



Common Core Writing Types

Kindergarten-2nd Grade

Literacy Cadre 2016



Activating Strategy

Name the Standards

1. Work with a partner.
2. Read the Writing Anchor Standards (pg.18), and “name” the standard with a 1-5 word phrase (ex. Reading #1=Evidence)
3. Record on sheet in packet
4. Discuss with whole group
5. Repeat process with:
Writing Standards, pg. 18



Expected Outcomes

- Familiarity with writing standards
- Understanding of each writing type
 - Opinion/Argument
 - Informative/Explanatory
 - Narrative
- Identifying core descriptors that define each writing type
- Identifying how expectations change across grade levels



Essential Questions

- Why is it important to know core descriptors?
- How will knowing the core descriptors impact classroom instruction for all learners?
- Why is it important to know the expectations across primary grade levels?



The Writing Process



PreWriting

- Brainstorming/Making Lists
- Mentor Texts
- Quick Writes
- Graphic Organizers
- Conducting Research



Writing

- Draft
- Writing stamina



Revising

- Suggestions for “sentence level” revision/teaching grammar in context
 - Using a first or second draft of a paper...
 - Highlight all of the “to be” verbs in the paper and try to eliminate half of them.
 - Highlight the first two or three words of each sentence. If they are repetitive, change one or more.
 - Look at your sentence length. If all sentences are short/simple, combine some to form complex sentences.



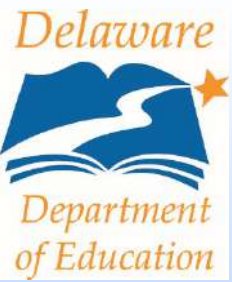
Editing

- Grammar and spelling
- Peer editing/Clocking



Publishing

- Author's Chair
- Make a book or display
- Make a gift for a friend



Writing Standard 1

Grades K-2

College and Career Readiness (CCR) Anchor Writing Standard (1): Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade K:

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Grade 1:

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Grade 2:

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Learning Progression Grade K

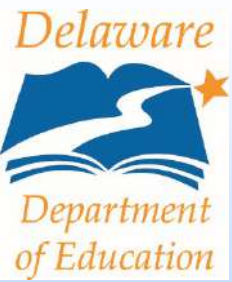
Standard 1

Progression to Mastery	Key Concepts	Guiding Prompts
<p>With prompting and support...</p> <ul style="list-style-type: none"> • Identify the title of a book or topic to write about • Tell about a topic or name a book • Recognize what an opinion is • State an opinion or preference about a book or topic • Combine drawing, dictating and writing to create an opinion piece • Support the opinion or preference with reason(s), example(s), and/or fact(s) • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book 	<ul style="list-style-type: none"> • Opinion • Topic(s) • Book title(s) • Reason(s) • Example(s)/fact(s) • Evidence/Support 	<ul style="list-style-type: none"> • What is the name of the book? • What is the topic? • What do you think about the topic/ or, what do you think about the book? • Why do you think this? • What picture can you draw to show your opinion? • What can you say about your picture? • What title can you give your picture?

Learning Progression Grade1

Standard 1

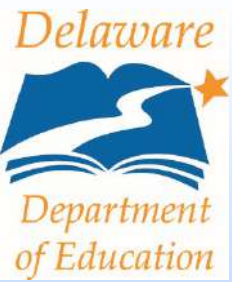
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • State an opinion or preference about a book or topic • Use teacher selected resources to locate and choose facts and/or examples • Differentiate between important and unimportant reasons • Identify & demonstrate effective introductions (one that includes the writer's opinion/hook) • Organize writing with a logical beginning, middle and end • Identify & demonstrate effective closure • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 	<ul style="list-style-type: none"> • Opinion • Topic(s) • Book title(s) • Reason(s) • Example(s)/fact(s) • Evidence/Support • Audience • Format • Introductions • Ending/Closure • Organization 	<ul style="list-style-type: none"> • What is the title of the book? • What is the topic? • What do you think about the topic/ or, what do you think about the book? • What is one reason you think this way about the topic? The book? • What is the best way to introduce your thinking that will make your reader interested? • What words and pictures work best to tell what you think? • How can you logically organize your thinking? • What is the best way to show you reader you're finished?



Learning Progression Grade2

Standard 1

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Choose a topic • Form an opinion about a topic or a text • Create a list of reasons that support the opinion • Choose reasons based on facts, examples, and/or evidence that support the opinion • Create an introduction that hooks the reader using an opening technique • Organize writing with a beginning, middle and end • Use simple transition/linking words that show order (e.g., first, next, finally) and/or connect reasons • Recognize closure techniques for creating a concluding statement or section • Determine a technique that helps the reader consider the key point(s) one more time • Provide a concluding statement or section • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 	<ul style="list-style-type: none"> • Opinion • Topic(s) • Book title(s) • Introduction • Opening Techniques (direct statement, personal connection, fact based question, quotation, analogy, fact or detail) • Audience • Reason(s) • Organization • Example(s)/fact(s) • Evidence/Support • Linking/transition words • Concluding Statement • Techniques for closure (reinforcement, quotation, personal story, question) 	<ul style="list-style-type: none"> • What is the topic? Or, what is the name of the book? • What do you think about the topic/ or, what do you think about the book? • What is the best way to state you opinion that will make your reader interested? • What are two or three reasons you can write to show what you think? • Are your reasons relevant? Do they support your opinion? • Who are your readers? What are their needs? • Have you used linking words such as because and next to connect your opinion to your reasons? • Are your reasons/ideas in order? • How can you write an ending sentence or two that provides closure to and restates your opinion?



Writing Standard 2

Grades K-2

College and Career Readiness (CCR) Anchor Writing Standard (2): Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade K: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Grade 1: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Grade 2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section.

