following agreed-upon rules. 9. Express their thoughts, feelings, and ideas clearly (orally). 10. Revisit and revise their work (through the guidance and support of teachers and peers). 11. Apply techniques that they have learned from other poets and illustrators. 12. Write for specific purposes and audiences. 13. Use classroom tools and resources to improve their writing (e.g. mentor texts, charts, writer's folders, paper choices). 14. Print many upper and lower case letters (e.g. their own name). 15. Prepare for celebration by editing and fancying up their writing. 16. Write routinely for gradually extended periods of time.

SUBJECT Kindergarten Writing	
TOPIC: Poetry and Songs	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons that scaffold the creation, planning, and publishing of a variety of poems through thinking, talking, drawing or writing. 2. Develop the routines of writing workshop and writing routinely. 3. In Writing Workshop, use the format of minilesson, independent writing and conferring, and sharing. 4. Use mentor texts to immerse students in the poetic genre. 5. Model how to use a familiar tune in order to write a new song. 6. Scaffold classroom discussion to examine author's techniques and model their use. 7. Provide examples of poetry in the classroom and the world around us. 8. Demonstrate the use of upper and lowercase letters through teacher created and/or student created models. 9. Model and demonstrate, step-by-step, how to draw an effective illustration. 10. Foster student independence by modeling the use of a variety of tools and supplies. 11. Construct and provide classroom tools and resources to assist students in improving their writing (e.g. mentor texts, charts, writer's folders, paper choices). 12. Guide and support students in responding to questions about their writing. 13. Discuss a variety of purposes and audiences poets can write for. 14. Provide opportunities for students to use words and phrases acquired through conversations, reading, and being read to, and when responding to texts. 15. Establish agreed-upon rules for discussions. 16. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 17. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 18. Provide gradually increased time frames to develop endurance and independence in writing.	

SUBJECT Kindergarten Writing
TOPIC: Poetry and Songs
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's demonstration of following classroom routines. 2. Student's use of paper choice. 3. Student's ability to sit, listen, and participate during whole group share. 4. Student's writer's folder. 5. Student's created poems and songs. 6. Student's celebration/sharing of drawing/writing.



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;
- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;

Bristol Public Schools
Kindergarten Writing for Many Purposes

- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Kindergarten Writing	
TOPIC: Writing for Many Purposes	
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Language	
Conventions	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

2. **Use a combination of drawing, dictating, and writing to compose** informative/explanatory texts in which they name they are writing about what and supply some information about the topic.

Production and Distribution of Writing

4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Range of Writing

10. **Write routinely** over extended time frames ([time for talking, drawing, and writing] time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate** command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. **Print** many upper- and lowercase letters.
 - b. **Use** frequently occurring nouns and verbs.
 - c. **Form** regular plural nouns orally by adding /s/or/es/ (e.g., dog, dogs; wish, wishes).
 - d. **Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).**
 - e. **Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).**
 - f. **Produce and expand** complete sentences in shared language activities.

2. **Demonstrate** command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. **Capitalize** the first word in a sentence and the pronoun *I*.
- b. **Recognize** and **name** end punctuation.
- c. **Write** a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. **Spell** simple words phonetically, drawing on knowledge of sound-letter relationships

Vocabulary Acquisition and Use

5. With guidance and support from adults, **explore** word relationships and nuances in word meanings.
 - a. **Sort** common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - c. **Identify** real-life connections between words and their use (e.g., note places at school that are *colorful*).
6. **[Orally,]** use words and phrases acquired through conversations, reading and being read to, and **[when]** **responding** to texts.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
3. **Ask** and **answer** questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

6. **Speak** audibly and **express** thoughts, feelings, and ideas clearly

SUBJECT Kindergarten Writing	
TOPIC: Writing for Many Purposes	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Type and Purpose • Combination of drawing, dictating, and writing • Compose informative/explanatory texts • Topic to write about Production • response to questions and suggestions • task appropriate clear and coherent writing • response to questions and suggestions • details to strengthen writing • digital tools to produce and publish Range of Writing • routinely write over time frames (long and short) • time for talking, drawing, and writing Conventions of Standard English • upper and lower case letters • frequently occurring nouns and verbs • regular plural nouns (adding s,es) • question words (interrogatives) • prepositions • conventions of Standard English capitalization, punctuation, and spelling • sentence expansion • Pronoun / • First word in sentence • End punctuation	

- Letter(s) for most consonant & short vowels sounds
- Simple words phonetically spelled

Vocabulary Acquisition and Use

- word relationships and relationships in word meanings
- common objects into categories
- **real life connections (words and their use)**
- words and phrases (conversations, reading, read to)

