

Lead a writer's workshop

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Make time for writing.

WHEN DO I TEACH?

How often should students be writing?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SEM 1	BELL-RINGER	BELL-RINGER	BELL-RINGER	BELL-RINGER	BELL-RINGER
	READER'S WORKSHOP	READER'S WORKSHOP	WRITER'S WORKSHOP	WRITER'S WORKSHOP	READER'S WORKSHOP
SEM 2	BELL-RINGER	BELL-RINGER	BELL-RINGER	BELL-RINGER	BELL-RINGER
	WRITER'S WORKSHOP	WRITER'S WORKSHOP	READER'S WORKSHOP	READER'S WORKSHOP	WRITER'S WORKSHOP



SECRET SITE RESOURCE
Juggle reader & writer workshops in 50 minutes.



Maximize the instructional minutes of every writer's workshop.

1 Mini-Lesson

HOW DO I TEACH?

WHAT DO I TEACH?

2 Writing Time

WHEN DO THEY PRACTICE?

Beginning of the School Year

Middle of the School Year

GRADE K

GRADE 1

GRADE 2

GRADES 3-12

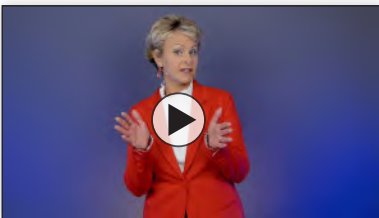


SPIN-OFF SESSION
MINI-LESSONS | Session 3:
Integrate writing into all subjects.



SECRET SITE RESOURCE

Execute the 3 parts of a writer's workshop.

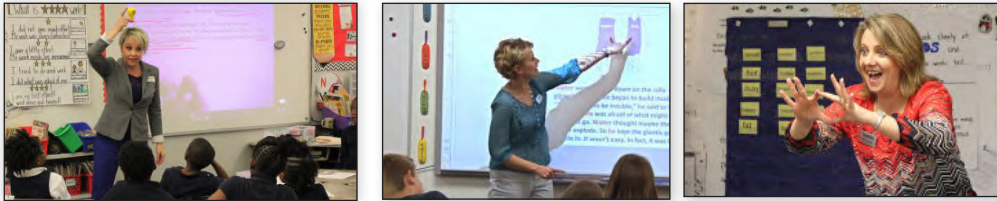


3 Author's Chair

WHY DO WE SHARE?

HOW DO I TEACH?

Deliver instruction via whole-class mini-lessons.



Describe the **TEACHER'S ROLE** during the mini-lesson.

Describe the **STUDENTS' ROLE** during the mini-lesson.

- To teach students a writing skill or writer habit.
- To give students an opportunity to see an example/model before having to execute it themselves.
- To keep it short and "mini" so students have time to write afterwards.
- To present the lesson in an engaging way (e.g., fun delivery, funny writing samples, visual triggers, etc.).

- To listen to the instruction.
 - To participate when the lesson becomes interactive.
- CODE PHRASES**
- TURN AND TALK:** Turn to a nearby student and experiment with the skill in oral writing.
 - BACK TO ME:** Stop talking and prepare to share out their thoughts with the class.
 - To anticipate the after-lesson task that will be assigned.



SPIN-OFF SESSION
MINI-LESSONS
Session 1:
Master the mini-lesson.



RELEVANT RESOURCE

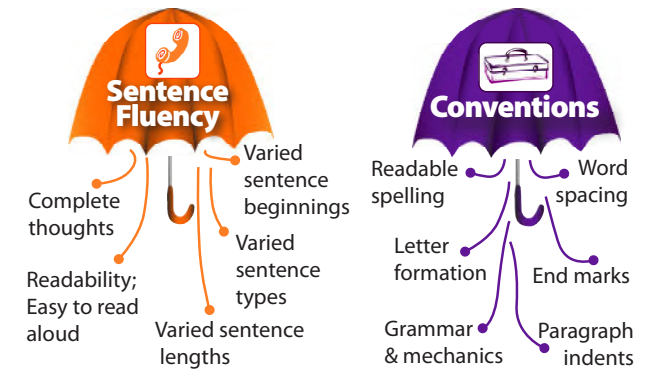
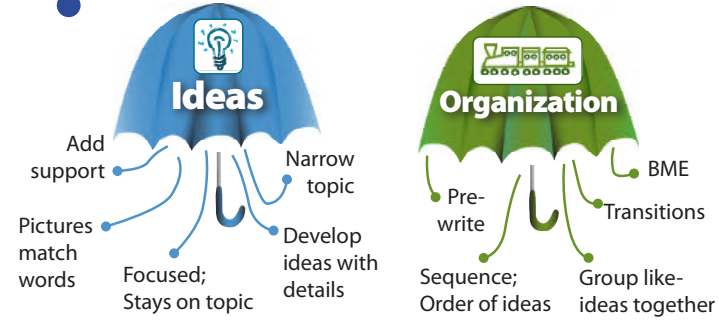


SECRET SITE RESOURCE



The Ultimate Guide to the Six Traits of Writing

WHAT DO I TEACH?



Support writers while they attempt new skills within Writing Time.

WHEN DO THEY PRACTICE?

CODE PHRASE OPTIONS:

LET'S GO BE WRITERS! NOW IT'S YOUR TURN!

Describe the TEACHER'S ROLE during Writing Time.

- Communicate the task and how long Writing Time will last.
- To move throughout the room supporting writers as needed.
- To conduct focused conferences about students' writing, providing specific feedback.



Independent Writing Time

Now it's your turn....

Work on your introduction paragraph...
Today's Lesson—Hooking your reader!

Work on an old piece! What conventions need adjusted? Edit
What words need adjusted? Revise

Conference... Jared, Annabelle, Mason, Eli

Describe the STUDENTS' ROLE during Writing Time.

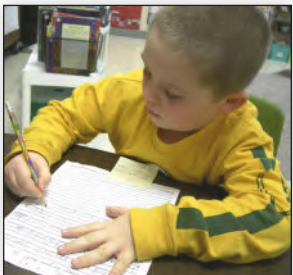
- To apply the writing task announced at the end of the mini-lesson.
- To work independently, unless the task requires a partner or group effort.
- To independently move throughout the classroom, as necessary (e.g., retrieve supplies, share with a peer, etc.).



MANAGEMENT | Session 2:
Assign writing-time tasks.

MANAGEMENT | Session 5:
Foster independent writers.

ASSESSMENT | Session 5:
Provide frequent feedback.



Highlight writer attempts and achievements during Author's Chair.



WHY DO WE SHARE?

CODE PHRASE: WRAP IT UP, WRITERS!

Describe the TEACHER'S ROLE during the Author's Chair.

