

Port Angeles School District
Language Arts Curriculum Committee 2006-07 Report
District-Wide Language Arts Program Recommendations for 2007-09
June 11, 2007

EXECUTIVE SUMMARY

The Port Angeles School District Language Arts Curriculum Committee was convened again in the spring of 2006. This group met during the 2006-07 school year, and will continue to meet at least for the 2007-08 school year.

The context for the work this group must accomplish is rapidly changing. The state and national expectations for language arts instruction and its requisite student achievement levels continue to increase. World-wide, United States students continue to under perform in comparison to their counterparts in many other countries. This is particularly true in the higher grades.

While the district has made strong gains in literacy over the last several years, writing continues to be a content area that provides challenges. The implementation of a writing curriculum K-5 this past year will secure an improvement of elementary students' writing skills. The underlying challenge is to meet the writing instructional demands, while not losing gains in reading.

Each district curriculum committee must respond to the essential question with regard to curriculum adoption: "Whose interests are being served?" The expectation is that all stakeholders in the system will have their interests served to the degree we can reasonably do so. The intended, enacted and assessed curriculum must be aligned. This committee is working to that end for the K-12 system, and has already taken the first steps. Attached are elementary literacy calendars that integrate reading and writing instructional calendars across the year. Grade level teams reviewed these in May 2006, realizing the need to have a footprint for those teachers new to the district and/or new to a grade level within the district. Writing calendars have been added by the committee as a result of work done this spring. The literacy calendars further engender coherence across the district and equity of experience for all stakeholders in the district.

The recommendations of this district curriculum committee inform practice at all grade levels of the district. Due to the transitions of grade levels and schools, the sixth grade reading and writing curriculum warranted significant scrutiny. The writing curriculum at the sixth grade requires a more coherent approach as the sixth grade sections will now be situated in five elementary schools rather than in two middle schools. The committee recommends the *Step Up To Writing* curriculum materials integrated with the *Ralph Fletcher* writing materials previously adopted for the intermediate elementary grade classrooms. Sixth grade teachers have already received professional development on these curriculum topics and materials. With regard to reading at the sixth grade, the committee recommends piloting the Houghton-Mifflin sixth grade text as the anthology for literature and reading instruction. At the conclusion of the academic year, the text will be evaluated and either moved forward for formal adoption or another choice will be studied.

For the middle school level, the committee recommends the use of the *Step Up To Writing* materials and various writer’s workshop strategies and resources. The attached proposed writing pacing guides display this integration (see Appendix G). At the high school level, the review and refinement focus on the integration of writer’s workshop at the freshman and sophomore levels.

Another significant benefit is the more explicit and/or transparent are our expectations, or the indicators of success within the classroom, the more our parents and community members are able to partner with us. We know we have great parents and our community strongly supports teaching and learning, so additional efforts to communicate more clearly the targets for students in our district means parents will be to support initiatives enabling students to reach rising standards.

Appendices to this report are:

- Appendix A, PAHS English 9 Instructional Calendar
- Appendix B, PAHS English 10 Instructional Calendar
- Appendix C, American Studies Reading/Writing Instructional Calendar
- Appendix D, English Department
- Appendix E, Comprehensive Literacy Program
- Appendix F, Year-Long Plan for Reading and Writing Instruction
- Appendix G, Writing Pacing Guide

LANGUAGE ARTS COMMITTEE MEMBERSHIP

The staff members listed below comprise the Language Arts Curriculum Committee for the current 2006-07 school year. These members represent every school in the district, the kindergarten program, and the special education department. Classroom teachers, support teachers, and administrators began their work this spring.

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|----------------------|-----------------------|
| 1. Brook Anderson | 12. Keith Johnson |
| 2. Michelle Angevine | 13. Donette Kessinger |
| 3. Sandi Biasell | 14. Terri Longin |
| 4. Roni Prince | 15. Susan MacDonald |
| 5. Jeff Clark | 16. Gary McLaughlin |
| 6. Kim Coleman | 17. Mary O’Kief |
| 7. Melissa McBride | 18. Bryan O’Donnell |
| 8. Laurie Day | 19. Michelle Olsen |
| 9. Nanette Navarro | 20. Michelle Reid |
| 10. Jeri Goebel | 21. Teresa Thorson |
| 11. Rindy Hainstock | 22. Jeanne Wolfley |

BACKGROUND

The background for addressing a district-wide literacy curriculum, instruction, and assessment, lies in a state and national context as much as the local district literacy curriculum climate. As our nation and state have experienced higher levels of accountability for student achievement outcomes, districts everywhere have been challenged to have clearer and more focused curriculum. As districts struggle to develop and implement internal curricular targets that match external accountability structures, there are clear pressures on the system. Limited time, fiscal resources, technology, information-sharing structures, availability of quality assessments, shared assessment understanding and expertise and clear curricular targets all impose significant pressure on systems already under stress.

In the last few years, the Port Angeles School District focused much of its energy and resources on a literacy initiative. While this has led to great gains, particularly in the area of reading, there are still gains to be realized in writing achievement. Writing is clearly an area which must have a focused and coherent systemic approach. Moving into year two of the new writing curriculum materials usage means providing more job-embedded support in the form of professional development for teachers. This will help more effectively integrate these materials into their classroom practice.

In response to this particular need, the district Language Arts Curriculum Committee was commissioned to continue prior work to develop and implement a coherent district-wide Language Arts curriculum. The committee continued work this year with a focus on data and its relative strengths and opportunities. In response to the data regarding boy writers, the committee sought research that might inform practice. A text we used this year in the committee was *Boy Writers* by Ralph Fletcher. Teachers also attended a conference on this topic and shared information at the October Learning Improvement Day.

The need to have reading and writing instructional plans in place while the committee plans a new aligned reading and writing curriculum continues to be a challenge. It is tantamount to remodeling the plane as we fly it. The support struggling student writers will continue to need must be balanced with the support resources available to assist struggling student mathematicians. As science and math are both NCLB and graduation requirements, they continue to demand resources from an already scarce pool.

PARAMETERS

The Language Arts Curriculum Committee understands it is working within a time that budget and fiscal considerations cast an increasing pall on the purchase of new materials. The committee is sensitive to these constraints. Given these constraints, and the current rather fluid nature of the K-12 literacy curriculum, the committee is charged with identifying an aligned curriculum and professional development support for the use of these materials.

The following responsibilities include, but are not limited to:

- Review the reading and writing curriculum currently in place.

- Review and recommend curriculum adjustments where grade levels conflict or are silent.
- Review best practice research with regard to literacy instruction.
- Review reading and writing materials and research alignment of these materials.
- Recommend new materials where necessary to meet the alignment needs of our students and teachers in the areas of reading and writing.
- Make recommendations for appropriate professional development that would support the effective implementation of these curriculum materials.
- Define our district beliefs about literacy instruction (see Appendix E).
- Complete the district-wide instructional calendar for reading and writing (see Appendices A-D for 9-12 alignment of instructional calendar).
- Complete the district-wide instructional calendar for reading and writing (see Appendices F-G for 9-12 alignment of instructional calendar).

The committee was charged to work diligently on these varied responsibilities and make its recommendations during the course of the 2006-07 academic year. The committee will continue its work as the new recommendations are implemented over the next several years in order that there is a high level of support for the new expectations outlined later in this report and other updates coming in the approaching academic year.

Finally, the expectation exists that as a curriculum committee, there are three major tenets necessary to frame our work at the district level. These are: 1) we live and work in a standards-based environment; 2) there must be equity across the system for students and staff; and 3) coherence is necessary throughout a student's experience in the Port Angeles School District.

PROCESS

As the committee was convened last spring, teachers and principals came together to begin the language arts review process. As our first order of business, we felt it important to wrestle with the issues and concerns staff members were currently having with regard to the reading and writing curriculum.

Utilizing a group process, the committee was able to generate a number of topics requiring resolution if we are to successfully meet our reading and writing instructional challenges. The committee members remain energetic, committed and optimistic.

The Language Arts Curriculum Committee was scheduled to meet twice monthly during the 2006-07 academic year. They met from 3:30 p.m.-5:00 p.m., approximately every other Monday, for the duration of the academic year. The committee made recommendations to the Instructional Materials Committee at their June 5th meeting. Further, the committee will provide oversight to any literacy programs approved.

LANGUAGE ARTS COMMITTEE RECOMMENDATIONS

The committee concluded that there are some real strengths to the current literacy initiative in the district, and there are still significant challenges in writing. While there was general consensus on the effectiveness of the current reading curriculum, it is clear that it is not as coherent as it could be. More discussion will likely occur as to the relative merits of basal reader use, particu-

larly at grades K-5. Since there is a significant transition within the elementary program as sixth grade is included at the elementary level in the upcoming year, members will consider a piloting of the sixth grade level Houghton-Mifflin reading text consistent with K-5 reading resources available in the district. The fidelity of implementation is a conversation that is necessary if the district is to maintain coherence and equity across schools in this content area.

The particular aspect of the district's literacy program which warranted early attention is writing. The district did not have an adopted writing curriculum for students that was either clear, focused and/or understood by all teachers and principals. The Language Arts Curriculum Committee chose to undertake recommendations for the 2006-07 academic year. The writing curriculum was selected (*Lucy Calkins Writing Materials and Ralph Fletcher Writing Materials*), and the first year of implementation occurred this past year. The committee will continue to address opportunities in the literacy curriculum area.

Elementary Level

For the elementary level, the committee continues to recommend the Houghton-Mifflin reading series and continues to review the fidelity of implementation of this text. With regard to the writing curriculum at the elementary level, the committee continues to support several recommendations. For grade K-2, the committee supports continued use of the *Lucy Calkins Writing Materials*. These materials have been used in a number of primary level classrooms across the district. Those teachers who are currently using these materials find them to be a great resource for the improvement of student writing and motivation to write. It appears that these materials are yielding higher quality student writing than previously used materials and strategies.

Further, at the elementary level, teachers are considering refining the instructional calendars based on their experience with the new materials. An integral aspect of these recommendations is that each grade level builds on the strategies mastered at the grade level preceding it. As next year unfolds, the increasing refinement of the calendars will be a necessity. This committee supports continued use of the third grade *Lucy Calkins Writing Materials* for writing curriculum. Further, the members support continued use of the *Ralph Fletcher Writing Materials* for grades four and five, with the *Lucy Calkins Writing Materials* as support materials for grade four. A building set of these support materials will be made available by the district and housed in each elementary building professional library.

The *Step up to Writing* curriculum materials have been made available to the fifth grade teachers who have trained in the use of these materials. The addition of sixth grade to the elementary school level has resulted in the decision to blend the *Step up to Writing* materials with the Ralph Fletcher materials to form a writing curriculum (see Appendix G). Professional development for the sixth grade team has already begun at its May grade level team meeting. The writing adoption specialists reviewed the writing materials, as well as the writing curriculum coherence and expectations with the sixth grade teachers.