Speaking and Listening

- collaborative conversations
- rules for discussion
- questioning techniques (to seek help, find information or clarify)
- audible speaking voice
- expressing thoughts, feelings, or ideas with clarity

Skills: Need to be able to:

Text Type and Purpose

- **Use (Combination of drawing, dictating, and writing)**
- **Compose informative/explanatory texts**
- **Supply information (about the topic)**

Production

- produce clear and coherent writing
- response to questions and suggestions
- add details to strengthen writing
- explore digital tools to produce and publish

Range of Writing

- **write routinely over time frames (long and short)**

Conventions of Standard English

- Print upper and lower case letters
- Use frequently occurring nouns and verbs
- Form regular plural nouns (adding, s, es)
- **Understand and use question words (interrogatives)**

- Use prepositions (most frequently occurring)
- **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling**
- Produce and expand complete sentences(in writing)
- Capitalize (pronoun I, first word in sentence)
- Recognize and name end punctuation
- Write(letter(s) for most consonant & short vowels sounds)
- Spell (simple words phonetically)

Vocabulary Acquisition and Use

- Explore (word relationships and nuances in word meanings)
- Sort common objects into categories
- **Identify real life connections (words and their use)**
- Use words and phrases (acquired through conversations, reading, being read to)

Speaking and Listening

- Participate in collaborative conversations
- Follow agreed-upon rules for discussion
- Ask and answer questions to seek help, find information or clarify
- Speak audibly
- Express thoughts, feelings, and ideas clearly

SUBJECT Kindergarten Writing
TOPIC: Writing for Many Purposes
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. Writers can use lists, notes, letters, cards, or invitations to communicate with others. 2. Writers choose different forms of communication based on their purpose and audience. 3. Writers include specific information in their writing. 4. Writers strengthen their work by observing and sharing their ideas with others. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. How can writers communicate with others through writing? 2. Why do writers use different kinds of writing? 3. What do writers include in their writing? 4. How do writers learn from other writers?

SUBJECT Kindergarten Writing
TOPIC: Writing for Many Purposes
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Understand that writers write for a specific purpose and audience in order to compose an explanatory/informative piece of writing. 2. Write for a variety of purposes (cards, notes, lists, invitations) and audiences. 3. Identify and focus their writing on a single topic. 4. Use words or phrases acquired through conversations or mentor texts in their writing. 5. Use planning strategies such as thinking, talking, and drawing to develop ideas. 6. Talk about their writing and respond to questions to determine if their writing contains the information they want to include. 7. Participate in collaborative conversations following agreed-upon rules. 8. Express their thoughts, feelings, and ideas clearly (orally). 9. Revisit and revise their work (through the guidance and support of teachers and peers). 10. Apply techniques that they have learned from other authors and illustrators. 11. Produce clear and coherent writing. 12. Use classroom tools and resources to improve their writing (eg. mentor texts, charts, writer's folders, paper choices, digital tools). 13. Apply a variety of a standard English conventions when writing. 14. Share writing with others by editing and fancying it up. 15. Write routinely for gradually extended periods of time.

SUBJECT Kindergarten Writing	
TOPIC: Writing for Many Purposes	
Instructional Strategies	
<i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons that scaffold the creation, planning, examination and writing of a variety of texts for a specific purpose and audience through drawing or writing. 2. Teach students the conventions of Standard English. 3. Develop the routines of writing workshop and writing routinely. 4. Use the format of minilesson, independent writing and conferring, and sharing in Writing Workshop, 5. Foster student independence by modeling the use of a variety of tools, resources, and supplies. (eg. mentor texts, charts, writer's folders, paper choices, digital tools) 6. Guide and support students in responding to questions about their writing. 7. Establish agreed-upon rules for discussions. 8. Model how to express thoughts, feelings, and ideas clearly (orally). 9. Provide opportunities for students to use words and phrases acquired through conversations, reading, and being read to, and when responding to texts. 10. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 11. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 12. Provide gradually increased time frames to develop endurance and independence in writing.	

SUBJECT Kindergarten Writing
TOPIC: Writing for Many Purposes
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following.</i>
1. Student demonstration of following classroom routines. 2. Student use of paper choice. 3. Student ability to sit, listen, and participate during whole group share. 4. Student writer's folder. 5. Student created informative/explanatory writing samples. 6. Student celebration/sharing of drawing/writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT Kindergarten Writing	
TOPIC: Small Moment Stories	
College and Career Readiness Anchor Standards for Writing Text Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Vocabulary Acquisition and Use 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	

Writing Standards

Text Types and Purposes

3. **Use** a combination of drawing, dictating, and writing to **narrate** a single event or several loosely linked events, **tell** about the events in the order in which they occurred, and **provide** a reaction to what happened.

