



District Literacy Program

Henderson County Schools

**Revised Spring 2013 by the HCS Writing Team Leaders
Approved 6/17/13 by Henderson County Board of Education**

This program was created in 2010 by the Henderson County Schools Literacy Cadre. The members of the Literacy Cadre are: Jo Swanson (Director of Elementary and Early Childhood Education), Darrell Daigle (Director of Secondary Education), Dusta Breedlove, Velvet Dowdy, Lisa Hatchett, Sara Estabrook, Bonnie Rupsch, Amy Simpson, Amanda Farhar, Lisa Knight, Valerie Norman, Paige O'Nan, Gina Morphett, Karen Jones, Deena Jones, Leigh Ann Siewart, Phyll A. Cummins, Heidi Wood, Rebecca Johnson, Juli Schneider, Zack Windell, Patricia Cummings, Linda Shults, Brooke Shappell, Shawna Carter, Laura Williams, Marie Cavanah, Evelyn Cummings, Rebecca Summers, Tiffany Sights, Megan Durbin, Angie Duncan, Pamela Hayden, Cindy Troy, Jo Morris, Erin Morphett, Penny Hensley, Kim Christian, David Fritts (Henderson Community College), Amy Kellen, Tracy Stallings, Amanda Joyner, Sara Thomas, Julie Williams, Leslie Bartow, Mark Kozinski, Jamie Boeglin, Christopher Fifer.

This program was revised in 2013 by the Writing Team Leaders. The Writing Team Leaders include: Heidi Wood, Mary Beth Bealmear, Nan Ternes, Marie Cavanah, Evelyn Cummings, Meagan Durham, Angie Blair, Pamela Hayden, Jo Morris, Nicole O'Nan, Julie Schneider, Linda Shults, Rebecca Summers, Kim Ziliak.

Henderson County Schools District Literacy Program

June, 2013

The objective of the **Henderson County Schools District Literacy Program** is to provide guidance for schools in literacy instruction and assessment to meet Kentucky Core Academic Standards and prepare graduates for readiness in college and for reading, writing and communication in their chosen careers.

The Henderson County School District Literacy Program includes elements mandated in the **Kentucky Core Academic Standards, Kentucky Program of Studies and the Kentucky Department of Education Program Review for Writing**. The creation of this plan began in August, 2009 with the formation of **District Reading and Writing Cadres**. The charge to the cadres was to narrow the focus on standards to essential expectations for each grade, to reflect a rigorous, relevant literacy curriculum and **to align the program to the Kentucky Common Core Standards**. Resources included the Draft National Common Core Standards, EPAS College Readiness Standards, NCTE Standards, and 21st Century Communication Skills. Secondary and Elementary Language Arts teachers as well as Secondary Social Studies and Science teachers assisted in creating this program. The Literacy Program was adopted by the Board of Education in January, 2011. In the spring of 2013 revisions were made to reflect curricular and instructional practices that have evolved as teachers implemented the KCAS English, Language Arts and Reading Standards, to meet the requirements of the KPREP assessment, and to meet the requirements of the Writing Program Review.

The district program will serve as a guide for Henderson County schools in creating their individual school literacy and writing programs. It will also guide the school literacy and writing teams in monitoring literacy instruction and student progress. The school literacy and writing programs should include the following elements: **aligned curriculum, instructional practices, formative/summative assessments, professional development and support services, administrative support, and monitoring**. The school writing policies and plans should be structured to meet the requirements of the Kentucky Department of Education Program Review for Writing.

Reading

The Henderson County District Reading Program Key Components

- The Kentucky Common Core Standards are the basis for the program.
- 90% Reading Goal monitored by the literacy team.
- 90 minutes of daily literacy instruction in grades K-8.
- On-going embedded professional development in literacy for teachers in all content areas.
- SBDM policy establishing and monitoring the literacy program
- Monitoring and review of reading program by the school literacy team/school and district administration.
- Reading instruction implemented in all content areas at all grades, documented in lesson plans and focused on learning to read /reading to learn.
- All teachers are required to give students ongoing feedback (formative and summative) regarding their reading skills.

The Henderson County District Reading Program provides the following assurances for students:

- Multiple opportunities to develop complex reading skills for a variety of purposes.
- Access to use of technology tools (hardware, software, web-based) and training in their ethical use.
- Access to use of language tools.
- Progress monitoring and feedback regarding reading skills.
- Opportunities across the curriculum to read to learn.
- Inquiry and research skills integrated to support literacy development.
- Opportunities for obtaining information via multi-media products.
- Opportunities to demonstrate higher order thinking about material read.
- Opportunities to use digital technologies to access information.
- Best practice in reading instruction.
- Opportunities for accelerated learning in reading (gifted programs, drama, etc.)
- Intervention for students lacking proficient reading skills.

College and Career Readiness Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a scene, stanza, section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently

Key Features of the Reading Strand From the Kentucky Core Academic Standards

Reading Standards: Foundational Skills (K–3)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These Foundational Skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types/disciplines.

Reading: Text complexity and the growth of comprehension (K-12)

To foster students' ability to comprehend literary and informational texts of steadily increasing complexity, the *Standards* (starting formally in grade 2) define what proportion of the texts students read each year should come from a particular text complexity grade band (2–3, 4–5, 6–8, 9–10, or 11–12). Whatever they are reading, students must also show a steadily increasing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing and Communication

The Henderson County District Writing and Communication Program Key Components

- The Kentucky Common Core Standards and the Kentucky Department of Education Program Review for Writing are the basis for the program.
- Teachers in all content areas will receive on-going embedded professional development in literacy.
- SBDM council shall establish policy and monitor the writing and communications program.
- Monitoring and review of writing and communications program by the school writing team/school and district administration using the KDE Program Review process.
- Writing and communication instruction will be implemented across all content areas and at all grade levels, documented in lesson plans and focused on the scope of the program and writing process, rather than specific individual writing pieces.
- Teachers will create, assign, and analyze common student writing samples for formative and summative assessment.

- All teachers are required to integrate and document ongoing feedback to students (formative/summative, teacher/peer) regarding writing and communication skills using the Kentucky Writing Scoring Rubric.
- The **Student Writing and Communications Portfolio** will consist of a variety of samples of individual student work representing student interests and growth in writing over time. A portfolio will be maintained for each student and will follow that student from kindergarten through graduation. Language Arts teachers in grades K-8 will maintain the portfolios, as will the high school English teachers. English teachers will monitor the secondary portfolios, using the Kentucky Writing Scoring rubric will be used to assess student writing proficiency. The school writing team will review and monitor the portfolios at all levels.
- Language Arts teachers must review the writing portfolio periodically with the student, providing ongoing feedback necessary to improve the quality of the student's writing and communication ability.

The Henderson County District Writing and Communication Program provides the following assurances for students:

- Multiple opportunities to develop complex communication skills for a variety of purposes
- Access to use of technology tools (hardware, software, web-based) and training in their ethical use
- Opportunities to use digital technologies to access, manage, evaluate and create information
- Access to use of language tools
- Best practice in writing instruction including modeling of exemplar writing
- Inquiry and research skills integrated to support literacy development
- Opportunities across the curriculum to use writing to learn, to demonstrate learning, and to write for publication
- Student choice in writing topics and opportunities to publish work
- Opportunities for creating, analyzing and evaluating multi-media products
- Opportunities to demonstrate higher order thinking in writing
- Opportunities to revise current/past work and reflect upon attainment of writing goals
- Feedback from teachers and peers regarding writing and communication skills
- Opportunities for accelerated learning in communication (journalism, drama, creative writing, etc.)
- Intervention for students lacking proficient writing/communication skills

College and Career Readiness Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex information clearly and accurately through purposeful selection and organization of content.
3. Write narratives to convey real or imagined experiences, individuals, or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce, publish, and to collaborate and interact with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the material under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

Henderson County Schools Student Writing and Communication Portfolio Expectations

The Student Writing and Communication Portfolio must include examples of the following:

- A minimum of four (4) writing examples each year from the categories below for a **total of 52 total pieces in a completed 12th grade portfolio**.
- A minimum of one example of writing a **narrative (real or imagined)** should be included in each grade band of K-2, 3-5, 6-8, and 9-12.
- A minimum of one example of **writing to inform/explain** should be included in each grade band of K-2, 3-5, 6-8, and 9-12.
- A minimum of one example of **writing to share an opinion** should be included in each grade band of K-2 and 3-5 and a minimum of one example of **writing to make an argument** should be included in each grade band of 6-8 and 9-12.
- A minimum of one example of **writing from a content area other than reading, language arts, or English class** should be included in each grade band of K-5, 6-8, and 9-12.
- A minimum of one example of a **multi-media presentation demonstrating technology skills** should be included in each grade band of K-5, 6-8, and 9-12.
- A minimum of one example of **writing that includes research** should be included in each grade band of K-5, 6-8, and 9-12.
- A minimum of one example of **timed writing** should be included each year beginning with grade 4-11.
- A minimum of one example of **writing to publish with evidence of reflection/feedback thru revision/editing** should be included in grades K-12.
- Should a student move into the district without the required number of writing pieces for his/her portfolio, the count will begin at the grade level of the student's entry.

Student Writing and Communication Portfolio	Grades K - 5	Grades K - 2	K	1	2	Grades 3 - 5	3	4	5	Grades 6 - 8	6	7	8	Grades 9 - 12	9	10	11	12
Narrative: Real or Imagined		X				X				X				X				
Informational/ Explanatory		X				X				X				x				
Opinion		X				X												
Argument										X				X				
Content Area Writing	X									X				X				
Multi-Media Presentation	X									X				X				
Research Writing	X									X				X				
Timed Writing								X	X		X	X	X		X	X	X	
Writing to Publish with Evidence of Reflection/ Feedback thru Revision/Editing			X	X	X		X	X	X		X	X	X		X	X	X	X

College and Career Readiness Standards for Language (These standards are included in the writing and communication plan.)

Conventions of Standard English

1. Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate a command of the conventions of capitalization, punctuation, and spelling when writing or speaking

Knowledge of Writing

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

The Vocabulary Standards focus on both understanding words and their nuances and acquiring new words through conversation, reading, and being taught them directly. (These standards are included in the reading plan.)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

College and Career Readiness Standards for Speaking and Listening

Speaking and Listening: Flexible communication and interpersonal skills

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to sift through and evaluate multiple points of view, listen thoughtfully in order to build on and constructively question the ideas of others while contributing their own ideas, and, where appropriate, reach agreement and common goals through teamwork.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings and supporting evidence, such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