Learning Progression Grade K

Standard 2

Progression to Mastery	Key Concepts	Guiding Prompts
<p>With prompting and support...</p> <ul style="list-style-type: none"> • Choose an interesting topic for writing • Provide an appropriate title for drawing or writing • Draw, dictate, or write information about the topic • Select important information to include • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 	<ul style="list-style-type: none"> • Topic • Title • Details to support • Pictures with Labels • Facts • Important 	<ul style="list-style-type: none"> • What are you drawing or writing about? • What would be a good title for your drawing or writing? • What two or three things do you most want your reader to know? • What picture(s) will you draw to go with your words • What details can you add to the picture(s)? • Why are you sharing all of this information with your reader?

Learning Progression Grade1

Standard 2

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Choose an interesting topic for writing • Provide an appropriate title for writing • Select important details to include • Identify and use simple words to show time order (first, next, last) • Identify effective introductions and endings/closure • Identify and demonstrate effective introductions (one that includes the writer's topic/hook) • Organize writing with a logical beginning, middle and end • Write a logical sequence of information on the selected topic • Identify and demonstrate effective closure • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure 	<ul style="list-style-type: none"> • Topic(s) • Title(s) • Details(s) • Example(s)/fact(s) • Evidence/Support • Format • Introductions • Ending/Closure • Organization • Important • Time order words 	<ul style="list-style-type: none"> • What is the topic? • What would be an appropriate title for your writing? • What facts will you include? • How can you use pictures to add detail? • How can you grab your reader's attention about your topic? • How should you order your information? • What do you want to say last about your topic to make an interesting ending?

Learning Progression Grade2

Standard 2



Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Choose an interesting topic for writing • Provide relevant information (facts and definitions) to elaborate or clarify the subject • Write an effective introduction for the topic • Determine how to group related information • Identify and use simple transition/linking words that show order (e.g., first, next, finally) • Define important words for the reader • Provide a concluding statement/section • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section 	<ul style="list-style-type: none"> • Topic(s) • Reason(s) • Example(s) • facts/points • Evidence/Support • Introduction • Ending/Closing • Organization • Transition/linking words • Time order words 	<ul style="list-style-type: none"> • What do you want to explain about your topic? • What detail/facts will you include to give enough information? • Is there an important word you have learned that you can define for your reader? • What should you say first, second, and third so that you make a clear point about your topic? • What ideas can you adapt from books (pictures with captions, labeled drawings) to help you illustrate your piece? • How can you use transition words to show order? • When you think about your topic, what do you want to say as a final point or ending?

Writing Standard 3

Grades K-2



College and Career Readiness (CCR) Anchor Writing Standard (3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade K: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Grade 1: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Grade 2: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.

Learning Progression Grade K

Standard 3

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identify an event(s) • Draw a picture that tells a story about the event(s) • Discuss what has been drawn • Identify the who, what and when of the event • Describe feelings during the event/series of events • Tell a story about several events • Draw, write or dictate events in the order they happened • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 	<ul style="list-style-type: none"> • Draw • Who, What and When • Retell • Events • Order/Sequence • Feelings • Reaction 	<ul style="list-style-type: none"> • How can you draw, dictate, or write about an event(s)? • Do you want to tell about a real event(s) that really happened? Or do you want to make up a story? • What happened? What happened first? Next? And then? • How does it end? • What do you think about what happened? Or, what do the characters feel?

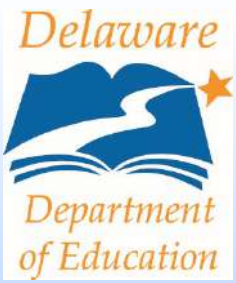
Learning Progression Grade1

Standard 3

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Choose an experience to write about • Identify the character and setting • Choose two or more events to include in the piece • Include relevant details that describe what happened • Tell the events in order • Choose temporal words that move the story forward • Use temporal words in order to signal a change of events (long time ago, today, later, first, next, then, and last) • Provide an ending or some sense of closure • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.. 	<ul style="list-style-type: none"> • Character(s) • Setting • Order/Sequence • Details • Event(s) • Temporal words • Ending/Closure 	<ul style="list-style-type: none"> • Is the story real or made up from your imagination? • What happens? And in what order do things happen? • Have you added enough details so readers can understand? • Have you made it clear how one event leads to another? • Have you used temporal words to show the order of the events? • How does the story end?

Learning Progression Grade2

Standard 3



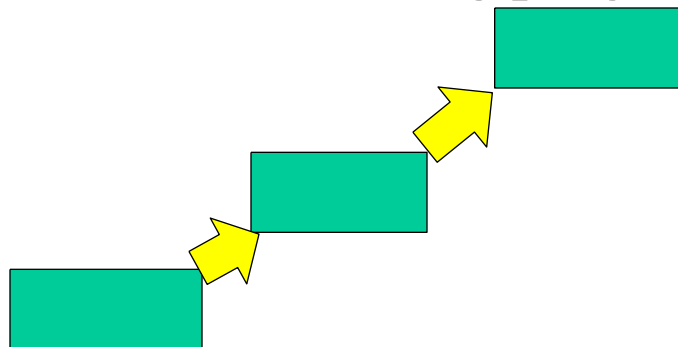
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Choose an experience to write about • Identify the character and setting • Choose relevant details that describe what happened during the event(s) • Include and elaborate on details to describe actions, thoughts and feelings related to the events • Identify sequence of event(s) • Choose temporal words that move the story forward • Use temporal words in order to signal a change of events (long time ago, today, later, first, next, then, and last) • Provide a sense of closure • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure 	<ul style="list-style-type: none"> • Narrative • Setting • Character(s) • Details • Descriptive words • Event(s)/experience(s) • Actions, thoughts and feelings • Sequence/time • Temporal words • Closure 	<ul style="list-style-type: none"> • Is the story real or is it one you made up from your imagination? • What happens? What is the main event? And what order do things happen? • How can you include details to express an event in order? • Have you added enough details that describe people's actions, thoughts, and feelings? • Have you made it clear how one event leads to another? • Have you used temporal words to show the order of the events? • How does the story end?