Production and Distribution of Writing

5. With guidance and support from adults, **respond** to questions and suggestions from peers and **add** details to strengthen writing as needed.

Range of Writing

10. **Write** routinely over extended time frames ([time for talking, drawing, and writing] time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Print** many upper- and lowercase letters [e.g. can write their name].
 - b. **Use** frequently occurring nouns and verbs.
 - c. **Form** regular plural nouns orally by adding /s/or/es/ (e.g., *dog, dogs; wish, wishes*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
2. **Demonstrate command** of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a) **Capitalize** the first word in a sentence and the pronoun *I*.
 - b) **Recognize and name** use end punctuation.
 - c) **Write a letter or letters for most consonant and short-vowel sounds (phonemes)**.
 - d) **Spell** simple words phonetically, drawing on knowledge of sound-letter relationships

Vocabulary Acquisition and Use

6. **Use** words and phrases acquired through conversations, reading and being read to, and [when] responding to texts.

Speaking and Listening Standards

Comprehension and Collaboration

1. **Participate** in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
3. **Ask and answer** questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. **Describe** familiar people, places, things, and events and with prompting and support, **provide** additional detail.
5. **Add drawings or other visual displays to descriptions as desired to provide additional detail.**

SUBJECT Kindergarten Writing	
TOPIC: Small Moment Stories	
Unwrapped Performance Standards	
<u>Concepts:</u> Need to know about: Text Types and Purposes • drawing, dictating, and writing • single event or several loosely linked events, • events in order • a reaction to what happened Production and Distribution of Writing • questions and suggestions from peers • details to strengthen writing Range of Writing • extended time frames and shorter time frames Conventions of Standard English • conventions of standard English grammar and usage • upper- and lowercase letters • frequently occurring nouns and verbs. • regular plural nouns (adding /s/or/es/) • prepositions • conventions of Standard English capitalization, punctuation, and spelling • capitalization rules(first word in a sentence and the pronoun I) • end punctuation • representation of sounds in words (short vowels and consonants) • phonetic spelling of words	

Vocabulary Acquisition and Use

- words and phrases acquired through conversations

Comprehension and Collaboration

- collaborative conversations
- questions (to seek help, get information, or clarify)

Presentation of Knowledge and Ideas

- familiar people, places, things, and events
- prompting and support
- additional details
- **drawings (or other visual displays to provide additional detail)**

Skills: Need to be able to do:

Text Types and Purposes

- **Use a combination of drawing, dictating, and writing**
- **Narrate a single event or several loosely linked events,**
- **Tell events in order**
- **Provide a reaction to what happened**

Production and Distribution of Writing

- **Respond to questions and suggestions from peers**
- **Add details to strengthen writing**

Range of Writing

- Write routinely over extended time frames and shorter time frames

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage
- Print many upper- and lowercase letters
- Use frequently occurring nouns and verbs.
- From regular plural nouns (adding /s/or/es/)
- Use prepositions
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling
- Capitalize the first word in a sentence and the pronoun /
- **Recognize and use end punctuation**
- **Write a letter or letters for most consonant and short vowel sounds**
- Spell words phonetically

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations

Comprehension and Collaboration

- Participate in collaborative conversations
- Ask questions (to seek help, get information, or clarify)

Presentation of Knowledge and Ideas

- Describe familiar people, places, things, and events with prompting and support to provide additional details
- **Add drawings or other visual displays to provide additional details**

SUBJECT Kindergarten Writing
TOPIC: Small Moment Stories
<u>Big Ideas</u> <i>Student's statements of enduring ideas</i> 1. All students are writers who tell small moment stories about their own lives. 2. Writers plan their stories through thinking, talking, drawing, and writing about experiences in their lives. 3. Writers learn to work independently by using writing supplies and following structured writing routines. 4. Writers strengthen their work by observing and sharing story ideas with others. <u>Essential Questions</u> <i>Teacher's guiding questions</i> 1. Where do writers get ideas for small moment stories? 2. How do writers plan their stories? 3. How do writers learn to work independently? 4. How do writers learn from other writers?

