



# **Savannah –Chatham County Public School System**

## **District Writing Plan**

### **2015-2016**

#### **Acknowledgements**

Selina Ruth-Gillans, Senior Director Curriculum and Instruction

Holly E. Rutledge, Program Manager Science

Dr. Marlyn Westbrook, Program Manager, Mathematics

Rob Vandermay, Program Manager, Literacy

Chris Mercer, Program Manager Social Studies

Dr. Andrea DeShazo, Executive Director Elementary School Governance

Cassandra Moss, School Governance Specialist, Elementary

Aretha Rhone-Bush, Executive Director Middle & High School Governance

Dr. M. Ann Levett, Chief Academic Officer

Dr. Thomas B. Lockamy, Superintendent Savannah-Chatham County Public Schools

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## READING AND WRITING ACROSS THE CONTENT AREAS

Savannah Chatham County Public Schools has prioritized reading and writing in the content area as a strategy for improving student achievement. “The Common Core State Standards insist that instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school. The K-5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.” *Introduction Common Core State Standards*

Reading and writing instruction must be a shared responsibility within schools, requiring teachers in multiple disciplines to foster literacy development. Teachers must have a collective efficacy – a shared belief that they can help students succeed. All teachers must see themselves as teachers of reading and writing. The research is clear: discipline-based instruction is needed in all subjects. Studies indicate that reading and writing across the curriculum are essential to learning. Without strategies for reading the course materials and opportunities to write thoughtfully about it, students will have difficulty mastering concepts. Because reading and writing in science, social studies, math and the arts does not look the same, student achievement can be enhanced by teachers in the content area who focus on helping their students develop strategies for reading and writing within their respective content areas.

In a literacy-rich classroom, content specific writing is taught, and students are provided with regular opportunities (individually, small group, whole group) to practice and apply these writing strategies and styles. Students should:

- Interact with a variety of informational and literary texts, including primary and secondary sources.
- Use academic vocabulary as they analyze and deconstruct texts, delineating and evaluating the author’s arguments.
- Participate in regular writing assignments based on texts and requiring textual references
- Generate writing in a wide variety of genres and formats (essay, web posting, letter, lab report, etc.)
- Be exposed to repeated teacher modeling of reading and writing strategies.

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## Purpose

The purpose of the Savannah-Chatham County Writing Plan is to strengthen student writing in grades 1-12 throughout the district. This is particularly critical as we prepare students to demonstrate effective written communication in preparation for the new Georgia Milestones Assessment System to be implemented this school year. The execution of this writing plan will help prepare students for success in college and career pathways while preparing students to adequately respond to constructed and extended response items on the new Georgia Milestone Assessment System. Implementing this writing plan will have a positive impact on academic achievement and a requisite knowledge and skill for productivity in the future.

## What is Required

### Comprehensive 1-12 Writing Plan(District Expectations)

- Clear expectations
- Ongoing, job-embedded Professional Development (FDRESA, Coastal Savannah Writing Project, Train-the-Trainer Model)
- Utilization of Resources/Support
- Capacity Building at the School Level
- Ongoing Monitoring from the District Level (Program Managers, Academic Affair Team Walkthroughs)
- Executive Directors of School Governance monitoring the formative data and meeting with the school level data teams for review and making adjustments where necessary to ensure program effectiveness.

## Why is it Important

### College and Career Readiness

- Increased Writing Standards
- District Student Achievement Goals
- Preparation for Georgia Milestone Assessments
- Increased Rigor

## How to do it

### Shifts in Practice and Pedagogy

- Understanding of Shifts in Georgia Milestone Writing
- Using and Understanding Rubrics and Scoring Guides
- Utilization of Writing Task Cards (elementary)
- Collaboration (PLCs and Interdisciplinary Planning)
- Professional Learning Coaches will work with schools to train school leaders and teachers on literacy/writing strategies and portfolio assessments as outlined in the writing plan.
- Executive Directors of School Governance will evaluate the effectiveness of the writing plan using Wilson Foundations, SRA Reading Mastery, SRI, and portfolio assessments.
- Program Manager, Mathematics and Professional Learning Math Coaches in partnership will develop and implement a comprehensive interdisciplinary Math Plan (IMP) for grades K through 12 to include the following research-based strategies in preparation for the Georgia Milestones Assessments.
  - o Strategies
    - o Visual and graphic descriptions of problems(manipulatives)
    - o Systematic and explicit instruction

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- o Student think-aloud/ Peer-assisted learning activities
- o Using common formative assessments (NWEA MAP)
- o Blended Learning Model