- To set a listening purpose for the class by introducing:

THE WRITER: *Our first writer will be Chase.*

THE PIECE: *He is working on his animal report about penguins.*

THE TRAIT: *We've been working on the trait of organization and in particular writing good beginnings.*

THE SKILL: *Listen to the opening line of Chase's report. It hooks the reader with a shocking first sentence.*

- To alert the writer when to begin reading his excerpt. *OK, Chase, read us the first sentence of your beginning.*
- To restate the compliment and introduce the next writer.

Describe the STUDENTS' ROLE during the Author's Chair.

- To demonstrate polite manners and effective listening skills.
- To look for evidence of the listening purpose within the excerpt.
- To consider if they currently apply that skill in their own writing or if this is a good reminder to do so.

SECRET SITE RESOURCE



Provide a listening purpose during Author's Chair.

Frequently assess the status of your writer's workshop procedures.



Keep it



Tweak it



Add it



Omit it

Assign writing-time tasks

Apply the gradual release when teaching writers.



MANAGEMENT | Session 1:
Lead a writer's workshop.

MINI-LESSONS | Session 1:
Master the mini-lesson.

MINI-LESSONS | Session 2:
Model a strong example.

ASSESSMENT | Session 1:
Assess based on instruction.

Mini-Lesson Instruction

- Deliver a daily 15-minute lesson on a single skill.
- Include an *I-do* and *We-do* model within every lesson.

Writing-Time Task

- Provide an opportunity for students to immediately apply the skill they learned.
- Outline the literal and concrete *You-do* task— that parallels the *I-do* and *We-do* models from the lesson.
- Recognize that all of the writing produced *during* the unit is practice and will not be part of the end-of-unit product.

SECRET SITE RESOURCES



Teach one skill across 3+ days.



End writing units with a from-scratch product.

Recognize that *You-do* tasks come in several levels.

Apply the gradual-release principle with writing-time tasks, too.



You do can be executed as a whole-class activity (e.g., interactive writing time, share the pen, etc.).



You do can be executed in a small group.



You do can be executed with a partner.

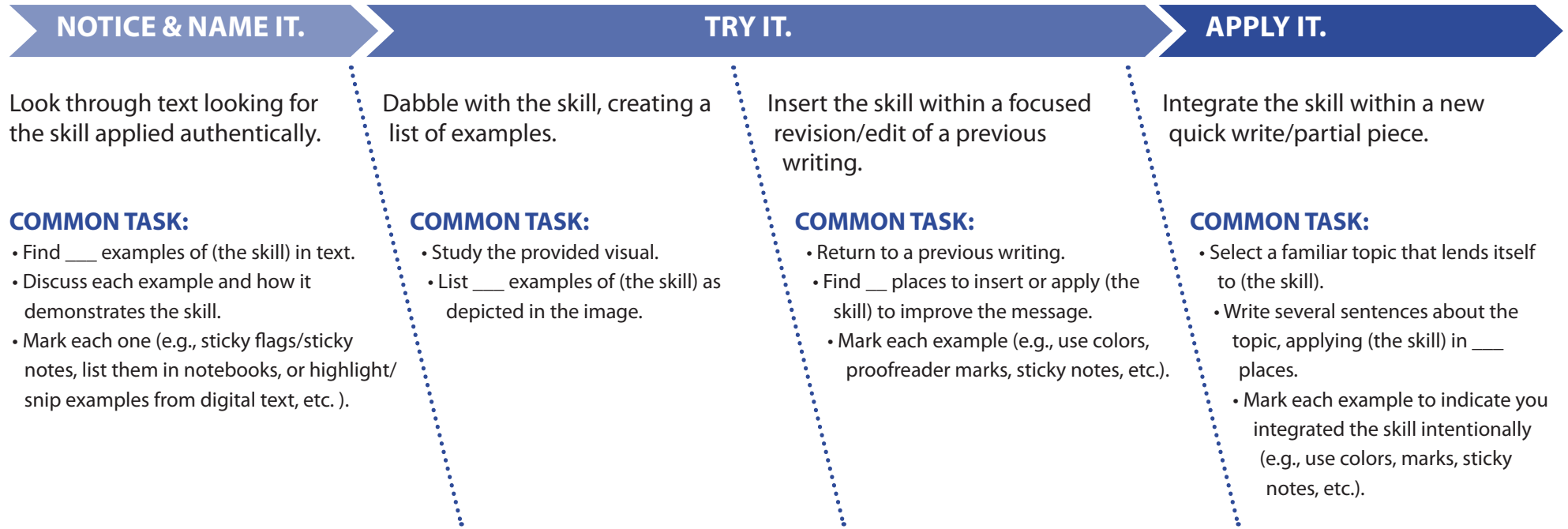


You do can be executed independently.



Scaffold writing experiences.

Layer writing-time experiences across the mini-lesson series.



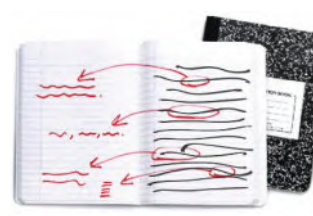
The level of peer support provided during Writing Time depends on the students' interaction within the *We do* of the mini-lesson.

NOTICE & NAME IT.

TRY IT.

APPLY IT.

WRITING SKILL



Help the reader visualize the topic with **sensory description**.
WORD CHOICE

Find ___ excerpts that include descriptive/sensory detail. Reread each excerpt *without* the sensory detail. Discuss the difference in the visualization created in the reader's head.

Study the photo/image. Generate a list of ___ sensory details that describe the scene or subject precisely.

Return to a previous writing that lends itself to sensory details. Identify descriptive words/phrases already included. Strikethrough any weak ones. Revise to have a total of ___ effective sensory details.

Close your eyes and picture (topic). Generate a quick write describing it with sensory details. Share your writing with a peer and ask him to sketch what he visualizes. Compare it to your imagination.

Provide specific *where* and *when* information with **prepositional phrases**.
CONVENTIONS

Find ___ *different* prepositional phrases within authentic text. Reread each sentence *without* the prepositional phrase. Discuss its added meaning to the sentence.

Secretly choose an object/person within the busy scene. Create a list of ___ prepositional phrases to guide someone to find it. Swap lists with a peer and follow the phrases to identify the secret object/person.

Reread a previous writing. Identify (or insert) a total of 10 prepositional phrases to add more *when* and *where* details that would add meaning to the message.

Identify a precise time something important happened to you. Describe what happened with great attention to *when* it happened and *where* you were. Include at least ___ prepositional phrases.

Create a basic plot in any **narrative writing**.
IDEAS

Look through familiar texts. Identify the character's main problem in each text and how it is solved/resolved by the end.

Select 1 photo. Brainstorm ___ different problems and solutions for the SAME scene. Choose the strongest combination.

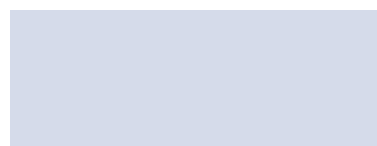
Return to a previous story you wrote. Identify *if* it has a main problem and *if* it gets solved? Revise as needed.

Choose one photo. Determine a problem and solution that fits the scene. Write a story in ___ words that reveals the problem and its solution.

Pre-write— Put similar information together *before* writing.
ORGANIZATION

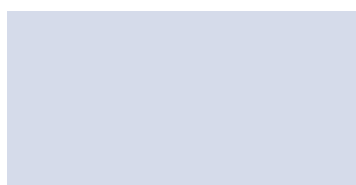
Read each word/detail listed on the provided flashcards. Sort them into groups to represent which details you would put together in its own paragraph. Explain your groupings.

Make a list of details about (topic). Group the details by highlighter color to represent those you would put together in different paragraphs.



Make a list of ___ details about (topic). Organize the details into ___ groups. Generate a quick write, with each grouping being a part of its own paragraph.

Add specific details/more information with **two-word labels (adjective-noun)**.
WORD CHOICE



Study a photo/image. List 2-word labels to describe objects in the scene. Include as many labels as you are years old.

Return to a drawing that you previously labeled. Add more letters (to represent sounds) to each label. Make sure you have as many labels as you are years old and that they are each two words (e.g., adjective-noun).

Draw (a familiar place). Label the picture using two words per object. Be sure that you have enough adjective-noun labels to match your age!

Troubleshoot common questions.

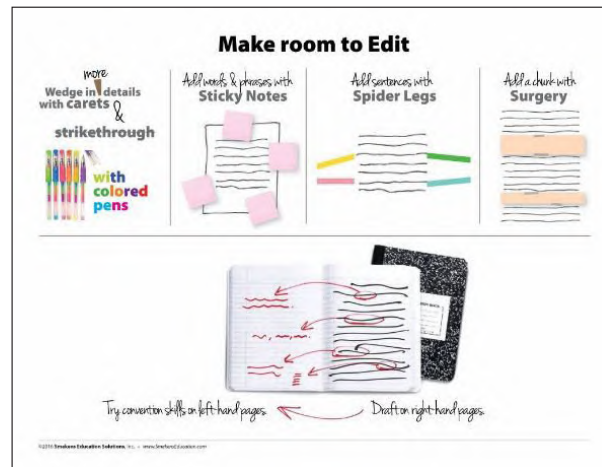
Where can I find more *You-do* tasks tied to mini-lesson skills?



RELEVANT RESOURCE



How do students make room to insert the new skill within previous writings?



Where do I store all these previous writings?

What can I do if I don't have a stash of previous writings saved?



SECRET SITE RESOURCES



Make room to revise and edit.



How do I launch a digital writer's notebook?



Introduce a writer's notebook to 6-year olds.



Combine reading & writing in literacy notebooks.



End writing units with a from-scratch product.



SPIN-OFF SESSION

ASSESSMENT | Session 1:
Assess based on instruction

Help students to write more

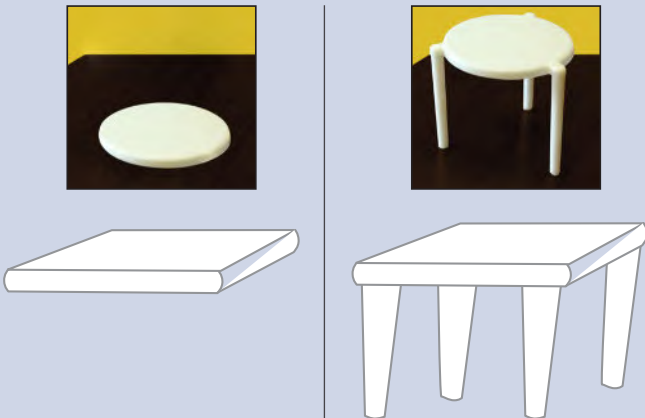
KRISTINA SMEKENS
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Clarify *listy* versus *developed*.

NOT THE GOAL	THE GOAL
<ul style="list-style-type: none"> • Long & listy. • Important points are mentioned & provide a broad or general understanding of a topic. 	<ul style="list-style-type: none"> • Long & developed. • Important points are revealed & then developed with specific details to thoroughly explain the topic.

- Introduce colorful sentences. Every “colorful” idea includes several sentences before the next colorful idea is introduced.

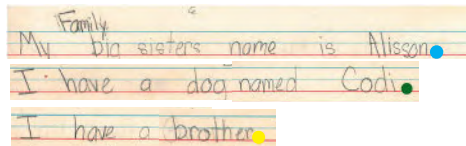
Introduce table-top sentences and supporting-leg details. Hold up each table-top idea with sentence-legs of support.



Expect idea development in every writing stage.

NOT THE GOAL

Picture a school where all students are treated fairly, kindly, and respectfully. For now, however, this “dream” is more a nightmare as teens are often judged based on what they wear. In addition to taking the judgment out, wearing uniforms would save kids the stress of deciding what to wear to school every day. It’s not just the kids that need to stop worrying so much about fashion, it’s their parents, too. Uniforms can actually bring people together.



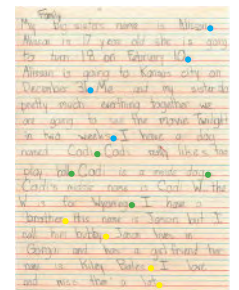
PARAGRAPH/ SENTENCE WRITING

THE GOAL

Picture a school where all students are treated fairly, kindly, and respectfully. Kids could walk the halls without the worry of being made fun of because of their outer appearance. This may sound like just a fantasy, but in fact, it could become a reality in every school across the nation. Having uniforms in public schools could make this dream come true.

For now, however, this “dream” is more a nightmare as teens are often judged based on what they wear. Every day, kids are tormented by their peers for wearing clothes that are considered “not cool.” This could be easily solved if all kids wore uniform clothes. If everyone was dressed exactly the same, then no one could judge others by what they wear. Kids would take the time to get to know each other, instead of caring, “I don’t like her cheap clothes, so obviously she isn’t good enough to be friends with me!”

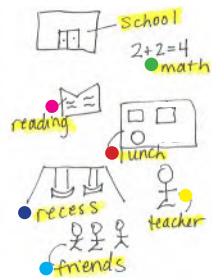
With uniforms, teens would decide whether they like someone based on personality alone. In addition to taking the judgment out, wearing uniforms would save



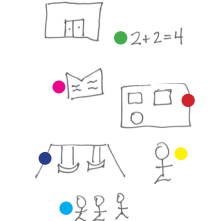
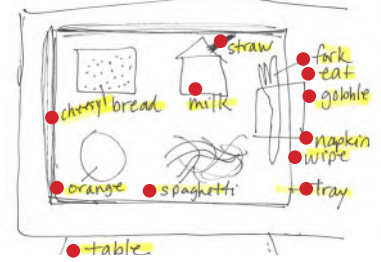
- school
- friends
- teacher
- math
- reading
- lunch
- recess

LIST WRITING

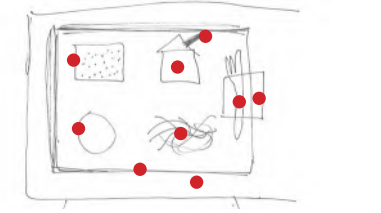
- lunch
- spaghetti
- milk
- straw
- cheesy bread
- orange
- fork
- eat
- gobble
- napkin
- wipe
- tray
- table



LABEL WRITING



PICTORIAL WRITING





Explain ONE facet of a student's life.

Within the box, generate a grade-appropriate product (e.g., 1 paragraph, 1-3 sentences, a picture with labels, etc.).

NOW IT'S YOUR TURN

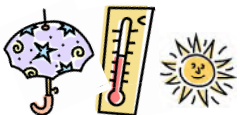


Teach 10 ways to add more information.

1 Tell more about the "when."



- Time of day: 10 a.m., noon, after lunch, at bedtime, the following day, 4 hours later



- Time of year: summer, tornado, hunting season, Thanksgiving, first day of school, February, etc.



- Time line: present day, day in the past, futuristic, a particular era, etc.

2 Tell more about the "where."



- Geography: city, state, country, etc.



- Specific location: inside, outside, in a vehicle, etc.
- Close-up details: objects in the environment, background, habitat



- Mood: feelings, attitude

PRE POSITION

- Prepositions: where something is positioned



PICTORIAL WRITERS draw details to represent time of day, weather, and season.



PICTORIAL WRITERS include accurate and true-to-life details in the background.



PICTORIAL WRITERS draw objects in relationship to one another to represent their precise positions.

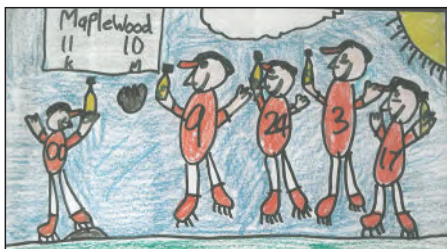
above	beneath	into	to
across	besides	near	toward
after	between	of	under
around	down	off	up
at	during	on	with
before	from	out	without
behind	in	over	
below	inside	through	

3 Tell more with numbers and statistics.

- | | | |
|----------------|-------------|-------------------------|
| • Date | • Weight | • Price |
| • Age | • Length | • Score |
| • Quantity | • Height | • Percentage |
| • Temperature | • Volume | • Code |
| • Time | • Grade | • Model number |
| • Elapsed time | • Value | • Identification number |
| • Speed | • Frequency | • Part number |



LABEL WRITERS include relevant number details within pictures.



4 Tell more with a direct quote or paraphrased idea.

- Discern when to quote versus paraphrase.
- Introduce the paraphrasing process.

When to quote...

Quote if you are using a particularly authoritative source and you need the author's expertise to back up your point.

Quote if you are taking a position that relies on the reader understanding exactly what another writer says about the topic.

Quote if you can't say it any better and the author's words are particularly brilliant, witty, edgy, distinctive, and/or interesting.

Quote if the author is providing a good illustration/example to support a point you're making.

Quote if you are analyzing diction, tone, or a writer's use of a specific word or phrase.

When to paraphrase...

Paraphrase when you want to introduce a writer's position, but his or her original words aren't special enough to quote.

Paraphrase when you need to present information that's unlikely to be questioned.

Paraphrase when you want to present a counterclaim/counter argument. (You can refute the writer's specific points in your own words after you paraphrase.)

Paraphrase when you need to reference a certain text/source to support a point you're making.



Step 1: **Read.**



Step 2: **Remove.**



Step 3: **Explain.**



Step 4: **Write/Type.**



Step 5: **Return.**

Teach 10 ways to add more information.

5 : Tell more with sensory details and description.



• **SIGHT:** color, shape, movement, function



• **SMELL:** scent, fragrance, odor, aromas



• **TOUCH:** texture, weight, temperature



• **TASTE:** sweet, sour, salty, rancid, flavor



• **SOUND:** music, whispering/shouting, weather, onomatopoeia

DESCRIPTIVE ATTRIBUTES:

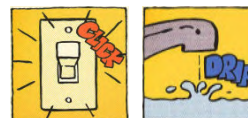
- | | |
|-------------|------------------|
| size | taste |
| color | function |
| shape | location |
| movement | habitat |
| symmetry | direction |
| texture | orientation |
| number | state |
| composition | temperature |
| consistency | weight |
| medium | age |
| smell | special features |



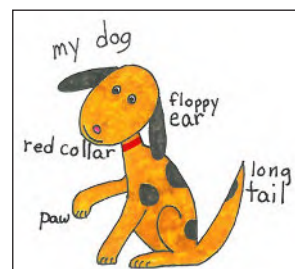
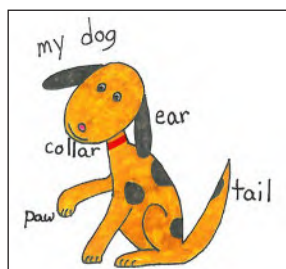
PICTORIAL WRITERS include close-up details to communicate texture, smell, taste, and sound.



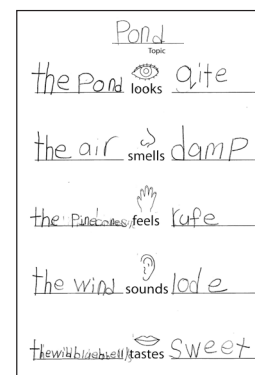
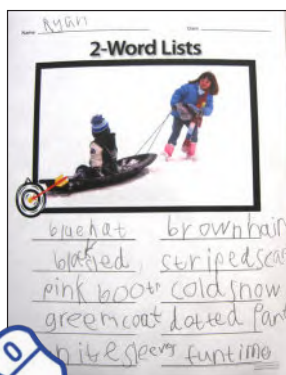
LABEL WRITERS include sound-effect words next to objects in the pictures.



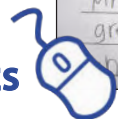
LABEL WRITERS include adjectives in front of nouns.



LIST WRITERS include adjectives in front of nouns.



SECRET SITE RESOURCES



UNIT ESSENTIALS

Session 3: Target informative writing.

Session 4: Meet the argumentative standard.

Session 5: Know the narrative non-negotiables.

6 :

Tell more with comparisons.

