

## Kansas Guide to Learning: Literacy Kindergarten – Grade 5

WRITING			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
<b>ENVIRONMENT</b>	<p><b>ENVIRONMENT</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Provide multiple opportunities for different types of writing prose: descriptive, narrative, expository, compare and contrast.</p> <p>Provide choice when writing to foster and promote creativity.</p> <p>Model for students our own writing processes and products, sharing both our successes and our frustrations.</p> <p>Provide a recursive (repeated) writing and revision process and the use of the common vocabulary of the 6-Trait model.</p> <p>Provide opportunities to write across the content areas (e.g., write in response to reading, write an explanation on how a math problem was solved, describe a science experiment, compare the causes of different wars).</p> <p>Examine authentic text to learn how authors communicate through their writing and techniques they use.</p> <p>Establish an organizational structure for instruction, for example:</p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Extended time for writing</li> <li>• Collaboration with adults and peers to strengthen writing</li> <li>• Time for conferring with teacher</li> </ul> <p>Utilize technology and media for writing purposes.</p>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p> <p>How does the reciprocal nature of reading and writing enhance the students' writing?</p> <p>Are students engaged in authentic reading and writing throughout the school day?</p> <p>Do teachers structure writing situations to lower students' affective filter?</p> <p>What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available?</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p> <p>When teachers follow routines, students can focus their energies on writing. Predictability provides structural scaffolding to students with language needs.</p>	<p>KCCS: <b>Writing</b> Anchor Standard 10</p> <p><b>KS 15%</b> Anchor Standards 1, 11, 12</p>

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<b>MOTIVATION &amp; ENGAGEMENT</b>	<p><b>MOTIVATION and ENGAGEMENT</b></p> <p>Motivate students by:</p> <ul style="list-style-type: none"> <li>• Establishing meaningful and engaging content goals.</li> <li>• Providing a positive learning environment.</li> <li>• Making instructional methods and strategies interactive.</li> <li>• Making literacy experiences relevant to student’s interests, lives, and current events.</li> <li>• Building effective instructional conditions (e.g., goal setting, collaborative learning).</li> <li>• Offering students choices when assigning writing.</li> <li>• Providing frequent feedback and student goal-setting opportunities.</li> <li>• Utilizing technology and media.</li> </ul> <p>Engage students using:</p> <ul style="list-style-type: none"> <li>• Discussion and Discussion Protocols</li> <li>• Inquiry</li> <li>• Pre-writing activities</li> <li>• Technology and media</li> </ul>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Students who write regularly about what they read have better comprehension.</p> <p>Let students clarify key concepts in their native language.</p> <p>Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks are at the appropriate level of cognitive demand for each student.</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p> <p>Sharing writing with others may increase students’ motivation and engagement.</p>	

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<p><b>LEARNING OBJECTIVES</b></p> <p>Establish <b>content objectives</b> based on assessment data that is tied to standards.</p> <p>Utilize whole-group and differentiated small-group instruction based on student needs.</p> <p>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</p> <p>Establish <b>language objectives</b> based on assessment data that is tied to standards.</p> <p>Post language objectives for students.</p> <p>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</p> <p>Determine the language and language structures needed for students to access the content standard (language function).</p> <p>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</p> <p>Provide explicit and interactive modeling of language.</p> <p>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</p> <p>Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition which should guide objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that will support movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit with the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>	<p>KCCS: <b>Writing</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>Speaking and Listening</b> Anchor Standards 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 11, 12</p>