## Types of Writing Addressed

This writing plan will address two areas of writing critical for success in the Georgia Milestones Assessment System and students ability to demonstrate effective writing across content:

### Constructed Response:

- Shorter pieces answering a specific content related prompt
- Answers are more direct and less developed, but will still require evidence and support
- May consist of multiple pieces
- Generally 1-2 paragraphs required to answer
- Will follow a specific process to create

### Extended Response:

- Lengthier writing pieces, often consisting of multiple pages
- Ideas and arguments are fully developed through the course of the piece
- Allow/Create more time to create written responses
- Will utilize the writing process
  - o Brainstorm and organize
  - o Draft
  - o Edit and Revise
  - o Rewrite

### Writing Portfolio:

- Collection of a body of work across content areas
- Artifacts that show the stages and efforts in the writing process
- Student reflection
- Teacher Inquiry

**\*\*\*Both Constructed and Extended Response answers will require direct evidence supporting an answer.**

## Implementation

The three major items below will be taught to students in September. Once these items are taught, they will be practiced throughout the year:

- **The writing process**
  - o Students will practice the writing process through the required Extended Response items during the year.
  - o During each 9 weeks, one writing piece will be completed through application of the writing process in class and one piece will be completed independently in a mock testing situation.
  - o Peer review and scoring using rubrics
- **The Portfolio process**
  - o The Writing Portfolio will require specific writing samples from each content area as outlined below.
  - o After the GMAS in May, students will review portfolio items and participate in a Portfolio Showcase highlighting their best pieces.

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- Students will then select writing pieces to be kept in their digital portfolio as the move to the next grade.
- **Constructed Response Strategies**
  - Students will be taught a specific series of steps to answer constructed response items
  - Highlight or underline key terms such as explain, design, draw, illustrate, etc.
  - Jot down key points of the question, including each item that you are asked to identify/explain in your answer.
  - Make a list of the reasons/details that you will use to support your answers.
    - Scoring will be based on the rubric below
    - Students will have multiple opportunities to practice these responses through homework, openings and closings, class assessments, etc.
    - Students will have opportunities to score these items as well as answer them (through scoring answers, students will be better prepared conduct peer reviews and to evaluate their own responses when writing)

Score of 4	Clearly responds to every detail of the question. Communicates clearly each explanation Explanations are supported with highly connected details from the text.
Score of 3	Clearly responds to most of the details of the question. Provides explanations but not clearly and specifically. Ideas are loosely connected. Explanations are from part of the text rather than the entire text
Score of 2	Responds to some of the details of the question. Provides a list of words rather than clear explanations. Fabricated response that is not based on passage support. Very narrow focus of the question/problem.
Score of 1	Responds to only a few of the details of the question. Provides minimal explanations with unsupported or minimal details. Draws inaccurate conclusions.
Score of 0	Provides only irrelevant information to the question. Indicates a misunderstanding of the question prompt.

\*\*\* Rubrics can be modified as needed

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## Accountability and Demonstration of Implementation

In order to track the writing progress of SCCPSS students, teachers will maintain a writing portfolio for each student. In grades 2-12, teachers will collect writing samples based on the tables below.

		Marking Period 1			Marking Period 2			Marking Period 3			Marking Period 4		
		ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS
<b>English/ Language Arts</b>	Number of Extended Response Submissions	1	1	1	1	1	1	1	1	1	1	1	1
	Number of Constructed Response Submissions	1	1	2	1	1	2	1	1	2	1	1	2
	<b>Total ELA Submissions Per Marking Period</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>

		Marking Period 1			Marking Period 2			Marking Period 3			Marking Period 4		
		ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS
<b>Social Studies</b>	Number of Extended Response Submissions	1	1	1	1	1	1	1	1	1	1	1	1
	Number of Constructed Response Submissions	1	2	2	1	2	2	1	2	2	1	2	2
	<b>Total SS Submissions Per Marking Period</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

		Marking Period 1			Marking Period 2			Marking Period 3			Marking Period 4		
		ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS
<b>Math</b>	Number of Extended Response Submissions	1	2	2	1	2	2	1	2	2	1	2	2
	Number of Constructed Response Submissions	2	3	3	2	3	3	2	3	3	2	3	3
	<b>Total MA Submissions Per Marking Period</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>5</b>