- Add *-er* or *-est* words: bigger, taller, kinder, the best, the worst, the oldest
- Add *like* to create a simile: The perfume smelled like a flower garden.
- Add *just like* to create a simile: The hilly highway was just like being on a roller coaster.
- Add *as* to create a simile: Her shirt was as tight as plastic wrap on tupperware.
- Add *so _____ that* phrase: Her story was so fabulous that I wish I'd written it!
- Add *reminds me of* phrase: Her house reminds me of a magazine photo. Everything is just so perfectly decorated!
- Add a metaphor: The garden is a kaleidoscope of color.
- Add a real-life situation or scenario.
- Add a hypothetical or pretend situation.

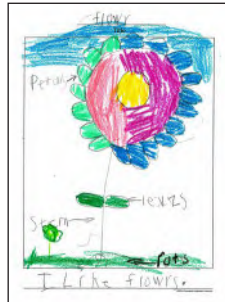
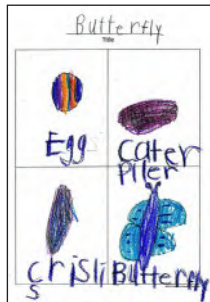
Teach 10 ways to add more information.

7 Tell more with name details.

- First and last names
- Title, position, occupation
- Brand name, company name
- Species, breed, classification, part
- Event, game
- Text title, publication, source



LABEL WRITERS
name the
specific parts
of a picture.



SECRET SITE RESOURCES

8 Tell more with definition details.

- Provide a formal definition.
- Offer an everyday explanation.

This means... That means... Which means...

8 TYPES OF DEFINITION DETAILS

- Authors sometimes print a simple definition to an unfamiliar term.
*Among the words you'll also discover the word of origin of **grandfather**—a word without backbones.*
- Sometimes an author will restate the word in a simpler way.
*My favorite color is **teal**. That's a fancy way of saying purple.*
- Explanations can come before or after the term.
*But that wouldn't be the case. The reason is this: **CEO**. The boss. He wouldn't get a lot every time he got up to bat — no major league has ever done that. In fact, major leagues don't even get his half the time when it's hot. But getting a 40 percent of the time — **batting .400** — that's through it might be possible.*
- Some authors include a literal translation of the word's meaning.
*Single, like ready, or **glad to please** (open table periods, which means "wonderful food" although they don't agree with their feet).*
- Authors may describe the purpose of something to make it more clear.
*Unlike words, which have a shell to duck into, ships have only a **hull** covering called a **hull**, a **hull** of **hull** that they can take out of being get around.*
- Authors include an example of the term to help to clarify meaning.
*Some have tried that it could be dangerous to objects — **lightning** — for the fact that they reacted violently against those who tried to change the way blacks were treated.*
- Authors often put related words/ideas in a series separated by commas. The recognizable words may be a clue as to the meaning of the unfamiliar word.
*The four-sided shapes included squares, rectangles, and **trapezoids**.*
- Authors might define a word by using an antonym in the same or nearby sentence.
*Some enemies offer only a few words in support of an issue, while others provide **elaborate**.*

Punctuation Marks to use with Definition Details

- :** The colon indicates a list of examples.
- ()** Parentheses signal secret to the reader.
- Definitions can be set off by dashes in the middle of a sentence.
- ,** Commas are used most often.

Definitions are sometimes revealed in different type styles:

italicized
underlined
ALLCAPS
bold

9 Tell more with an example.

- *For example*
- *For instance*
- *One kind*
- *One type*
- *Like*
- *Such as*

10 Tell more with an explanation.

- Interpret the meaning.
- Describe the impression.
- Explain the importance.

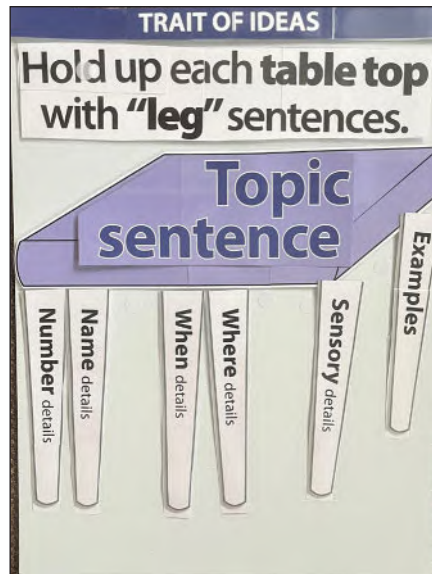
*This means...
...in other words...*

*This conveys...
...gives the impression...
This signifies...*

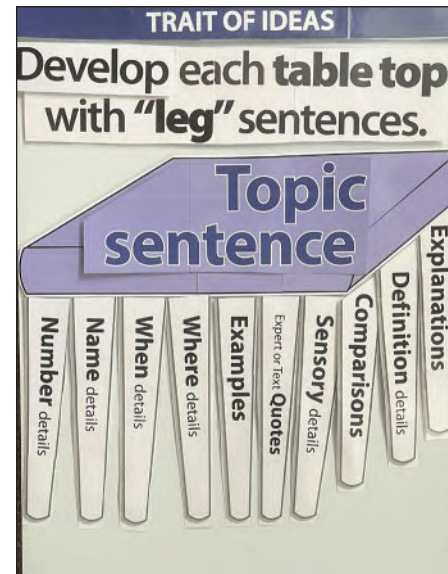
*This is important because...
This causes...
The impact of this is ...*

Teach specific types of “leg” details to hold up each “table top” idea.

GRADES K-2
Write **simple** paragraphs.

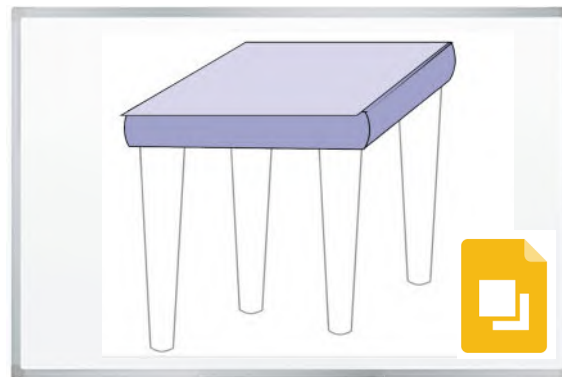


GRADES 3-12
Develop **meaty** paragraphs.



SECRET
SITE
RESOURCES 

Laminate the
“blank” pieces
for *I-do* and
We-do examples.



Project the digital version for *I-do* and *We-do* examples.



Download the
digital version for
students to type
into for their
You-do tasks.

Teach with mentor texts

Use reading to teach writing.

WHOLE-CLASS TEXTS

- Interactive read alouds (picture books, big books, nonfiction)
- Class chapter books, novels, short stories, biographies
- Science, social studies, and subject-area texts
- Supplementary texts (Newsela, CommonLit, ReadWorks, Scholastic News, Weekly Reader, etc.)