**LEARNING OBJECTIVES**

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<b>WRITING</b>			
<b>Effective Instruction and Elements of Curricula Across All Content Areas</b>	<b>Critical Questions and Considerations for Teaching and Learning</b>	<b>Standards Connections</b>	
<p><b>WRITING PROCESS</b> Facilitate a recursive writing and revision process. Use the common vocabulary of the 6-Trait model.</p> <p><b>Explicit instruction and scaffolding in: Elements of the writing process</b></p>  <ul style="list-style-type: none"> <li>• Prewriting             <ul style="list-style-type: none"> <li>○ Audience awareness</li> <li>○ Purpose for writing</li> <li>○ Brainstorming (e.g., mapping, webbing, listing, discussing)</li> </ul> </li> <li>• Drafting</li> <li>• Revising             <ul style="list-style-type: none"> <li>○ Knowledge of language and its conventions (e.g., words and phrases for effect, punctuation for effect, different context may call for different language use (formal vs. informal))</li> </ul> </li> <li>• Editing             <ul style="list-style-type: none"> <li>○ Conventions of standard English grammar and usage (e.g., nouns, pronouns, adjectives, verbs, verb tenses, prepositional phrases, complete sentences, correctly use to, too, two, etc.)</li> <li>○ Conventions of capitalization, punctuation, and spelling</li> </ul> </li> <li>• Publishing</li> </ul> <p><b>Elements of effective writing</b> (e.g., 6-Traits: Ideas, Organization, Word Choice, Voice, Sentence Fluency, Conventions)</p> <p><b>Genres of writing</b></p> <ul style="list-style-type: none"> <li>• Argumentative and opinion</li> <li>• Informative/explanatory</li> <li>• Narrative</li> <li>• Other</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Establish an organizational structure for instruction:</p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Extended time for writing</li> <li>• Collaboration with adults and peers to strengthen writing</li> <li>• Time for conferring with teacher</li> </ul> <p>The writing process is fundamental to all writing. Therefore, it is important that students have frequent opportunities to rehearse, draft, revise, and edit (Caulkins, 2003).</p> <p>Provide multiple opportunities for different types of writing prose: descriptive, narrative, expository, compare and contrast.</p> <p>Model for students our own writing processes and products, sharing both our successes and our frustrations.</p> <p>Provide a cycle for the writing process that occurs at roughly the same rate for all students, which allows teachers to make effective use of writing instruction, as students are learning about and applying elements of the writing process to their own writing.</p> <p>When assessing a student's writing, determine a particular lens for evaluation. For example, sometimes a teacher may choose to assess only the organization of a piece of writing, but other times may evaluate all of the elements of effective writing.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWIET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p>KCCS: <b>Writing</b> Anchor Standards 4, 5</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standard 12</p>	

**WRITING PROCESS**

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<p><b>TEXT TYPES and PURPOSES</b></p> <p><b>Opinion (The term Argument is used started in grade 6.)</b></p> <p><b>Explicit instruction and scaffolding</b>  <b>Opinion pieces:</b></p> <ul style="list-style-type: none"> <li>• Examine models of opinion pieces (reading – writing connection).</li> </ul> <p><b>Writing an opinion piece includes:</b></p> <ul style="list-style-type: none"> <li>• Identify an opinion.</li> <li>• Provide support for opinion.               <ul style="list-style-type: none"> <li>○ Cite text and other resources.</li> <li>○ Organize information to group the ideas logically to support the writer’s purpose.</li> <li>○ Link opinion and reasons using words and phrases.</li> </ul> </li> <li>• Provide a concluding statement or section.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Beginning writers start with a personal opinion and support and then move to an opinion that is supported by a text.</p> <p>Have students write about what they read.</p> <p>Increase how much students write.</p> <p>Students should have multiple drafts of opinion writing to select from when entering the process to produce a polished piece of writing.</p> <p>The writing process should help students to produce a final draft of an opinion writing piece.</p> <p>Select model/mentor/touchstone texts that will facilitate the development of the students’ ability to analyze and reflect on the important aspects of opinion writing.</p> <p>When writing in response to reading, students should support their opinions with evidence from the text.</p> <p>Providing students an opportunity to share their writing orally may help them refine their draft.</p> <p>Differentiate instruction based on age, writing development, and access to research tools.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWIET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p><b>KCCS:</b>  <b>Writing</b>            Anchor Standards            1, 4, 5, 6, 7, 8, 9</p> <p><b>Appendix C:</b>  <b>Samples of Student Writing</b></p> <p><b>Reading</b>            Anchor Standards            1, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b>            Anchor Standards            4, 5</p> <p><b>Language</b>            Anchor Standard s            1, 2, 4, 5, 6</p> <p><b>KS 15%</b>            Anchor Standards            1, 2, 4, 11</p>

