



New Hampshire

Department of Education

Learn Everywhere Program Initial Application

1.0 Applicant Information [Ed 1403.01(a)(2)].

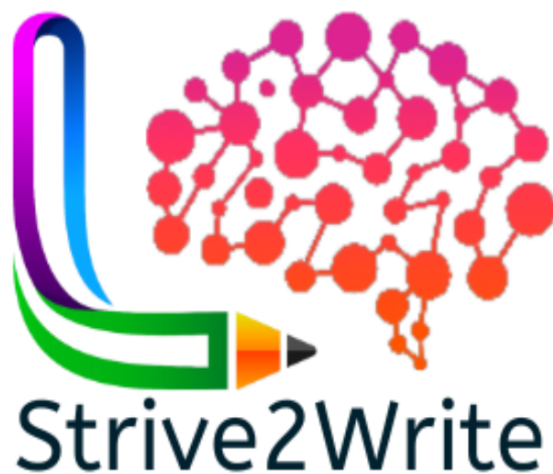
Organization Name: Strive2Write, LLC

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2.0 Purpose, mission statement, or both [Ed 1403.01]

The Mission:

Strive2Write's mission is to teach students applicable skills and strategies for reading comprehension and writing composition, fostering confident leaders of the 21st Century.

Overview of Online Learning Platform:

Strive2Write (S2W) is an LLC, registered in the state of New Hampshire. The Strive2Write learning platform is designed to help students in grades 3-12 make a strong reading and writing connection, which research has proven to be one of the more effective approaches for literacy education. The Strive2Write learning platform consists of pre-recorded video lessons, resources, and writing templates, offering unique opportunities for students to work at their individual level, gradually becoming independent in reading comprehension and writing composition.

Differentiated Curriculum:

The learning platform is differentiated, aligns to the New Hampshire College and Career Readiness Standards and is also competency based. The program is unique in the sense that even students in grade 10 may start at Level 1, helping these scholars learn the basics of what is necessary for reading comprehension, such as text annotation strategies and the organization of writing in several forms.

Engaging Learning Experiences:

While following our video lessons, students are not just clicking buttons like many other online learning platforms. Rather, students are engaged in learning experiences that involve the processes of note taking, text annotation, as well as planning, organizing and composition writing. Students ultimately learn to become confident readers and writers, gaining essential skills for the application of reading and writing for a lifetime. In addition to the online courses, the program offers students opportunities to meet with a certified teacher in order to receive feedback and further develop their writing skills.

Providing Equal Opportunities:

Strive2Write believes in providing equal opportunities for all students in New Hampshire. Therefore, on a case-by-case basis, S2W will consider offering sliding scale payment opportunities. Additionally, we are registered as a vendor for the NH Education Freedom Accounts (EFA).

See **Appendix A** to learn more about S2W's values and foundational principles, including the research that supports the learning platform.

See **Appendix C** to learn about the S2W Curriculum Framework

3.0 A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].

Strive2Write is founded and run by a certified educator with 17 years of experience teaching in the classroom and a Masters Degree in Literacy Education.

Requirements for Strive2Write Course Creators:

All contractors hired for Strive2Write online course creation must have the following prerequisites:

- Experience teaching the subject being designed for online instruction
- Exceptional written and verbal communication skills
- Experience with e-learning and instructional design
- Enthusiasm for teaching
- Ability to speak to and references to account for having a firm understanding of how students develop as readers and writers
- Educational philosophies and values that align with the foundational principles that S2W is based on (Appendix A)

Requirements for Strive2Write Tutors:

Strive2 Write ensures that all instructors hired to provide online tutoring offered throughout our learning platform have the following qualifications and training :

- A Bachelor's Degree or higher, with the ability to display exceptional writing skills
- Letters of reference from previous employers
- Exceptional written and verbal communication skills
- Training on the Strive2Write learning platform
- Trainings, offered by Strive2Write administration, on how to engage students effectively in an online setting
- Enthusiasm for teaching and working with children
- Ability to speak to, and references to account for, having a firm understanding of how students develop as readers and writers
- Validation of success working with students on the development of their writing, especially as part of the revise and editing process.

Instructor Evaluation:

Performance will be evaluated annually, with feedback from families taken into consideration on a regular basis. Any violation of the Strive2Write guidelines for working with students enrolled in our program online will not be tolerated. (See Appendix B to view the general Strive2Write online teacher/student communication guidelines.)

4.0 A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].





S2W affirms that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].

Anyone who works with students via online learning through the Strive2Write learning platform must undergo a criminal background check.

5.0 For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].

Strive2Write will be offering the following courses in order for students to receive credits for High School English. For the 2023/24 school year, it is recommended the courses be taken according to the trimesters we have outlined (Appendix E). However, courses will be available according to the dates also outlined in Appendix E. If there is enough interest for a particular course to be accessible earlier, S2W can adjust the timeline to meet the needs of schools and families.

Students who successfully complete the following Strive2Write courses will be eligible to receive the High School English credits listed below:

 <p>Narratives</p>	 <p>Arguments</p>	 <p>Informational</p>	 <p>Creative Expressions</p>
<p>Narrative Reading and Writing: includes Test Taking Preparation & Grammar Essentials (see Appendix F for the Narrative Course.)</p>	<p>Argument Reading and Writing: includes Test Taking Preparation & Grammar Essentials</p>	<p>Informational Reading and Writing: includes Test Taking Preparation & Grammar Essentials</p>	<p>Creative Expressions: includes 4 mini units & Grammar Essentials</p>
<p>1/2 English Credit</p>	<p>1/2 English Credit</p>	<p>1/2 English Credit</p>	<p>1/2 English Credit</p>

6.0 An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].

Grammar Essentials Accompany All S2W Courses:

In addition to what is outlined for each of the courses listed below, each course is accompanied by our Grammar Essentials Course.

Test Taking Practice:

Additionally, the 3 Academic Core Courses (Narrative, Argument and Informational) are accompanied by a test taking practice as part of the conclusion to the course. This offers a chance for students to practice and apply what they have learned throughout the particular course to a test taking scenario. We are using the NH SAS as a model for this part of the course.

Master Resources:

In addition to the online courses which are complete with instructional videos, all of our Master Resources are available for students to access at the beginning of the 2023/24 school year (See Appendix D).

Details of the 4 Courses S2W is currently offering for the 2023/24 school year are outlined below:

1. NARRATIVE READING AND WRITING COURSE (see Appendix F):

NH CCRS Addressed in this course:

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Students in this course will learn everything about the elements that are included in reading and writing narratives. Students will analyze the books they are reading at their own level, and apply skills and strategies in order to confidently write narrative stories themselves. This is a self paced course that includes video lessons walking students through the reading and writing process associated with this genre. In addition to the course itself, which includes an average of 45 instructional videos and associated resources, students will have access to all Narrative “Master Resources.” (See Appendix F)

Program Goals:

The S2W Narrative Course offers the following gradual release approach to learning all of the necessary components associated with narrative reading and writing:

Level 1: After completion of the onboarding pre-assessments and determining the level in which students’ writing foundation has been previously established, students may begin by building a foundation in which S2W teaches narrative reading and writing. This includes the application of the following foundational lessons:

- Identifying part of the plan: Exposition, Conflict, Rising Action, Climax, Falling Action, Resolution

- Organizing a narrative by incorporating parts of the plot, using the S2W narrative plan
- Inferring character traits and developing them by using descriptive writing techniques/incorporation of sensory language
- Identifying point of view and practice writing narratives in different points of view
- Recognizing figurative language in stories, and practicing incorporating figurative language in their own writing of narratives

Level 2:

Once students display the necessary competencies as outlined in the Level 2 rubric, the course progresses and students learn more advanced components and writing techniques associated with narrative reading and writing. Some of the lessons include the following:

- Character changes/character arcs: identifying through reading and incorporated into writing
- Identifying and incorporating concept of theme into reading and writing narratives
- Mythology/storytelling: analysis through reading and incorporating techniques into writing
- Setting: recognizing the various fiction and non-fiction subcategories narratives consist of and options to write in many different forms such as: Modern Fiction, Historical Fiction, Realistic Fiction, Fantasy, Science Fiction, etc.
- Point of view

Level 3:

Once students display competence at Level 2 by completing a writing assignment aligned with the Level 2 rubric, the course progresses and students learn more advanced components and writing techniques associated with narrative reading and writing. Some of the lessons at this level include the following:

- Abstract reading and writing: symbolism, allusion, analogies, etc.
- Narrative techniques: dramatic irony, foreshadowing, flashbacks, dialogue, sensory details, etc.
- Various story archetypes: identify through reading and apply strategies for planning and composing writing
- Parallel plot lines: analysis and application

Competencies:

Students will display the following competencies through application of reading and writing throughout this course:

NH Reading Literature Competency: Through the process of text analysis, including the incorporation of comprehension strategies such as text annotation, note taking and highlighting activities, and later applying learning to their writing, students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

NH Narrative Writing Competency: Through the process of text analysis and based on the application of writing at the various instructional levels according to the rubrics and grading system outlined in Appendix E, students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.

Student Outcomes:

Once students graduate from this course, not only will they have a strong foundation in the reading and writing of narratives, but they will have obtained the following skills and strategies that can be applied to various aspects of their education and/or future profession:

- Importance of organization and planning writing
- How to learn from reading in all forms to become better writers
- Note taking skills and strategies
- Technology skills (Google Slide Projects with technology walk through)
- Reading comprehension strategies- text annotation, highlighting, marking up
- Creative application if desired- lessons for illustration of stories through drawing, watercolor and digital illustrations
- Growth Mindset- we can do hard things, such as write
- Awareness of opportunities for creativity and exploration through writing
- Potential background for a journalist or career in writing books etc.
- Development of grammar and punctuation

2. ARGUMENT READING AND WRITING COURSE:

NH CCRS Addressed in this course:

Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

This course is designed to tap into the negotiator within students. Students will learn strategies for opinion, persuasive and argument writing. They will learn how to incorporate factual evidence to support their reasoning, and implement appropriate terminology, logic and rhetorical techniques meant for persuasive and argument writing.