SUBJECT Kindergarten Writing
TOPIC: Small Moment Stories
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Use personal experiences to tell a story through pictures and/or words. 2. Identify and focus their writing on a single event or experience from their life. 3. Use words or phrases acquired through conversations or shared text in their own stories. 4. Use planning strategies such as thinking, talking, and drawing to develop story ideas. 5. Tell story events in order across many pages. 6. Talk about their writing and respond to questions to determine if their writing reflects the story they want to tell. 7. Revisit and revise their work (through the guidance and support of teachers and peers). 8. Apply techniques that they have learned from other authors and illustrators. 9. Use classroom tools and resources to improve their writing (e.g. mentor texts, charts, writer's folders, paper choices). 10. Demonstrate command of the conventions of Standard English grammar and usage. 11. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling. 12. Prepare story for celebration by editing and fancying it up. 13. Write routinely for gradually extended periods of time.

SUBJECT Kindergarten Writing
TOPIC: Small Moment Stories
Instructional Strategies
<i>Based on our department philosophy for student learning, teachers will:</i>
1. Construct lessons that scaffold the creation, planning, and publishing of a small moment story through drawing or writing. 2. Develop the routines of writing workshop and writing routinely. 3. Use the format of minilesson, independent writing and conferring, and sharing. 4. Use mentor texts to immerse students in the narrative story structure. 5. Scaffold classroom discussion to examine author's techniques and model their use. 6. Provide examples of writing in the classroom (student samples, teacher demonstration stories) 7. Demonstrate the use of the Standards of Standard English grammar and usage. 8. Demonstrate the use of the conventions of Standard English capitalization, punctuation, and spelling. 9. Foster student independence by modeling the use of a variety of tools and supplies. 10. Construct and provide classroom tools and resources to assist students in improving their writing (e.g. mentor texts, charts, writer's folders, paper choices). 11. Guide and support students in responding to questions about their writing. 12. Provide opportunities for students to use words and phrases acquired through conversations, reading, and being read to, and when responding to texts. 13. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 15. Provide gradually increased time frames to develop endurance and independence in writing.

SUBJECT Kindergarten Writing
TOPIC: Small Moment Stories
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's demonstration of following classroom routines. 2. Student's use of paper choice. 3. Student's ability to sit, listen, and participate during whole group share. 4. Student's writing folder. 5. Student's created story in drawing or writing. 6. Student's celebration/sharing of drawing/writing.



Bristol Public Schools Office of Teaching & Learning

DEPARTMENT: Elementary K-5

COURSE: Writing

COURSE DESCRIPTION

Writing Workshop is an instructional framework that supports students throughout the writing process. The predictable structure and management of workshop teaching fosters independence and allows students to become effective writers. Writing Workshop provides appropriate targeted instruction to the whole group, small groups, and individuals.

DEPARTMENT GOALS

Through a planned K-5 district-wide curricular writing calendar, the Bristol Public Schools strives to provide a strong foundation which will enable students to produce and publish writing for a wide variety of tasks, purposes, and audiences. In conjunction with the Common Core State Standards initiative, students in grades K-5 will demonstrate understanding of narrative, informative/explanatory, and opinion/argumentative writing. Teachers will support students in developing specific writing concepts and skills as well as identified language and speaking/listening skills.

PHILOSOPHY OF INSTRUCTION

Based on our department philosophy and goals, elementary writing teachers will:

- Ensure a minimum of one hour daily instructional time for writing (kindergarten-30 minutes);
- Provide a safe, supportive and respectful classroom environment that is conducive to learning;
- Follow the district-wide Writing Workshop Units of Study Curricular Calendar to teach writing;
- Use the structures and routines of Writing Workshop to teach writing on a daily basis;
- Build upon prior knowledge and experiences to foster connections and strengthen writing skills;

- Plan writing units that consist of unit goals and minilesson teaching points that encompass all areas of the writing process;
- Use high-level questioning techniques to facilitate classroom discourse, both oral and written, that encourages collaborative conversations between peers and adults;
- Expose students to mentor texts that emulate the qualities of good writing within each writing unit/genre being studied; and
- Differentiate instruction to meet the needs of a variety of learners based on student readiness and learning style and provide intervention or enrichment as needed.

PHILOSOPHY OF ASSESSMENT

Based on our department philosophy and goals, elementary writing teachers will:

- Design and use assessments based on unit goals and grade level writing standards;
- Confer with students about their writing and maintain a record of conferring teaching points;
- Plan or modify instruction based on observation of student understanding;
- Collaborate with colleagues and use scoring rubrics to evaluate student work as appropriate; and
- Examine student growth by analyzing writing from the beginning of a unit of study to the final published piece.

Note: The instructional strategies outlined in each unit serve as a starting point for planning instruction that will further develop our students' capacity as writers. Teachers may create additional instructional strategies and learning activities as they continue to grow professionally and as they develop an understanding of each student's unique strengths, weaknesses, and interests.