Middle School Level

At the middle level, there has been great discussion this year with regard to the need for a coherent writing curriculum. The continuation of the writing workshop model is important in the development and maintenance of a coherent writing curriculum. To this end, the Nancy Atwell text, *Lessons That Change Writers*, was selected as a teacher resource for seventh and eighth grade teachers as they implement a coherent writing curriculum at the middle school level (see Appendix G). There will be on-going professional development provided by the curriculum adoption specialists.

Spelling Curriculum K-8

Another aspect of a comprehensive district writing curriculum is the agreement on a consistent and aligned spelling program. Prior to this year, this did not exist in our district. To this end, the committee recommended the materials from Rebecca Sitton for a K-8 aligned spelling curriculum at the end of last year. This would enable teachers, students and parents to have clear spelling targets for each grade level. Core and priority words were outlined and instructional time committed to achieving the effective use of these words. The transparent and explicit nature of this spelling program will then enable parents to more effectively partner with us to improve spelling specifically and writing in general. For the first time in many years, a modified spelling bee was held to celebrate the first year of spelling program implementation. Many thanks are due to the Soroptimists International of Port Angeles-Jet Set Club for generously donating funds to assist in the purchase of the spelling program materials.

Cursive Handwriting Grade 3

Another area the Language Arts Committee took up a year ago was the topic of cursive handwriting. Until this past year, the district has been silent on the expectation for teaching the basic tenets of cursive writing. Handwriting is a grade level expectation in the state of Washington, and therefore, the district cannot remain silent on this topic. At grade level team meetings in the spring of 2006, Team Third Grade stepped up to say they would take on the instruction connected to cursive writing. They would however, require materials to teach cursive handwriting. Mrs. Shirley Rutz and Mrs. Claire Turner agreed to research the cursive handwriting materials and return to the committee with a recommendation on behalf of Team Third Grade. They have done so, and the committee accepted their recommendation last spring for the utilization of *Pearson Scott Foresman D'Nealian® Handwriting* materials. These materials were implemented this year and believe to be yielding positive results for the third grade writers. This program will continue to be revisited, as professional development to support these materials will continue to be a need for new teachers and/or teachers new to the third grade level.

Finally, the district Language Arts Curriculum Committee recognizes the necessity of supportive professional development for any new curriculum materials to be effectively integrated into classroom practice. As the efficacy of each individual classroom teacher is enhanced, a stronger and more coherent teaching and learning plan will be realized for all students in the district. The committee notes the importance of building on the strengths of those already within the district as the capacity of the system continues to grow. The more significant the growth of our internal capacity, the more sustainable will be the growth over time. Curriculum adoption specialists will

play an integral role in job-embedded professional development plans to support the writing curriculum.

Appendix A

PAHS English 9 Instructional Calendar

Enduring Understandings for English 9

- Active listening requires considerable effort on the part of the listener.
 - Writing is a process.
 - Writers and speakers use detail and elaboration to make ideas clear to their audiences.
 - Writers and speakers organize what they have to say to make their meaning clear to their audience.
 - Writers and speakers know how various mistakes can distract their audiences.
 - Consistent vocabulary practice helps us learn more about words.
 - Readers distinguish between showing and telling.
 - Short stories often have a narrow focus on character and conflict.
 - Modern short stories do not always have a thorough resolution of conflicts.
 - Novels have a much broader scope than short stories.
 - Plays are all about showing and not telling.
 - Some poems have patterns.
 - Poems use figurative as well as literal language.
- There will be additional, more specific enduring understands for the content of specific units and lessons.

MONTH	Unit / Enduring Understandings
All Year	Active listening requires considerable effort on the part of the listener.
September	<p>Unit 1: Writing and Speaking (about 3 weeks)</p> <p>Writing is a process.</p> <p>Writers and speakers use detail and elaboration to make ideas clear to their audiences.</p> <p>Writers and speakers organize what they have to say to make their meaning clear to their audience.</p> <p>Writers and speakers know how various mistakes can distract their audiences.</p> <p>Paper #1: [emphasis on showing vs. telling] telling = MAIN IDEA</p> <p>Speech #1: [emphasis on showing vs. telling] telling = MAIN IDEA</p> <p>Consistent vocabulary practice helps us learn more about words.</p> <p>Readers distinguish between showing and telling.</p> <p>Practice with "On Being Seventeen, Bright, and Unable to Read", "A Celebration of Grandfathers"</p> <p>Underlining and highlighting practice: [?something relevant to World Cultures]</p> <p>Instructional Focus: recognizing MAIN IDEA of story (THEME), essay, paragraph(s)</p>
Sept. 25	Mini-assessment
October	<p>Unit 2: Short Stories (about 3 weeks)</p> <p>Short stories often have a narrow focus on character and conflict.</p> <p>"A Mother in Mannville" "The Necklace" "Button, Button" "The Way Up"</p> <p>Writing is a process.</p> <p>Writers and speakers use detail and elaboration to make ideas clear to their audiences.</p> <p>Writers and speakers organize what they have to say to make their meaning clear to their audience.</p> <p>Writers and speakers know how various mistakes can distract their audiences.</p>
Oct. 4	<p>Vocabulary lesson 1--test week of Oct. 4</p> <p>Paper #2: writing about supporting detail in a story</p>

Appendix A, cont.

PAHS English 9 Instructional Calendar

	<p>Consistent vocabulary practice helps us learn more about words. Practice with "Li Chang's Millions" Underlining and highlighting practice: [?something else connected to World Cultures] Instructional Focus: recognizing SUPPORTING DETAIL</p>
Oct. 14	Mini-assessment
October	Unit 3: Novel (about 4 weeks)
November	<p>Novels have a much broader scope than short stories. <i>The Pigman</i> or <i>April Morning</i> or pilot or ?individual student choice</p> <p>Writers and speakers use detail and elaboration to make ideas clear to their audiences. Writers and speakers organize what they have to say to make their meaning clear to their audience. Writers and speakers know how various mistakes can distract their audiences. Speech #2: ?something about reading or research connected to reading Instructional Focus: SUMMARIZING a passage</p>
Nov. 4	Mini-assessment
Nov. 15	<p>Consistent vocabulary practice helps us learn more about words. Vocabulary lesson 2--test week of Nov. 15</p> <p>Readers distinguish between showing and telling. Practice with selection from <i>I Know Why the Caged Bird Sings</i> Underlining and highlighting practice: [?biographical detail about writer] Instructional Focus: making INFERENCES and PREDICTIONS</p>
Nov. 23	Mini-assessment
November	Unit 4: Drama (about 4 weeks)
December	<p>Plays are all about showing and not telling. <i>The Miracle Worker</i> "A Sunny Morning"</p> <p>Writing is a process. Writers and speakers use detail and elaboration to make ideas clear to their audiences. Writers and speakers organize what they have to say to make their meaning clear to their audience. Writers and speakers know how various mistakes can distract their audiences. Paper #3: dialogue with commentary</p> <p>Readers distinguish between showing and telling. Practice with "Three Wise Guys" Underlining and highlighting practice: [?more information about Helen Keller] Instructional Focus: distinguishing between FACT and OPINION</p>
Dec. 9	Mini-assessment
January	Unit 5: Poetry (about 3 weeks)
	<p>Some poems have patterns. "Annabel Lee" "Taught Me Purple" "The Secret Heart" "Fireworks" "The Courage That My Mother Had"</p> <p>Writers and speakers use detail and elaboration to make ideas clear to their audiences. Writers and speakers organize what they have to say to make their meaning clear to their audience. Writers and speakers know how various mistakes can distract their audiences. Paper #4: reflection on / analysis of A2L winter paper</p> <p>Consistent vocabulary practice helps us learn more about words. Vocabulary lesson 3--test week of Jan. 17</p>
Jan. 17	

Appendix A, cont.

PAHS English 9 Instructional Calendar

Jan. 20	<p>Speech #3: reading aloud two contrasting poems with expression and commentary Instructional Focus: distinguishing between LITERAL and FIGURATIVE LANGUAGE Mini-assessment</p>
February	<p>Unit 6: Research (about 3 weeks) [Overlap of Units 6 and 7 Possible] Writing is a process. Writers and speakers use detail and elaboration to make ideas clear to their audiences. Writers and speakers organize what they have to say to make their meaning clear to their audience. Writers and speakers know how various mistakes can distract their audiences. Paper #5: research paper on ??? Optional story: "Say It with Flowers" Readers distinguish between showing and telling. Instructional Focus: COMPARING</p>
Feb. 24	<p>Mini-assessment Instructional Focus: CONTRASTING</p>
Mar. 17	<p>Mini-assessment</p>
February March	<p>Unit 7: More Short Stories (about 3 weeks) Modern short stories do not always have a thorough resolution of conflicts. "The Stolen Party" "The Scarlet Ibis" "Red Dress--1946" "Just Try to Forget" Writing is a process. Writers and speakers use detail and elaboration to make ideas clear to their audiences. Writers and speakers organize what they have to say to make their meaning clear to their audience. Writers and speakers know how various mistakes can distract their audiences. Paper # 6: compare and contrast different characters Consistent vocabulary practice helps us learn more about words.</p>
Mar. 7	<p>Vocabulary lesson 4--test week of March 7 Instructional Focus: COMPARING</p>
Feb. 24	<p>Mini-assessment Instructional Focus: CONTRASTING</p>
Mar. 17	<p>Mini-assessment</p>
March	<p>Unit 8: Poetry and Figurative Language (about 2 weeks) Poems use figurative as well as literal language. any poem in book Speech #4: reading aloud poem with significant use of figurative language with expression and commentary Instructional Focus: recognizing VOICE and POINT OF VIEW</p>
Apr. 12	<p>Mini-assessment</p>
April May	<p>Unit 9: <i>Romeo and Juliet</i> (about 4 weeks) Some poems have patterns.</p>

Appendix A, cont.

PAHS English 9 Instructional Calendar

Poems use figurative as well as literal language.
 Plays are all about showing and not telling.
 Writing is a process.
 Writers and speakers use detail and elaboration to make ideas clear to their audiences.
 Writers and speakers organize what they have to say to make their meaning clear to their audience.
 Writers and speakers know how various mistakes can distract their audiences.
 Paper #7: "traditional literary essay"
 Speech #5: something *rehearsed* with Shakespeare's language
 Consistent vocabulary practice helps us learn more about words.

May Unit 10: selections from *The Odyssey* (about 3 weeks)

Writing is a process.
 Writers and speakers use detail and elaboration to make ideas clear to their audiences.
 Writers and speakers organize what they have to say to make their meaning clear to their audience.
 Writers and speakers know how various mistakes can distract their audiences.
 Paper #8: persuasive paper about heroes
 Speech # 6: mythology or freshman project as topic
 Consistent vocabulary practice helps us learn more about words.

May. 2 Vocabulary lesson 5--test week of May 2
 Instructional Focus: **VISUAL / NONTEXT READING**
 May. 26 Mini-assessment

June Unit 11: Another Novel (about 3 weeks)

Novels have a much broader scope than short stories.
 ?individual student choice
 Consistent vocabulary practice helps us learn more about words.
 June. 6 Vocabulary lesson 6--test week of June 6
 Preparation of folder for English 10 teacher

For the year:

Vocabulary tests: more emphasis on sentence completion and definitions
 less emphasis on synonyms and antonyms, especially obscure ones

Daily Oral Language: not intended to take more than 5 minutes

Unit meetings: English 9 teachers need to meet at the end of a unit to review the next unit

Appendix B

PAHS English 10 Instructional Calendar

Writing Assignments			Speech Assignments		
#	Completion date means essays have	minimum	#	completion date	
	been graded and returned to students.	length			
1	descriptive essay to emphasize the importance of detail and elaboration	300 words	1	by end of 1st triad	artifact speech focus on comfort and confidence
2	persuasive essay	300 words	2	by end of 2nd triad	persuasive speech current event/issue topic
3 (or 4)	expository essay with topic similar to expository prompts on WASL	400 words	Passing grade 1st semester 2 successful speeches.		
4 (or 3)	persuasive essay Either 2nd or 4th essay must be based on literature.	400 words	3	by end of February	persuasive speech with pro-and-con approach
5	persuasive essay with pro-and-con approach	600 words	4	by mid-May	demonstration speech
6	personal reflections essay All English 10 classes will read <i>Black Boy</i> during April.	400 words	5	by early June	teacher choice speech Passing grade 2nd semester 3 successful speeches.
7	teacher choice NOTE: This can be done at the beginning of the semester.				
8	teacher choice				

REVISED October 2005

Appendix C American Studies Reading/Writing Instructional Calendar

READING

<u>Novels</u>	<u>Due Date</u>
<i>Adventures of Huckleberry Finn</i>	September/October
<i>The Great Gatsby</i>	October/November
<i>Hiroshima</i>	January
<i>To Kill a Mockingbird</i>	February/March
<i>The Crucible</i>	March/April
<i>Into the Wild</i>	May
Short stories and poems	All year, mixed in with the novels

WRITING

<u>Writing assignment</u>	<u>Due Date</u>
Freedom photo essay	September
Freedom history essay	October
Freedom literature essay	October
American Dream history journals	November
Great Gatsby essay	November
American Dream history essay	November
Who Am I? essay	January
In-class essay – Uncle Sam Trial	January
To Kill a Mockingbird essay	March
In-class essay – Unity/Divisions	March
Social Responsibilities research paper	April
In-class essay – Social Responsibilities	April
Nature journal	May
Time Travel pro/con essay	June
In-class essay – reflective essay	June

Appendix D

English Department

English 12 Curriculum – a work in progress

First Semester

* Students will complete the writing portion of their Senior Culminating Project

Rough timeline and requirements of SCP:

8-10 page I-search paper (2000-2500 words)
 10 sources total (with primary and secondary sources)
 annotated bibliography
 notes from each source

Due Date	Task
Beginning of September	Discuss plagiarism, acceptable sources, how to quote, MLA, how to read sources critically, bibliographical form, etc.
By Sept. 22	Verification of topic
By Sept. 29	First part of paper – What I knew when I started and why I’m doing this paper (about 2 pages)
Sept. 29 (no later than Oct. 13) By Oct. 6	Working bibliography Rough skeletal outline of I-search Explanation of what they are doing for primary sources
Oct. 13, 20, 27, Nov. 3, 10	Weekly progress reports - an average of two annotated bibliography entries/week - notes on an average of two sources per week, including quotations - reflections on what they are finding
By Nov. 17	Final annotated bibliography Final outline
Nov. 22	Rough draft of full paper
Dec. 8	Final draft of paper, all sections (what I knew, the search, the facts, what I learned)

* Students will write **three essays**
 - each essay will be a minimum of 600 words
 - each requires the writing process, including a rough draft
 - one must be completed before the end of each triad

Appendix D, cont.**English Department**

- one should be research-based, though perhaps more of a persuasive essay than a research paper
- * Students will participate in and lead a **seminar** each Wednesday
 - seminars are Socratic in nature
 - they should be text-based
 - (there should be a reading associated with each seminar topic that all students read, but the reading need not be the focus of the discussion; it is there as background material)
 - teachers might have a file of texts from which students choose (poems, stories, news articles, nonfiction, etc.)
 - teachers are encouraged to share articles with other English 12 teachers
 - students are to generate open-ended questions for discussion

Second Semester

- * Students will participate in and lead a **seminar** each Wednesday
 - see above for first semester
- * Students will write **four essays**
 - each essay will be a minimum of 750 words
 - each requires the writing process, including a rough draft
 - one should be completed no later than each of the following dates:
February 28, March 30, May 4, June 8
 - one should be research-based, though perhaps more of a persuasive essay than a research paper
- * Students will **read a novel**
 - classes will be split, with students choosing either *1984* or *Brave New World*
 - novels will be read in February and March
- * Students will give their **Senior Culminating Project Presentation** in class
 - class presentations will be done for a grade in April, in preparation for the official presentations in May

Yet to be determined:

- the exact type or topic of the various essays each semester
- how much, if any, independent reading will be required
- how things will change when/if we connect with Contemp for Humanities

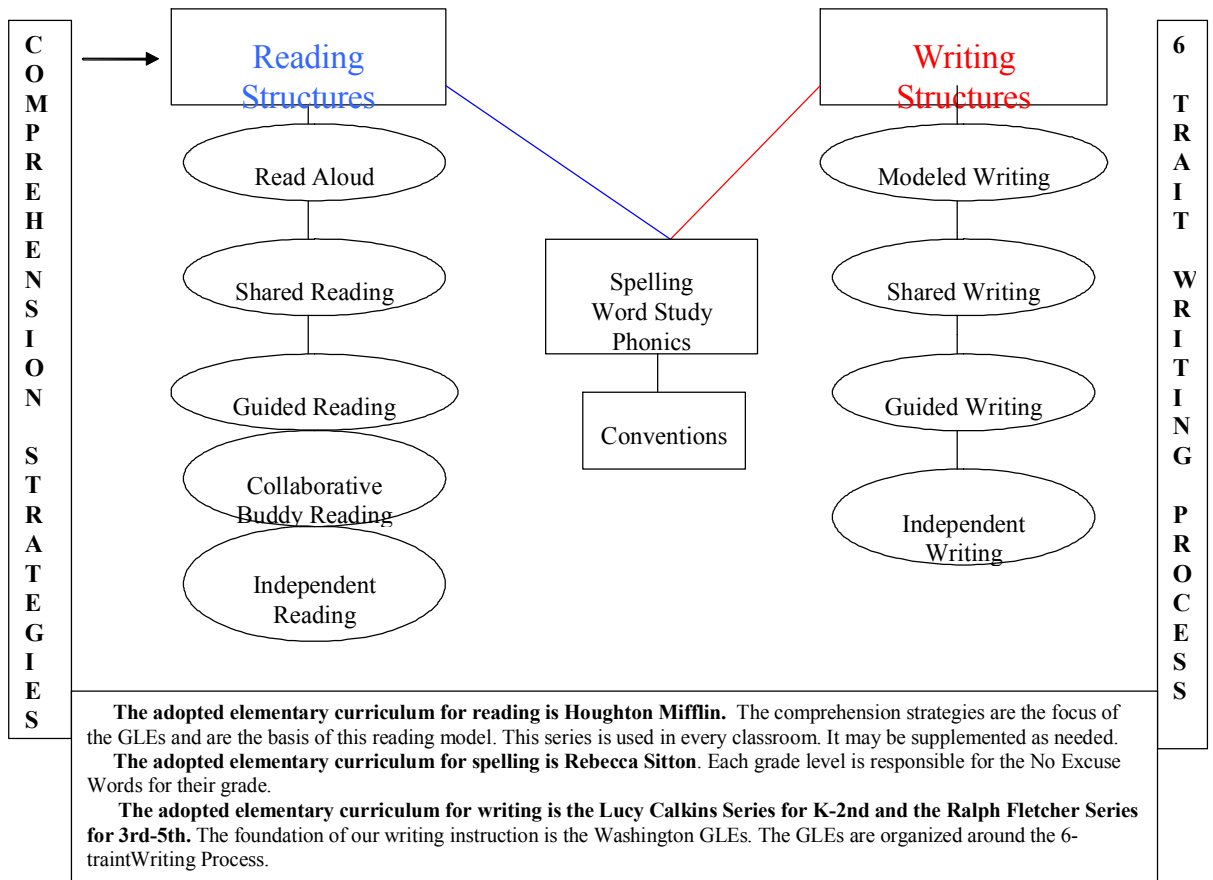
Some suggested issues to consider when planning:

- it might be a good idea to strive for diversity of viewpoints in whatever reading we assign, whether literary or nonfiction
- try not to be a library hog (due to our lack of technology, there will be tremendous difficulty claiming a spot in the library, so if you find your students not making good use of their time there, go less frequently)

Appendix E

Comprehensive Literacy Program

The Port Angeles School District believes that a **comprehensive literacy program** provides and cultivates the skills of reading, writing, thinking, speaking and listening for all students while recognizing and respecting their cultural, ethnic, and academic diversity. A **comprehensive literacy program** includes the following and is based on the Washington GLEs for reading and writing:



Appendix F Year-Long Plan For Reading and Writing Instruction

Kindergarten

	September October	November	December
Comprehension Strategy	Making Connections	Questioning (and previous strategies)	Predicting Retelling (and previous strategies)
Houghton Mifflin Theme	Look at Us Colors All Around	We're a Family Friends Together	Let's Count
Writing Unit of Study	Launching the Writing Workshop Ideas	Small moments Labels	Lists
Text Form in Reading and Writing	Realistic fiction	Fantasy fiction (Fairy tales)	Author study Literary and informational text
Writing Mode	Descriptive	Descriptive	Narrative
Reading Assessment	Reading screening by 9-30		
Writing Assessment Continuum level in parenthesis is the "at grade level" expectation.		Sample and writing continuum by 11-04 (Pre-conventional)	
Houghton Mifflin Theme	Look at Us Colors All Around	We're a Family Friends Together	Let's Count
Phonics/Chunks	S, M, A, R, T, I, B, N at		O, H, V, E, C, P, U, G, F, L, K, W, Q an, it, ig

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Kindergarten

	January	February	March
Comprehension Strategy	Inferring (and previous strategies)	Visualizing (and previous strategies)	Retelling (and previous strategies)
Houghton Mifflin Theme	Sunshine and Raindrops	Wheels Go Around	Down on the Farm
Writing Unit of Study	Small moments Revision (adding details)	Poetry Cards	Procedural text Retelling a personal story
Text Form in Reading and Writing	Realistic fiction	Poetry	Literary and informational text
Writing Mode	Narrative	Poetry (descriptive)	Expository
Reading Assessment	Benchmark by 1-27		
Writing Assessment Continuum level in parenthesis is the “at grade level” expectation.	Sample and writing continuum by 1-27 (Emerging)		
Houghton Mifflin Theme	Sunshine and Raindrops	Wheels Go Around	Down on the Farm
Phonics/Chunks	O, H, V, E, C, P, U, G, F, L, K, W, Q an, it, ig		D, Z, X, Y, J ot, ox, et, en, ug, ut