Progressions in Development and Learning

Discuss:

What are the stages of writing development?

What is a learning progression?



Developmental Progressions

Pre-phonemic Stage

- *Random scribbling* - The starting point is any place on the page.
- *Controlled scribbling* - Progression is from left to right.
- *Circular scribbling* - Circles or ovals flow on the page.
- *Drawing* - Pictures tell a story or convey a message.
- *Mock letters* – These can be personal or conventional symbols, such as a heart, star, or letters with extra lines.
- *Letter strings* - These move from left to right and progress down the page of actual letters. They have no separations and no correlation with words or sounds.
- *Separated words*- Groups of letters have space in between to resemble words.

Early Phonemic Stage

- *Picture labeling* - A picture's beginning sound is matched to a letter (Dog.)
- *Awareness of environmental print* - Environmental print, such as names on cubbies, is copied.
- *Transitional stage spelling or invented spelling* - First letter of a word is used to represent the word (I went to the nature museum).

Letter-Name Stage

- *Beginning and ending letters* are used to represent a word (cat).

Developmental Progression Cont.

Transitional Stage

- Medial sound is a consonant (grass).
- Medial sound is in correct position, but the vowel is wrong (grass).
- A child hears beginning, medial, and ending letters (I like to pick flowers).
- Writing Phrase writing develops (rabbit in the sun).
- Whole-sentence writing develops (This pumpkin is mine).

Conventional Writing Stage

- Transitional stage spelling (or invented spelling) is replaced by full, correct spelling of words.



Common Core Text Types

- Opinion/Argument
- Informative/Explanatory
- Narrative



Opinion/Argument

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



Pre/Post Assessment Opinion

Which kind of pet is best, a cat or dog?

Read the story "The best Pet" aloud to students. Then have them write which pet they think is best based on details from the text.

Graphic Organizer

Name:

Oreo Opinion Writing



Opinion - Give your opinion.



Reason - Your reason for your opinion.



Example - Give an example to support your opinion.



Opinion - Restate your opinion.

Opinion Writing Rubric

Opinion Writing Rubric Kindergarten

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or names the book being written about (1W1) states an opinion (1W1) provides some sense of closure (1W1) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> introduces the topic or names the book being written about (KW1) states an opinion (KW1) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> attempts to introduce the topic or name the book being written about attempts to state an opinion 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce the topic or name the book being written about makes little to no attempt to state an opinion 	<p>Organization/Purpose 2 x</p>
<p>The writing –</p> <ul style="list-style-type: none"> supplies a reason that supports the opinion (1W1) uses information from experiences or provided sources, with guidance and support from adults (1W8) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> uses information from experiences or provided sources, with guidance and support from adults (KW8) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> attempts to use information from experiences or provided sources, with guidance and support from adults 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to use information from experiences or provided sources, with guidance and support from adults 	<p>Evidence/Elaboration 2 x</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)* has errors that do not interfere with understanding (1L1-2)* 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar and usage (KL1-2)* has errors that do not interfere with understanding (KL1-2)* 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar and usage has errors that may interfere with understanding 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar and usage has errors that interfere with understanding 	<p>Language/Conventions 1 x</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart on p. 2

Opinion Writing Rubric

Opinion Writing Rubric Grade 1

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> skillfully introduces the topic or names the book being written about (2W1) skillfully states an opinion (2W1) uses linking words to connect opinion and reasons (2W1) provides a concluding statement or section (2W1) 	<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or names the book being written about (1W1) states an opinion (1W1) provides some sense of closure (1W1) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to introduce the topic or name the book being written about attempts to state an opinion attempts to provide some sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce the topic or name the book being written about makes little or no attempt to state an opinion makes little or no attempt to provide some sense of closure 	Organization/Purpose 2 x =
<p>The writing –</p> <ul style="list-style-type: none"> provides reasons that supports the opinion (2W1) uses information from experiences or provided sources (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> supplies a reason that supports the opinion (1W1) uses information from experiences or provided sources, with guidance and support from adults (1W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to provide a reason to support the opinion attempts to use information from experiences or provided sources, with guidance and supports from adults 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to supply a reason to support the opinion makes little or no attempt to use information from experiences or provided sources, with guidance and support from adults 	Evidence/Elaboration 2 x =
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)* has errors that do not interfere with understanding (2L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)* has errors that do not interfere with understanding (1L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a skillful command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	Language/Conventions 1 x =

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart on p. 2



Opinion Writing Rubric

Opinion Writing Rubric Grade 2

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or text being written about (3W1a) skillfully states an opinion (3W1a) creates an organizational structure that lists reasons (3W1a) uses linking words and phrases to connect opinion and reasons (3W1c) skillfully provides a concluding statement or section (3W1d) 	<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or book being written about (2W1) states an opinion (2W1) uses linking words to connect opinions and reasons (2W1) provides a concluding statement or section(2W1) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to introduce the topic or book being written about attempts to state an opinion attempts to use linking words to connect opinions and reasons attempts to provide a concluding statement or section 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce the topic or book being written about makes little or no attempt to state an opinion makes little or no attempt to use linking words to connect opinions and reasons makes little or no attempt to provide a concluding statement or section 	<p>Organization/Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> skillfully provides reasons to support opinion (3W1b) uses information from experiences or print and digital sources (3W8) 	<p>The writing –</p> <ul style="list-style-type: none"> provides reasons to support the opinion (2W1) uses information from experiences or provided sources (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to provide reasons to support the opinion attempts to use information from experiences or provided sources 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to provide reasons to support the opinion makes little or no attempt to use information from experiences or provided sources 	<p>Evidence/Elaboration</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)* has errors that do not interfere with understanding (3L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)* has errors that do not interfere with understanding (2L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p>Language/Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2



Writing Rubric Changes

Changes	Then	Now
Traits	Reading/Research Organization Development Lang./Conventions	Evidence/Elaboration Organization/Purpose Lang./Conventions
Reading/Research & Development = Evidence/Elaboration		
Weighting	Reading/Research – 2 Organization – 2 Development – 3 Lang./Conventions - 1	Evidence/Elaboration – 2 Organization/Purpose – 2 Lang/Conventions - 1
Non-Scorable Responses	-----	Added
PL Descriptors	1-4	Added: Above, At, Approaching, Below
PL4	Approaching next grade level	At next grade level



Opinion/Argument Scored Sample

24

File Name: O1P A Dog is Best
Opinion/Argument
Grade 1
Revised and Edited for Student Use

The Best Pet

Which kind of pet is best, a cat or a dog?