Program Goals:

The S2W Argument Course offers the following gradual release approach to learning all of the necessary components associated with argument reading and writing:

Level 1:

After completion of the onboarding pre-assessment and determining the level in which students' writing foundation has been previously established, students may begin by building a foundation in which S2W teaches the basic structure and organization of argument reading and writing. Students engage in the following lessons to build a foundation in argument writing, if necessary:

- Difference between Opinion, Persuasive & Argumentative Writing
- Point of View/Perspective
- Fact vs. Opinion, Opinion
- Terminology/phrases associated with Argument Writing
- Opposing Opinions

Level 2:

Once students display the necessary competencies as outlined in the Level 1 Argument

Rubric, the course progresses and students learn more advanced components and writing techniques associated with argument reading and writing. Some of the lessons included are as follows:

- Logic and Persuasion
- Identifying, differentiating and formulating strong claims
- Strengths/Limitations
- Maintaining a formal style and objective tone
- Alternate and opposing claims
- Argumentative Phrases
- Identifying reliable sources of information
- Paraphrasing vs. Direct Quotes
- Incorporation of text evidence using MLA formatting

Level 3:

Once students display competence at Level 2 by completing a writing assignment aligned with the Level 2 argument rubric, the course progresses and students learn more sophisticated components and writing techniques associated with argument reading and writing. Students participate in completing a final Rhetoric Project, which is outlined in Appendix F. Some of the lessons at this level include the following:

- Logical Fallacies
- Rhetorical Appeals
- Aristotle's Rhetoric
- Analysis from our foundational US documents (ex: Preamble of the Constitution),
- Identifying Logical Fallacies in advertisements
- Analyzing claims in key American speeches/writing Speeches
- Planning, composing and presenting speeches
- Organization of debates and possible participation in future S2W online debates

Competencies:

Students will display the following competencies through the application of reading and writing throughout this course :

NH Reading Literature Competency: Through the process of text analysis, including the incorporation of comprehension strategies such as text annotation, note taking and highlighting activities, and later applying learning to their writing, students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects.

NH Narrative Writing Competency: Through the process of text analysis and based on the application of writing at the various instructional levels according to the rubrics and grading system outlined in Appendix F, students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

NH Speaking Competence: When presenting their final rhetoric project to a group of peers online, as well as to the public group intended to be impacted by the project, students will demonstrate the ability to speak purposefully and effectively - strategically making decisions about content, language use, and discourse style.

Student Outcomes:

Once students graduate from this course, they will have obtained and be able to further apply the following skills and strategies to their education and/or future profession:

- Competence in constructing well researched argument essays with proper MLA formatting of text citation, etc.
- Application of logical fallacies and rhetorical devices to real world situations and future writing assignments
- Organization and development of speech writing
- Public speaking practice and confidence
- Ability to differentiate between reliable and unreliable sources
- Test taking skills and strategies for reading and writing within the argument genre
- Understanding of the structure of debates, and how to write and engage in debates
- Reading comprehension strategies- text annotation, highlighting, marking up
- Potential application to future jobs that require the integration of rhetoric, such as criminal justice, law, journalism, political analysts, etc.

3. INFORMATIONAL READING AND WRITING COURSE:

NH CCRS Addressed in this course:

The informational unit generates a strong reading and writing connection for students as they learn about the various informational text structures. Students may engage with non-fiction topics of their choice, including those relevant to grade level standards for Science and Social Studies. Through the incorporation of text annotation, note taking, and highlighting, students will read to comprehend a variety of informational texts intended for their reading/grade level.

Program Goals:

The S2W Informational Course offers the following gradual release approaches to learning all of the necessary components associated with informational reading and writing:

Level 1:

After completion of the onboarding pre-assessment and determining the level in which students' informational writing foundation has been previously established, students may begin by building a foundation in which S2W teaches the basic structure and organization of argument reading and writing. The following Level 1 foundational lessons are offered:

- Fact vs. Opinion
- Author's Purpose
- Informational Text Features

- Informational Text Structures (ex: Cause and Effect, Problem and Solution, Compare and Contrast, Sequence of Events)
- Topic Sentence
- Body Paragraphs (Subtopics/Big Ideas)
- Supporting Details

Level 2:

Once students display the necessary competencies as outlined in the Level 2 Informational Rubric, the course progresses and students learn more advanced components and writing techniques associated with informational reading and writing. Some of the lessons include at this level are as follows:

- Differentiating Text Structure
- Cause and Effect
- Chronological Order
- Problem and Solution
- Compare and Contrast
- Descriptive Writing
- Thesis Statements
- Textual Evidence

Level 3:

Once students display competence at Level 2, the course progresses. Students learn more sophisticated components and writing techniques associated with informational reading and writing. This course in particular imagines students in the process of completing a final informational Personal Passion Project. Some of the lessons at this level include the following:

- Project Based Learning
- Thesis Statements
- Data
- Reliable Sources
- MLA formatting
- Text Structures
- Text Features
- Conducting Real World Interviews
- Executive Summary
- Syntax Analysis and Application
- Peer Reviews
- Application of Test Taking Skills and Strategies for Reading and Writing Informational Texts

Competencies:

Students will display the following competencies through application of reading and writing throughout this course :

NH Reading Literature Competency: Through the process of text analysis, including the incorporation of comprehension strategies such as text annotation, note taking and highlighting

activities, and later applying learning to their writing, students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects.

NH Narrative Writing Competency: Through the process of text analysis and based on the application of writing at the various instructional levels, students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.

NH Research Competency: Students will engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

NH Listening Competency: When engaging in the final project and participating in a peer review, students will demonstrate the ability to listen and view critically for a variety of purposes.

Student Outcomes:

Once students graduate from this course, they will have obtained and be able to further apply the following skills and strategies to their education and/or future profession:

- Competence in understanding the entire research process
- Competence in differentiating the various text structures
- Competence writing in the various text structures
- Test taking skills and strategies for reading and writing informational texts
- Confidence in planning and composing well constructed open responses
- Competence in the ability to incorporate text evidence in research and open responses
- A broader outlook on the impact we can make in the world
- Opportunities to tap into interest that may inspire a future career
- Feeling empowered and in charge of the learning experience
- New awareness that learning can be fun
- Practice presenting to a live audience that may be impacted by their project
- Experience with providing and receiving feedback in a kind, respectful, yet constructive manner
- Experience with writing an Executive Summary of a project
- Ability to create diagrams, tables and other visuals as part of a research project
- Application of test taking skills and strategies for reading and writing informational texts
- Confidence in writing about reading

4. CREATIVE EXPRESSIONS COURSE:

NH CCRS Addressed in this course:

The creative expressions unit allows students to tap into their creative side, while also engaging in meaningful learning experiences such as reading and writing poetry, reading and writing memoirs, reading blogs and crafting blogs, journaling, creating digital projects, engaging in art projects and more.

Program Goals:

Although the program goals do require students to display competence in many areas of creative writing and digital and artistic expressions, the format for this course is slightly different than the others. This course offers more flexibility in how students choose to engage in the lessons. The course has been broken down into various “Expressions.” Within each of the Expressions, there is differentiation in the structure, as some are more academically challenging (poetry) than the other Expressions, which present more general options for tapping into artistic projects, such as painting. The following standards are addressed throughout this course:

Level 1:

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Including Shakespeare as well as other authors.)

Level 2:

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Level 3:

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Below you will find the breakdown of each of the “Expressions” in the order in which we suggest students move through.

Digital Projects/Blogging and Journaling:

This unit is broken down into 4 sections of instruction, which include the following, with details of the goals outlined for each:

Google Slides: Formatting, background, adding text, insert images, etc.; illustrating a storyboard using Google Slides, and create a customized personal presentation (may accompany Memoir of Journal Lessons)

Canva Designs: Explore the features - formatting, insert images, adding text, changing font, changing colors etc; creating graphics and ads, creating presentations (transitions) and videos (animations)

Google Sites: How to create pages, how to customize, adding images, text, background etc.; additional features for customization

Journaling/Blogging: Intro/ways in which we can incorporate blogging as part of our digital creations; Why Journal? reasons; examples and practice, S2W templates for blogging and journaling

The Creative Expression of Poetry:

Level 1:

- Free verse
- Limerick
- Haiku
- Alliteration
- Concrete
- Ballad
- Rhyming (mini overview of patterns)

Level 2:

- Iambic pentameter
- Incorporation of other various poetic forms addressed in Level 1.
- Analysis and practice of the various rhyming patterns in poetry: AABB, ABAB, ABA, AAA, ABABC, AABBC, ABCCBA, etc.

Level 3:

Analysis and practice of the various techniques:

- Point of view, readers' interpretation and aesthetic impact
- Satire, sarcasm, and irony in poetry

Seen in the works of the following poets:

- Shakespeare/iambic pentameter
- Emily Dickenson
- Robert Frost
- Walt Witman
- Langston Hughes/Theme in Poetry
- Maya Angelou

The Creative Expression of Storyboarding:

Level 1:

- Use a plot map to plan a storyboard
- Plan and create a storyboard
- Turn your storyboard into an engaging narrative (optional)

Level 2:

- Level 2 storyboard template; 8-10 sections
- Use a plot map to develop a Level 2 storyboard
- Plan and create a storyboard

Level 3:

- Sophisticating as a "Storyboarder"
- Use a parallel plot map storyboard to plan
- Create your parallel plot line storyboard

The Creative Expression of Art:

Sketching:

- Analysis of different types of sketches
- Exploration and practice of Contour Sketches
- Exploration and practice of Cross Hatching Sketches
- Exploration and practice of Still Life Sketches
- Exploration and practice of Landscape Sketches
- Exploration and practice of Portraits

Watercolors:

- Analysis of different types of watercolor paintings
- Georgia O'Keeffe - An American modernist artist who created stunning watercolor paintings of flowers and landscapes.
- Analyze, practice and apply watercolor skills to still lifes and landscape
- The Process-Light sketch, background colors, fill-in/brush techniques, detail techniques

Pastels:

- Analysis of different types of pastel artwork
- Analysis of the works of famous pastel artists such as Edgar Degas and Mary Cassatt
- Analyze, practice and apply pastel techniques to still life, landscapes and other options
- Start the Process-Light sketch, background colors, fill-in/smudging techniques

The Creative Expression of Memoir Writing:

Level 1:

- Intro/Purpose: What is a memoir and why do we write them?
- Vocabulary associated with memoirs and taking notes
- Identify the different components in memoirs and practice

Level 2:

- Planning a memoir
- Analysis of various styles of memoirs
- Descriptive writing in memoirs
- Incorporation of poetic elements, such as figurative language, alliteration and repetition
- Patterns, dialogue and flashbacks in memoirs

Level 3 Final Memoir Project:

The Final Project will provide students with guidelines for what should be included in a memoir. Students will be required to brainstorm, plan and compose a memoir aligned to our memoir rubric.