REAL-WORLD TEXTS

- Newspaper articles, magazine features
- Print advertisements, product packaging, menus
- Brochures, flyers
- Posters, signs

Lean on mentor text in 3 instructional situations.

FIRST DAY OF A UNIT

Use mentor text to kick off a new unit.

- Build a foundation for what this new genre includes.
- Study the whole text.
- Reveal several examples in order to see what is consistent in this type of writing.
- Identify the unique characteristics, structure, and qualities of the genre evident in the example.



SECRET SITE RESOURCE

Use mentor texts to kick off a new unit.



SPIN-OFF SESSION

UNIT ESSENTIALS Session 2:
Plan the year of writing units.

THE REST OF THE DAYS OF A UNIT

Use mentor text to teach each specific writing skill.

LAST DAY(S) OF A UNIT

Use mentor text to depict rubric levels.

- Outline the expectations of a final product.
- Study the whole text.
- Reveal several examples on the same topic—each representing a different level of the rubric.
- Describe the criteria and characteristics of each level.



SECRET SITE RESOURCE

Use a Six-Traits rubric for efficient assessment.



SPIN-OFF SESSIONS

ASSESSMENT | Session 2: Build rubrics with young writers.
ASSESSMENT | Session 3: Build rubrics with older writers.

Reveal *micro* mentor text within mini-lessons.

✓ Do's

- Reveal only the relevant excerpt(s).
- Project the passage so that the students can see it.
- Make the mentor text available for students to review after the lesson.
- Choose excerpts from a familiar text.
- Analyze the skill applied in the passage.
- Maximize mileage. Reuse the same "good ones" for different skill lessons.



SPIN-OFF SESSIONS

MINI-LESSONS

Session 1:
Master the mini-lesson.

Session 2:
Model a strong example.

MANAGEMENT Session 2:
Assign writing-time tasks.

⊘ Don'ts

- DO NOT show mentor text as a substitute for providing an *I-do* model.
- DO NOT read the entire mentor text *in* the mini-lesson.
- DO NOT reveal mentor text on about the same topic that the students will write.

STEP 1 INTRODUCTION: (Re)Introduce the skill.

STEP 2 INSTRUCTION: Explain & demonstrate the skill.

SAY WHAT | 5 MINUTES

SHOW HOW | 5 MINUTES

STEP 3 INTERACTION: Guide students through a focused experience.

STEP 4 CLOSURE: Crystallize the skill.

Identify 4 bits of info per excerpt.

- 1 Identify the **TRAIT**(s) this text/excerpt exemplifies.
- 2 Identify **WRITING SKILL**(s) used repeatedly within the text/excerpt.
- 3 Mark/List every **EXAMPLE** of that single writing skill.
- 4 Note the paragraph/**PAGE NUMBER** where these examples can be found.

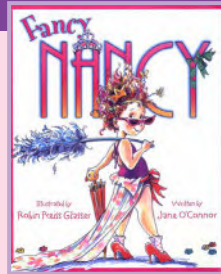
My favorite color is fuchsia.
That's a fancy way of saying purple.



I like to write my name with a pen that has a plume.
That's a fancy way of saying feather.
And I can't wait to learn French because everything
in French sounds fancy.



Fancy Nancy



Author: Jane O'Connor
Illustrator: Robin Preiss Glasser
Publisher: Harper Collins

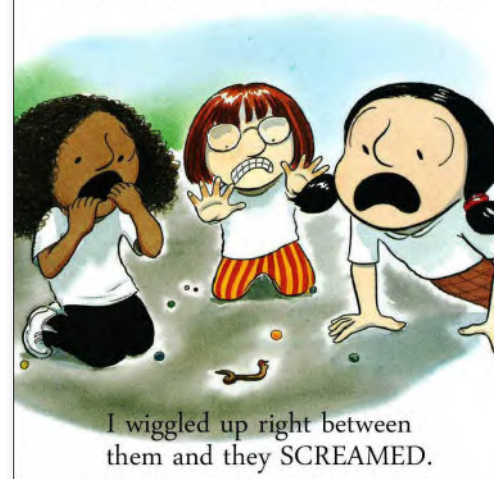


Sentence length variety—
(words per sentence)

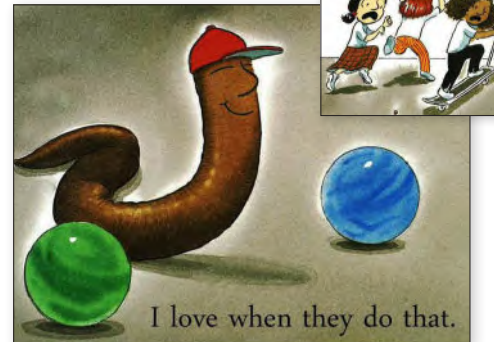
- My favorite color is fuchsia. 5 words, p2
- That's a fancy way of saying purple. 7 words, p2
- I like to write my name with a pen... 13 words, p2
- That's a fancy way of saying feather. 7 words, p2
- And I can't wait to learn French... 13 words, p2

APRIL 20

I snuck up on some kids in the park today. They didn't hear me coming.

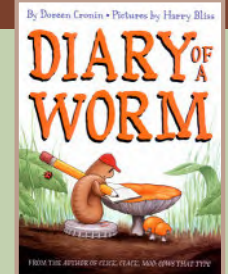


I wiggled up right between them and they SCREAMED.



I love when they do that.

Diary Of A Worm



Author: Doreen Cronin
Illustrator: Harry Bliss
Publisher: Cotler/Harper Collins



Topic sentence and supporting details

- I snuck up on some kids in the park today. pp11-12
- They didn't hear me coming.
 - I wiggled up right between them and they SCREAMED.
 - I love when they do that.

Organize mentor texts for quick retrieval.

Identify a mentor text shopping list.

Access free writing samples.

- Scour favorite websites for anchor papers.



SECRET SITE RESOURCE

Use anchor papers to define "good" writing.

- Search online using various terms.



anchor papers for writing

exemplar papers
benchmark papers
student writing samples

- Save strong and weak writing from your current students.

- Save and swap samples with other teachers.

Store mentor text.

- ACTUAL BOOKS | Don't store mentor texts within the classroom library.