I used to have a dog, and I think a dog is best. A dog is best because it is cute, it likes to play, it is snuggly, and it likes to chew bones. A dog is best because of these reasons.

Organization:3

Elaboration/Evidence: 3

Language: 3



Opinion/Argument

Activity

Score the 2nd grade Writing sample using the rubric:

The Best Pet

http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf

See attachment

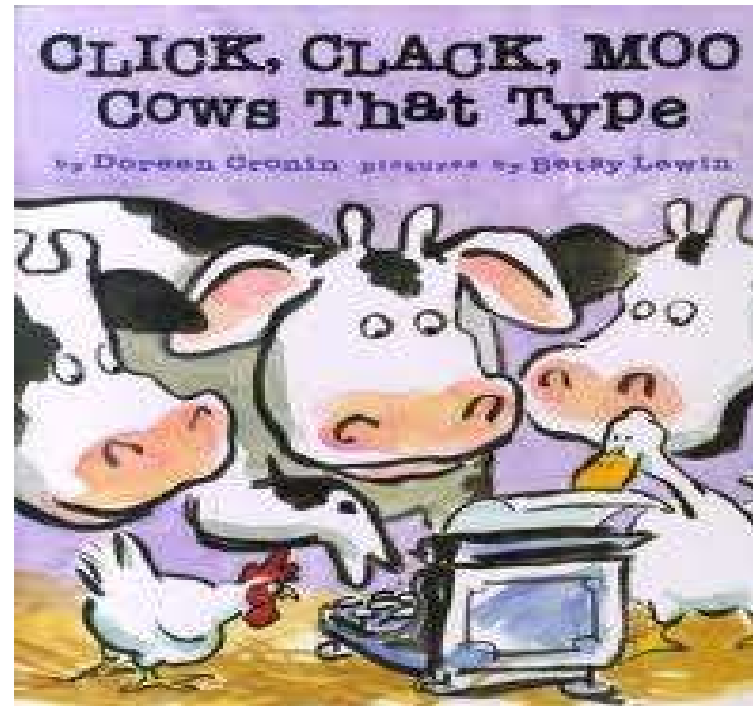
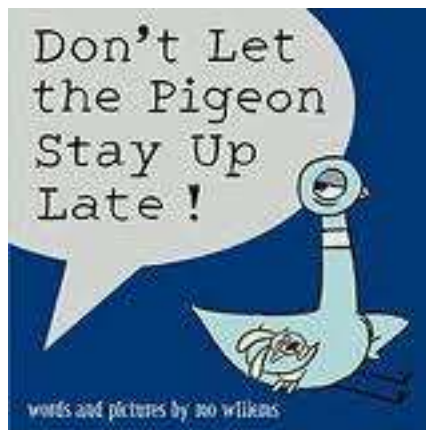
Mentor Text Opinion

Idea: the text inspires the writer to create an original idea based on one from the text.

Structure: the text presents an organizational structure that the writer tries to emulate using original ideas.

Written Craft: the author's writing style, ways with words, or sentence structure inspires the writer to try out these techniques.

Public Schools of North Carolina



Group Sharing

- What are some core descriptors that define this writing type?
- How do expectations change over time?



Informative/Explanatory

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



Pre/Post Assessment Informative

- How does the Lorax feel about the Earth?

Read the story "The Lorax" by Dr. Seuss aloud to the class. After you are finished reading have the students answer the question above.

Graphic Organizer

EXPOSITORY WRITING

Name: _____ Date: _____

Detail

Spoke for
the water

Detail

Spoke for
the trees

Detail

Save the
fruit

Topic Sentence

The Lorax
cares about the
Earth.

Detail

Detail

Concluding Sentence _____

The Lorax wanted to save the Earth.

Informative Writing Rubric

Informative/Explanatory Writing Rubric Kindergarten

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> names the topic (1W2) provides some sense of closure (1W2) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> identifies the topic (KW2) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> attempts to identify the topic 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to identify the topic 	<p>Organization/ Purpose 2 x _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> supplies some facts about the topic (1W2) uses information from experiences or provided sources, with guidance and support from adults (1W8) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> supplies some information about the topic (KW2) uses information from experiences or provided sources, with guidance and support from adults (KW8) 	<p>The combination of drawing, dictating, and writing</p> <ul style="list-style-type: none"> attempts to supply some information about the topic attempts to use information from experiences or provided sources, with guidance and support from adults 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to supply some information about the topic makes little or no attempt to use information from experiences or provided sources, with guidance and support from adults 	<p>Evidence/ Elaboration 2 x _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)* has errors that do not interfere with understanding (1L1-2)* 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar and usage (KL1-2)* has errors that do not interfere with understanding (KL1-2)* 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar and usage has errors that may interfere with understanding 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar and usage has errors that do interfere with understanding 	<p>Language/ Conventions 1 x _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