Final Creative Expressions Project:

The guidelines and rubric outline the final Creative Expressions Project where students will present their Google site which displays a wide range of creative projects to other S2W students online.

Competencies:

Students will display the following competencies through application of reading and writing throughout this course :

NH Reading Literature Competency: In the poetry section of the S2W Creative Expressions course, students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

NH Writing Competency: In the memoir section of the Creative Expressions course, students will demonstrate the ability to effectively apply narrative strategies for a variety of purposes and audiences.

NH Technology Competency: As part of the Digital Expressions mini unit in this course, students will demonstrate the ability to use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.

Students Outcomes:

- Competence in the analysis and writing of poetry of all forms, which can further be applied to a career in writing and/or a way to express personal creativity
- Competence in the use of Google Slides, Google Sites and Canva, which can be later utilized for multiple purposes including, but not limited to, creating presentations, digital illustrations, blogging, and advertising etc.
- Competence in the history of art, including the application of sketching, watercolor and pastels to be further used as a creative outlet, a tool for illustration or for potential inspiration leading to a future career in the arts
- Practice and competence in the art of memoir writing, which can be applied to many aspects of creative writing and be a avenue of inspiration for students
- Ability to develop an online portfolio, which will be a place to showcase the work students create throughout the course, while fostering a sense of pride within students.

7.0 A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].

Differentiated Learning Platform:

S2W's curriculum moves a student through **three skill levels**, as our teachers firmly believe in the importance of building foundational knowledge before being able to advance to more sophisticated levels of reading and writing.

S2W students progress according to the skills they demonstrate through the Strive2Write pre- and post-writing assessments for each level of learning. Each level is accompanied by a rubric, with writing examples (as a baseline for comparison) and an associated graded system (**See 10.0 A**). Students must demonstrate competence at each level before moving onto the next according to the guidelines set forth in the rubric.

The following table offers details on these 3 levels of learning that S2W offers for each course:

Strive2Write Skill Levels

Level 1 (FOUNDATION)	Level 2 (ADVANCING)	Level 3 (SOPHISTICATING)
<p>Students build a foundation for learning with S2W at Level 1. Building the foundation is the most important first step in developing strong reading comprehension and writing composition skills. Students at this level learn the basics of making a strong reading and writing connection according to the course/genre of reading and writing they are engaging in.</p>	<p>As students advance, they will start applying what they have learned in Level 1 more regularly. Students advance and build on what they had established as a foundation at Level 1.</p>	<p>This level brings students to a place of sophistication in their writing composition. This level will challenge students to engage in deeper reading and writing learning experiences and apply themselves in a highly developed way.</p>

*In addition to our levels of learning, see Appendix D, which offers the details on these 3 levels as well as our phases of learning, which provide the framework in which S2W’s curriculum is based.

8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

Strive2Write provides a very structured platform for the assessment of student outcomes. The following outlines the process for assessing and providing feedback for students enrolled in the S2W courses:

1. Pre-Assessment:

As outlined in the detailed description of the courses we currently offer (see Appendix F for the Narrative Course), students take a pre-assessment that is relative to the course they are participating in. With the rubric, grading system and writing examples to accompany the pre-assessment, this initial screening helps the S2W teachers gauge the students initial competence in the course in which they are enrolling.

2. Placement:

Once it is determined what skills the student has previously obtained prior to beginning the course, a student is placed at the various levels accordingly. Additionally, there is an option for a specific plan to be offered for each student according to their pre-assessment and the leveled rubrics. This allows the gaps in which students need further guidance to be filled, while also offering scaffolding and/or a challenge for whatever each student may need.

3. Assignments at Various Levels:

As students display competence at the various levels by completing the specific assignments, they are able to advance and sophisticate by moving onto the next level where they build on the skills and strategies they are obtaining throughout the course.

4. Guidance for S2W Teacher Check-Ins, Instruction & Student Growth

Opportunities:

S2W students who are enrolled as part of the Learn Everywhere program, intending to receive High School credit while participating in the S2W courses, will be required to meet with one of our online tutors bi-weekly. These one hour meetings will be used to evaluate student progress, while also providing feedback in order to assist students as they advance in their writing composition. Additionally, this one-on-one instructional time will also be used to set goals for students. This will ensure progress is being made in a timely manner.

Furthermore, any teacher or tutor working with S2W students must be able to display that they possess exceptional writing skills. The founder of S2W (myself) will work closely with either the actual students enrolled as part of NH's Learn Everywhere program, and/or consult with their teacher/tutor on a regular basis. These meetings will ensure students are progressing accordingly and expected to reach competence according to the course rubric and S2W grading system.

5. Google Doc Revise and Editing Video:

In addition to the bi-weekly tutoring sessions Learn Everywhere students must participate in, the S2W feedback service is an additional resource offered to ensure student progress. Any students enrolled as part of the Strive2Write Learn Everywhere program will have the option to submit papers at any time and receive a copy with suggestions for edits and revisions. This feedback accompanied with a video walk through explaining what students must do in order to improve their writing.

6. Required Assignments:

In addition to offering an option for students to receive feedback for writing assignments on the spot, students are required to hand in the various assignments outlined in Appendices E and F. These assignments will be assessed using one of the course specific/leveled rubrics. Students will receive feedback directly on their assignment in accordance with the rubric. Similar to what was described as the feedback S2W will provide students in the last section, students will receive a recording outlining the areas in which they excelled and/or could use more time to improve.

7. Rubric Specific Feedback:

Similar to what was described as the feedback S2W will provide students, students will receive a video recording outlining the areas in which they excelled and/or could use more time to improve. The video will further detail suggestions for how to improve, starting with the document they sent in and is referenced in the video, and/or suggestions for the next steps students should take in order to advance or sophisticate in their writing composition.

8. Final Evaluation:

In order for students to receive the 1/2 credit for each course as outlined in 5.0, they must complete the various final assignments that are outlined at each phase 3 of learning (See Appendices E & F). Once students have displayed competence by going through the various stages, and/or completing a specified number of “challenge assignments,” they will receive a certificate of completion with a final evaluation of their before and after progress and suggestions for future application of skills.

9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

Students who complete each Strive2Write course will earn 1/2 credit.

10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].

Grading System:

Competent	Approaching Competence	Needs Improvement
Excellent 19-21 points (90-100%)	Progressing 15-18 points (71-85%)	Needs Guidance 14 points or less (< 66%)
MOVE UP!	STAY Continue practicing various skills	STAY Go through the entire current Level Unit from beginning to end
This student has clearly advanced in their writing competencies and is most likely ready to move onto the next level. Otherwise, they can continue writing based on different prompts included at this level.	This student most likely has a clear understanding of what should be included as part of the current level's writing composition, but is in need of incorporating more advanced writing techniques, such as a variation of sentence structure and incorporation of transition words. A more focused approach can be taken in order for students to develop in particular areas.	This student should start at the beginning of the current level, working their way through each lesson and practice activity in order to learn and grow as a reader and writer in the current level's type of writing. They may even benefit from going back to Level 1 if they need assistance in the general organization and structure of their writing composition.

Using the detailed rubrics that accompany the various levels and/or units in our courses, students will have the option to display competence in various areas. The rubrics and grading system S2W employs offers a structured opportunity to understand what students are capable of doing and what they may need more guidance in. Several of the rubrics, which are aligned to S2W's competency based grading systems are able to be seen in Appendix F.

11.0 A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].

S2W's methods of admission have not been designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law. 12.0 A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].

Students who enroll in our reading and writing program will visit the S2W website where they will find a button specifically for families planning to enroll students in the S2W NH Learn Everywhere program. This will include all requirements of teachers/tutors working with students enrolled in the LE program, the updated application, and the details of what is practiced with students as part of the bi-weekly tutoring service mentioned above. To enroll, they will simply sign up for the course, which will prompt a welcome email to be sent. Upon receipt of the welcome email, families will be provided with a link to set up their login information. Finally, they will be contacted by a Strive2Write teacher to set up the various "student/tutor check in" sessions. Once students are enrolled, they can begin participating in their self-paced reading and writing lessons immediately. Of course, this page will only be published upon approval of the application.

The S2W program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)]. By doing this, S2W agrees to collaborate with school special education team members in order to fulfill any specific modifications that a student enrolled in a S2W course may require according to their 504 plan. See more details in Appendix B in the S2W guidelines for meeting all students' needs with online learning.

In additional to the accommodations the S2W learning platform offers, S2W agrees to meet the needs of students on 504 Plans by offering the following:

- Adjust and implement accommodations outlined in the students 504 plan accordingly
- Meet with students regularly in order to form a plan for the completion of assignments, etc. (We will offer 2 hours per trimester free of charge; anything more than this is available at an additional cost)
- Provide students a breakdown of assignments
- Provide frequent teacher check-ins to monitor progress, etc.
- Offer more time to complete assessments if needed
- Check in with all S2W tutors/teachers who work with students, making them aware of accommodations, etc.

12.0 A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].

The S2W program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)]. By doing this, S2W agrees to collaborate with school special education team members in order to fulfill any specific modifications that a student enrolled in a S2W course may require according to their 504 plan. See more details in Appendix B in the S2W guidelines for meeting all student's needs with online learning.

In addition to the accommodations the S2W learning platform offers, S2W agrees to meet the needs of students on 504 Plans by offering the following:

- Adjust and implement accommodations outlined in the students 504 plan accordingly
- Meet with students regularly in order to form a plan for the completion of assignments etc. (We will offer 2 hours a trimester free of charge , anything more than this may be offered as an additional cost)
- Provide students a breakdown of assignments
- Provide frequent teacher “check ins” to monitor progress etc.
- Offer more time to complete assessments if needed
- Check in with all S2W tutors/teachers who work with students, making them aware of accommodations etc.

13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].

The program will liaison with the LEA for a student with disabilities, consistent with that student's IEP [Ed 1403.01(b)(2)(c)] in many ways:

- S2W agrees to collaborate with school special education team members in order to fulfill any specific modifications that a student enrolled in a S2W course may require according to their IEP plan. See more details in Appendix B in the S2W guidelines for meeting all students' needs with online learning.
- The S2W learning platform is designed to be differentiated and meet the needs of all learners. Therefore, there are numerous resources and scaffolding techniques that we offer that will assist all students in feeling confident and having success throughout our courses.