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Kindergarten

	April	May/June
Comprehension Strategy	Determining Importance (and previous strategies)	Determining Importance (and previous strategies)
Houghton Mifflin Theme	Spring Is Here	A World of Animals
Writing Unit of Study	Informational writing	Informational writing
Text Form in Reading and Writing	Informational text	Informational and literary text
Writing Mode	Expository	Narrative and expository
Reading Assessment		End of year assessment
Writing Assessment Continuum level in parenthesis is the “at grade level” expectation.		Sample and writing continuum by 5-12 (Early Developing)
Houghton Mifflin Theme	Spring Is Here	A World of Animals
Phonics/Chunks	D, Z, X, Y, J ot, ox, et, en, ug, ut	

Appendix F, cont. Year-Long Plan for Reading and Writing Instructions

First Grade

	September October	November	December
Comprehension Strategy	Making Connections Retelling	Questioning (and previous strategies)	Predicting (and previous strategies)
Houghton Mifflin Theme	All Together Now Let's Look Around	Family and Friends	Home Sweet Home
Writing Unit of Study	Launching the Writing Workshop Personal narrative (Small moments) Ideas	Writing for readers (notes to others) Question/answer books	Using authors as mentors Revising (adding details)
Text Form in Reading and Writing	Realistic fiction	Fantasy fiction (Fairy tales) Informational text	Author study Literary and informational text
Writing Mode	Descriptive	Descriptive	Narrative
Reading Assessment	DRA optional		
Writing Assessment Continuum level in parenthesis is the "at grade level" expectation.		Sample and writing continuum by 11-04 (Early Developing)	
Houghton Mifflin Theme	All Together Now Surprise	Let's Look Around Family and Friends	Home Sweet Home
Phonics/Chunks	Consonant review at, an, ig, it Consonant review ot, ox, en, et, ug, ut	Short i Double final consonant Plurals (s) Verb endings (s, ed, ing) Possessives Consonant clusters (r) Contractions (s) Short o, e, u Consonant clusters (l, s, kn, wr, triple clusters)	Digraphs (sh, th, wh, ch, tch) Long a, i Final nd, ng, Contractions

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

First Grade

	January	February	March
Comprehension Strategy	Inferring (and previous strategies)	Visualizing (and previous strategies)	Retelling (and previous strategies)
Houghton Mifflin Theme	Animal Adventures	We Can Work It Out	Our Earth
Writing Unit of Study	Letter writing Making illustrations match the words	Poetry	Procedural text Retelling a personal story
Text Form in Reading and Writing	Realistic fiction Literary nonfiction	Poetry	Literary and informational text
Writing Mode	Narrative	Poetry (descriptive)	Expository
Reading Assessment	DRA all by 1-27		
Writing Assessment Continuum level in parenthesis is the “at grade level” expectation.	Sample and writing continuum by 1-27 (Later Developing)		
Houghton Mifflin Theme	Animal Adventures	We Can Work It Out	Our Earth
Phonics/Chunks	Long o, u, e Final ft, lk, nt Vowel pairs ee, ea, ai, ay	Vowel pairs oa, ow, oo, ew, ue, ou Sounds for oo Compound words Long i (igh, ight, ie	Base words and endings Vowel pairs ou, ow Syllabication

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

First Grade

	April	May/June
Comprehension Strategy	Determining Importance Summarizing (and previous strategies)	Determining Importance (and previous strategies)
Houghton Mifflin Theme	Special Friends	We Can Do It
Writing Unit of Study	Informational writing Scientific observations	Informational writing
Text Form in Reading and Writing	Informational text	Literary and informational text
Writing Mode	Expository	Narrative and expository
Reading Assessment		DRA below standard + teacher discretion by 6-9
Writing Assessment Continuum level in parenthesis is the “at grade level” expectation.		Sample and writing continuum by 5-12 (Early Beginning)
Houghton Mifflin Theme	Special Friends	We Can Do It
Phonics/Chunks	Sounds for y Base words and endings (es, ies) Prefixes re, un Vowel pairs oi, oy, au, aw Suffixes ful, ly, y	r-controlled vowels, or, ore, er, ir, ur, ar Base words and endings er, est

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Second Grade

	September	October	November
Comprehension Strategy	Making Connections Retelling	Making Connections Retelling	Questioning (and previous strategies)
Houghton Mifflin Theme	Silly Stories	Silly Stories	Nature Walk
Writing Unit of Study	Launching the Writing Workshop Small moments	Small moments Revising (adding details)	Using authors as mentors
Text Form in Reading and Writing	Fiction – Realistic and fantasy	Fiction – Realistic and fantasy	Informational text
Writing Mode	Descriptive	Narrative	Expository
Reading Assessment	DRA all by 10-28		
Writing Assessment Continuum level in parenthesis is the “at grade level” expectation.			Sample and writing continuum by 11-04 (Beginning)
Houghton Mifflin Theme	Silly Stories	Silly Stories	Nature Walk
Phonics/Chunks	Short vowels a, i, o, u, e Base words and endings (s, ed, ing) Long vowels (silent e) a, i		Long vowels (silent e) o, u, e (review a,i) Two sounds for g, c Consonant clusters r, l, s Double consonants

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Second Grade

	December	January	February
Comprehension Strategy	Predicting/ Inferring (and previous strategies)	Predicting/ Inferring (and previous strategies)	Visualizing (and previous strategies)
Houghton Mifflin Theme	Around Town	Amazing Animals	Amazing Animals
Writing Unit of Study	Letter writing	Small moments – revisit/revise using mentor authors	Poetry
Text Form in Reading and Writing	Informational text	Literary nonfiction	Poetry
Writing Mode	Expository	Literary nonfiction	Poetry
Reading Assessment		DRA below standard + teacher discretion by 1-27	
Writing Assessment Continuum level in parenthesis is the “at grade level” expectation.		Sample and writing continuum by 1-27 (Later Beginning)	
Houghton Mifflin Theme	Around Town	Amazing Animals	Amazing Animals
Phonics/Chunks	Digraphs wh, sh, ch, tch Base words and endings er, est Double final consonants Vowel pairs ai, ay, ow, ou, ee, ea Compound words Suffixes ly, ful Tion,ture endings in two-syllable words	r-controlled vowels ar, or, ortion, ture endings Final consonant clusters nd, nt, mp, ng, nk Base words and endings s, es, ies Vowel pairs oa, ow	

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Second Grade

	March	April	May
Comprehension Strategy	Determining Importance (and previous strategies)	Determining Importance (and previous strategies)	Summarizing Synthesizing (and previous strategies)
Houghton Mifflin Theme	Family Time	Family Time	Talent Show
Writing Unit of Study	Procedural text	Informational writing	Revising
Text Form in Reading and Writing	Procedural text	Informational text Literary text	Informational text Literary text
Writing Mode	Expository	Expository	Narrative Expository
Reading Assessment			
Writing Assessment Continuum level in parenthesis is the “at grade level” expectation.			Sample and writing continuum by 5-12 (Early Expanding)
Houghton Mifflin Theme	Family Time	Family Time	Talent Show
Phonics/Chunks	er ending in two-syllable words Vowel pairs oa, ow Contractions le, er endings in two-syllable words Sound of y in longer words Prefix un le ending in two-syllable words Base words and endings ed, ing Silent consonants gh, kn, b		Vowel pairs oo, ew, ue, ou Base words and ed, ing endings (double final consonant) Long i (igh, ight, ie) Base words and endings ed, ing (drop the final e)

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Second Grade

	June
Comprehension Strategy	Summarizing Synthesizing (and previous strategies)
Houghton Mifflin Theme	Talent Show
Writing Unit of Study	Conferring with other writers
Text Form in Reading and Writing	Informational text Literary text
Writing Mode	Narrative Expository
Reading Assessment	DRA below standard + teacher discretion by 6-9
Writing Assessment Continuum level in parenthesis is the “at grade level” expectation.	
Houghton Mifflin Theme	Talent Show
Phonics/Chunks	Vowel pairs oo, ew, ue, ou Base words and ed, ing endings (double final consonant) Long i (igh, ight, ie) Base words and endings ed, ing (drop the final e)

Appendix F, cont. Year –Long Plan for Reading and Writing Instruction

Second Grade

Priority Words (16-35)

Core Words (36-170)

16 as	36 we	59 would	82 over	105 go	128 does	151 every
17 with	37 there	60 other	83 did	106 good	129 part	152 found
18 his	38 can	61 into	84 down	107 new	130 even	153 still
19 they	39 an	62 has	85 only	108 write	131 place	154 be-
20 at	40 your	63 more	86 way	109 our	132 well	tween
21 be	41 which	64 her	87 find	110 me	133 such	155 mane
22 this	42 their	65 two	88 use	111 man	134 here	156 should
23 from	43 said	66 like	89 may	112 too	135 take	157 home
24 I	44 if	67 him	90 water	113 any	136 why	158 big
25 have	45 do	68 see	91 long	114 day	137 help	159 give
26 or	46 will	69 time	92 little	115 same	138 put	160 air
27 by	47 each	70 could	93 very	116 right	139 differ-	161 line
28 one	48 about	71 no	94 after	117 look	ent	162 set
29 had	49 how	72 make	95 words	118 think	140 away	163 own
30 not	50 up	73 than	96 called	119 also	141 again	164 under
31 but	51 out	74 first	97 just	120 around	142 off	165 read
32 what	52 them	75 been	98 where	121 an-	143 went	166 last
33 all	53 then	76 its	99 most	other	144 old	167 never
34 were	54 she	77 who	100 know	122 came	145 num-	168 us
35 when	55 many	78 now	101 get	123 come	ber	169 left
	56 some	79 people	102	124 work	146 great	170 end
	57 so	80 my	through	125 three	147 tell	
	58 these	81 made	103 back	126 must	148 men	
		who	104 much	127 be-	149 say	
				cause	150 small	

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Third Grade

	September	October	November
Comprehension Strategy	Making Connections Summarizing	Questioning (and previous strategies)	Inferring/ Predicting (and previous strategies)
Houghton Mifflin Theme	Off to Adventure!	Off to Adventure!	Celebrating Traditions
Writing Unit of Study	Establishing the Writer’s Notebook	Narrative 1	Narrative 1
Text Form in Reading and Writing	Realistic fiction	Realistic fiction	Fantasy and realistic fiction
Writing Mode	Narrative	Narrative	Narrative
Reading Assessment	DRA all by 10-28		
Writing Assessment			
Houghton Mifflin Theme	Off to Adventure!		Celebrating Traditions
Phonics/Chunks	Base words, prefixes and suffixes Short vowels Syllabication Inflected endings ed, ing		Compound words Long vowels ai, ay, ee, ea, o, i (i, ie, igh) Contractions with ‘s, n’t, ‘re, ‘ll Plurals of words ending in ch, sh, x, s

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Third Grade

	December	January	February
Comprehension Strategy	Inferring (and previous strategies)	Visualizing (and previous strategies)	Determining Importance (and previous strategies)
Houghton Mifflin Theme	Celebrating Traditions	Incredible Stories	Animal Habitats
Writing Unit of Study	Poetry	Review workshop – Launch unit Poetry	Nonfiction
Text Form in Reading and Writing	Poetry	Poetry	Informational text (literary & expository)
Writing Mode	Descriptive	Descriptive	Expository
Reading Assessment		DRA below standard + teacher discretion by 1-27 Benchmark by 1-27	
Writing Assessment		Narrative by 1-27	
Houghton Mifflin Theme	Celebrating Traditions	Incredible Stories	Animal Habitats
Phonics/Chunks	Compound words Long vowels ai, ay, ee, ea, o, i (i, ie, igh) Contractions with ‘s, n’t, ‘re, ‘ll Plurals of words ending in ch, sh, x, s	Plurals of nouns ending in f, fe Vowel sounds ow, aw Word endings erm est r-controlled vowels Suffixes y, ly Sounds for j, k, kw Prefixes un, dis, non Homophones	Syllabication r-controlled vowels (air) Word endings ed, ing – changing final y to i Consonant clusters Prefixes un, re Suffixes ful, ly, er Digraph ch, sh, th, tch, wh, wr

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Third Grade

	March	April	May
Comprehension Strategy	Determining Importance (and previous strategies)	Summarize/ Synthesize (and previous strategies)	Summarize/ Synthesize (and previous strategies)
Houghton Mifflin Theme	Animal Habitats	Voyagers	Smart Solutions
Writing Unit of Study	Nonfiction	Publishing	Narrative 2
Text Form in Reading and Writing	Informational and literary text	Informational and literary text	Informational and literary text
Writing Mode	Expository Narrative	Expository Narrative	Expository Narrative
Reading Assessment		WASL	
Writing Assessment			Expository by 5-22
Houghton Mifflin Theme	Animal Habitats	Voyagers	Smart Solutions
Phonics/Chunks	Syllabication r-controlled vowels (air) Word endings ed, ing – changing final y to i Consonant clusters Prefixes un, re Suffixes ful, ly, er Digraph ch, sh, th, tch, wh, wr	Suffixes less, ness Sounds of oo, ou Possessives VCCV pattern Double consonants	VCCCV pattern Word endings er, le VCV pattern Words beginning with a, be Contractions Soft c and g

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Third Grade

	June
Comprehension Strategy	Summarize/ Synthesize (and previous strategies)
Houghton Mifflin Theme	Smart Solutions
Writing Unit of Study	Narrative 2
Text Form in Reading and Writing	Informational and literary text
Writing Mode	Expository Narrative
Reading Assessment	
Writing Assessment	
Houghton Mifflin Theme	Smart Solutions
Phonics/Chunks	VCCCV pattern Word endings er, le VCV pattern Words beginning with a, be Contractions Soft c and g

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Fourth Grade

	September	October	November
Comprehension Strategy	Making Connections Summarizing	Questioning (and previous strategies)	Inferring/ Predicting (and previous strategies)
Houghton Mifflin Theme	Journeys	American Stories	That’s Amazing
Writing Unit of Study	Establishing the Writer’s Notebook	Narrative 1	Narrative 1
Text Form in Reading and Writing	Realistic fiction	Realistic fiction	Fantasy and realistic fiction
Writing Mode	Narrative	Narrative	Narrative
Reading Assessment		DRA below standard + teacher discretion by 10-28	
Writing Assessment		Narrative by 10-17	
Houghton Mifflin Theme	Journeys	American Stories	That’s Amazing
Phonics/Chunks	Base words and endings er, est Short vowels a, e, i, o, u Long vowels a, e, i, o, u Homophones Suffixes ly, y Syllabication Word Roots: tele, rupt	Contractions Word Roots sign, spect Spelling: ou, o Spelling: oo Suffixes –er, -or, -ist Phonics: ir and ar Possessives Phonics: or, ur, and yor	Compound Words Phonics: words begin with a or be Suffix: -able Phonics: final er, l, el

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Fourth Grade

	December	January	February
Comprehension Strategy	Inferring (and previous strategies)	Visualizing (and previous strategies)	Determining Importance (and previous strategies)
Houghton Mifflin Theme	That’s Amazing	Problem Solvers	Heroes
Writing Unit of Study	Poetry	Review workshop – Launch unit Poetry	Nonfiction
Text Form in Reading and Writing	Poetry	Poetry	Informational text (literary & expository)
Writing Mode	Descriptive	Descriptive	Expository
Reading Assessment		DRA below standard + teacher discretion by 1-27 Benchmark by 1-27	
Writing Assessment		Expository by 1-27	
Houghton Mifflin Theme	That’s Amazing	Problem Solvers	Heroes
Phonics/Chunks	Suffixes: -ed, -ing Consonant Digraphs	Suffix: ible Phonics: k, kw, ng Prefixes: re-, mis-, and ex- Phonics: final e Prefixes: pre- con-, and com- VCCV pattern	Vowel Diphthongs Changing final y to i Two sounds of g VCV pattern Two sounds of c

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Fourth Grade

	March	April	May
Comprehension Strategy	Summarize/ Synthesize (and previous strategies)	Summarize/ Synthesize (and previous strategies)	Culminating projects
Houghton Mifflin Theme	Heroes	Nature: Friend and Foe	Nature: Friend and Foe
Writing Unit of Study	Nonfiction Preparing for WASL	Preparing for WASL	Culminating projects
Text Form in Reading and Writing	Informational and literary text	Informational and literary text	Informational and literary text
Writing Mode	Expository Narrative	Expository Narrative	Expository Narrative
Reading Assessment		WASL	
Writing Assessment		WASL	
Houghton Mifflin Theme	Heroes	Nature: Friend and Foe	Nature: Friend and Foe
Phonics/Chunks	Vowel Diphthongs Changing final y to i Two sounds of g VCV pattern Two sounds of c	Three-syllable words Phonics: r-controlled vowels Suffixes: -less, -ness, and -ion Unusual spellings	Word Roots: graph, tract Phonics: silent consonants

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Fourth Grade

	June
Comprehension Strategy	Culminating projects
Houghton Mifflin Theme	
Writing Unit of Study	Culminating projects
Text Form in Reading and Writing	Informational and literary text
Writing Mode	Expository Narrative
Reading Assessment	
Writing Assessment	
Houghton Mifflin Theme	Nature: Friend and Foe
Phonics/Chunks	Word Roots: graph, tract Phonics: silent consonants

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Fourth Grade

Priority Words (37-75)

Core Words (336-500)

37 there	64 her	336 be-	363 full	389 start	416 un-	443 them-	470
38 can	65 two	come	364 town	390 that's	derstand	selves	someone
39 an	66 like	337 grow	365 com-	391 class	417 moon	444 begin	471 center
40 your	67 him	338 draw	plete	392 piece	418 ani-	445 fact	472 field
41 which	68 see	339 yet	366 oh	393 sur-	mals	446 third	473 stay
42 their	69 time	340 less	367 per-	face	419 mind	447 quite	474 itself
43 said	70 could	341 wind	son	394 river	420 out-	448 carry	475 boat
44 if	71 no	342 be-	368 hot	395 com-	side	449 dis-	476 ques-
45 do	72 make	hind	369 any-	mon	421 power	tance	tion
46 will	73 than	343 can-	thing	396 stop	422 prob-	450 al-	477 wide
47 each	74 first	not	370 hold	397 am	lem	though	478 least
48 about	75 been	344 letter	371 state	398 talk	423 longer	451 sat	479 tiny
49 how		345	372 list	399	424 winter	452 possi-	480 hour
50 up		among	373 stood	whether	425 deep	ble	481 hap-
51 out		346 able	374 hun-	400 fine	426 heavy	453 heart	pened
52 them		347 dog	dred	401 round	427 care-	454 real	482 foot
53 then		348	375 ten	402 dark	fully	455 sim-	483 care
54 she		shown	376 fast	403 past	428 fol-	ple	484 low
55 many		349 mean	377 felt	404 ball	low	456 snow	485 else
56 some		350 Eng-	378 kept	405 girl	429 beau-	457 rain	486 gold
57 so		lish	379 notice	406 road	tiful	458 sud-	487 build
58 these		351 rest	380 can't	407 blue	430 eve-	denly	488 glass
59 would		352 per-	381 strong	408 in-	ryone	459 easy	489 rock
60 other		haps	382 voice	stead	431 leave	460 leaves	490 tall
61 into		353 cer-	383	409 either	432 every-	461 lay	491 alone
62 has		tain	probably	410 held	thing	462 size	492 bot-
63 more		354 six	384 area	411 al-	433 game	463 wild	tom
63		355 feel	385 horse	ready	434 sys-	464	493 check
		356 fire	386 matter	412 warm	tem	weather	494 read-
		357 ready	387 stand	413 gone	435 bring	465 miss	ing
		358 green	388 box	414 fi-	436 watch	466 pat-	495 fall
		359 yes	389 start	nally	437 shell	tern	496 poor
		360 built		415 sum-	438 dry	467 sky	497 map
		361 spe-		mer	439 within	468	498 friend
		cial			440 floor	walked	499 lan-
		362 ran			441 ice	469 main	guage
					442 ship		500 job

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Fifth Grade

	September	October	November
Comprehension Strategy	Making Connections Summarizing	Questioning (and previous strategies)	Inferring/ Predicting (and previous strategies)
Houghton Mifflin Theme	Nature's Fury	Nature's Fury	Give It All You've Got
Writing Unit of Study	Establishing the Writer's Notebook	Narrative 1	Narrative 1
Text Form in Reading and Writing	Realistic fiction	Realistic fiction	Fantasy and realistic fiction
Writing Mode	Narrative	Narrative	Narrative
Reading Assessment		DRA below standard by WASL results + tchr. discretion by 10-28	
Writing Assessment			
Houghton Mifflin Theme	Nature's Fury		Give It All You've Got
Phonics/Chunks	Base words Short vowels Syllabication Long vowels Word roots strut, rupt Long vowels o, oo, yoo		Compound words Silent consonants Roots spec, spect, opt Sounds of ou, o, oi, or, ar, ur, ir Suffixes ward, ous, ive, ic

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Fifth Grade

	December	January	February
Comprehension Strategy	Inferring (and previous strategies)	Visualizing (and previous strategies)	Determining Importance (and previous strategies)
Houghton Mifflin Theme	Give It All You've Got	Voices of the Revolution	Person to Person
Writing Unit of Study	Poetry	Review workshop – Launch unit Poetry	Nonfiction
Text Form in Reading and Writing	Poetry	Poetry	Informational text (literary & expository)
Writing Mode	Descriptive	Descriptive	Expository
Reading Assessment		DRA below standard + teacher discretion by 1-27 Benchmark by 1-27	
Writing Assessment		Expository 1-27	
Houghton Mifflin Theme	Give It All You've Got	Voices of the Revolution	Person to Person
Phonics/Chunks	Compound words Silent consonants Roots spec, spect, opt Sounds of ou, o, oi, or, ar, ur, ir Suffixes ward, ous, ive, ic	Possessives Contractions Final er, l, el VCCV, VCV patterns Prefixes sub,sur	VCCV, VV pattern Consonant clusters Long e spellings Suffixed ed, ing, ly, ness, ment, ful, less Double consonants S and Z sounds