**TEXT TYPES & PURPOSES**

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TEXT TYPES & PURPOSES	<p><b>TEXT TYPES and PURPOSES</b></p> <p><b>Informative/explanatory</b></p> <p><b>Explicit instruction and scaffolding in: Informative/explanatory:</b></p> <ul style="list-style-type: none"> <li>Examine models of informative/explanatory pieces (reading - writing connection).</li> </ul> <p><b>Writing an informational/explanatory piece includes:</b></p> <ul style="list-style-type: none"> <li>Gather and select information on the topic.</li> <li>Introduce topic clearly.</li> <li>Develop the topic (e.g., with facts and other information related to the topic). Organize information logically (e.g., incorporate transitional words and phrases, use informational text features to support comprehension for the reader).</li> <li>Use precise language and domain-specific vocabulary to inform or explain the topic.</li> <li>Provide a concluding statement or section.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Have students write about what they read.</p> <p>Increase how much students write.</p> <p>Students should have multiple drafts of informative/explanatory writing to select from when entering the process to produce a polished piece of writing.</p> <p>The writing process should help students to produce a final draft of an informational and/or explanatory writing piece.</p> <p>Select model/mentor/touchstone texts that will facilitate the development of the students' ability to analyze and reflect on the important aspects of informative/explanatory writing.</p> <p>When writing in response to reading, students should support their opinions with evidence from the text.</p> <p>Providing students an opportunity to share their writing orally may help them refine their draft.</p> <p>Differentiate instruction based on age, writing development, and access to research tools.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWIET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p>KCCS: <b>Writing</b> Anchor Standards 2, 4, 5, 6, 7, 8, 9</p> <p><b>Appendix C: Samples of Student Writing</b></p> <p><b>Reading</b> Anchor Standards 2, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>

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TEXT TYPES & PURPOSES	<p><b>TEXT TYPES and PURPOSES</b></p> <p><b>Narrative</b></p> <p><b>Explicit instruction and scaffolding in: Narratives:</b></p> <ul style="list-style-type: none"> <li>• Compose real or imagined story.</li> <li>• Include single or multiple events.</li> <li>• Examine models of narrative texts and discuss an author's use of story and literary elements (e.g., setting, characters, goals, climax, resolution) in planning to construct an imagined story. (reading - writing connection).</li> </ul> <p><b>Writing a narrative piece includes:</b></p> <ul style="list-style-type: none"> <li>• Organize an event sequence that unfolds naturally               <ul style="list-style-type: none"> <li>◦ Use temporal words to signal event order (e.g., first, next, last).</li> </ul> </li> <li>• Use words, phrases, and sensory details to convey events.</li> <li>• Use narrative techniques (e.g., dialogue) to develop characters and events.</li> <li>• Provide an ending that follows the narrated events.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Beginning writers start with conveying personal experiences or stories and then move to imaginary stories.</p> <p>Increase the amount of writing students produce while increasing the expectation of complexity for their written narratives.</p> <p>Students should have multiple drafts of narrative writing to select from when entering the process to produce a polished piece of writing.</p> <p>The writing process should help students to produce a final draft of a narrative writing piece.</p> <p>Select model/mentor/touchstone texts that will facilitate the development of the students' ability to analyze and reflect on the important aspects of narrative writing.</p> <p>Providing students an opportunity to share their writing orally may help them refine their draft.</p> <p>Differentiate instruction based age and writing development.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWIET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p>KCCS: <b>Writing</b> Anchor Standards 3, 4, 5, 6, 7, 8, 9</p> <p><b>Appendix C: Samples of Student Writing</b></p> <p><b>Reading</b> Anchor Standards 3, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>