SUBJECT	
Kindergarten Writing	
TOPIC:	
Telling & Writing Stories	
College and Career Ready Standards for Writing	
Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Ready Standards for Language	
Language Conventions	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
College and Career Readiness Anchor Standards for Speaking and Listening	
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards

Text Types and Purposes

3. **Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**

Production and Distribution of Writing

5. **With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**
8. With guidance and support from adults, **recall** information from experiences or **gather** information from provided sources to **answer** a question.

Range of Writing

10. **Write routinely** over extended time frames ([time for talking, drawing, and writing] time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

1. **Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Print** many upper- and lowercase letters [e.g. can **write** their name].
 - f. **Produce and expand complete sentences in shared language activities [orally].**
2. **Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - d. **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

Vocabulary Acquisition and Use

6. **[Orally,] use** words and phrases acquired through conversations, reading and being read to, and [when] **responding** to texts.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

4. **Describe** familiar people, places, things, and events and, with prompting and support, **provide** additional detail.
5. **Add** drawings or other visual displays to descriptions as desired to **provide** additional detail.
6. **Speak** audibly and **express** thoughts, feelings, and ideas clearly.

SUBJECT Kindergarten Writing	
TOPIC: Telling & Writing Stories	
Unwrapped Performance Standards	
Concepts: Need to know about: Test Type and Purpose Compose Narrative Stories • Drawing, dictating, and writing (to tell a story) • Single event (topic to write about) • Several loosely related events (to write about) • Event order • Reacting to what happened Production • Response to questions and suggestions • Details to strengthen writing • Information from experiences and/or provided sources • Response to questions Range of Writing • Time for talking, drawing, and writing • Routines for writing (time frames) Conventions of Standard English • Upper and lowercase letters (e.g., student's first names) • Complete sentences • Phonetic spelling of words • Letter-sound relationships Vocabulary Acquisition and Use • Words and phrases acquired through conversations, reading, and being read to Presentation and Knowledge of Ideas • Familiar people, places, things, and events • Drawings or other visual displays for additional detail	

- Expression of thoughts, feelings and ideas with clarity
- Audible speaking voice

DRAFT

Skills: Need to be able to do:

Test Type and Purpose

Compose Narrative Stories

- **Use a combination of drawing, dictating, and writing** (to tell a story)
- **Narrate a single event** or several loosely related events in order
- Provide a **reaction to what happened**

Production

- **Respond (to questions** and suggestions)
- **Add details (to strengthen writing)**
- Recall or gather information from experiences and/or provided sources to answer a question

Range of Writing

- Write (routinely with time for talking, drawing, and writing)

Conventions of Standard English

- Print upper and lowercase letters (e.g. student's first names)
- **Produce and expand complete sentences**
- **Use knowledge of letter-sound relationships to spell simple words phonetically**

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, reading, and being read to

Presentation and Knowledge of Ideas

- Describe familiar people, places, things, and events (to provide additional detail)
- Add drawings or other visual displays to provide additional detail
- Express thoughts, feelings and ideas with clearly
- Speak audibly
- Express thoughts, feelings, and ideas clearly

SUBJECT
Kindergarten Writing

TOPIC:
Telling & Writing Stories

Big Ideas

Student's statements of enduring ideas

1. Writers use personal experience, mentor texts, and classroom tools to write about events in their lives.
2. Writers choose different paper to express their story ideas.
3. Writing partners turn and talk to create story ideas, respond to questions, and share their writing.
4. Writers become more independent by practicing writing every day and following structured writing routines.

Essential Questions

Teacher's guiding questions

1. Where do writers find topics for their stories?
2. How can writers expand their ideas across pages?
3. How do writing partners work together to make their writing stronger?
4. How do writers increase their ability to work independently?

SUBJECT Kindergarten Writing
TOPIC: Telling & Writing Stories
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Use personal experiences to tell a story through pictures and/or words across pages. 2. Select appropriate paper choice for their writing. 3. Identify and focus their writing on a single event or several loosely related events or experiences from one's life in logical order. 4. Use words or phrases acquired through conversations or shared text in their own stories. 5. Use planning strategies such as thinking, talking, and drawing to develop story ideas. 6. Turn and talk with their writing partners to share story topics, ideas, and reactions. 7. Orally, produce and expand complete sentences in shared language activities. 8. Discuss their writing and respond to questions to determine if their writing reflects the story they want to tell. 9. Revisit and revise their work (through the guidance and support of teachers and peers). 10. Apply techniques that they have learned from other authors and illustrators. 11. Use classroom tools and resources to improve their writing (e.g. mentor texts, charts, writer's folders). 12. Print their names using upper and lower case letters. 13. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 14. Talk about their writing with an audible speaking voice. 15. Orally express their thoughts, feelings and ideas clearly. 16. Prepare story for celebration by editing and fancying it up. 17. Write routinely for gradually extended periods of time.