		Marking Period 1			Marking Period 2			Marking Period 3			Marking Period 4		
		ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS
<b>Science</b>	Number of Extended Response Submissions	1	1	2	1	1	2	1	1	2	1	1	2
	Number of Constructed Response Submissions	2	3	3	2	3	3	2	3	3	2	3	3
	<b>Total SC Submissions Per Marking Period</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>Total Submissions per Marking Period for ES, MS, and HS</b>	<b>10</b>	<b>14</b>	<b>16</b>	<b>10</b>	<b>14</b>	<b>16</b>	<b>10</b>	<b>14</b>	<b>16</b>	<b>10</b>	<b>14</b>	<b>16</b>
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# SCCPSS District Writing Plan

## Elementary Writing

### September:

- Introduce the Writing Process (Week of September 8-11, 2015)
- Introduce Writing Task Cards (Week of September 8-11, 2015)grades 1-2
- Introduce Portfolio Writing(Week of September 15-18, 2015)
- Teach Strategies for Constructed and Extended Responses (September 21-30, 2015)

### September-May:

- Review conventions and paragraphing
- Narrative Conventions, Ideas, Organization, Sentence Fluency, Word Choice, Voice
- Expository Conventions-inform, explain, describe, and define
- Argumentative writing
- Outlines, transitions, supporting ideas
- Expand narrative writing, conference with students (ongoing)
- Teacher models (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### October:

- Emphasize writing with details (extensions)
- Practice writing with elaboration
- Work on transitions
- Practice editing
- Teacher models (ongoing)
- Conference with students (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### November:

- Practice narrative, expository and argumentative writing for portfolios
- Conference with students (ongoing) (one or two each marking period)
- Teacher models (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### December:

- Continuing portfolio writing/scoring
- Paragraph elaboration and development
- Teacher models (ongoing)
- Conference with students (ongoing) (one or two each marking period)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### January/February

- Continue authentic writing for a variety of purposes across content for portfolios
- Conference with students (ongoing) (one or two each marking period)
- Teacher models (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving



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- Type finished writing samples

### March:

- Continue authentic writing for a variety of purposes across content areas
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### April:

- Continue authentic writing for a variety of purposes across content
- Collect a body of writing in one place and organize and present in an effective, attractive format

### May:

- Collect a body of writing in one place and organize and present in an effective, attractive format
- Portfolio Showcase ( May 9-18, 2016)

## Middle School Writing

### September

- Introduce the Writing Process (Week of September 8-11, 2015)
- Introduce Writing Task Cards (Week of September 8-11, 2015)
- Introduce Portfolio Writing(Week of September 15-18, 2015)
- Teach Strategies for Constructed and Extended Responses (September 21-30, 2015)

### September-May:

- Review conventions and paragraphing
- Narrative Conventions, Ideas, Organization, Sentence Fluency, Word Choice, Voice
- Expository Conventions-inform, explain, describe, and define
- Argumentative writing
- Outlines, transitions, supporting ideas
- Expand narrative writing, conference with students (ongoing)
- Teacher models (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### October:

- Emphasize writing with details (extensions)
- Practice writing with elaboration
- Work on transitions
- Practice editing
- Teacher models (ongoing)
- Conference with students (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### November:

- Practice narrative, expository and argumentative writing for portfolios
- Conference with students (ongoing)
- Teacher models (ongoing)

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- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### December:

- Continuing portfolio writing/scoring
- Paragraph elaboration and development
- Teacher models (ongoing)
- Conference with students (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### January/February

- Continue authentic writing for a variety of purposes across content for portfolios
- Conference with students (ongoing)
- Teacher models (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### March:

- Continue authentic writing for a variety of purposes across content
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### April:

- Continue authentic writing for a variety of purposes across content
- Collect a body of writing in one place and organize and present in an effective, attractive format

### May:

- Collect a body of writing in one place and organize and present in an effective, attractive format
- Portfolio Showcase ( May 9-18, 2016)

## High School Writing

### September:

- Introduce the Writing Process (Week of September 8-11, 2015)
- Introduce Writing Task Cards (Week of September 8-11, 2015)
- Introduce Portfolio Writing(Week of September 15-18, 2015)
- Teach Strategies for Constructed and Extended Responses (September 21-30, 2015)

### September-May:

- Review conventions and paragraphing
- Narrative Conventions, Ideas, Organization, Sentence Fluency, Word Choice, Voice
- Expository Conventions-inform, explain, describe, and define
- Argumentative writing
- Outlines, transitions, supporting ideas
- Expand narrative writing, conference with students (ongoing)
- Teacher models (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

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### October:

- Emphasize writing with details (extensions)
- Practice writing with elaboration
- Work on transitions
- Practice editing
- Teacher models (ongoing)
- Conference with students (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### November:

