**History:** LCMS increased the number of proficient students (scoring 3.5 or greater) from 66% (271 students) in 2012 to 70% (312 students) in 2013. LCMS increased the number of proficient students scoring a 4.0, from 47% (191 students) in 2012 to 53% (234 students) earned at least a 4.0 in 2013. LCMS increased the number of students who scored 5 or greater---from 7 % (31 students) in 2012 to 14% (62 students) in 2013.

**SMART Goal:** LCMS students will increase by 5% (from 70 % to 75 %) the number of students earning a passing score on the 2013-2014 FCAT Writing assessment.

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| Learning Goal /Task | Person Responsible | Resources | Evidence of Implementation | Results of Evaluation |
| * Students will be able to identify and effectively use 6 +1 traits of good writing * Students will be able to identify and effectively transition between Creative Writing, FCAT Writes, Literary Analysis, and Rhetorical Analysis * Students will be able to provide textual evidence to support claims * Compare contrast with textual evidence, rebuttals, quotations, citations * Students will be able to provide a concluding sentence that supports their argument * Students will be able to identify and use simple, compound, complex, compound-complex sentences * Students will be able to identify and use poetic devises (SHAMPO- simile, hyperbole, alliteration, personification, onomonopiea) * Students will be able to incorporate advanced forms of figurative language into their own writing. * Students will be able to incorporate and use advanced vocabulary correctly * Plan writing with a variety of graphic organizers appropriate to the type of writing * Plan writing with a variety of graphic organizers appropriate to the type of writing * Students will review/revise/edit * Students will write 8-12 sentence paragraphs * Students will use strong thesis statements * Student will use strong topic sentences * Students will use transitions * Students will limit the “BE” verbs * Students will be able to analyze various forms of literature * PLC: Students will be able to identify and apply consistent 6-8 LCMS terminology such as but not limited to: Grabber, Hook, Zinger, Thesis, Topic Sentence…. * PLC: Students will able to understand and write “basic” consistent 6-8 LCMS paragraph structures. This “basic” structure can be applied to other studies:   + Topic Sentence   + 1st point   + Evidence/details   + 2nd point   + Evidence/details   + 3rd point   + Evidence/details   + Concluding sentence * Non-negotiables established at the beginning of the school year: All sentences must be complete (no fragments or run-ons) with the first word capitalized and correct ending punctuation | Student, Teacher, ESE Support Facilitator | * Standards-Based Language Arts Program * 6+1 Traits * Teacher created materials * Writing prompts * Support from content area classes | * Classroom assessments * On-going student work samples * Self & Peer evaluations * Rubric/Scales | * 2013-2014 FCAT Writing Assessment * SCPS PMAs Writing Assessments |

**Common Core Standards:**

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| **Text Types and Purposes**   * [CCSS.ELA-Literacy.W.8.1](http://www.corestandards.org/ELA-Literacy/W/8/1/) Write arguments to support claims with clear reasons and relevant evidence   + [CCSS.ELA-Literacy.W.8.1a](http://www.corestandards.org/ELA-Literacy/W/8/1/a/) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.   + [CCSS.ELA-Literacy.W.8.1b](http://www.corestandards.org/ELA-Literacy/W/8/1/b/) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.   + [CCSS.ELA-Literacy.W.8.1c](http://www.corestandards.org/ELA-Literacy/W/8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.   + [CCSS.ELA-Literacy.W.8.1d](http://www.corestandards.org/ELA-Literacy/W/8/1/d/) Establish and maintain a formal style.   + [CCSS.ELA-Literacy.W.8.1e](http://www.corestandards.org/ELA-Literacy/W/8/1/e/) Provide a concluding statement or section that follows from and supports the argument presented. * [CCSS.ELA-Literacy.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   + [CCSS.ELA-Literacy.W.8.2a](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.   + [CCSS.ELA-Literacy.W.8.2b](http://www.corestandards.org/ELA-Literacy/W/8/2/b/) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   + [CCSS.ELA-Literacy.W.8.2c](http://www.corestandards.org/ELA-Literacy/W/8/2/c/) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.   + [CCSS.ELA-Literacy.W.8.2d](http://www.corestandards.org/ELA-Literacy/W/8/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.   + [CCSS.ELA-Literacy.W.8.2e](http://www.corestandards.org/ELA-Literacy/W/8/2/e/) Establish and maintain a formal style.   + [CCSS.ELA-Literacy.W.8.2f](http://www.corestandards.org/ELA-Literacy/W/8/2/f/) Provide a concluding statement or section that follows from and supports the information or explanation presented. * [CCSS.ELA-Literacy.W.8.3](http://www.corestandards.org/ELA-Literacy/W/8/3/) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   + [CCSS.ELA-Literacy.W.8.3a](http://www.corestandards.org/ELA-Literacy/W/8/3/a/) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.   + [CCSS.ELA-Literacy.W.8.3b](http://www.corestandards.org/ELA-Literacy/W/8/3/b/) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.   + [CCSS.ELA-Literacy.W.8.3c](http://www.corestandards.org/ELA-Literacy/W/8/3/c/) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.   + [CCSS.ELA-Literacy.W.8.3d](http://www.corestandards.org/ELA-Literacy/W/8/3/d/) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.   + [CCSS.ELA-Literacy.W.8.3e](http://www.corestandards.org/ELA-Literacy/W/8/3/e/) Provide a conclusion that follows from and reflects on the narrated experiences or events.   **Production and Distribution of Writing**   * [CCSS.ELA-Literacy.W.8.4](http://www.corestandards.org/ELA-Literacy/W/8/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) * [CCSS.ELA-Literacy.W.8.5](http://www.corestandards.org/ELA-Literacy/W/8/5/) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 [here](http://www.corestandards.org/ELA-Literacy/L/8).) * [CCSS.ELA-Literacy.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/6/) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.   **Research to Build and Present Knowledge**   * [CCSS.ELA-Literacy.W.8.7](http://www.corestandards.org/ELA-Literacy/W/8/7/) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. * [CCSS.ELA-Literacy.W.8.8](http://www.corestandards.org/ELA-Literacy/W/8/8/) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. * [CCSS.ELA-Literacy.W.8.9](http://www.corestandards.org/ELA-Literacy/W/8/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.   + [CCSS.ELA-Literacy.W.8.9a](http://www.corestandards.org/ELA-Literacy/W/8/9/a/) Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).   + [CCSS.ELA-Literacy.W.8.9b](http://www.corestandards.org/ELA-Literacy/W/8/9/b/) Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).   **Range of Writing**   * [CCSS.ELA-Literacy.W.8.10](http://www.corestandards.org/ELA-Literacy/W/8/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |