

**K – 12 Language Arts Vertical Team Meeting Notes  
January 13, 2015**

**Members**

Kirsten Armbrust	IGHMS	Monica Atneosen	Hilltop
<b>Penny Baker</b>	<b>District Office</b>	Susan Barnard	Simley
<b>Carlene Bray</b>	<b>Hilltop</b>	<b>Linda Brunsvold</b>	<b>Simley</b>
Maryann Curro	Hilltop	<b>Sheri Dobesh</b>	<b>Hilltop</b>
<b>Ashley Ellevold</b>	<b>Salem Hills</b>	<b>Catherine Ford</b>	<b>Simley</b>
Heidi Frana	Pine Bend	Miriam Freidson	Hilltop
<b>Natalie Giese</b>	<b>IGHMS</b>	<b>Kelly Goodnature</b>	<b>Salem Hills</b>
<b>Michele Haedrich</b>	<b>Salem Hills</b>	<b>Sheila Hetzel</b>	<b>Salem Hills</b>
<b>Adam Hubley</b>	<b>Pine Bend</b>	<b>Jennifer Kelly</b>	<b>Pine Bend</b>
Heidi Klukas	Simley	<b>Erin Kylo</b>	<b>Pine Bend</b>
<b>Mary Landis</b>	<b>Pine Bend</b>	<b>Ashley Leseman</b>	<b>Pine Bend</b>
<b>Jen Moe</b>	<b>IGHMS</b>	<b>Sara Pacht</b>	<b>Pine Bend</b>
<b>Genesee Rasmussen</b>	<b>Reading Coach</b>	<b>Joel Rogness</b>	<b>Simley</b>
Cindy Seagren	Pine Bend	<b>Carol Swanson</b>	<b>Hilltop</b>
Joyce Ursin	Hilltop	Debbie VanSchooten	IGHMS
Jodi Wendel	IGHMS	<b>Tina Willette</b>	<b>Salem Hills</b>
<b>Jason Voss</b>	<b>IGHMS</b>		

\***Bold** – Members in Attendance

**I. Common Core Writing Anchor Standards Activity**

- A. The team went through a process of creating a tree map while unpacking the MN English Language Arts Standards in Writing.

**II. District Writing Current Practice**

- A. Genesee led the team through the Data Driven Dialogue Process (Predict, Go Visual, Observe, Infer – Action) to begin the process of analyzing current district practices in writing.
- B. Team members organized writing projects by type: Argument/Opinion (Red), Informative/Explanatory (Blue), Narrative/Creative (Green), Writing that needs to be added (Purple).
- C. Summary:
1. Results: See Attachment 1 (Language Arts Go Visual Process)
  2. Results: See Attachment 2 (K – 12 Summary of Current Writing Practices)

**III. Plan for 3<sup>rd</sup> Vertical Team Meeting**

- A. Review of writing resources: There were several ideas of resources to review from Lucy Calkins Units of Study to Literacy by Design Writing Package Upgrade. Penny will be collecting a variety of resources for the team to review at the upcoming meeting.

- B. Team members need time to review and discuss the writing process – what are samples of best practice in teaching the writing process and how can we provide staff development for all teachers so that everyone is aligned K -12 in the teaching of the writing process? For example, there are appendices attached to the CCSS in Writing that can provide valuable information to teachers as they begin to understand what levels of writing students are expected to be able to do with the CCSS.
- C. Team members will review/add the writing units taught in Media to the scope and sequence.
- D. The team would like to begin creating a K -12 instructional plan for writing along with rubrics at each grade level. Possibly starting with one common writing experience for students each trimester at each grade level.
- E. High school teachers will benefit from having time to compare the ACT Plus Writing standards to the rubrics they created last year.

#### **IV. Next Meeting**

- A. The next LA Vertical Team Meeting is on March 24 (12:30 – 3:30) in the IGHMS Flexible Learning Space.

## **Attachment 1: Language Arts Go Visual Process**

### **Observations**

- Primary – a lot of blue and green not a lot of red. At 4<sup>th</sup> grade “the Narrative is dying.”
- Very little argument/opinion in elementary (accurate prediction) 9/10 – (HS) Very heavy in red
- Every grade touches on every color writing is not consistent in every school

### **Inferences/Questions**

- Every grade does a “how to” – Where does this fit in common core – “Where does this fit?”
- Do we have to take everything through the writing process?
- Do we have enough information to know what’s really happening in each/every classroom?
- The ACT is in 11<sup>th</sup> grade – but not aligned to the CC – How do we make sure those needs are getting met.
- There’s no writing curriculum – Do we use LBD?
- The HS has common core writing rubrics
- The MS has common core writing rubrics
- The elementary school would like time/resources to align
- Should we teach projects or writing?
- It’s hard to create a rubric when you don’t know what you’re assessing?

### **Action Steps**

- Writing curriculum? Do we need to do some research?
- Communicating with colleagues. (Time on Early Release Days or Google Hangout?)
  - o 3 types
    - What?
    - Plan?
    - How?
- 1 per trimester?
- Change report card assessment?
  - o Not spelling, grammar.