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<b>RESEARCH</b>	<p><b>RESEARCH</b> <b>Explicit instruction and scaffolding</b> in the research process:</p> <ul style="list-style-type: none"> <li>• Gather and select information (a variety of print and digital sources) on a topic (may be in effort to answer a question).</li> <li>• Assess credibility and accuracy of sources.</li> <li>• Employ note-taking strategies.</li> <li>• Categorize information.</li> <li>• Introduce topic clearly.</li> <li>• Develop the topic (e.g., with facts and other related information).</li> <li>• Organize information (summarize) logically.               <ul style="list-style-type: none"> <li>○ incorporate transitional words and phrases</li> <li>○ use informational text features to support comprehension for the reader</li> </ul> </li> <li>• Use precise language and domain specific vocabulary to inform or explain the topic.</li> <li>• Use resources ethically (such as avoiding plagiarism).</li> <li>• Use visual resources effectively.</li> <li>• Provide a concluding statement or section.</li> <li>• Provide a list of credible sources.</li> </ul> <p><b>Explicit instruction and scaffolding</b> in how to draw evidence from literary texts to support analysis, reflection, and research. For example, “Describe how E.B. White developed the character of Fern in Charlotte’s Web through her thoughts, actions, and words.”</p> <p><b>Explicit instruction and scaffolding</b> in how to draw evidence from informational texts to support analysis, reflection, and research. For example, “What source of information (e.g., letters, maps, pictures, diaries) did an author writing about the Battle of Gettysburg use to convey the decisions made by the Northern and Southern leaders during that battle?”</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>How do you teach students to evaluate the credibility of the sources that they use for information when doing research?</p> <p>How do you teach students to access multiple types of media to conduct research?</p> <p>Do students understand what plagiarism is and how to avoid it?</p> <p>Differentiate instruction based age, writing development, and access to research tools.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWIET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p>KCCS: <b>Reading</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Writing</b> Anchor Standards 1, 2, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 4</p> <p><b>Language</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>

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<b>PRODUCING &amp; PUBLISHING</b>	<p><b>PRODUCING and PUBLISHING</b></p> <p><b>Explicit instruction and scaffolding in: Developing a high-quality presentation in consideration of:</b></p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Occasion</li> <li>• Audience</li> <li>• Purpose</li> <li>• Speaker (e.g., what voice do you want to come across? authority, facilitator)</li> </ul> <p><b>Technology</b> Infusing technologies to include <b>Purpose</b> and <b>Audience</b>. Together these influence the decision-making process of how to present information (ALTEC, 2012):</p> <ul style="list-style-type: none"> <li>• Digital citizenship</li> <li>• Technology operations and concepts</li> <li>• Critical thinking, problem solving, and decision making</li> <li>• Technology research tools, assess the credibility and accuracy of each source</li> <li>• Technology communication tools</li> <li>• Social, ethical, and human issues in regard to information and information technology</li> <li>• Effective participation in groups to pursue and generate information</li> <li>• Broadcasting and publishing information</li> </ul> <p><b>Types of Writing:</b></p> <ul style="list-style-type: none"> <li>• Opinion</li> <li>• Informative/Explanatory</li> <li>• Narrative</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Word-processing tools minimize difficulties with handwriting and spelling, allow for easy drafting and edits, promote student collaboration, and allow for greater teacher assistance.</p> <p>How will you differentiate for students who have difficulties communicating effectively?</p> <p>Be open to new and emerging technology and communication tools.</p> <p>Differentiate instruction based on age, writing development, and access to publishing tools. For example, kindergarten students may not word process the text for their writing, but they can complete a drawing that complements their writing.</p> <p>Be aware of copyright as students work on presentations.</p> <p>Technological limitations in their environment and school policies may limit students' ability to fully develop a presentation.</p>	<p>KCCS: <b>Writing</b> Anchor Standard 6</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5, 6</p> <p><b>Language</b> Anchor Standards 1, 2</p> <p><b>KS 15%</b> Anchor Standard 1, 2, 4, 5, 11</p>