Some of the various accommodations and resources S2W currently offers to meet the needs of students who require more guidance for reading and writing include the following:

- **Instructional videos** that can be paused, rewind, and rewatched. These videos offer some of the following essential academic skills:
 - Reading comprehension strategies, such as text annotation, note taking, highlighting, and marking up, with an additional breakdown of various assignments, which are differentiated and lend to further practice of reading comprehension.
 - Writing Composition Strategies, including a complete walk-through of the writing process of brainstorming, planning, composing, revising and editing in the various

- writing forms (Narrative, Argument, Informational, and Poetry).
- Technology applications - a complete walk-through of any technology involved, from indenting for properly formatted paragraphs to a complete walk-through of how to use Google Slide presentations.
- **Various Writing Plans** that include the following:
 - Confidence in expectations: Our goal is to make the writing process feel easy for students and for them to learn to enjoy it. Therefore, once students learn to use our writing plans, they become confident in what to expect and how to implement them accordingly.
 - Gradual release approach to learning: Our writing plans are presented and offered to students in a gradual release approach. S2W believes that the ultimate goal is for students to be able to develop writing plans for the various styles of writing on their own; however, some students require more time before approaching that phase of competence in planning writing independently. Therefore, we offer several differentiated writing plans that can be customized by each student individually.
- **Writing Templates**
 - S2W differentiated templates are a similar tool to sentence starters. Students learn to utilize our various templates and customize all red fonts, eventually turning everything to black (see more in Appendix D of the Master Resources). We provide videos walking students throughout this process. Our templates offer an incredible scaffolding opportunity for those students who may excel in having initial guidance in the writing process.
- **Additional Resources**
 - See Appendix D of Master Resources for more information

In addition to what is outlined as accommodations for students on 504 plans, S2W also agrees to adjust the following according to a student's IEP:

- Adjust and implement accommodations outlined in the students IEP that will ensure progression and learning throughout the course(s) enrolled.
- Offer feedback and/or more check-ins with the student to ensure they feel confident in expectations, etc.
- Scaffold learning objectives according to specifics outlined on IEP.

14.0 A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the Learn Everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].

S2W understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the Learn Everywhere program, including by providing the student with reasonable accommodations.

15.0 A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].

Not applicable. Online Only.

16.0 A statement affirming that the facilities shall comply with all applicable federal and

state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].

Not applicable. Online Only.

17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].

S2W will not maintain insurance as part of the Learn Everywhere program.

Appendices

Appendix A: Learning Platform Overview

Strive2Write's Curriculum Consists of the Following:

- A full online Reading and Writing Curriculum that offers effective instruction for reading comprehension and writing composition in multiple forms
- Methodology that is evidence-based
- Uses a “Model, Practice, Reflect” approach to teaching
- Alignment with the National Common Core Standards/New Hampshire College and Career Readiness Standards and NH English Language Arts and Literacy Competencies
- A philosophy based on the importance of helping students make a strong reading and writing connection
- Genre-based units
- Differentiated instruction with templates, reference sheets, worksheets and numerous resources
- Continuity across grade levels
- Units that can be customized to meet district/student/family needs for the teaching of reading and writing
- Curriculum that can support and help accelerate student learning in a multitude of ways
- A curriculum similar to Readers and Writers Workshop, so students are reading books at their independent level and composing writing at their independent level.
- A program that is scaffolded, offering a gradual release approach that is suitable and beneficial for students on 504 and IEP plans

The Strive2Write learning platform consists of pre-recorded video lessons, resources, and writing templates, offering opportunities for students to work at their individual level.

Since its inception, Strive2Write has helped many students become confident writers & readers through its **online reading and writing program**. Kara Malo, M.Ed in Literacy Education, and the founder of this platform, worked as a classroom teacher for 17 years. She was part of a very successful urban school “Turnaround” school project, ultimately helping improve the educational outcomes for students who were previously performing significantly below grade level in reading and writing. Additionally, Mrs. Malo imparted the strategies taught throughout the Strive2Write

learning platform in one of the country's leading school districts. Her efforts empowered the learners to perform above the national average – even throughout the pandemic.

The online curriculum of Strive2Write emphasizes reading comprehension and writing composition. The students who enroll in their program are able to make a reading and writing connection. As per the research reports, this approach is highly effective when it comes to literary education.

Instead of handing out graphic organizers, Strive2Write teaches the learners to create their own writing plans in a notebook. These plans are based on the writing style the students are composing.

Strive2Write students become confident in a wide variety of writing forms – such as argument/persuasive essays, informational writing, poetry and the writing of narrative stories.

In addition to students learning to make a strong reading and writing connection throughout our program, students acquire the following writing skills as a part of the S2W learning platform:

- Paragraph writing
- Organization of writing in all forms
- Reading response in writing
- Punctuation & grammar
- Sentence structure
- Test-taking writing preparation
- Argument Writing
- Narrative Writing
- Research Paper Writing
- Professional and Personal Letter Writing
- Writing in the various informational text structures
- Poetry Writing

Additionally, students acquire the following skills for reading:

- Test-taking strategies
- Comprehension strategies - text annotation, note taking, highlighting, marking up
- Analysis of books and learning to actively attend to text
- Using annotation and notes for reading response
- Differentiation of informational text structures
- Vocabulary acquisition and applicable skills (e.g., use of context clues)
- Various literary and informational components associated with various genres
- Reading fluency

Strive2Write uses the Model-Practice-Reflect instructional cycle:

- Model: “I do.” Teachers model their writing or strategy use.

- Practice: “We do.” Students practice writing and using a strategy independently, with a teacher or a peer.
- Reflect: “You do.” Students evaluate their writing and strategy use.

The Research:

Strive2Write takes the latest research into account and purposefully combines reading and writing techniques in their lessons to maximize students’ ultimate academic success. Their teachings are firmly rooted in the reading and writing connection. That is, the communication skills needed for effective reading and writing involve specific processes that inform each other (Shanahan, 2016). This is because similar cognitive processes and knowledge representations are drawn on for both reading and writing (Tierney & Shanahan, 1991).



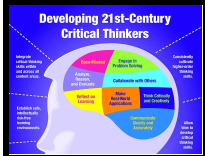

- For example, a recent meta-analysis found that literacy instruction that balanced both reading and writing significantly improved students’ reading comprehension (Graham et al., 2018).
- In addition, research has found that teaching students comprehension strategies for reading and interpreting text structure also provides them with knowledge and strategies that are essential to writing (Hayes, 1996).
- The aforementioned meta-analysis also found that reading individual words, reading and analyzing text produced by others, increasing the amount of reading students did, and observing other readers interact with text enhanced students’ performance on one or more measures of writing (Graham et al., 2018).

References

- Graham, S., Liu, X., Bartlett, B., Ng, C., Harris, K. R., Aitken, A., Barkel, A. Kavanaugh, C., & Talukdar, J. (2018). Reading for Writing: A meta-analysis of the impact of reading interventions on writing. *Review of Educational Research*, 88, 243-284.
- Hayes, J. (1996). A new framework for understanding cognition and affect in writing. In M. Levy & S. Ransdell (Eds.), *The science of writing: Theories, methods, individual differences, and applications* (pp. 1-27). Mahwah, NJ: Erlbaum.
- Shanahan, T. (2016). Relationships between reading and writing development. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (2nd ed., pp. 194-207). New York, NY: Guilford.
- Tierney, R. & Shanahan, T. (1991). Research on the reading-writing relationship: Interactions, transactions, and outcomes. In R. Barr, M. Kamil, P. Mosenthal, & D. Pearson (Eds.), *The handbook of reading research* (Vol. 2, pp. 246-280). New York, NY: Longman.

Strive2Write Core Values:

Strive2Write ascribes to the following Core Values: creativity, communication, critical thinking, and academic rigor. We believe that embedding these core values into our lessons offers students a learning experience that will help them become well-rounded writers.

<p style="text-align: center;">Creativity</p> 	<p style="text-align: center;">Communication</p> 	<p style="text-align: center;">Critical Thinking</p> 	<p style="text-align: center;">Academic Rigor</p> 
<p><i>Creativity is fostered and encouraged throughout the Strive2Write platform.</i></p> <ul style="list-style-type: none"> • Students are provided with “Voice and Choice” in how to complete the many Strive2Write assignments. • Students interact with their individual reading books and notebooks, and drawings are implemented as a bonus in several lessons. • There are Google Slide Projects, where the technical pieces of developing such a project is described in depth. • There are hands-on Poster Projects and other various ways to let students step away from the computer and engage in real life learning experiences. 	<p><i>Students need to be strong writers in order to communicate effectively in the real world.</i></p> <ul style="list-style-type: none"> • S2W offers opportunities for student collaboration, where they share their writing or work with partners. • Communication with teachers, students and parents, depending on how the program is utilized, is also highly encouraged. 	<p><i>The Strive2Write platform supports 21st Century critical thinkers in all areas of the definition.</i></p> <ul style="list-style-type: none"> • They are consistently challenged throughout each lesson to think outside the box and go beyond what they feel is comfortable at times. • Students learn to create their own plan on paper, then write directly in Google Docs. • Growth Mindset is encouraged throughout ALL S2W courses. • S2W offers many courses that present opportunities for critical thinking, including writing about reading metacognition, as well as analysis and reasoning involved in informational and persuasive writing. • Additionally, Project Based Learning will be coming in the 2024/25 school year! 	<p><i>Strive2Write challenges each learner at their individual level. The techniques shared throughout the program allow students to take on any academic challenge. Students will:</i></p> <ul style="list-style-type: none"> • Read and apply information from a variety of texts. • Research and gather information effectively. • Create writing plans in the context of specific styles of writing. • Use critical thinking and problem solving strategies effectively within a variety of writing purposes.

Appendix B: Guidelines for Working with all students

Strive2Write's Guidelines for Working with Students Online:

S2W tutors and online instructors are expected to seek regular feedback from students to make necessary adjustments and enhancements to the online learning experience. By following the guidelines outlined below, educators can create a successful and enriching online learning environment for their students.

Establish Clear Communication Channels:

- Provide students with clear instructions on how to communicate with you online, whether through email, messaging platforms, or virtual classroom tools.
- Set specific communication hours to ensure that students know when they can expect a response from you.