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Fifth Grade

	March	April	May
Comprehension Strategy	Summarize/ Synthesize (and previous strategies)	Summarize/ Synthesize (and previous strategies)	Culminating projects
Houghton Mifflin Theme	One Land, Many Trails	Animal Encounters	
Writing Unit of Study	Nonfiction	Publishing	Culminating projects
Text Form in Reading and Writing	Informational and literary text	Informational and literary text	Informational and literary text
Writing Mode	Expository Narrative	Expository Narrative	Expository Narrative
Reading Assessment		WASL	
Writing Assessment			Expository 5-23
Houghton Mifflin Theme	Person to Person	One Land, Many Trails	Animal Encounters
Phonics/Chunks	VCCV, VV pattern Consonant clusters Long e spellings Suffixed ed, ing, ly, ness, ment, ful, less Double consonants S and Z sounds	Prefixes un, dis, in, re Suffix ion Words with final ij, iv, is Stressed and unstressed syllables Word beginnings a, be Final n, en, cher, zher Initial and medial digraphs Changing final y to i	Prefixes com, con, en, ex, pre, pro Sounds of k, kw Three-syllable words Consonant and vowel alternations Suffixes ent, ant, able, ible

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Fifth Grade

	June
Comprehension Strategy	Culminating projects
Houghton Mifflin Theme	
Writing Unit of Study	Culminating projects
Text Form in Reading and Writing	Informational and literary text
Writing Mode	Expository Narrative
Reading Assessment	
Writing Assessment	
Houghton Mifflin Theme	
Phonics/Chunks	

Appendix F, cont. Year-Long Plan for Reading and Writing Instruction

Fifth Grade

Priority Words (76-100)

Core Words (501-675)

76 its	501 music	531 color	561 plane	591 oil	621 sub-	651 period
77 who	502 buy	532 war	562 street	592 mod-	ject	652 blood
78 now	503 win-	533 fly	563 could-	ern	622 skin	653 rich
79 people	dow	534 your-	n't	593 fun	623 wasn't	654 team
80 my	504 mark	self	564 reason	594 catch	624 I've	655 corner
81 made	505 heat	535 seem	565 differ-	595 busi-	625 yellow	656 cat
82 over	506 grew	536 thus	ence	ness	626 party	657
83 did	507 listen	537 square	566 maybe	596 reach	627 force	amount
84 down	508 ask	538 mo-	567 history	597 lot	628 test	658 garden
85 only	509 single	ment	568 mouth	598 won't	629 bad	659 led
86 way	510 clear	539	569 middle	599 case	630 tem-	660 note
87 find	511 energy	teacher	570 step	600 speak	perature	661 vari-
88 use	512 week	540 happy	571 child	601 shape	631 pair	ous
89 may	513 ex-	541 bright	572	602 eight	632 ahead	662 race
90 water	plain	542 sent	strange	603 edge	633 wrong	663 bit
91 long	514 lost	543 pre-	573 wish	604 soft	634 prac-	664 result
92 little	515 spring	sent	574 soil	605 village	tice	665
93 very	516 travel	544 plan	575 human	606 object	635 sand	brother
94 after	517 wrote	545 rather	576 trip	607 age	636 tail	666 addi-
95 words	518 farm	546 length	577	608 minute	637 wait	tion
96 called	519 circle	547 speed	woman	609 wall	638 diffi-	667 doesn't
97 just	520 whose	548 ma-	578 eye	610 meet	cult	668 dead
98 where	521 correct	chine	579 milk	611 record	639 gen-	669 weight
99 most	522 bed	549 infor-	580 choose	612 copy	eral	670 thin
100 know	523 meas-	mation	581 north	613 forest	640 cover	671 stone
	ure	550 except	582 seven	614 espe-	641 mate-	672 hit
	524	551 figure	583 fa-	cially	rial	673 wife
	straight	552 you're	mous	615 neces-	642 isn't	674 island
	525 base	553 free	584 late	sary	643 thou-	675 we'll
	526 moun-	554 fell	585 pay	616 he's	sand	
	tain	555 sup-	586 sleep	617 unit	644 sign	
	527 caught	pose	587 iron	618 flat	645 guess	
	528 hair	556 natural	588 trou-	619 direc-	646 for-	
	529 bird	557 ocean	ble	tion	ward	
	530 wood	558 gov-	589 store	620 south	647 huge	
		ernment	590 beside		648 ride	
		559 baby			649 region	
		560 grass			650 nor	

Appendix G

Writing Pacing Guide

Kindergarten

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

September	October	November	December	January
GLEs: 1.1.1-p.14 prewrite 1.2.1-p.14 drafts 3.1.1-p.28 ideas 3.3.1-p.34 handwriting		GLEs: 3.1.2-p.30 organization 3.3.3-p.36 capitalization 3.3.4-p.38 punctuation 3.3.6-p.42 complete sentences	GLEs:	GLEs: 1.3.1-p.16 revising 1.4.1-p.18 editing 1.5.1-p.18 publishing 3.1.1-p.28 ideas 3.2.3-p.34 sentences 4.2.1-p.46 goals
<u>Launching the Writing Workshop</u>	<u>Launching the Writing Workshop</u> Labels	<u>Launching the Writing Workshop</u> Lists	<u>Launching the Writing Workshop</u> Lists Cards	<u>Small Moments; Personal Narrative Writing</u>
3.3.2-p. 36 Spelling Sitton Units 1-3 Core Words	3.3.2-p. 36 Spelling Sitton Units 4-6 Core Words	3.3.2-p. 36 Spelling Sitton Units 7-9 Core Words	3.3.2-p. 36 Spelling Sitton Units 10-11 Core Words	3.3.2-p. 36 Spelling Sitton Units 12-14 Core Words

Appendix G, cont.

Writing Pacing Guide

Kindergarten

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

February	March	April	May	June
GLEs: 3.2.2-p.32 word choice 3.2.1-p.32 voice 4.1.1-p.44 evaluation 4.1.2-p.44 Checklist 3.3.5-p.40 usage rules	GLEs: 3.2.1-p.32 voice 3.2.2-p.32 word choice 4.1.1-p.44 evaluation	GLEs: 2.1.1-p.22 audience 2.2.1-p.22 purpose 3.3.7-p.42 paragraphs	GLEs: 3.2.2-p.32 word choic 3.2.3-p.34 pattern poetry 3.2.1-p.32 voice	GLEs:
<u>Small Moments; Personal Narrative Writing</u> Signs	<u>Nonfiction Writing; Procedures and Reports</u> (How To)	<u>Nonfiction Writing; Procedures and Reports</u> (Informational Writing)	<u>Using Authors as Mentors</u>	Optional Unit
3.3.2-p. 36 Spelling Sitton Units 15-17 Core words	3.3.2-p. 36 Spelling Sitton Units 18-20 Core Words	3.3.2-p. 36 Spelling Sitton Units 21-23 Core Words	3.3.2-p. 36 Spelling Sitton Units 24-26 Core Words	3.3.2-p. 36 Spelling Sitton Unit 27 Core Words

Curriculum Materials: **Units of Study for Teaching Writing Grades K-2**, Lucy Calkins, **K-10 Grade Level Expectations: Writing GLEs Book**, **Rebecca Sitton’s Sourcebook for Teaching Spelling and Work Skills, Grade K**

Appendix G, cont.

Writing Pacing Guide

Grade 1

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

September	October	November	December	January
GLEs: 1.1.1-p.14 prewrite 1.2.1-p.14 drafts 3.1.1-p.28 ideas 3.3.1-p.34 handwriting		GLEs: 3.1.2-p.30 organization 3.3.3-p.36 capitalization 3.3.4-p.38 punctuation 3.3.6-p.42 complete sentences	GLEs:	GLEs: 1.3.1-p.16 revising 1.4.1-p.18 editing 1.5.1-p.18 publishing 3.1.1-p.28 ideas 3.2.3-p.34 sentences 4.2.1-p.46 goals
<u>Launching the Writing Workshop</u>	<u>Pattern Books</u> (refer to: <u>First Grader Writers</u> , Stephanie Parsons)	<u>Question and Answer Books (NF)</u> (refer to: <u>First Grader Writers</u> , Stephanie Parsons)		<u>Small Moments; Personal Narrative Writing</u>
3.3.2-p. 36 Spelling Sitton Units 1-3 Core Words	3.3.2-p. 36 Spelling Sitton Units 4-6 Core Words	3.3.2-p. 36 Spelling Sitton Units 7-9 Core Words	3.3.2-p. 36 Spelling Sitton Units 10-11 Core Words	3.3.2-p. 36 Spelling Sitton Units 12-14 Core Words

Appendix G, cont.

Writing Pacing Guide

Grade 1

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

February	March	April	May	June
GLEs: 3.2.2 -p.32 word choice 3.2.1 -p.32 voice 4.1.1 -p.44 evaluation 4.1.2 -p.44 Checklist 3.3.5 -p.40 usage rules	GLEs: 3.2.1 -p.32 voice 3.2.2 -p.32 word choice 4.1.1 -p.44 evaluation	GLEs: 2.1.1 -p.22 audience 2.2.1 -p.22 purpose 3.3.7 -p.42 paragraphs	GLEs: 3.2.2 -p.32 word choic 3.2.3 -p.34 pattern poetry 3.2.1 -p.32 voice	GLEs:
<u>The Craft of Revision</u>	<u>Nonfiction Writing; Procedures and Reports</u>	<u>Poetry</u>	<u>Using Authors As Mentors</u>	Optional Unit: Fiction
3.3.2 -p. 36 Spelling Sitton Units 15-17 Core words	3.3.2 -p. 36 Spelling Sitton Units 18-20 Core Words	3.3.2 -p. 36 Spelling Sitton Units 21-23 Core Words	3.3.2 -p. 36 Spelling Sitton Units 24-26 Core Words	3.3.2 -p. 36 Spelling Sitton Unit 27 Core Words

Curriculum Materials: **Units of Study for Teaching Writing Grades K-2**, Lucy Calkins, **K-10 Grade Level Expectations: Writing GLEs Book**, **Rebecca Sitton’s Sourcebook for Teaching Spelling and Work Skills, Grade 2**

Appendix G, cont.