SUBJECT	
Kindergarten Writing	
TOPIC:	
Telling & Writing Stories	
Instructional Strategies	
<i>Based on our department philosophy for student learning, teachers will:</i>	
1. Construct lessons that scaffold the creation, planning, and publishing of a story through drawing or writing. 2. Further foster student independence by reinforcing the routines of writing workshop and writing routinely. 3. In Writing Workshop, use the format of minilesson, independent writing and conferring, and sharing. 4. Use mentor texts to immerse students in the narrative story structure and highlight authors' techniques (e.g. word size, facial expression, color to convey mood). 5. Scaffold classroom discussion to examine author's techniques and model their use. 6. Provide examples of writing across pages and presenting events in logical order. 7. Demonstrate the use of upper and lowercase letters through teacher created and/or student created models. 8. Construct and display classroom tools and resources to assist students in improving their writing (e.g. mentor texts, charts, lists, writer's folders, paper choices). 9. Model and demonstrate, step-by-step, how to use classroom tools and write across pages. 10. Assign writing partners and provide opportunities to turn and talk. 11. Demonstrate the production and expansion of complete sentences in shared language activities and/or interactive writing. 12. Model, guide, and support students in responding to questions about their writing. 13. Provide opportunities for students to spell words phonetically and use words and phrases acquired through conversations, reading, and being read to, and when responding to texts. 14. Supply students with feedback while conferring and maintain a record of teaching points suggested to students. 15. Continually assess student learning throughout the writing process in order to enrich or remediate understandings. 16. Provide gradually increased time frames to develop endurance and independence in writing. 17. Model how to express thoughts, feelings and ideas clearly by speaking audibly.	

SUBJECT Kindergarten Writing
TOPIC: Telling & Writing Stories
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>
1. Student's demonstration of following classroom routines. 2. Student's use of paper choice. 3. Student's ability to sit, listen, and participate with writing partner and whole class. 4. Student's writer's folder. 5. Student's created story in drawing or writing. 6. Student's celebration/sharing of drawing/writing.

Presentation of Elementary Writing Curriculum

Overview:

Grades K-5 Writing Curriculums are being brought forward for Board approval as part of the elementary writing curriculum revision. The revision of the elementary writing curriculum is based on the adoption of the Common Core State Standards by the Connecticut Department of Education in July of 2010.

This curriculum follows Bristol's guidelines and includes:

- Course and Course Description;
- Department Goals;
- Philosophy of Instruction and Assessment;
- Common Core State Standards for College and Career Readiness Anchor Standards in;
 - Writing
 - Language
 - Speaking and Listening
- Grade Level Writing, Language, and Speaking and Listening Standards from the Common Core State Standards;
- Unwrapped Performance Standards;
- Big Ideas and Essential Questions;
- Learning Objectives;
- Instructional Strategies; and
- Assessment and Common Learning Experiences.

Rationale:

The need for creating new writing curriculum was based on the adoption of the Common Core State Standards by the State Department of Education in July of 2010. These sets of standards are more focused, coherent and rigorous and precipitated the need to adjust our curriculum.

Alignment to Connecticut Standards and Assessments:

This curriculum is aligned to the new Common Core State Standards (CCSS) in Connecticut in preparation for assessments that are being developed for the 2014-2015 school year.

Required Resources:

The Office of Teaching and Learning has provided classroom teachers in grades K-5 with *Units of Study for Teaching Writing*, by Lucy Calkins. Additionally, classroom teachers have received on-going professional development from a variety of sources; staff developers from Teacher's College at Columbia University, our district-wide literacy coach, and/or building literacy coaches. In addition, we will need to provide continued support for professional development for our district literacy coach and building based elementary literacy coaches. This will support on-going, job embedded professional development (using elementary literacy coaches) for elementary teachers.