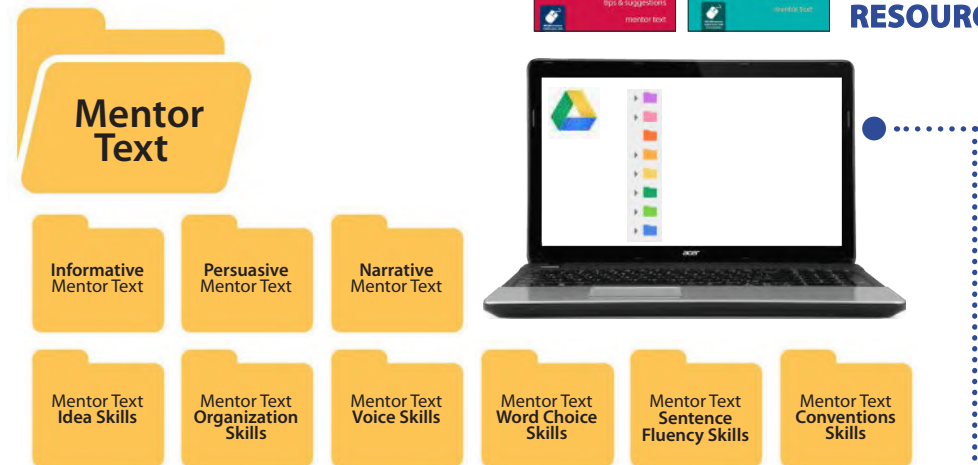


- STUDENT WRITING | Scan writer's notebooks this year for next year's use.

- ONLINE WRITING | Download documents into organized digital files.



RELEVANT RESOURCE



Foster independent writers

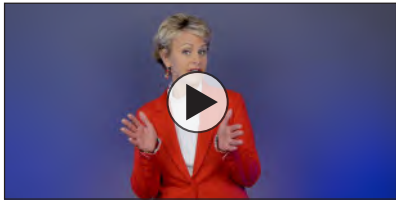
KRISTINA SMEKENS

kristina@smekenseducation.com



SPIN-OFF SESSION

MANAGEMENT | Session 1:
Lead a writer's workshop.

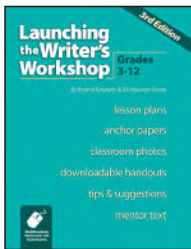
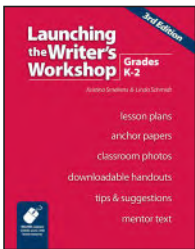


SECRET SITE RESOURCE

Execute the 3 parts of a writer's workshop.



RELEVANT RESOURCES



Launching the Writer's Workshop:
Grades K-2 & Grades 3-12

Anticipate three common writer issues.

1 : I need help, but the teacher is busy.

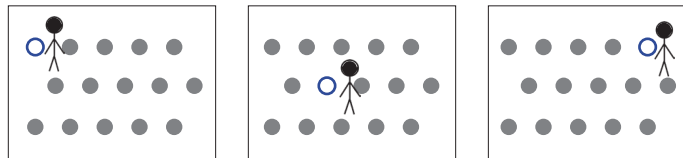
2 : I'm done with the writing task.

3 : I'm not sure how to spell this word.



Introduce the "Help!" Tent.

- Describe situations when a writer might need help from the teacher.
- Identify what the student should *not* do.
- Provide each student a *Help! Tent* to alert the teacher when he needs help.

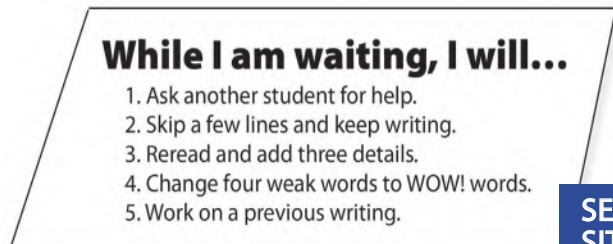


SPIN-OFF SESSION



ASSESSMENT | Session 5:
Provide frequent feedback.

- Discuss the back side of the tent and the writer tasks that should be done while the student waits.



GRADES 3-12



GRADES K-2

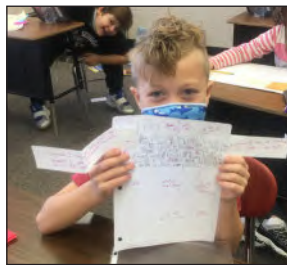
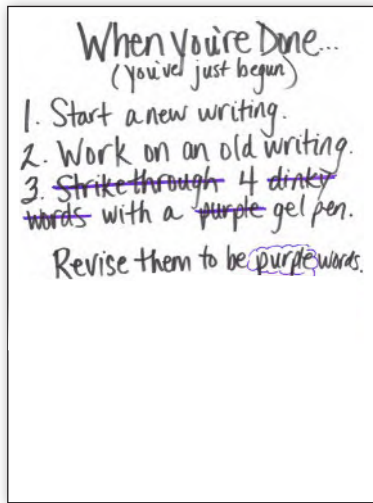
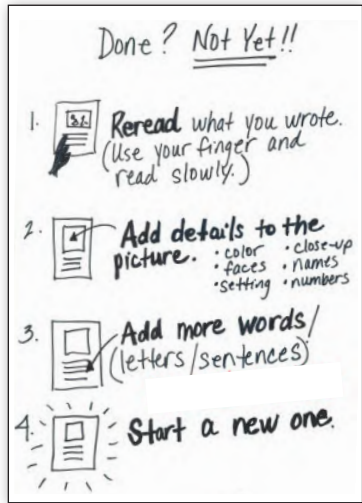
SECRET SITE RESOURCE



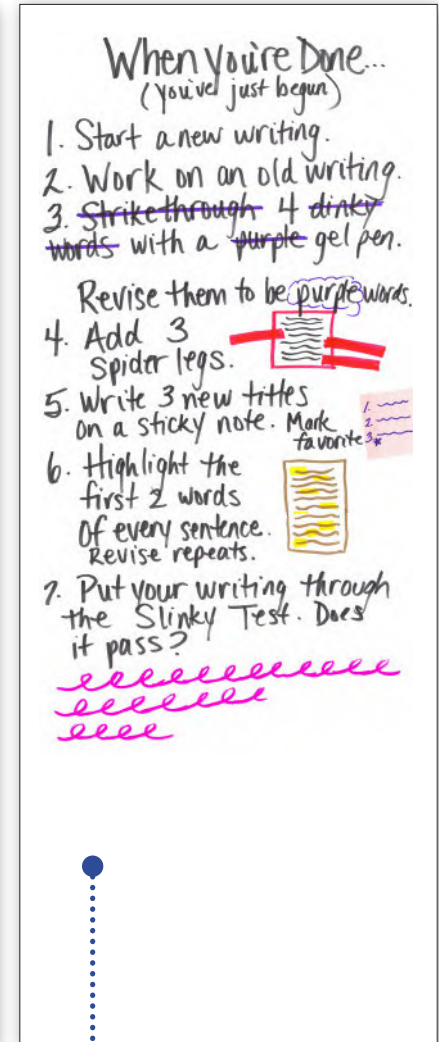
2 Introduce the "Done" List procedure.