Informative Writing Rubric

Informative/Explanatory Writing Rubric Grade 1

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic (2W2) provides a concluding statement or section (2W2) 	<p>The writing –</p> <ul style="list-style-type: none"> names the topic (1W2) provides some sense of closure (1W2) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to name the topic attempts to provide some sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to name the topic makes little or no attempt to provide some sense of closure 	<p>Organization/ Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> uses facts and definitions to develop points (2W2) uses information from experiences or provided sources (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> supplies some facts about the topic (1W2) uses information from experiences or provided sources, with guidance and support from adults (1W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to supply some facts about the topic attempts to use information from experiences or provided sources, with guidance and support from adults 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to supply some facts about the topic makes little or no attempt to use information from experiences or provided sources, with guidance and support from adults 	<p>Evidence/Elaboration</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)* has errors that do not interfere with understanding (2L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)* has errors that do not interfere with understanding (1L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p>Language/ Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

Informative Writing Rubric

Informative/Explanatory Writing Rubric Grade 2

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ Skillfully introduces the topic (3W2a) ▪ groups related information together (3W2a) ▪ uses linking words and phrases to connect ideas within categories of information (3W2c) ▪ skillfully provides a concluding statement or section (3W2d) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic (2W2) ▪ provides a concluding statement or section (2W2) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to introduce the topic ▪ attempts to provide a concluding statement or section 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to introduce the topic ▪ makes little or no attempt to provide a concluding statement or section 	<p>Organization/ Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> ▪ includes illustrations when useful to aiding comprehension (3W2a) ▪ develops topic with facts, definitions, and details (3W2b) ▪ uses information from experiences or print and digital sources (3W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ uses facts and definitions to develop points (2W2) ▪ uses information from experiences or provided sources (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to use facts and definitions to develop points ▪ attempts to use information from experiences or provided sources 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to use facts and definitions to develop points ▪ makes little or no attempt to use information from experiences or provided sources 	<p>Evidence/ Elaboration</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)* ▪ has errors that do not interfere with understanding (3L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)* ▪ has errors that do not interfere with understanding (2L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that interfere with understanding 	<p>Language/ Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2



Writing Rubric Changes

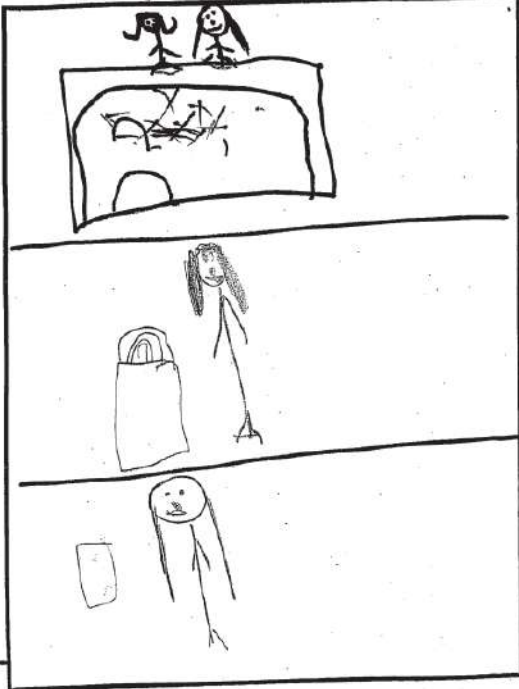
Changes	Then	Now
Traits	Reading/Research Organization Development Lang./Conventions	Evidence/Elaboration Organization/Purpose Lang./Conventions
Reading/Research & Development = Evidence/Elaboration		
Weighting	Reading/Research – 2 Organization – 2 Development – 3 Lang./Conventions - 1	Evidence/Elaboration – 2 Organization/Purpose – 2 Lang/Conventions - 1
Non-Scorable Responses	-----	Added
PL Descriptors	1-4	Added: Above, At, Approaching, Below
PL4	Approaching next grade level	At next grade level

Informative/Explanatory Scored Sample

EB 08 2019

Lizzie

How to unpack
your BACKPACK.



1. Unzip your
BACKPACK.
2. Take out
your book baggie.
3. Take out your
orange folder.

Organization: 3

Evidence: 3

Language: 3



Informative/Explanatory

Activity

Score 2nd Grade writing sample using Rubric:
All about solids and liquids

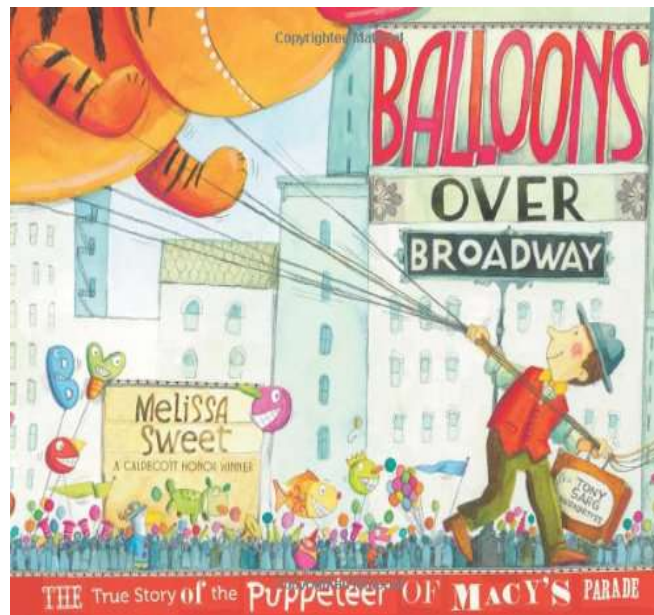
http://efront.readingandwritingproject.com/public/themes/rwproject/resources/student_writing/second/2013/Information_-_All_About-Solids_and_Liquids_2nd_grade.pdf

See attachment

Mentor Text for Informative

- Idea: the text inspires the writer to create an original idea based on one from the text.
- Structure: the text presents an organizational structure that the writer tries to emulate using original ideas.
- Written Craft: the author's writing style, ways with words, or sentence structure inspires the writer to try out these techniques.

Public Schools of North Carolina





Group Sharing

- What are some core descriptors that define this writing type?
- How do expectations change over time?