Create a Structured Learning Environment:

- Organize online resources, materials, and assignments in a user-friendly manner, making it easy for students to access and navigate.
- Provide a schedule or calendar outlining important dates, deadlines, and virtual class sessions to help students stay on track.

Encourage Active Participation:

- Foster a positive and inclusive online learning community by encouraging active participation from all students.
- Use interactive tools such as discussion forums, live chats, and virtual group activities to promote engagement and collaboration.

Provide Clear Instructions and Expectations:

- Clearly outline assignments, projects, and assessments, providing step-by-step instructions to minimize confusion.
- Set clear expectations regarding assignment deadlines, grading criteria, and virtual classroom conduct.

Utilize Multiple Instructional Strategies:

- Incorporate a variety of instructional methods, such as videos, slideshows, interactive quizzes, and virtual simulations, to cater to different learning styles.
- Personalize learning experiences by offering opportunities for individualized instruction or additional support.

Offer Timely Feedback and Support:

- Provide prompt and constructive feedback on student assignments to support their learning and growth.
- Be available for virtual office hours or one-on-one sessions to address questions or concerns.

Foster a Positive Online Learning Environment:

- Set ground rules for online interactions to ensure a respectful and inclusive environment for all students.
- Encourage peer-to-peer support and collaboration, promoting a sense of belonging within the virtual classroom.

Address Technical Issues Proactively:

- Familiarize yourself with the online platforms and tools used for teaching and learning.
- Prepare backup plans in case of technical difficulties and communicate these plans to students.

Monitor Progress and Assess Learning:

- Regularly monitor student progress and engagement to identify any potential challenges or areas of improvement.
- Use a combination of formative and summative assessments to evaluate student learning effectively.

Maintain Privacy and Security:

- Ensure that students' personal information and data are kept confidential and protected.
- Use secure online platforms and adhere to privacy guidelines and regulations.

Foster a Growth Mindset:

- Encourage students to embrace a growth mindset, emphasizing that mistakes and challenges are opportunities for learning and improvement.
- Provide positive reinforcement and recognition for efforts and progress made by students.

Appendix C: Curriculum Frameworks/Overview of Learning Platform

Strive2Write Curriculum Framework:

The following tables offer the details on Strive2Write's 3 levels and phases, which provide the framework in which S2W's curriculum is based.

Strive2Write Skill Levels

Level 1 (FOUNDATION)	Level 2 (ADVANCING)	Level 3 (SOPHISTICATING)
<p>Students build a foundation for learning with S2W at Level 1. Building the foundation is the most important first step in developing strong reading comprehension and writing composition skills. Students at this level learn the basics of making a strong reading and writing connection according to the course/genre of reading and writing they are engaging in.</p>	<p>As students advance, they will start applying what they have learned in Level 1 more regularly. Students advance and build on what they have established as a foundation at Level 1.</p>	<p>This level brings students to a place of sophistication in their writing composition. This level will challenge students to engage in deeper reading and writing learning experiences and apply themselves in a highly developed way.</p>

Strive2Write Phases of Learning

Phase 1 Intro & Vocabulary	Phase 2 Analyze & Apply	Phase 3 Practice & Grow
<p>The shortest time is spent in this phase, which provides a brief background about the specific genre of the unit and what will be practiced at the level. Phase 1 will also include a review of unit rubric and specific vocabulary outlined at each Level/Unit. Here, students will learn to recognize the most important elements that are related to the specific reading and writing style/form/genre.</p>	<p>In this phase, students explore some of the work of professional writers. This phase allows students to dig a little deeper and practice specifics that are related to the genre/writing form of the unit. For instance, students may analyze the structure of writing within a cause and effect writing piece. Later, they apply specific language and vocabulary associated with the particular text structure/form to their own writing.</p>	<p>The longest time spent in each course is in the Practice and Grow phase. Students will be creating their own plans, depending on the type of reading and writing they are working on, and using the plan to guide them in producing well organized writing pieces. Students will engage in writing several assignments throughout each of the units.</p>

Appendix D: Master Resources Overview

Master Resources Overview:

Strive2Write is committed to helping students become better writers by making a strong reading and writing connection. Therefore, the resources not only offer opportunities for students to write

assignment.

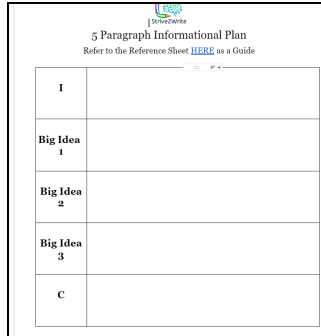
These passages can also be utilized as resources for text analysis, as students learn what to include in the specific forms of informational writing.

These offer an explanation for how to identify the different components within particular texts and/or reminders for what should be included in students' writing.

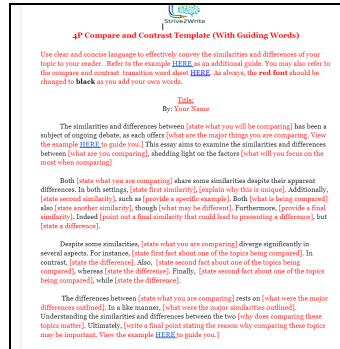
various styles of writing.

Students who have a decent foundation in writing, and do not require using a template may choose to use the highlighted reference sheet to refer to throughout writing. This can also assist as a teaching tool.

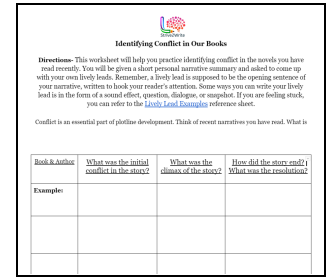
Writing Plans



Writing Templates



Worksheets



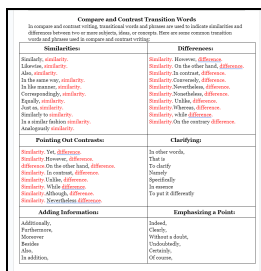
There are numerous plans offered as part of the S2W Master Resources and that also accompany the video lessons. As previously mentioned, S2W hopes these will be used in a gradual release approach, offering a guide for how to create plans independently.

Students may use the plans as a worksheet, as they are printable and/or editable, but it is highly recommended that they eventually start making their own writing plan in their notebooks.

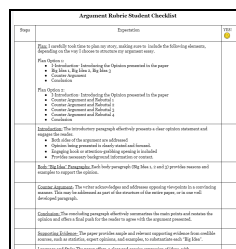
The templates are a guide for writers who need more scaffolding for writing. In order for the templates to be as effective as we have seen them be in the past, students need to learn how to use the template. We offer videos that teach students how to use our templates. Students learn all red fonts are there to direct students in what to include in their writing. By the end of the writing assignment, everything (except for the guiding words) must be changed to black, making it a customized writing piece that students can be proud of.

We provide customizable Google Doc worksheets that accompany the various instructional videos that our learning platform offers. The S2W instructional videos walk students through the steps of text analysis and/or writing practice. Additionally, directions for how to use the worksheets are explained, offering students a chance to practice mini reading comprehension and writing composition before applying to larger reading and writing assignments.

Transition Words



Student Checklists



Our transition word sheets are linked to our various plans and

Student checklists offer guidelines, which are aligned to

<p>reference sheets for easy access when students are composing writing. These can also be copied and used as worksheets.</p> <p>S2W students learn that all red fonts are there as a guide and should be customized with students' words and changed to black.</p>	<p>the numerous rubrics we offer throughout our leveled courses.</p> <p>These checklists provide students with a guide/reminder for the steps to take and what elements to include according to the expectations outlined for each of the writing assignments.</p>	
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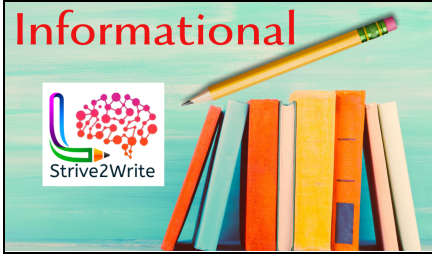
Keep in mind, the Master Resources that are provided here are offered as an additional resource to accompany the instructional videos as part of our learning platform. These resources are valuable and further enrich the rigor of our learning platform, as they can assist students while engaging in numerous reading and writing assignments throughout our courses, and not just the ones required by our instructors.


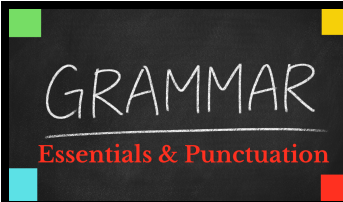
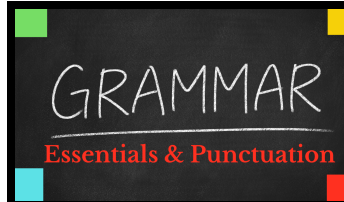
Students are also expected to engage in reading multiple texts that correspond with the various informational and literary text structures, depending on the focus of the course.

S2W believes that the more opportunities students have to read and write, the more they will develop as independent, confident readers and writers.

Appendix E: Timeline of Deliverables

Suggested Timeline of Core Unit Deliverables for the 2023/24 School Year:

Trimester 1 Sept. - Nov.	Trimester 2 Dec. - Feb.	Trimester 3 March - June
<p>Courses available for enrollment 9/1/23</p>	<p>Courses available for enrollment 10/1/23</p>	<p>Courses available for enrollment 11/1/23</p>
 <p>*State Testing Practice Included*</p>	 <p>*State Testing Practice Included*</p>	 <p>*State Testing Practice Included*</p>

 Foundational Level	 Foundational & Advancing Level	 All 3 Levels
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Appendix F: Narrative Unit

Narratives Unit Overview: Students in this course will learn everything about the elements that are included in reading and writing narratives. Students will analyze the books they are reading at their own level, and apply skills and strategies in order to confidently write narrative stories themselves.

Basic Standard for this course: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Prior to engaging in the lessons outlined below for our Narrative Course, students will take a pre-assessment based on one of the writing prompts we offer for writing a personal narrative. Depending on what is determined by Strive2Write instructors and in accordance with what is outlined in the Level 1 rubric and S2W grading system, students may move onto Level 2 or 3 depending on the level of competence they display. See the Level 1 Rubric and grading system Strive2Write uses below.