**Attachment 2: K – 12 Summary of Current Writing Practices**

	<b>Argument/Opinion</b>	<b>Informative/Explanatory</b>	<b>Narrative/Creative</b>	<b>Writing Process</b>
K	January - May - Top Group "I like ____ because ____." (Salem, Pine Bend, Hilltop)	January - May - Facts based on a topic. Fact 1- Fact 2- Conclusion (Pine Bend, Hilltop, Salem)	January- May - Journal writing - Using a picture. Varies by school - Adjectives/Nouns - Based on a story - Create Maps- Write their own sentences. (Pine bend, Hilltop, Salem Hills)	Kindergarten - Sept - May - We begin by teaching students correct sentence structure. The foundations! (Pine Bend, Hilltop, Salem Hills)
1	January - Q & A topic and details, LBD charts 23 & 24, graphic organizer February projects, State a preference and reason for choice. April - Digital tools, produce & publish (Done in IMC)	October - Introduce facts and writing a report with two facts. Using LBD charts 5,6 & 42. graphic organizer and weekly reader. January - Main idea and details, LBD charts 17 & 18, graphic organizer March - How To Books, Procedural LDB Charts, 35,36,1,7,10, 13, 22, 25, 354, graphic organizer	September (Carries through entire year) Personal narratives with sequencing LBD charts, 8,9, 14,15,44,45,2,3,11,12 graphic organizers, journal prompt, daily 5 journals May - Letter writing, graphic organizers, letters to Kindergarteners	
2	LDB Theme 4 (Hilltop) Winter varies -" Why I should get this gift", etc. (Pine Bend) Follows LBD (Salem Hills)	LB Theme 2, Theme 12, end of year, IMC - Media - District Wide - Biography project (Hilltop) Theme 6, State report, Media IMC - Dinosaur/Animal report ( Pine Bend) Report ( Salem Hills)	LBD Themes 1,3,5,7,8,9,13 Mystery, Prob/Solution, Friendly letter, How to, Sequence Story, Poem ( Hilltop) Theme 1 - Personal narrative, Theme 7 - friendly letter, Daily 5 journaling. See HT for LBD activities (Pine Bend) Personal narrative friendly letter (Salem Hills)	

3	Author's purpose (Pine Bend)	Planet reports (Science Standard) How to posters, steps in a process, cause & effect, writing, Author's purpose, energy report/power posters-different sources of energy ( Pine Bend) IGH report (Hilltop) Observation logs (Sun, Moon, Stars) (Crayfish) - Science (Hilltop, Pine Bend)) Pumpkin Project? (Salem Hills)	Personal narratives ( Hilltop) Hero - Biography (Salem Hills) Personal Narratives, Authors purpose, friendly letters )Pen pals and weekly letters to parents), Native American legends- Social Studies, Descriptive Writing - MN Winter (Pine Bend) Poetry	
4	31 Persuasive paper (Pine Bend) Persuasive letter (Hilltop) Opinion/argument 59/essay (Salem Hills)	Interview(Heritage) & Oral report (PB) Biography timeline- on computer in library (SH,PB) Animal Report - Use Ipad to research/essay (PB, HT) How to (HT) Problem/Solution (HT) Sequencing with presentation (HT) Research essay (SH) State Report IMC- (SH, PB)	Personal narrative, small moment (SH, HT, PB) Memoir/ Narrative (PB) Journaling/Free write (SH) Story - Quick - Write (HT)	
5	Prob/solution (Pine Bend) Compare/Contrast ( Hilltop) Persuasive essay ( Salem Hills)	Procedural - How to, Biography, observation log, report (IMC, rev. war)(Pine Bend) ABC Book, animal research, explorers (IMC & Class) (Hilltop)Biography, research topic of choice, interview (Salem Hills)	Story, descriptive writing (Pine Bend) Descriptive memory (End of year), multiple perspective problem (Social Studies) (Hilltop) Memoir - When I was little (Salem Hills)	5th Grade - Other - Main Idea/supp. Details (paragraph writing) grammar/sentence writing (PB, HT, SH) Letter writing (HT) Writing process(PB, HT)
6	Argumentative Essay Critical Thinking Responses (Fiction)	Informative essay How to/Demonstration- Explanatory	Personal Narrative, (Print Media, Commercial - Persuasive Techniques) Poetry - Speaking, Blog posts	
7				

8	Short story, novel, poetry Cover Letter & Résumé, Various written book/reading responses	Harlem Renaissance Research Paper & Presentation, Volcano Research Paper (Honors Only),	Personal Narrative	
9	Essays: Literacy Elements C/C C/C Essay	Research		9th Grade - RAFT
10		4 Essays		
11	Argumentative	Research Writing		
12	Literacy analysis, Opinion fairytale, Frankenstein essay	Requiring research	Shakespeare Valentine, annotated bibliography	