Narrative

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



Pre/Post Assessment

Describe your most memorable family moment.

Narrative Graphic Organizer

Name:



Personal Narrative



Story Title:

Story Summary

What happened? Lost my food	When did it happen? July	Where did it happen? beach	Who was there? Mom, dad, sister
--------------------------------	-----------------------------	-------------------------------	------------------------------------

Story Details

Beginning -

Sat on blanket and took out my sandwich.

Middle -

A bunch of sea gulls started to walk over to me.

End -

Sea gull grabbed my sandwich and ate it.

Narrative Rubrics

Narrative Writing Rubric Kindergarten

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> appropriately sequences events (1W3) uses temporal words to signal event order (1W3) provides some sense of closure (1W3) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> tells about events in the order in which they occurred (KW3) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> attempts to tell about events in the order in which they occurred 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to tell about events in the order in which they occurred 	<p>Organization/ Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> recounts two or more appropriately sequenced events (1W3) includes some details regarding what happened (1W3) skillfully uses information from experiences or provided sources, when appropriate, with guidance and support from adults (1W8) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> recounts a single event or several loosely linked events (KW3) provides a reaction to what happened (KW3) uses information from experiences or provided sources, when appropriate, with guidance and support from adults (KW8) 	<p>The combination of drawing, dictating, and writing</p> <ul style="list-style-type: none"> attempts to recount a single event or several loosely linked events attempts to provide a reaction to what happened attempts to use information from experiences or provided sources, when appropriate, with guidance and support from adults 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to recount a single event or several loosely linked events makes little or no attempt to provide a reaction to what happened makes little or no attempt to use information from experiences of provided sources, when appropriate, with guidance and support from adults 	<p>Evidence/ Elaboration</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)* has errors that do not interfere with understanding (1L1-2)* 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar and usage (KL1-2)* has errors that do not interfere with understanding (KL1-2)* 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar and usage has errors that may interfere with understanding 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar and usage has errors that do interfere with understanding 	<p>Language/ Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

Narrative Rubrics

Narrative Writing Rubric Grade 1

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ Skillfully and appropriately sequences events (2W3) ▪ skillfully uses temporal words to signal event order (2W3) ▪ provides a sense of closure (2W3) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ appropriately sequences events (1W3) ▪ uses temporal words to signal event order (1W3) ▪ provides some sense of closure (1W3) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to appropriately sequence events ▪ attempts to use temporal words to signal event order ▪ attempts to provide some sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to appropriately sequence events ▪ makes little or no attempt use temporal words to signal event order ▪ makes little or no attempt to provide some sense of closure 	<p>Organization/ Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> ▪ recounts a well-elaborated event or short sequence of events (2W3) ▪ includes details to describe actions, thoughts, and feelings (2W3) ▪ uses information from experiences or provided resources, when appropriate (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ recounts two or more appropriately sequenced events (1W3) ▪ includes some details regarding what happened (1W3) ▪ uses information from experiences or provided sources, when appropriate, with guidance and support from adults (1W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to recount two or more appropriately sequenced events ▪ attempts to include some details regarding what happened ▪ attempts to use information from experiences or provided sources, when appropriate, with guidance and support from adults 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to recount two or more appropriately sequenced events ▪ makes little or no attempt to include some details regarding what happened ▪ makes little or no attempt to use information from experiences or provided sources, when appropriate, with guidance and support from adults 	<p>Evidence/ Elaboration</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)* ▪ has errors that do not interfere with understanding (2L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)* ▪ has errors that do not interfere with understanding (1L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage and conventions ▪ has errors that interfere with understanding 	<p>Language/ Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

Narrative Rubrics

Narrative Writing Rubric Grade 2

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> establishes a situation and introduces a narrator and/or characters (3W3a) organizes an event sequence that unfolds naturally (3W3a) uses temporal words and phrases to signal event order (3W3c) skillfully provides a sense of closure (3W3d) produces writing appropriate to task and purpose, with guidance and from adults (3W4) 	<p>The writing –</p> <ul style="list-style-type: none"> appropriately sequences events (2W3) uses temporal words to signal event order (2W3) provides a sense of closure (2W3) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to recount a short sequence of events attempts to use temporal words to signal event order attempts to provide a sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to recount a short sequence of events makes little or no attempt to use temporal words to signal event order makes little or no attempt to use to provide a sense of closure 	<p>Organization/ Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> develops real or imagined experiences or events using descriptive details and clear event sequence (3W3) uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (3W3b) use information from experiences or print and digital sources, when appropriate (3W8) 	<p>The writing –</p> <ul style="list-style-type: none"> recounts a well-elaborated event or short sequence of events (2W3) includes details to describe actions, thoughts, and feelings (2W3) uses information from experiences or provided resources, when appropriate (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to recount a well-elaborated event or short sequence of events (2W3) attempts to include details to describe actions, thoughts, and feelings attempts to use information from experiences or provided resources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to recount a well-elaborated event or short sequence of events makes little or no attempt to include details to describe actions, thoughts, and feelings makes little or no attempt to use information from experiences or provided resources, when appropriate 	<p>Evidence/ Elaboration</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)* has errors that do not interfere with understanding (3L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)* has errors that do not interfere with understanding (2L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p>Language/ Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2



Writing Rubric Changes

Changes	Then	Now
Traits	Reading/Research Organization Development Lang./Conventions	Evidence/Elaboration Organization/Purpose Lang./Conventions
Reading/Research & Development = Evidence/Elaboration		
Weighting	Reading/Research – 2 Organization – 2 Development – 3 Lang./Conventions - 1	Evidence/Elaboration – 2 Organization/Purpose – 2 Lang/Conventions - 1
Non-Scorable Responses	-----	Added
PL Descriptors	1-4	Added: Above, At, Approaching, Below
PL4	Approaching next grade level	At next grade level

Narrative Scored Sample

24

File Name: NIP The London Castle

Narrative

Grade 1

On-Demand Writing - Uniform Prompt

The London Castle

once there Lived A cat and three Dogs. they LivD in a caseL in New yorK. and one Day they Find the King of New YorK. and there was a carc in the Door. and they jumPD out the Door. and raNaway to a caseL in London and they LiKeD it there it was very nis. there the king of London Feed them ever daY. and wased them ever week. and the Qunne cLeaND the cats Litter Box everweek. and one Day they FionD a Rat in the wall and the cat chast the rat all aFtoNooN. and that Day 22 Fox came to attK. But they DiDnt becasue the 3 Dog capt them out. the cat was vere haPPy JumPt uP and Down and that Day they haD a Graet Day. But they meet 4 more Dogs. one was Named Reese one was NameD txox one was Named bob jr one was Named bob and they all Lovet to Play and sing and ResoL the END.