Submitted by:

Denise Carabetta, Director
Office of Teaching and Learning
Bristol Board of Education

Bristol Public Schools Elementary Writing Curriculum Kindergarten-Grade 5

May 2012



The Common Core State Standards

The College and Career Readiness Anchor Standards for Writing are broad standards that define the skills and understandings that all students must demonstrate. The standards are organized by:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

2012-2013	Aug/Sep	Oct/Nov	Nov/Dec	Dec/Jan	Jan	Feb/March		April/May	May/June
K	Launching Writing Workshop	Telling and Writing Stories	Listing and Labeling	Pattern Books	Writing for Many Purposes (notes, letters, invitations, etc)	All About	How To	Poetry/Songs	Writing Small Moment Stories
1	Launching With Small Moments	Raising the Quality of Small Moments	Authors as Mentors	Writing for Many Purposes: Persuasion (notes, letters, invitations, etc)	How To	All About		Poetry	Narrative Fairy Tales
2	Launching With Small Moment	Expert Projects (All About)	Realistic Fiction	Writing for Many Purposes (friendly letters)	Non Fiction Persuasive Review	Narrative Fairy Tale		Poetry	Non Fiction Writing in the Content Area (Science)
3	Launching With Personal Narrative	Raising the Quality of Narrative Writing	Non Fiction Persuasive Essay	Realistic Fiction	Jan/Feb	Poetry	Writing in the Content Area (Science)	Narrative Fairy Tales	
					Test Writing Narrative				
4	Launching With Personal Narrative	Non Fiction Persuasive Essay	Raising The Quality of Narrative Writing	Narrative Fantasy	Jan/Feb	Poetry	Non Fiction Writing a Report- Feature Article	Narrative Memoir: The Art of Writing Well	
					Test Writing Narrative				
5	Launching With Realistic Fiction	Literary Essays: Writing About	Non Fiction Persuasive Essay	Writing in the Content Area (Science & Social Studies)	Jan/Feb	Poetry	Fiction Mystery	Narrative Memoir: The Art of Writing Well	
					Test Writing Expository				

Writing Standards, K-5

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

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)	1. Write opinion pieces in which they introduce a topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding section or section.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

5

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

4

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

3

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

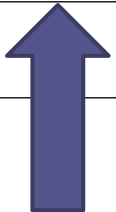
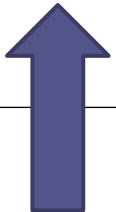
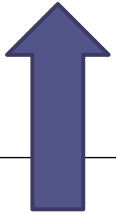
2

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

K



CCSS for Language

The College and Career Readiness Anchor Standards for Language are broad standards that define the skills and understandings that all students must demonstrate. The K-5 language standards are organized by:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

CCSS for Speaking and Listening

The College and Career Readiness Anchor Standards for Speaking and Listening are also broad standards that define the skills and understandings that all students must demonstrate. These standards are organized into two sections:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Kindergarten Unit

Launching , Approximating Small Moments



Next Steps

- Draft Overview for K-5 teachers and building administrators
- Professional development-Summer Induction Academy
- K-5 grade level planning meetings, 2012-2013 school year
- Job embedded coaching



Textbook Recommendation to the Board of Education

Subject/Course: Elementary Mathematics

Grade Level: Grades 1 and 5

First Presentation BOE Meeting Date: June 6, 2012

Second Presentation BOE Meeting Date: July 11, 2012

Describe need for the textbook/materials:

The current text, *Growing with Mathematics*, is not well aligned to the new Bristol Mathematics Curriculum and the Common Core State Standards (CCSS). The publisher, McGraw-Hill Wright Group, does not intend to support the program by revising or updating it further. It has become necessary to find a text that more closely matches the Bristol Mathematics Curriculum and can support the implementation of the CCSS. In addition, as the needs of our students continue to change and grow, it is important to find a text that can adapt to these changing needs and expand to the increasing demands of technology as a resource for educating and enhancing instruction for our students.

Listed below are textbooks/materials evaluated by the Textbook Selection Committee:

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability (Lexile)
Elementary Mathematics	<i>enVisionMATH – Grades 1 and 5</i>	Charles, et al.	2011	2011	Pearson	386/480 (80.4%)	630
Elementary Mathematics	<i>Go Math! – – Grades 1 and 5</i>	Dixon, et al.	1 st	2011	Houghton-Mifflin	327/480 (68.1%)	n/a

The following textbook(s)/materials are recommended by the Textbook Selection Committee

Subject/ Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
Elementary Mathematics	<i>enVisionMATH Common Core* – Grade 1 and 5</i>	Charles, et al.	2012	2012	Pearson	Glenview, IL	www.pearsonschool.com

Reasons for recommendation (include information on match to curriculum concepts and skills):

enVisionMATH supports student understanding by providing scaffolded instruction that begins with a significant problem-based activity at the start of each lesson. Students utilize concrete materials and then create pictorial representations of similar work, through a specific stepped-out visual model. They then move towards the abstract, connecting the prior two experiences. *enVisionMATH* was chosen for its unique, problem-based approach to mathematics content coupled with cutting-edge technology that engages students and allows for discussion surrounding key concepts and essential questions. There is a strong alignment with the Bristol Mathematics Curriculum. *enVisionMATH* allows teachers to provide engaging, relevant, and meaningful mathematics instruction for students. Every lesson contains ideas for differentiating instruction and homework based upon student need and provides teachers with multiple entry points with which students may access the content.