Level 1- Narrative Rubric

Expectation	Point System	Points Earned
<u>Plan:</u> Student planned their writing first using a plot map, storyboard or using the 6 rectangle plan (LL, PP, B, M, M, E) on paper or doc, prior to writing.	3- Clear evidence of time spent to plan 2- Plan was lacking, but organization of writing still existed 1- Limited time spent on plan, which interfered with the organization and overall flow of writing 0- No plan/limited organization of writing	
<u>Lively Lead:</u> Student included a Lively Lead (sound, dialogue, snapshot, action, flashback etc.).	3- Capturing and well developed LL 2- LL is there, but does not include hook techniques 1- Very short introduction, lacking thought and craft to capture reader 0- No lead	
<u>Paint the Picture:</u> Student included any background information needed to follow the story in the Paint the Picture:	3- Well developed PP, offering a great segway into the plotline 2- Some details included in PP 1- Lacking thought and development in PP	

<ul style="list-style-type: none"> ● Setting- where the story takes place ● Names of characters and background about their personality/traits etc. ● Important info needed to follow the story 	0- No PP	
<u>Conflict:</u> Student included a conflict in the beginning of the story (e.g., using the guiding words of “Somebody wanted...”)	3- Conflict is clearly established in the B of the story 2- Conflict is possibly there, but confusing to the reader 1- There is a beginning of the story, but no clear conflict guiding the progression of the story 0- No conflict	
<u>Balance Narration and Dialogue:</u> Student balanced the story by including both narration (storytelling) and dialogue (character words).	3- Story is balanced nicely with a mix of narration and dialogue, with an appropriate back and forth indentation to show the reader who is talking. 2- Story has a mix of dialogue and narration, but is heavy on one or the other and does not include indentation when new people are talking 1- The story is mostly told in either dialogue or narration, with the lack of one impacting the story 0- Narration and/or dialogue are missing and the story is not complete with one or the other	
<u>Descriptive Writing:</u> Student made sure to add explicit details, using “Show Don’t Tell” techniques, especially for the climax and character development: <ul style="list-style-type: none"> ● Use senses to guide you (hear..smell...see... taste...etc.) 	3- The writer clearly took time to think about developing particular parts of the story with explicit details 2- The story includes some details 1- The story is fairly developed, but missing the development of details at particular parts, such as the climax 0- The story has limited details to keep the reader engaged	
<u>Figurative Language:</u> Student added at least one line of figurative language (FL) <ul style="list-style-type: none"> ● Similes (use like or as to compare) ● Metaphor (says something IS something) ● Idiom (common phrases) 	3- The writer clearly took time to craft the writing by incorporating elements of figurative language 2- The story includes one example of FL 1- The story is lacking FL, but includes elements of the author’s craft in other areas 0- The story has limited details to keep the reader engaged	

<p><u>Resolution</u>: Student concluded the story with a resolution (end) that somehow connects back to the conflict presented in the beginning of the story.</p>	<p>3- The writer clearly took time to gradually end the story, developing a resolution that connects back to the initial conflict in the plotline 2- The story includes a resolution, but ends a little abruptly 1- The story ends abruptly, leaving the reader questioning what happened 0- The story doesn't include a resolution</p>	
<p><u>Mechanics</u>: Student included proper capitalization, grammar, and punctuation.</p>	<p>3- The writer clearly took time to look over their writing, making sure to include correct capitalization and punctuation; there are minimal mistakes 2- The writer has a general understanding of sentence structure, correct punctuation and capitalization, but there are several errors throughout the story 1- The writer is lacking the ability to properly punctuate, capitalize and apply proper grammar 0- Zero attention to grammar or punctuation evident</p>	
<p><u>Additional Option</u>: Students may choose to illustrate their story using one large picture, creating a paper book, making a storyboard, or creating a digital presentation with Google Slides.</p>	<p>Teacher Notes:</p>	<p>/27</p>

Grading System

Competent	Approaching Competence	Needs Improvement
<p>Excellent 24-27 points (89-100%)</p>	<p>Progressing 19-23 points (70-86%)</p>	<p>Needs Guidance Less than 18 points (<67%)</p>
<p>MOVE UP!</p>	<p>STAY Continue practicing various skills</p>	<p>STAY Go through the entire Level 1 Unit from beginning to end</p>
<p>This student is most likely ready to move onto Level 2 or continue with more creative practices of narrative writing.</p>	<p>This student is developing their narrative writing capabilities and should continue to practice engaging in the lessons at this level. A more focused approach can be taken in order for student to develop in particular areas (ex: balancing and punctuating dialogue).</p>	<p>This student should start at the beginning of the level 1 Narrative Unit, work their way through each lesson and practice activity in order to learn and grow as a reader and writer of narratives.</p>

Strive2Write's Foundational Principles:

Although students may display competence after taking the Level 1 pre-assessment, students will still be required to learn the essential foundational principles that S2W instills. These include executing the writing plan independently, using the structure we suggest for narratives, and learning to become better writers through text analysis. If a student displays competence, a S2W teacher will adjust the following lessons according to what will be the best fit for each particular student. S2W believes in encouraging advancement and growth, while also offering students the knowledge to apply the essential principles we foster as part of our learning platform.

Level 1 Narrative Course Overview:

Students will proceed at this level if they are observed as needing to build a foundation in narrative writing based on the pre-assessment, rubric and S2W’s grading system

Level 1 Phase 1 - Intro Lessons: This phase of learning includes 3 video lessons that go over the basics of what is included in the Narrative course. These videos include the following:

<u>Informational Overview</u>	<u>Terms to know</u>	<u>Note Taking</u>
Lively lead, plot elements, characters, setting, conflict - overview of unit rubric, S2W Narrative Plan and resources offered throughout the course	Exposition, conflict, rising action, climax, falling action, resolution, inference, character traits, point of view, sensory language, figurative language, myths	Students are guided in the note taking process by including the essential terms and diagrams (plot map) in order to have a reference for future learning experiences.

Level 1 Phase 2 - Reading and Writing Connection: This phase offers students several opportunities to engage in reading and writing based on their own personal interests (narrative specific) and level. In this phase, students will learn about the components associated with narrative writing by making a strong reading connection. They will learn through text analysis and by engaging in mini writing assignments. The video lessons included at this phase of Level 1 are aligned to the National Common Core Standards for reading and writing and include the following:

<u>Intro Lesson</u> What the process will entail: model, activity/worksheet/ adding to a writing piece; students should open a blank doc and name.	<u>Identify Parts of the Plot</u> <u>Standard:</u> Describe how a particular story’s or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<u>Myth Analysis/Theme</u> <u>Standard:</u> Compare and contrast the treatment of similar themes and topics (e.g., good vs. evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<u>Summarize Text</u> <u>Standard:</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<u>Point of View</u>	<u>Descriptive Writing</u>	<u>Figurative Language</u>	<u>Balance Narration and Dialogue</u>

<p>Standard: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Standard: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Standard: Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Standard: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>
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Level 1 Phase 3 - Writing Application: Students will engage in writing narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. They will incorporate a variety of transitional words, phrases, and clauses to manage the sequence of events. The following instructional videos are included to guide students in the writing process:

<u>Brainstorm</u>	<u>Planning</u>	<u>Write</u>	<u>Mechanics</u>
<p>This video lesson walks students through the steps of brainstorming ideas for a narrative, such as point of view, characters, setting and plot.</p>	<p>This video walks students through the steps of planning a Narrative using the standard 7-8 section S2W Narrative plan (LL, PP, B, M, M, M, M, E). Using a Strive2Write Narrative Plan is the first step in organizing writing in this form.</p>	<p>Students will be walked through every step of composing writing on a document, down to the technical specifics for where and how to indent. Students will be given several options for what to write about, including some of the following:</p> <ul style="list-style-type: none"> - Personal Narrative - 3rd Person - 1st person from another POV (besides personal) - Continue a story based on a prompt in a particular point of view 	<p>Students will be walked through a video that explains and demonstrates the importance of revising and editing writing.</p> <p>Students will have access to the Level 1 Grammar Essentials Unit, which will serve as an additional resource for supporting students in their writing progression. It will be determined by a Strive2Write teacher early on (after the student completes pre-assessment) what specific Grammar Essentials lessons should participate in.</p>

Evaluation: Students are expected to write at least 1 narrative at this level and display competence according to the Level 1 rubric before moving onto the next level.

Level 2 Narrative Course Overview:

Students will proceed at this level if they are observed and assessed by S2W instructors as having a foundation in narrative writing.

Level 2 Phase 1 - Intro Lessons: This phase of learning includes 3 video lessons that go over the basics of what is included in the Level 2 section of the Narrative course. These videos include the following:

<u>Informational Overview</u>	<u>Terms to know</u>	<u>Note Taking</u>
More advanced narrative structures/plot lines within historical fiction and modern fiction, which include underlying themes, complex characters, symbolism and dramatic irony- brief overview of unit rubric	Character changes, theme, mythology/storytelling, modern fiction, historical fiction, point of view (in relation to historical fiction and modern fiction), dramatic irony, analogies and allusions, foreshadow, dialogue	Guide students in including the essential terms listed in “Terms to Know” in their notes.

Level 2 Phase 2 - Reading and Writing Connection: As outlined in the Level 1 overview of Phase 2, this phase offers students opportunities to engage in reading and analyzing narratives of their individual interests (narrative specific) and independent reading level.