Organization: 2

Evidence/Elaboration: 3

Language: 3



Narrative

Activity

Score the following K writing piece:
Cat Burglar

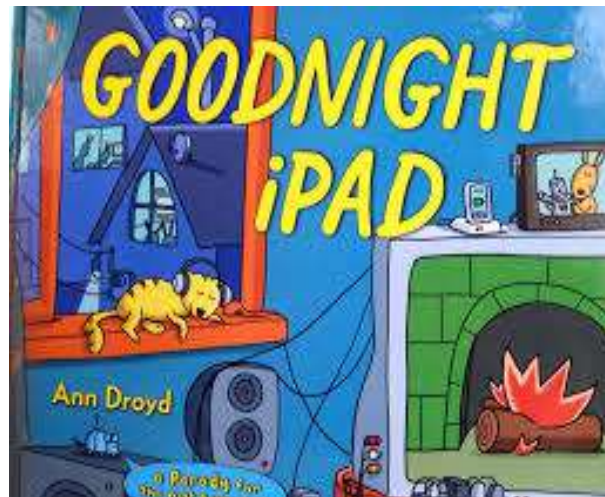
http://achievethecore.org/content/upload/Narrative_K-12.pdf

See attachment

Mentor Texts Narrative

- Idea: the text inspires the writer to create an original idea based on one from the text.
- Structure: the text presents an organizational structure that the writer tries to emulate using original ideas.
- Written Craft: the author's writing style, ways with words, or sentence structure inspires the writer to try out these techniques.

Public Schools of North Carolina





Group Sharing

- What are some core descriptors that define this writing type?
- How do expectations change over time?

Gradual Release Model

There are four components of the GRM:

1. Focus Lesson- establish purpose, brief, and teacher modeling occurs to activate prior/background knowledge
2. Guided Instruction- teacher prompts, facilitates, leads instruction. Student's needs are addressed.
3. Collaborative Learning- opportunities for students to problem solve with peers. Teacher monitors.
4. Independent work- students apply understanding in new ways.

Gradual Release of Responsibility Model

Teacher Directed	Joint Practice Scaffolding	Student Practices Under Teacher Guidance	Independent Use
<p>The teacher does all the work through modeling and demonstrating.</p> <p>Think Aloud is a core strategy.</p>	<p>The teacher invites the student to participate</p>	<p>Students do the work with help from the teacher.</p>	<p>Students read and write for different purposes.</p>
<p>I DO YOU WATCH</p>	<p>I DO YOU HELP</p>	<p>YOU DO I HELP</p>	<p>YOU DO I WATCH</p>

Writing Across the Curriculum

Writing-to-Learn

- Strategies that teachers employ throughout and/or at the end of a lesson to engage students and develop big ideas and concepts
- Fosters critical thinking and learning.
- Impromptu, short/informal writing tasks designed by the teacher and included throughout the lesson to help students think through key concepts and ideas.
- Attention is focused on ideas rather than correctness of style, grammar or spelling. It is less structured than disciplinary writing.

Writing-to-Demonstrate-Knowledge

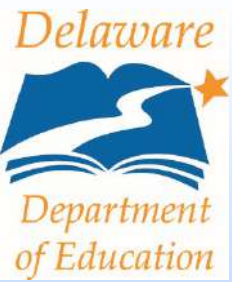
- Assignment that teachers employ when they assign reports, essays, persuasive writing letters and papers, and research papers.
- Students show what they have learned by synthesizing information and explaining their understanding of concepts and ideas.
- Students write for an audience with a specific purpose.
- Products may apply knowledge in new ways or academic structures for research and/or formal writing.

Think-Pair-Share: How might you use these ideas in your classroom? Be ready to share out.

Writing Across the Curriculum

Strategies

- **GIST** (Generating Interactions between Schemata and Texts)
- Summarizing text
- **RAFT** (Role, Audience, Format, topic)
- List, group, label
- Note taking, Marginal notes, Journaling
- Quick Write, Essay, Report
- Thinking map
- Compare/Contrast
- Concept definition map



Writing Lesson Resources and Modeling Resources

- [Creative Writing Teacher Resources \(Grades K-12\) - TeacherVision.com](#)
- [Achievethecore.org :: Home](#)
- [The Reading & Writing Project – Home](#)
- [Write Alouds - ReadWriteThink](#)
- www.readwritethink.org › Professional Development › Strategy Guides
- [Shared Writing - ReadWriteThink](#)
- www.readwritethink.org › Professional Development › Strategy Guides
-



Accommodations for All Learners

- Build upon students' strengths, interests, and needs
- Build in time every day for review of important concepts
- Make tasks meaningful
- Use symbols/signals to help students follow directions, i.e., arrow to continue, stop sign to stop
- Chunk/highlight key passages using markers or highlighting tape
- Use clear overlays that won't ruin the book
- Allow students to dictate their stories into a tape recorder



Students With Disabilities (SWD)

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR§300.39, 2004).

