

In order to implement the wide variety of writing infused into the Common Core Standards (CCSS) for English Language Arts and Literacy in Science, Social Studies, and Technical Areas, it is essential that we expose students to the various genres they will encounter.

The three main text types identified in the CCSS College and Career Ready Anchor Standards are:

- argument (defined as “opinion” for K-5)
- informative/explanatory
- narrative drawing on real or imagined experiences

*Students should utilize these types of writing to address a wide range of purposes, audiences, and contexts, as well as content.

Additionally, it will be essential to focus on the writing process, as well as research skills.

A key feature of the new writing standards is the continual and seamless integration of writing into reading and content area work. In response, the following is the plan for this school year:

Elementary School:

K-2 students: Each grade level will collect, at minimum, four writing samples that represent student growth through the course of the year. Teachers should continue to utilize the North Carolina Writing Continuum to score these assessments and plan formatively for further instruction. The published pieces and scores are then stored in the Red Writing Folders.

- These writing samples should come from a variety of classroom activities and represent all stages of the writing process, as well as the text types identified in the CCSS.

3, 4, 5 students: Each grade level will collect, at minimum, four writing samples that represent student growth through the course of the year. Teachers should continue to utilize the NCDPI Features, Conventions, and Content Rubrics to score these assessments and plan formatively for further instruction. The published pieces and scores are then stored in the Red Writing Folders.

- These writing samples should come from a variety of classroom activities and represent all stages of the writing process, as well as the text types identified in the CCSS.
- Content research should be embedded in one or more of these samples.

Secondary:

6, 7, 8 grade students: Each grade level will collect, at minimum, three writing samples that represent student growth through the course of the year. One sample of each type of writing – argument, informative/explanatory, and narrative – should be collected. Teachers should continue to utilize the NCDPI Features, Conventions, and Content Rubrics to score these assessments and plan formatively for further instruction. The published pieces and scores should be collected and evaluated throughout the course of the year.

9 - 12 grade students: Each grade level will collect, at minimum, three writing samples that represent student growth through the course of the year. One sample of each type of writing –

argument, informative/explanatory, and narrative – should be collected. Teachers should continue to utilize the NCDPI Features, Conventions, and Content Rubrics to score these assessments and plan formatively for further instruction. The published pieces and scores should be collected and evaluated throughout the course of the year.

Important notes for all grade levels:

- These writing samples should come from a variety of classroom activities and represent all stages of the writing process, as well as the text types identified in the CCSS.
- **Content research should be embedded in one or more of these samples.**
- **All content teachers should participate in the design and implementation of writing.**
- **Please use the appropriate form link embedded here to turn in a school plan by September 30th:**
Elementary School: <http://tinyurl.com/cez2nz2>
Middle School: <http://tinyurl.com/cohoweu>
High School: <http://tinyurl.com/9dqtqhy>

Data collection at all grade levels:

The ultimate purpose for data collection is to monitor student growth and inform instruction. For this reason, data should be collected and utilized by classroom teachers, grade level PLC's, the school as a whole, and shared with parents.