The video lessons included at this phase of Level 2 are aligned to the National Common Core Standards for reading and writing and include the following:

<u>Intro Lesson</u> What the process will entail: model, activity/worksheet/ adding to a writing piece; students should open a blank doc and name.	<u>Point of View</u> <u>Standard:</u> Explain how an author develops the point of view of the narrator or speaker in a text- use examples of historical fiction and modern fiction.	<u>Compare & Contrast Plot</u> <u>Standard:</u> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<u>Mythology & Storytelling</u> 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.
<u>Figurative Language</u> - symbolism, allusion, analogies, etc. <u>Standard:</u> Determine the meaning of words and phrases as they are used in a text, including	<u>Narrative Techniques</u> - dramatic irony, foreshadowing, flashbacks, dialogue <u>Standard:</u> Analyze how differences in the points of view of the characters	<u>Setting</u> - historical realistic, science and fantasy <u>Standard:</u> Compare and contrast a fictional portrayal of a time, place, or character and	<u>Text Evidence</u> - writing about reading <u>Standard:</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as

figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	a historical account of the same period as a means of understanding how authors of fiction use or alter history.	inferences drawn from the text.
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Level 2 Phase 3 - Writing Application: Students will engage in writing narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. They will incorporate a variety of transitional words, phrases, and clauses to manage the sequence of events. The following instructional videos are included to guide students in the writing process:

<u>Brainstorm</u>	<u>Planning</u>	<u>Write</u>	<u>Mechanics</u>
This video lesson walks students through the steps of brainstorming ideas for a narrative, such as point of view, characters, setting and plot.	<p>This video walks students through the steps of planning a narrative using the standard S2W Narrative Plan (LL, PP, B, M, M, M, M, E).</p> <p>Students will learn that this plan can be adjusted in order to sophisticate the organization and development of the writing piece based on what was learned in Phase 2.</p> <p>Using a Strive2Write Narrative Plan is the first step in organizing writing in this form.</p>	<p>Students will be walked through every step of composing writing on a document, down to the technical specifics for where and how to indent. Students will be given several options for what to write about, including some of the following:</p> <ul style="list-style-type: none"> - Plan and develop a narrative plot line that uncovers a hidden theme. - Plan and compose at least one historical fiction narrative, incorporating history from grade level specific content. - Write a short, creative myth following the rubric and guidelines. 	<p>Students will be walked through a video that explains and demonstrates the importance of revising and editing writing.</p> <p>Students will have access to the Level 1 and 2 Grammar Essentials Unit, which will serve as an additional resource for supporting students in their writing progression.</p> <p>It will be determined by a Strive2Write teacher early on (after the student completes pre-assessment) what specific Grammar Essentials lessons they should participate in.</p>

Evaluation: Students are expected to write at least 2 narratives at this level and display competence according to the Level 2 rubric before moving onto the next level.

Level 2- Narrative Rubric

Expectation	Point System	Points Earned
<p><u>Plan</u>- The student carefully took time to plan their story, making sure to carefully including the following elements:</p> <ul style="list-style-type: none"> ● A possible plotline that incorporates factual elements of history ● A theme (message) that is revealed in the end as the conflict is resolved ● Ideas for how to incorporate foreshadowing, allusions and/or dramatic irony techniques throughout the writing ● Ideas for character changes and narrator’s point of view 	<p>3- Clear evidence of time spent to plan 2- Plan was lacking, but organization of writing still existed 1- Limited time spent on plan, which interfered with the organization and overall flow of writing 0- No plan/limited organization of writing</p>	
<p><u>Overall Organization</u>- Student included all components in planning, organizing and developing a well constructed narrative, making sure to incorporate all of the following elements in the plotline:</p> <ul style="list-style-type: none"> ● Lively Lead- capturing reader (LL) ● Exposition- background info needed in order to follow the story (PP) ● Beginning with a defined conflict (B) ● Rising Action (M1) ● Rising Action (M2) ● Climax (M3) ● Falling Action (M4) ● Resolution (E) ● Narration & dialogue balance 	<p>3- Clear evidence of time spent to plan 2- Plan was lacking, but organization of writing still existed 1- Limited time spent on plan, which interfered with the organization and overall flow of writing 0- No plan/Limited Organization of writing</p>	
<p><u>Historical Fiction/Modern Fiction</u>- The narrative successfully incorporates elements that would differentiate it as one of historical fiction vs. modern fiction, demonstrating a thorough understanding of the chosen time period.</p>	<p>3- Details, settings, and events are accurately depicted and contribute to the overall authenticity of the story. The narrative effectively blends fact and fiction. 2- The narrative includes elements of historical or modern fiction, but they may lack consistency or accuracy. 1- Historical or modern details, settings, or events may be superficially addressed 0- There is zero evidence of historical elements included in the narrative</p>	
<p><u>Point of View</u>- The narrative effectively employs a consistent and well-suited point of view that engages the reader.</p>	<p>3- The chosen point of view allows for a deep exploration of characters, setting, and events. It aligns with the narrative goals and effectively contributes to character development and storytelling. 2- The narrative generally maintains a consistent point of view that supports the story's progression and engages the reader. It</p>	

	<p>contributes to character development and storytelling to a good extent.</p> <p>1- The narrative attempts to employ a point of view, but it may lack consistency or clarity.</p> <p>0- The narrative lacks a clear or effective point of view.</p>	
<p><u>Theme</u>- The narrative effectively explores a rich and meaningful theme, showcasing a deep understanding of its significance.</p> <ul style="list-style-type: none"> The student develops this by creating a clear conflict where the series of events leading to the resolution come full circle, showcasing a message (theme) that is clear to the reader. 	<p>3- The theme is seamlessly woven into the plot and characters, providing a thought-provoking and cohesive narrative.</p> <p>2- The narrative incorporates a theme, but it may not be consistently developed or fully explored. The connection between the theme and the story elements could be stronger.</p> <p>1- The narrative attempts to address a theme, but it lacks depth or fails to make a clear connection to the story. The theme may feel disconnected from the rest of the narrative.</p> <p>0- The narrative does not demonstrate a clear understanding or implementation of a theme. The theme is either absent or poorly developed.</p>	
<p><u>Author's Craft</u>- The writing has evidence of thoughtfully chosen words that exhibits a clear understanding of the importance of engaging a reader by using writing techniques, including the following:</p> <ul style="list-style-type: none"> Descriptive writing, using sensory details Incorporating an element of dramatic irony Incorporating analogies, allusions and/or foreshadowing Incorporating elements of figurative language 	<p>3- The writer clearly took time to craft the writing by incorporating explicit details, and incorporating elements of figurative language, analogies, and dramatic irony.</p> <p>2- Some aspects of the Author's Craft were evident throughout the story, but it still lacked components that could further develop the story.</p> <p>1- The story offered minimal evidence of descriptive writing techniques and thought in the development, which may contribute to the Author's Craft.</p> <p>0- The story did not display evidence of descriptive writing and/or components that contribute to the Author's Craft.</p>	
<p><u>Character Changes</u>- The narrative effectively portrays complex and dynamic characters.</p>	<p>3- Characters undergo significant changes throughout the story, demonstrating growth, transformation, or development that contribute to the plot development.</p> <p>2- The narrative portrays characters who undergo changes, but the depth or consistency of these changes could be further developed.</p> <p>1- The narrative attempts to depict character changes, but they may lack depth or consistency.</p> <p>0- The narrative fails to effectively depict meaningful character changes.</p>	
<p><u>Mechanics</u>- Student included grade appropriate capitalization, grammar, and</p>	<p>3- The writer clearly took time to look over their writing, making sure to include correct</p>	

punctuation, making sure to be aware of the mechanics listed on the reference sheet.	capitalization and punctuation; there are minimal mistakes. 2- The writer has a general understanding of sentence structure, correct punctuation and capitalization, but there are several errors throughout the story. 1- The writer is lacking the ability to properly punctuate, capitalize and apply proper grammar. 0- Zero attention to grammar or punctuation is evident.	
<u>Additional Option:</u> Students may choose to illustrate their story using one large picture, creating a paper book, making a storyboard, or creating a digital presentation with Google Slides.	Teacher Notes:	/21

Grading System:

Competent	Approaching Competence	Needs Improvement
Excellent 19-21 points (90-100%)	Progressing 15-18 points (71-85%)	Needs Guidance 14 points or less (< 66%)
MOVE UP!	STAY Continue practicing various skills	STAY Go through the entire Level 2 Unit from beginning to end
This student has clearly advanced in their narrative writing competencies and is most likely ready to move onto Level 3. Otherwise, they can continue writing based on different prompts included at this level.	This student most likely has a clear understanding of what should be included as part of the organization and development of a plotline, but is in need of incorporating more advanced writing techniques such as character development, and/or incorporation of techniques which contribute to the Author's Craft. A more focused approach can be taken in order for student to develop in particular areas (ex: practice activities for incorporating allusions into writing).	This student should start at the beginning of the level 2 Narrative Unit, working their way through each lesson and practice activity in order to learn and grow as a reader and writer of narratives. They may even benefit from going back to Level 1 if they need assistance in the general organization and structure of their writing composition.

Level 3 Narrative Course Overview:

Students will proceed at this level if they are observed as having already built a foundation in narrative writing.

Level 3 Phase 1 - Intro Lessons: This phase of learning includes 3 video lessons that go over the basics of what is included in the Level 2 section of the Narrative course. These videos include the following:

<u>Informational Overview</u>	<u>Terms to know</u>	<u>Note Taking</u>
This phase involves more complex plot lines, which incorporate the 7 classic story archetypes, character archetypes and author’s choice, as well as a brief overview of the unit rubric	Parallel plots, flashbacks, reader interpretations, transformation, 7 classic story archetypes, character archetypes, author’s choice, satire, sarcasm, irony, foreshadow	Guide students in including the essential terms listed in “Terms to Know” in their notes.

Level 3 Phase 2 - Reading and Writing Connection: As outlined in the Level 1 overview of Phase 2, this phase offers students opportunities to engage in their own personal reading interests (narrative specific) and level.

The video lessons included at this phase of Level 3 are aligned to the National Common Core Standards for reading and writing and include the following:

<p><u>Author’s Choices</u></p> <p><u>Standard:</u> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><u>Story archetypes (Part 1)</u></p> <p><u>Standard:</u> Demonstrate knowledge of 18th-, 19th- and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p><u>Compare & Contrast Story Archetypes (Part 2)</u></p> <p><u>Standard:</u> Demonstrate knowledge of 18th-, 19th- and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p><u>Character Archetypes</u></p> <p><u>Standard:</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
<p><u>Comedic or Tragic Resolution</u></p> <p><u>Standard:</u> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning</p>	<p><u>Parallel Plot Lines</u></p> <p><u>Course Specific:</u> Identify how multiple interconnected storylines run concurrently, providing depth, complexity, and thematic resonance to the narrative.</p>	<p><u>Satire, Sarcasm, Irony</u></p> <p><u>Standard:</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p><u>Theme/Central Idea</u></p> <p><u>Standard:</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account;</p>

as well as its aesthetic impact.			provide an objective summary of the text.
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Level 3 Phase 3 - Writing Application: Students will engage in writing narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. They will incorporate a variety of transitional words, phrases, and clauses to manage the sequence of events. The following instructional videos are included to guide students in the writing process:

<u>Brainstorm</u>	<u>Planning</u>	<u>Write</u>	<u>Mechanics</u>
<p>This video lesson walks students through the steps of brainstorming ideas for a narrative, such as point of view, characters, setting and plot.</p>	<p>This video walks students through the steps of planning a Narrative using the sophisticated S2W Narrative Plans for organizing writing with parallel plotlines and a particular story arc.</p> <p>Students will learn that this plan can be adjusted in order to sophisticate the organization and development of the writing piece based on what was learned in Phase 2.</p>	<p>Students will be walked through every step of composing more sophisticated forms of writing on a document.</p> <p>Students will be given several options for what to write about, including some of the following:</p> <ul style="list-style-type: none"> -Plan and develop a narrative following one of the classic story archetypes, incorporating character story archetypes -Develop a narrative story with two parallel plot lines and/or themes that intertwine and overlap (incorporate elements of flashbacks, mystery, surprise, tension etc.) 	<p>Students will be walked through a video that explains and demonstrates the importance of revising and editing writing.</p> <p>Students will have access to the Level 3 Grammar Essentials Unit, which will serve as an additional resource for supporting students in their writing progression.</p>

Evaluation: Students are expected to write 1 narrative at this level and display competence according to the Level 3 rubric.