- Practice narrative, expository and argumentative writing for portfolios
- Conference with students (ongoing)
- Teacher models (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### December:

- Continuing portfolio writing/scoring
- Paragraph elaboration and development
- Teacher models (ongoing)
- Conference with students (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### January/February

- Continue authentic writing for a variety of purposes across content for portfolios
- Conference with students (ongoing)
- Teacher models (ongoing)
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### March:

- Continue authentic writing for a variety of purposes across content
- Practice constructed and extended responses based on reading text/math problem solving
- Type finished writing samples

### April:

- Continue authentic writing for a variety of purposes across content
- Collect a body of writing in one place and organize and present in an effective, attractive format

### May:

- Collect a body of writing in one place and organize and present in an effective, attractive format
- Portfolio Showcase ( May 9-18, 2016)

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## Monitoring District Level

- Senior Director of Curriculum and Instruction, Content Program Managers will collect random writing samples (3-5 weeks) into each marking period 5% elementary, 5% middle 5% high
- Curriculum Calibration and feedback will be conducted by district level staff each marking period
- Walkthroughs

## Monitoring Administrative Level

- Walkthroughs (Principals, Assistant Principals and Academic and Instructional Coaches)
- Summative and Formative TKES (Principals and Assistant Principals)

## Monitoring Classroom/School Level

- Teacher/Student Conferences
- Teacher Inquiry
- Peer Reviews and Scoring
- Professional Learning Communities
- Senior Director of Curriculum and Instruction, Content Program Managers. Professional Learning Coaches and Academic Coaches walkthroughs

## Resources

### Science

- K-12 will be provided with writing prompts that are aligned to the instructional calendar for each marking period.
- K-5 will be introduced to free nonfiction reading materials such as the InvestiGator ([www.scienceinvestigator.org](http://www.scienceinvestigator.org))
- 6-8 will be introduced to free nonfiction reading materials such as the natural Inquirer ([www.natrualinquirer.org](http://www.natrualinquirer.org)).
- 6-12 will receive training in using created modules available on the Literacy Design collaborative Website (<http://ldc.org>).

### Social Studies

- The social studies program will use Document Based Questions (DBQ's – [www.dbqproject.com](http://www.dbqproject.com)) to direct the writing component. Two teachers from each elementary, middle, and high school were trained in the DBQ process during the 2013-2014 school year. One of those two teachers at each site received additional training to be a DBQ coach. In addition to training, two DBQ binders were purchased for each school. Specific DBQ's have been assigned to certain grade levels, and the goal is to have a DBQ assigned to each marking period for each grade 3-12.

### English/Language Arts

- The ELA curriculum (K-12) currently requires 1-2 writing assessments each marking period. These writing assessments are embedded into the instructional units, and the teaching in the unit should lead up to the writing assessment. Additional short answer questions are also embedded in the instructional units.
- Elementary Writing Task Cards
- Portfolio Guidelines

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## Mathematics

- The process of connecting literacy and writing in Mathematics will be executed with the use of researched-based strategies in phases of a) Writing to Learn and b) Writing to Demonstrate Learning. Training and modeling will be provided to teachers as an ongoing effort to infuse such practices in the mathematics classroom.

## General Resources for Teachers

- SAS Curriculum Pathways, <http://www.sascurriculumpathways.com/portal/>
- *Reading Aids: Suggestions for Teacher*, Anne R. Reeves, 2003  
[http://www.atomicchildhood.songsmyth.com/Reading\\_Aids--Suggestions\\_for\\_Teachers.pdf](http://www.atomicchildhood.songsmyth.com/Reading_Aids--Suggestions_for_Teachers.pdf)
- *Grade Level Academic Vocabulary*, Berkeley Unified School District,  
[http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD\\_Academic\\_Vocabulary.pdf](http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf)
- 10 Ways Literacy Can Promote a Deep Understanding of Math,  
<http://www.teachthought.com/featured/10-ways-literacy-can-promote-a-deeper-understanding-of-math/>
- Math + Literacy + The Common Core,  
<http://www.carolinacurriculum.com/leadership/downloads/2012/Mathematics+Literacy+Common+Core.pdf>
- Writing Across the Curriculum in Mathematics,  
[http://www.michigan.gov/documents/mde/Writing\\_to\\_Learn\\_Mathematics\\_306722\\_7.pdf](http://www.michigan.gov/documents/mde/Writing_to_Learn_Mathematics_306722_7.pdf)
- Strategies to Use When answering a Constructed Response Question
- How to Answer Extended-Response Questions

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