Writing Pacing Guide

Grade 2

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

September	October	November	December	January
GLEs: 1.1.1-p.14 prewrite 1.2.1-p.14 drafts 3.1.1-p.28 ideas 3.3.1-p.34 handwriting	GLEs: 1.3.1-p.16 revising 1.4.1-p.18 editing 1.5.1-p.18 publishing 3.1.1-p.28 ideas 3.2.3-p.34 sentences 4.2.1-p.46 goals	GLEs: 3.1.2-p.30 organization 3.3.3-p.36 capitalization 3.3.4-p.38 punctuation 3.3.6-p.42 complete sentences	GLEs:	GLEs: 4.1.2-p.44 rubrics 3.3.5-p.40 usage rules
<u>Launching the Writing Workshop</u>	<u>Small Moments; Personal Narrative Writing</u>	<u>Writing for Readers; Teaching Skills and Strategies</u>		<u>The Craft of Revision</u>
3.3.2-p. 36 Spelling Sitton Units 1-3 Core Words	3.3.2-p. 36 Spelling Sitton Units 4-6 Core Words	3.3.2-p. 36 Spelling Sitton Units 7-9 Core Words	3.3.2-p. 36 Spelling Sitton Units 10-11 Core Words	3.3.2-p. 36 Spelling Sitton Units 12-14 Core Words

Appendix G, cont.

Writing Pacing Guide

Grade 2

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

February	March	April	May	June
GLEs: 3.2.2-p.32 word choice 3.2.1-p.32 voice 4.1.1-p.44 evaluation	GLEs: 3.2.1-p.32 voice 3.2.2-p.32 word choice 4.1.1-p.44 evaluation	GLEs: 2.1.1-p.22 audience 2.2.1-p.22 purpose 3.3.7-p.42 paragraphs	GLEs: 3.2.2-p.32 word choic 3.2.3-p.34 pattern poetry 3.2.1-p.32 voice	GLEs:
<u>Authors as Mentors</u>	<u>Authors as Mentors</u> <u>Nonfiction Writing; Procedures and Reports</u>	<u>Nonfiction Writing; Procedures and Reports</u>	<u>Poetry; Powerful Thoughts in Tiny Packages</u>	Optional Unit (refer to p.26, <u>The Nuts and Bolts of Teaching Writing</u>) Writing your own mini-lessons-p.5, <u>Nuts and Bolts</u>)
3.3.2-p. 36 Spelling Sitton Units 15-17 Core words	3.3.2-p. 36 Spelling Sitton Units 18-20 Core Words	3.3.2-p. 36 Spelling Sitton Units 21-23 Core Words	3.3.2-p. 36 Spelling Sitton Units 24-26 Core Words	3.3.2-p. 36 Spelling Sitton Unit 27 Core Words

Curriculum Materials: **Units of Study for Teaching Writing Grades K-2**, Lucy Calkins, **K-10 Grade Level Expectations: Writing GLEs Book**, **Rebecca Sitton’s Sourcebook for Teaching Spelling and Work Skills, Grade 2**

Appendix G, cont.

Writing Pacing Guide

Grade 3

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

September	October	November	December	January
GLEs: 1.1.1 -p.14 prewrite 1.2.1 -p.14 drafts 3.1.1 -p.28 ideas 3.3.1 -p.34 handwriting 3.2.3 -p.34 sentences 3.3.6 -p.42 complete sentences	GLEs: 1.3.1 -p.16 revising 1.4.1 -p.18 editing 1.5.1 -p.18 publishing 3.3.3 -p.36 capitalization 3.3.4 -p.38 punctuation 4.2.1 -p.46 goals	GLEs: 3.1.1 -p.34 ideas 2.3.1 -p.24 variety of forms 3.1.2 -p.30 organization 3.3.7 -p.42 paragraphs	GLEs: 2.4.1 -p.26 forms/invitations	GLEs: 4.1.2 -p.44 rubrics 3.3.5 -p.40 usage rules
<u>Launching the Writing Workshop</u> Set up the Writer’s Notebook	<u>Raising the Quality of Narrative Writing</u>	<u>Breathing Life into Essays</u>	Your own Unit of Study (refer to: A Guide to the Writing Workshop, p. 78)	<u>Writing Fiction: Big Dreams, Tall Ambitions</u>
3.3.2 -p. 36 Spelling Sitton Units 1-3 Core Words	3.3.2 -p. 36 Spelling Sitton Units 4-7 Core Words	3.3.2 -p. 36 Spelling Sitton Units 8-10 Core Words	3.3.2 -p. 36 Spelling Sitton Units 11-12 Core Words	3.3.2 -p. 36 Spelling Sitton Units 13-16 Core Words

Appendix G, cont.

Writing Pacing Guide

Grade 3

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

February	March	April	May	June
GLEs: 4.1.1-p.44 Evaluation 3.3.8-p.42 citations	GLEs: 3.2.1-p.32 voice 3.2.2-p.32 word choice	GLEs: 2.1.1-p.22 audience 2.2.1-p.22 purpose	GLEs: 4.1.2-p.44 rubrics	GLEs:
<u>Literary Essays; Writing About Reading</u>	Poetry- supplement your own resources WASL Prep (refer to A Guide to the Writing Workshop, p. 94)	WASL Prep Review: <u>Breathing Life into Essays</u>	<u>Memoir: The Art of Writing Well</u>	
3.3.2-p. 36 Spelling Sitton Units 17-20 Core Words	3.3.2-p. 36 Spelling Sitton Units 21-24 Core Words	3.3.2-p. 36 Spelling Sitton Units 25-27 Core Words	3.3.2-p. 36 Spelling Sitton Units 28-30 Core Words	3.3.2-p. 36 Spelling Sitton Units 31-33 Core Words

Curriculum Materials: **Units of Study for Teaching Writing Grades 3-5**, Lucy Calkins, **K-10 Grade Level Expectations: Writing GLEs Book**, **Rebecca Sitton’s Sourcebook for Teaching Spelling and Work Skills**, **OSPI Released Items with Anchor Papers**, **OSPI Writing Modules**

Poetry Support: Calkins suggestions

Appendix G, cont.

Writing Pacing Guide

Grade 4

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

September	October	November	December	January
GLEs: 1.1.1- p.14, Prewrite 1.2.1- p.14, Drafts 3.1.1- p.28, Ideas 3.1.2- p.30 Organization 3.3.1- p. 34 handwriting	GLEs 1.3.1- p.16, re- vising 1.4.1- p.18, editing 1.5.1- p.18, Publishing 4.2.1- p.46, Goals	GLEs 3.2.3- p.34. Sentences 3.3.3- p.36 Capitalization 3.3.4- p.38 Punctuation 3.3.6- p. 42, Complete sentences	GLEs 3.2.1- p.32 Voice 3.2.2- p.32 Word Choice 2.3.1- p.24 Variety of forms	GLEs 1.1.1- p.14, prewrite 1.2.1- p.14, Drafts 3.1.1- p.28, Ideas 3.1.2- p.30 Organization 4.1.2- p.44 Rubrics
<u>Lesson for the Writer’s Notebook</u> Grades 4-6 (20 lessons)	<u>Narrative 1</u> Ralph Fletcher	<u>Narrative 1</u> Ralph Fletcher	<u>Poetry</u> Ralph Fletcher	<u>Launch Unit</u> Ralph Fletcher + <u>Test Writing Practice Cycle</u> Ralph Fletcher
3.3.2- p.36, Spelling, Sitton Units 1-3 Core Words	3.3.2- p.36, Spelling Sitton Units 4-7 Core Words	3.3.2- p.36, Spelling Sitton Units 8-10 Core Words	3.3.2- p.36, Spelling Sitton Units 11-12 Core Words	3.3.2- p.36, Spelling Sitton Units 13-16 Core Words

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Writing Pacing Guide

Grade 4

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

February	March	April	May	June
GLEs 1.3.1- p.16, revising 1.4.1- p.18, editing 1.5.1- p.18, Publishing 3.3.7- p.42, paragraphs	GLEs 2.1.1- p.22, Audience 2.2.1- p.22 Purpose	GLEs 3.3.5- p.40, Usage rules 4.1.1- p.44, Evaluation	GLEs 2.4.1- p.26, Project or report	GLEs 3.3.8- p.42 citations
<u>Nonfiction</u> Ralph Fletcher	<u>Nonfiction</u> Ralph Fletcher Start: <u>Narrative 2</u> Ralph Fletcher	<u>Narrative 2</u> Ralph Fletcher Revisit: <u>Test Writing Practice Cycle</u> WASL	Culminating Projects	Culminating Projects
3.3.2- p.36, Spelling Sitton Units 17-20 Core Words	3.3.2- p.36, Spelling Sitton Units 21-24 Core Words	3.3.2- p.36, Spelling Sitton Units 25-27 Core Words	3.3.2- p.36, Spelling Sitton Units 28-31 Core Words	3.3.2- p.36, Spelling Sitton Units 32-33 Core Words

Curriculum Materials: **Teaching the Qualities of Writing**, Ralph Fletcher, **K-10 Grade Level Expectations: Writing GLEs Book**, **Lessons for the Writer’s Notebook**, Ralph Fletcher and JoAnn Portalupi, **Rebecca Sitton’s Sourcebook for Teaching Spelling and Work Skills**, **OSPI Released Items with Anchor Papers**, **OSPI Writing Modules**

Appendix G., cont.

Writing Pacing Guide

Grade 5

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

September	October	November	December	January
GLEs: 1.1.1- p.15, Prewrite 1.2.1- p.15, Drafts 3.1.1- p.29, Ideas 3.1.2- p.31 Organization 3.3.1- p. 35 handwriting	GLEs 1.3.1- p.17, re- vising 1.4.1- p.19, editing 1.5.1- p.19, Publishing 4.2.1- p.47, Goals 3.3.5- p.41, Usage rules	GLEs 3.2.3- p.35. Sentences 3.3.3- p.37 Capitalization 3.3.4- p.39 Punctuation 3.3.6- p. 43, Complete sentences	GLEs 1.3.1- p.17, revising 1.4.1- p.19, editing 1.5.1- p.19, Publishing 3.3.7- p.43, paragraphs	GLEs 1.1.1- p.15, prewrite 1.2.1- p.15, Drafts 3.1.1- p.29 Ideas 3.1.2- p.31 Organization 4.1.2- p.45 Rubrics
<u>Lesson for the Writer’s Notebook</u> Grades 4-6 (20 lessons)	<u>Narrative 2</u> Ralph Fletcher	<u>Nonfiction (Expository)</u> Ralph Fletcher and <u>Nonfiction Craft Lessons,</u> Portalupi and Fletcher	<u>Nonfiction (Expository)</u> Ralph Fletcher and <u>Nonfiction Craft Lessons,</u> Portalupi and Fletcher	<u>Launch Unit</u> Ralph Fletcher + <u>Test Writing Practice Cycle</u> Ralph Fletcher
3.3.2- p.37, Spelling, Sitton Units 1-3 Core Words	3.3.2- p.37, Spelling Sitton Units 4-7 Core Words	3.3.2- p.37, Spelling Sitton Units 8-10 Core Words	3.3.2- p.37, Spelling Sitton Units 11-12 Core Words	3.3.2- p.37, Spelling Sitton Units 13-16 Core Words

Appendix G, cont.