For Students with disabilities to be successful they will need:

- 1.Supports and related services to address their unique educational need
- 2.An IEP to help them build skills to access the general education curriculum
- 3.High quality, evidence based, individualized instruction

Teacher should:

- 1.Be familiar with Standards and decide if student needs to master whole standard or parts of the standard
- 2.Analyze test results and determine students Present Level of Performance (PLEP) and determine how far off grade level the student is working. Be sure to document all data sources used
- 3.Define the student in terms that translate directly into instructional intervention

Lessons designed with Universal Design of Learning Principles will allow the student the most access to grade level standards with minimal to no barriers.



Activity

Divide group in half.

Group A read 'Recommendations' 1 and 2 and concluding statement

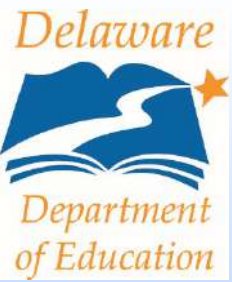
Group B read 'Recommendations' 3 and 4 and concluding statement

Each group share out their opinion on the piece of the article that they read.

Do you find the recommendations to be of value? Would you try or have you tried any of these recommendations in your classroom?

Once finished the groups can also look at the link :

http://www.udlcenter.org/advocacy/faq_guides/common_core



Instructional, Implementation and General Resources

- Application of the CCSS for Students with Disabilities from the Common Core State Standards Initiative:
<http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>
- The IDEA Partnership's collection of tools and resources on the Common Core and assessments:
www.ideapartnership.org/index.php?option=com_content&view=article&id=1522&Itemid=151
- <http://www.leadered.com/pdf/Special%20Ed%20&%20CCSS%20white%20paper.pdf>
- ASCD webinar and related materials on *Common Core State Standards: Where Does Differentiation Fit?* <http://www.ascd.org/professional-development/webinars/tomlinson-and-britt-webinar.aspx>

English Language Learners

A single approach to writing will not meet the needs of all students

- 2007-08 10.6% of public school enrollment were English Language Learner students (5.3 million students)

Quality Instruction has the greatest effect on achievement for these students

- systematic phonics in grades K–1, cooperative learning, and direct instruction in comprehension and vocabulary skills in all grades
- Explicit vocabulary instruction
- Cooperative learning groups
- Small group tutoring
- Frequent assessment and regrouping

Achievement data should drive all instruction, scheduling , and interventions

Group Work

In a group of 2 to 3 divide and read the article: Effective Instruction for English Language .

Write a summary and share out a strategy for effectively instructing ELL students.

Effective Instruction for English Learners

Margarita Calderón, Robert Slavin, and Marta Sánchez

Summary

The fastest-growing student population in U.S. schools today is children of immigrants, half of whom do not speak English fluently and are thus labeled English learners. Although the federal government requires school districts to provide services to English learners, it offers states no policies to follow in identifying, assessing, placing, or instructing them. Margarita Calderón, Robert Slavin, and Marta Sánchez identify the elements of effective instruction and review a variety of successful program models.

During 2007–08, more than 5.3 million English learners made up 10.6 percent of the nation's K–12 public school enrollment. Wide and persistent achievement disparities between these English learners and English-proficient students show clearly, say the authors, that schools must address the language, literacy, and academic needs of English learners more effectively.

Researchers have fiercely debated the merits of bilingual and English-only reading instruction. In elementary schools, English learners commonly receive thirty minutes of English as a Second Language (ESL) instruction but attend general education classes for the rest of the day, usually with teachers who are unprepared to teach them. Though English learners have strikingly diverse levels of skills, in high school they are typically lumped together, with one teacher to address their widely varying needs. These in-school factors contribute to the achievement disparities.

Based on the studies presented here, Calderón, Slavin, and Sánchez assert that the quality of instruction is what matters most in educating English learners. They highlight comprehensive reform models, as well as individual components of these models: school structures and leadership; language and literacy instruction; integration of language, literacy, and content instruction in secondary schools; cooperative learning; professional development; parent and family support teams; tutoring; and monitoring implementation and outcomes.

As larger numbers of English learners reach America's schools, K–12 general education teachers are discovering the need to learn how to teach these students. Schools must improve the skills of all educators through comprehensive professional development—an ambitious but necessary undertaking that requires appropriate funding.

www.futureofchildren.org

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ELL Proficiency Levels

English Language Development Proficiency Levels

- L1—Entering:** Speaking/understanding is limited to isolated words or expressions.
- L2—Beginning:** Conversationally struggles, has basic survival phrases, academic language tentative, difficulty w/ lessons or basic directions.
- L3—Developing:** Conversationally speaks and understands w/ less struggle, academic language usage (all domains) shows content knowledge **with scaffolding/supports**. Most classroom instructions understood.

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http://languagemagazine.com/?page_id=31244

Calderon whole school approach to ELL and CCSS

<http://widaatwcer.blogspot.com/2012/10/understanding-proficiency-levels-using.html>

English Language Development Proficiency Levels

- L4—Expanding:** Conversationally speaks and understands w/little struggle, increased ability of content and academic language in Speaking and Listening w/ scaffolding/support, generally achieves grade level expectations **with continued scaffolding/support** in Reading and Writing.
- L5—Bridging:** Conversationally speaks and understands w/out struggle. Academic language usage in all domains is **near native proficiency level**, learner expresses content at grade level expectations w/ little or no scaffolding/support.
- L6—Reaching (FLEP):** Native level fluency.

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<http://www.learnalberta.ca/content/eslapb/video.html#20>
 potential videos for ELL

Culminating Activity

1. With a partner, analyze the 1 writing sample from each of your classes.
 - What core descriptors are used effectively?
 - What core descriptors are missing?
2. Take a look at the learning progression for your grade level and writing type.
 - Where should instruction begin for this student?



Exit Ticket

- Why is it important to know core descriptors?
- How will knowing the core descriptors impact classroom instruction for all learners?
- Why is it important to know the expectations across grade levels?