* The Common Core edition has been modified to better align with the 2010 Common Core State Standards for Mathematics for Connecticut. The math coaches and mathematics supervisor reviewed this edition to ensure preservation of the original components reviewed and alignment to the new standards and the Bristol Mathematics Curriculum. The four participants overwhelmingly agreed that these two conditions held.

Textbook Recommendation to the Board of Education

Student Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: #Texts per School
27	MATH COMMON CORE STUDENT EDITION 24 PACK AND 1 YEAR DIGITAL LICENSE PACKAGE GRADE 1	\$647.47	\$17,481.69	1 per student
600	MATH 2012 COMMON CORE STUDENT EDITION GRADE 5 + 6 YEAR DIGITAL LICENSE	\$65.97	\$39,582.00	1 per student

Teacher Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: # per School
14 + (27 Free)	MATH 2012 COMMON CORE ENGLISH TEACHER EDITION AND RESOURCE PACKAGE GRADE	\$524.97	\$7,349.58	1 per teacher and special education
41	MATH 2012 COMMON CORE MATH DIAGNOSIS AND INTERVENTION SYSTEM PART 1	\$0 (\$131.47 value)	\$0	1 per teacher and special education
33	MATH 2012 COMMON CORE MATH LIBRARY AND TEACHER GUIDE PACKAGE GRADE 1	\$41.97	\$1,385.01	1 per teacher
8	MATH 2011 PROFESSIONAL DEVELOPMENT DVD GRADE K/2	\$0 (\$99.00 value)	\$0	1 per building
41	MATH 2012 COMMON CORE READY MADE CENTERS KIT GRADE 1	\$360.97	\$14,799.77	1 per teacher and special education
33	MATH 2012 COMMON CORE DIGITAL TEACHER RESOURCE PACKAGE GRADE 1	\$0 (\$1997 value)	\$0	1 per teacher
33	MATH 2012 COMMON CORE TOPIC STORIES BIG BOOK GRADE 1	\$125.97	\$4,157.01	1 per teacher
8 + (27 Free)	MATH 2012 COMMON CORE ENGLISH TEACHER EDITION AND RESOURCE PACKAGE GRADE4	\$524.97	\$4,199.76	1 per teacher and special education

35	MATH 2012 COMMON CORE MATH DIAGNOSIS AND INTERVENTION SYSTEM PART 2	\$131.47	\$0	1 per teacher and special education
27	MATH 2012 COMMON CORE MATH LIBRARY AND TEACHER GUIDE PACKAGE GRADE 5	\$41.97	\$1,133.19	1 per teacher
8	MATH 2011 PROFESSIONAL DEVELOPMENT DVD GRADE 3/6	\$99.99	\$0	1 per building
35	MATH 2012 COMMON CORE READY MADE CENTERS KIT GRADE 5	\$360.97	\$12,633.95	1 per teacher and special education
35	MATH 2012 COMMON CORE DIGITAL TEACHER RESOURCE PACKAGE GRADE 5	\$1,997.97	\$0	1 per teacher and special education

TOTAL COST	
Total Cost for Student Texts/Materials	\$57,063.69
Total Cost for Teacher Materials	\$45,658.27
GRAND TOTAL	\$102,721.96

Textbook Selection Committee		
Staff member	School	Grade/Course Taught
Leah Baron	South Side	Grade 5
Marie Conlan	Edgewood	Grade 4
Nancy Fuller	Mountain View	Grade 2
Karen Hurlbert	O'Connell	Grade 5
Debra Kligerman	Hubbell	Kindergarten
Meghan Kulak	Bingham	Grade 3
Derrick Lachance	Hubbell	Grade 3
Marlene Lovanio	Office of Teaching and Learning	Supervisor, K-12 Mathematics
Karen Nestico	Greene-Hills	District-Wide Elementary Math Coach
Kathryn O'Neil	Stafford	Grade 2
Katje Pearson	Greene-Hills	Grade 1
Diane Pratt	Jennings	Kindergarten
Jennifer Silva	O'Connell	Grade 1
Ann Marie Spinelli	Greene-Hills	District-Wide Elementary Math Coach
Tania Palmieri	Greene-Hills	Grade 4
Debra Vitale	Greene-Hills	District-Wide Elementary Math Coach