Writing Pacing Guide

Grade 5

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

February	March	April	May	June
GLEs 4.1.1- p.45, Evaluation 2.3.1- p.25, Variety of forms/genres	GLEs 2.1.1- p.23, Audience 2.2.1- p.23 Purpose 3.2.1- p.33 Voice 3.2.2- p.33 Word Choice	GLEs	GLEs 2.4.1- p.27, Project or report	GLEs 3.3.8- p.43 citations
<u>Nonfiction</u> (content area writing)	<u>Nonfiction</u> (content area writing)	<u>Test Writing Practice Cycle,</u> Ralph Fletcher	Culminating Projects	Culminating Projects
3.3.2- p.37, Spelling Sitton Units 17-20 Core Words	3.3.2- p.37, Spelling Sitton Units 21-24 Core Words	3.3.2- p.37, Spelling Sitton Units 25-27 Core Words	3.3.2- p.37, Spelling Sitton Units 28-31 Core Words	3.3.2- p.37, Spelling Sitton Units 32-33 Core Words

Curriculum Materials: **Teaching the Qualities of Writing,** Ralph Fletcher, **K-10 Grade Level Expectations: Writing GLEs Book,** **Lessons for the Writer’s Notebook,** Ralph Fletcher and JoAnn Portalupi, **Rebecca Sitton’s Sourcebook for Teaching Spelling and Work Skills, OSPI Released Items with Anchor Papers ,** **Nonfiction Craft Lessons,** Joann Portalupi and Ralph Fletcher

Appendix G, cont.

Writing Pacing Guide

Grade 6

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

September	October	November	December	January
GLEs: 1.1.1- p.15, Prewrite 1.2.1- p.15, Drafts 3.1.1- p.29, Ideas 3.3.1- p. 35 Handwriting 4.2.1- p.47, Goals	GLEs 3.1.2- p.31, Organization 3.2.3- p.35. Sentences 3.3.6- p. 43, Complete sentences	GLEs 3.3.3- p.37 Capitalization 3.3.4- p.39 Punctuation 3.3.7- p.43, Paragraphs 2.3.1- p.25, Variety of forms/genres	GLEs 1.3.1- p.17, revising 1.4.1- p.19, editing 3.3.5- p.41, Usage rules 2.3.1- p.25, Variety of forms/genres	GLEs 1.1.1- p.15, prewrite 1.2.1- p.15, Drafts 3.1.1- p.29 Ideas 3.1.2- p.31 Organization 4.1.2- p.45 Rubrics
Set up Writer’s Workshop and Notebook using: <u>Writing Workshop, The Essential Guide</u> and <u>A Writer’s Notebook</u> , Ralph Fletcher <u>NF Craft Lessons</u> p. 81	<u>Step Up to Writing</u> , Maureen Auman <u>Sections:</u> 2-1 Expository 2-7 Organization 2-20 Topic Sent. <u>NF Craft Lessons</u> , p. 86, 87, 88, 95, 100,	<u>Step Up to Writing</u> , <u>Sections:</u> Content Area Paragraphs 3-1 3-15 3-21 3-34 3-40 <u>NF Craft Lessons</u> p. 89, 90, 101	<u>Step Up to Writing</u> , <u>Sections:</u> Content Area Paragraphs 3-43 3-46 2-39 2-46 2-49 <u>NF Craft Lessons</u> p. 82, 83, 84	Review Writer’s Workshop format and Notebook <u>Section 4:</u> Essays
3.3.2- p.37, Spelling, Sitton Units 1-3 Core Words	3.3.2- p.37, Spelling Sitton Units 4-7 Core Words	3.3.2- p.37, Spelling Sitton Units 8-10 Core Words	3.3.2- p.37, Spelling Sitton Units 11-12 Core Words	3.3.2- p.37, Spelling Sitton Units 13-16 Core Words

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Writing Pacing Guide

Grade 6

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

February	March	April	May	June
GLEs 4.1.1- p.45, Evaluation 1.5.1- p.19, Publishing	GLEs 2.3.1- p. 19 Variety of forms/genres	GLEs 2.1.1- p.23, Audience 2.2.1- p.23 Purpose 3.2.1- p.33 Voice 3.2.2- p.33 Word Choice	GLEs 2.4.1- p.27, Project or report	GLEs 3.3.8- p.43 citations
Essays: <u>NF Craft Lessons:</u> p. 85, 86, 91, 93, 99, 100, 104, 105, 106	<u>Step Up to Writing,</u> <u>Sections:</u> 3-3 Summary <u>NF Craft Lessons</u> p. 94	<u>Step Up to Writing,</u> <u>Sections:</u> 3-30 Persuasive Review Section 4 <u>NF Craft Lessons,</u> p. 92, 96, 97, 98, 102, 103, 104	Culminating Project	Culminating Project
3.3.2- p.37, Spelling Sitton Units 17-20 Core Words	3.3.2- p.37, Spelling Sitton Units 21-24 Core Words	3.3.2- p.37, Spelling Sitton Units 25-27 Core Words	3.3.2- p.37, Spelling Sitton Units 28-31 Core Words	3.3.2- p.37, Spelling Sitton Units 32-33 Core Words

Curriculum Materials: **K-10 Grade Level Expectations: Writing GLEs Book, Rebecca Sitton’s Sourcebook for Teaching Spelling and Work Skills, OSPI Released Items with Anchor Papers, Nonfiction Craft Lessons,** Joann Portalupi and Ralph Fletcher, **Step Up to Writing,** Maureen Auman, **Writing Workshop: The Essential Guide,** Ralph Fletcher and JoAnn Portalupi

Appendix G, cont.

Writing Pacing Guide

Grade 7

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

September	October	November	December
<p>GLEs: 1.1.1 Generate Ideas and Plan</p>	<p>GLEs: 1.2.1 Drafts 3.3.1 Handwriting 3.3.8 Paragraphs</p>	<p>GLEs: 3.3.6 Complete Sentences</p>	<p>GLEs: 1.3.1 Revision 1.4.1 Editing 3.2.3 Sentence Variety</p>
<p>Set up writers workshop using <u>Study Driven</u> (Sections 1-2), <u>Lessons that Change Writers</u> (Introduction), <u>Mechanically Inclined</u>, and <u>Writing Workshop: the Essential Guide</u></p> <p>Introduce the writers notebook (use <u>A Writers Notebook: Unlocking the Writer Within</u> and/or <u>Notebook Know-how</u>)</p> <p>Mini lessons: <u>Lessons that Change Writers</u> (1, 8, 27, 60, 2, 59, 9, 13, 57, 15, 3)</p>	<p>Mini lessons: <u>Lessons that Change Writers</u> (14, 26, 61, 16, 12, 10, 62, 4, 11, 34, 35, 36, 37, 39)</p> <p><u>Step Up to Writing</u> Review color code, paragraph structure, power # and occasion/ position sentences, and 2-46 (explaining/red)</p> <p>Other mini-lessons from section #2: 2-35: adding blue 2-39: transitions 4-46 transition topic sentences</p> <p>Unit of Study: Informative writing or Topical writing or How-to writing</p>	<p>District Expository Assessment</p> <p>Mini lessons: Complete sentences</p> <p><u>Step Up to Writing</u> 2-20 Topic sentences 3-13</p> <p><u>Lessons that Change Writers</u> (41, 17, 28, 29, 5, 30-33)</p> <p>Unit of Study: Fiction</p>	<p>Mini lessons: <u>Step Up to Writing</u> 2-38: “things” trap</p> <p><u>Lessons that Change Writers</u> (40, 18, 47, 19, 20, 65, 66, 67, 23, 25)</p>
<p>Spelling: Sitton units 1-3 core words</p>	<p>Spelling: Sitton units 4-8 core words</p>	<p>Spelling: Sitton units 9-12 core words</p>	<p>Spelling: Sitton units 13-15 core words</p>

Appendix G, cont.

Writing Pacing Guide

Grade 7

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

January	February	March	April
<p>GLEs: 3.1.1 Analyzes ideas, chooses topics, elaborates 3.1.2 Organization</p>	<p>GLEs: 1.5.1, 2.1.1, 2.2.1 Audience and Purpose 3.2.1 Voice 3.2.2 Word choice</p>	<p>GLEs: 1.3.1 Revision 1.4.1 Editing 4.1.1, 4.1.2 Analyze and Evaluate Writing</p>	<p>GLEs:</p>
<p>Mini lessons: <u>Lessons that Change Writers</u> (49-54, 21, 24, 63) <u>Step Up to Writing</u> 4-1 mult-paragraph papers 4-7 12 steps of writing an essay 4-17 thesis statements and introductions 4-53 the E's (elaboration) 4-55 writing the conclusion Unit of Study: Essays</p>	<p>Mini lessons: OSPI modules for persuasive wtg., introductions and conclusions, and elaboration <u>Lessons that Change Writers</u> (22, 68, 69) Unit of Study: Advertising or Editorials and Commentary</p>	<p>District Persuasive Assessment Unit of Study: Feature Articles Literary Non-fiction and Mini lessons: <u>Step Up to Writing</u> Review summary Revision techniques</p>	<p>WASL</p>
<p>Spelling: Sitton units 15-18 core words</p>	<p>Spelling: Sitton units 19-22 core words</p>	<p>Spelling: Sitton units 23-26 core words</p>	<p>Spelling: Sitton units 27-29 core words</p>

Appendix G, cont.

Writing Pacing Guide

Grade 7

GLEs for All Year: Writing Process (1.6.1, 1.6.2, 1.6.3), Audience and Purpose (2.1.1, 2.2.1), Variety of Forms/Genres (2.3.1) Ideas (3.1.1), Organization (3.1.2), Sentences (3.2.3), Handwriting (3.3.1), Capitalization/Punctuation (3.3.3, 3.3.4) Usage (3.3.5), Evaluation (4.1.1)

May	June
<p>GLEs: 2.3.1, 2.4.1 variety of forms and genres 3.3.8 Citations</p>	<p>GLEs:</p>
<p>Unit of Study: Multi-genre writing or Poetry (<u>Lessons that Change Writers</u> 34-46) or Career Writing or Project of your choice</p>	
<p>Spelling: Sitton 30-33 core words</p>	<p>Spelling: Sitton 34-35 core words</p>

Curriculum Materials: *K-10 Grade Level Expectations: Writing GLEs Book*, *Spelling Sourcebook* by Rebecca Sitton, *Step Up to Writing* by Maureen Auman, *Lessons That Change Writers* by Nancy Atwell (optional text addition: *Naming the World: A Year of Poems and Lessons*), *Mechanically Inclined* by Jeff Anderson, *Study Driven: A Framework for Planning Units of Study in the Writing Workshop* by Katie Wood Ray, *Writing Workshop: the Essential Guide* by Ralph Fletcher (optional text additions: *A Writers Notebook: Unlocking the Writer Within* by Ralph Fletcher and/or *Notebook Know-how* by Aimee Buckner)