Level 3- Narrative Rubric

Expectation	Point System	Points Earned
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<p><u>Plan</u>- The student carefully took time to plan their story, making sure to carefully including the following elements:</p> <ul style="list-style-type: none"> • A plotline, which incorporates one or more of the 7 main story archetypes, character archetypes and a parallel plotline • Brainstorm ideas for how to incorporate author’s components such as flashback, mystery and/or surprise, character arc development and possible theme 	<p>3- Clear evidence of time spent to plan 2- Plan was lacking, but organization of writing still existed 1- Limited time spent on plan, which interfered with the organization and overall flow of writing 0- No plan/limited organization of writing</p>	
<p><u>Overall Organization</u>- Student included all components in planning, organizing and developing a well constructed narrative, making sure to incorporate all of the following elements in the plotline:</p> <ul style="list-style-type: none"> • Lively Lead- capturing reader (LL) • Exposition (PP) • Beginning with a defined conflict (B) • Rising Action (M1) • Rising Action (M2) • Climax (M3) • Falling Action (M4) • Resolution (E) 	<p>3- Clear evidence of time spent to plan 2- Plan was lacking, but organization of writing still existed 1- Limited time spent on plan, which interfered with the organization and overall flow of writing 0- No plan/limited organization of writing</p>	
<p><u>Story Archetypes</u>- Students chose one or more of the 7 archetypes to integrate into the development of their parallel plot structure.</p>	<p>3- The story archetype(s) is clearly identifiable, showcasing a clear understanding and application of the classic structure that can be found on the guideline attached. 2- The story archetype is somewhat identifiable, but could have been developed more based on the attached guidelines. 1- The story archetype is hard to identify and could have been further developed based on the attached guidelines. 0- There is little to no evidence that a classic story arch is intertwined in the plot line of the narrative.</p>	
<p><u>Parallel Plot Structure</u>- The narrative skillfully incorporates parallel plot lines, enhancing the story's complexity and depth, using techniques including one or more of the following:</p> <ul style="list-style-type: none"> • Flashbacks • Consecutive Stories • Multiple Narrators • Multiple Protagonists 	<p>3- The parallel plot lines are clearly established and maintained throughout the narrative. They are interconnected and contribute to the overall story arc, creating a cohesive and engaging reading experience. 2- The parallel plot lines are generally clear and maintained throughout the narrative, though there may be occasional lapses or inconsistencies. 1- The narrative attempts to incorporate parallel plot lines, but they may lack clarity or consistency, resulting in confusion or disconnection.</p>	

	0- The narrative fails to effectively incorporate parallel plot lines.	
<p><u>Character Arc</u>- The narrative presents well-structured character arcs that show a clear progression and transformation.</p> <ul style="list-style-type: none"> • Moral ascending character • Moral descending character • Transformational character • Flat character 	<p>3- Characters experience a range of emotions, confront challenges, and learn from their experiences. Their arcs are compelling, satisfying, and contribute to the overall narrative's impact.</p> <p>2- The narrative includes character arcs that demonstrate progression and transformation, but they may lack some elements of complexity or depth.</p> <p>1- The narrative attempts to present character arcs, but they may lack coherence or development.</p> <p>0- The narrative lacks well-defined character arcs.</p>	
<p><u>Balance and Resolution</u>- The narrative maintains a well-balanced presentation of the parallel plot lines throughout the story.</p>	<p>3- The resolution of the parallel plot lines is integrated and interconnected, creating a cohesive and fulfilling ending.</p> <p>2- The resolution of the parallel plot lines is satisfactory, but there could be more seamless integration or interconnectedness.</p> <p>1- The narrative struggles to maintain a balanced presentation of the parallel plot lines.</p> <p>0- The narrative fails to establish a balanced presentation of the parallel plot lines.</p>	
<p><u>Point of View</u>- The narrative effectively employs a consistent and well-suited point of view that enhances the story's impact and engages the reader.</p>	<p>3- The chosen point of view allows for a deep exploration of characters, setting, and events, and creates a strong sense of immersion.</p> <p>2- The narrative generally maintains a consistent point of view that supports the story's progression and engages the reader.</p> <p>1- The narrative attempts to employ a point of view, but it may lack consistency or clarity.</p> <p>0- The narrative lacks a clear or effective point of view.</p>	
<p><u>Author's Choices</u>- The narrative demonstrates a high level of creative expression and originality, explores and develops a theme or central message, includes exceptional language use and writing style, leaving a profound and lasting impact on the reader</p>	<p>3- It was evident in the writing that the author made careful choices in the incorporation of creative elements, theme and specific language use.</p> <p>2- The narrative displayed moments that would make the reader believe that the author took time to think of incorporating specific writing techniques, but it could have been further developed.</p> <p>1- The narrative attempts to incorporate aspects that display well thought out choices that author's often make, but they are minimal.</p> <p>0- The narrative lacks creativity and development, and does not capture the reader's attention.</p>	

Student included grade appropriate capitalization, grammar, and punctuation.	3- Almost perfect grammar, capitalization, and punctuation 2- Some grammatical errors 1- Several grammatical errors, but still offers flow throughout writing 0- Zero attention to grammar or punctuation evident	
	Teacher Notes:	/27

Grading System

Competent	Approaching Competence	Needs Improvement
Excellent 24-27 points (89-100%)	Progressing 19-23 points (70-86%)	Needs Guidance Less than 18 points (>67%)
Yay! This Student is a Strive2Write Sophisticated Author!	Almost There Continue practicing various skills	STAY Go through the entire Level 3 Unit from beginning to end
This student clearly has a passion for writing. It is evident that they have sophisticated writing capabilities within the narrative/storytelling genre and may consider furthering their writing development by planning and composing an in-depth novel.	This student is still in the process of sophisticating their writing competencies, but they are on a path for success. They should consider engaging in specific lessons that will target what they are missing in order to continue to advance and reach their goals.	This student should start at the beginning of Level 3 of this Narrative Unit, working their way through each lesson and practice activity in order to continue to advance and sophisticate their writing capabilities.

Course Credit Approval:

If a student has completed at least 5 writing assignments with S2W and earns a grade of 19/27 for their final grade at this level, they will be considered competent in Narrative Writing and will be approved to graduate from this course and receive credit.

S2W Future Business Goals:

Three-Year Goals For Course Creation and Business Growth:

Eventually, S2W intends to offer courses in an “a la carte” form, where students and the S2W instructors can customize course(s) according to students' individual needs.

In order for this to be the most effective way to meet specific academic goals, students will participate in an evaluation prior to engaging in any of the S2W learning experiences. Once data is

gathered on where students excel and/or need deeper instruction, S2W courses can be customized to meet the students' individual learning needs. Furthermore, students' online learning experiences with S2W can be further adjusted by adding any of the lessons outlined in the Creative Expressions Course in order to inspire excitement for learning and creativity.

When S2W is hopefully approved to be a Learn Everywhere provider, depending on the guidelines and the needs of our students, we can work to design different courses suited for the various types of learners in New Hampshire.

Below is the current plan for the future growth of what S2W hopes to offer. This is all subject to be adjusted, depending on future opportunities presented, including collaboration with schools/teachers/educational leaders/curriculum developers/NH Dept. of Ed. Representatives/Learn Everywhere providers, etc.

3 Year S2W Growth Overview

YEAR	Courses, Services and Collaborative Experiences:
<p>YEAR 1</p> <p>2023/24 School Year</p>	<p>Courses Designed:</p> <ul style="list-style-type: none"> ● Narrative Course ● Argument Course ● Informational Course ● Creative Expressions <p>Services Offered by S2W:</p> <ul style="list-style-type: none"> ● Individual and/or small group online support for students enrolled in S2W courses <p>Online Collaborative Experiences:</p> <ul style="list-style-type: none"> ● Opportunities for online peer collaboration/sharing sessions
<p>YEAR 2</p> <p>2024/25 School Year</p>	<p>Courses Designed (in addition to the four courses developed in Year 1):</p> <ul style="list-style-type: none"> ● Confident Presenters/Public Speaking ● Several Project Based Learning Courses ● Public Speaking <p>Services Offered by S2W:</p> <ul style="list-style-type: none"> ● Increase in hours offered for online tutoring aligned to our courses ● Phase 1: Customizable courses to meet students individual needs - created by S2W employees <p>Online Collaborative Experiences (in addition to online collaborative sessions):</p> <ul style="list-style-type: none"> ● S2W's Online Debate Series ● S2W Public Speaking Practice with Peers Sessions ● S2W's Project Based Learning (PBL) Online Showcase ● S2W's PBL Online Interviews ● S2W PBL presentations to small businesses/corporations delivered by S2W students
<p>YEAR 3</p>	<p>Courses Designed (in addition to courses developed in Year 1 & 2):</p>

<p>2024/25 School Year</p>	<ul style="list-style-type: none"> ● Courses to inspire future professional aspirations (creative, intellectual, trade) ● SAT Prep ● Completion of College applications, including College Essay Writing <p>Services Offered by S2W:</p> <ul style="list-style-type: none"> ● Big Dream: Customization of courses to be delivered in various languages, starting with Spanish ● Big Dream: Customized Courses created via automation depending on pre-assessment <p>Online Collaborative Experiences (in addition to what was online in year 1 & 2:</p> <ul style="list-style-type: none"> ● S2W Student lead podcast
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The ideas for how S2W can create meaningful learning opportunities for students while supporting their development as confident and empowered learners are truly endless!

Please contact Kara Malo, the founder and lead teacher of Strive2Write directly with any questions.

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