Create an anchor chart of 3-4 known strategies.

- Describe the rationale behind a "Done" List.
- Note each task with a specific tool and tangible application.

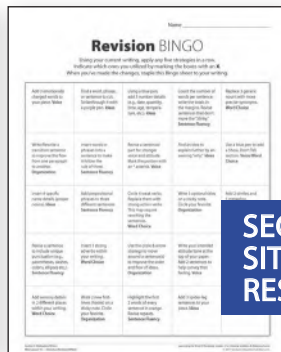
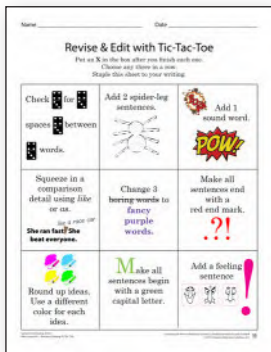


GRADES K-2



GRADES 3-12

- Post the initial "Done" List within the classroom.
- Clarify what tasks are not optional.
- Update the "Done" List as new skills are taught.
- Package the strategy as Tic-Tac-Toe or BINGO.



SECRET SITE RESOURCES



3 Introduce "Stuck Spelling" procedures.

Create an anchor chart of 3-4 first-draft spelling strategies students already know.

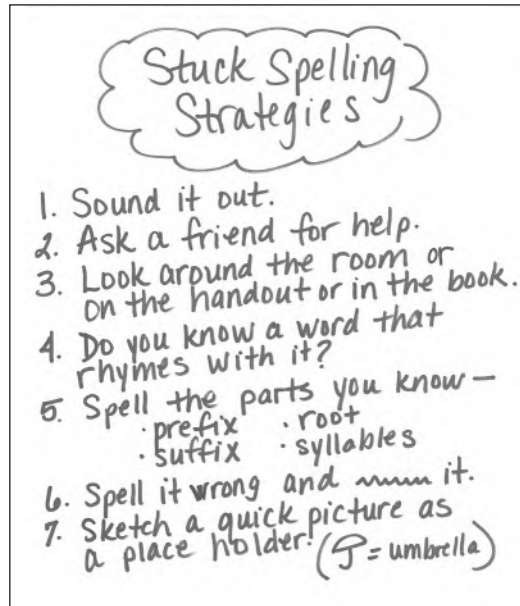
- Clarify the rationale for *not* listing "Get a dictionary."
- Leave space to add more strategies as the year progresses.
- Note that none of the options include "Ask the teacher."

Be a Spelling Problem-Solver!	
1. Look around the classroom (Walls, Word Charts).	
2. Stretch it out in 3 steps.	
3. Search in Personal Spelling Dictionary	
4. Ask a friend.	
5. Try out different spellings.	
6. Find a word that rhymes with it.	<input type="text" value="hide / slide"/>
7. Break the word into syllables (word parts).	<input type="text" value="No - le - zane"/>
8. Go for it! Put a squiggle line under it.	

ELL/GRADES K-2

SECRET SITE RESOURCES

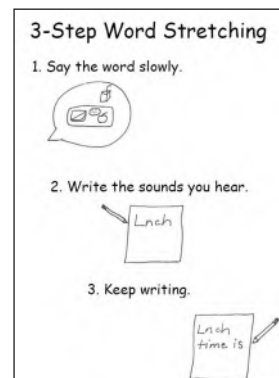
Later in the year, merge the *3-Step Word Stretching* process with additional grade-appropriate spelling strategies.



GRADES 3-12

Introduce 3-Step Word Stretching.

- Create an anchor chart for the three steps to stretch a word.



ELL/GRADES K-2

Identify environmental spelling supports.

Take a classroom "field trip."



- Word-Wall Words
- Calendar Words (days & months)
- Lunch Menu
- Specials (art, music, P.E.)
- Color Words
- Class List/Helper Chart
- Weather Terms
- Season/Theme-Related Words
- Number Words
- Shapes Poster

Introduce topical *Word Charts*.



Maintain personal spelling dictionaries.

A	B	C	D	E	F
	Darn				field
G	gat	H	horse have	I	J
K		L	Trey Personal Spelling Dictionary	M	N
O	P	Q		R	S
U	V	W	X	Y	Z
					they tractor

Progress through the developmental writing stages. ●

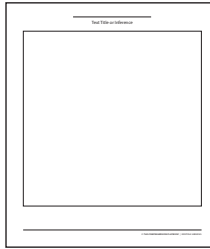
ORAL WRITING

Teach students how to orally share their thoughts on persuasive, informative, and narrative topics.



PICTORIAL WRITING

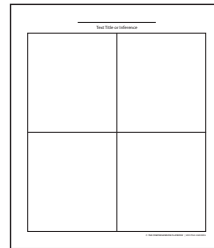
Teach students how to draw details to make their persuasive, informative, and narrative pictures stronger.



LABEL WRITING

Teach students how to add letter and word labels to their persuasive, informative, and narrative writings.

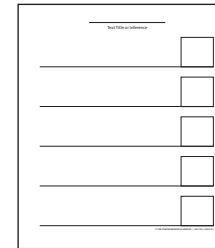
- Match words/labels to pictures.
- Utilize correct letter formation.
- Apply sound-stretch spelling.
- Label using precise word choice.



LIST WRITING

Teach students how to list words and phrases related to persuasive, informative, or narrative topics.

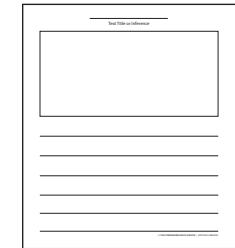
- Write letters/words on a line.
- Separate words with spaces.
- List precise words and details.
- Include precise word choice.
- Organize (or number) the listed details.



SENTENCE WRITING

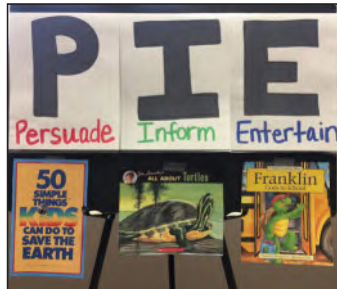
Teach students how to put words together to form complete thoughts within their persuasive, informative, and narrative writing.

- Stretch ideas into complete sentences.
- Begin each sentence with a capital.
- End each sentence with punctuation.
- Capitalize proper nouns/name details.



SECRET SITE RESOURCES

Incorporate persuasive, informative, & narrative writing in PK-1.



But teach the standards! ●



CCSS | KINDERGARTEN W1
Use a combination of drawing, dictating, and writing to compose opinion pieces...

CCSS | GRADES 1-2 W1
Write opinion pieces...

CCSS | KINDERGARTEN W2
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts...

CCSS | GRADES 1-2 W2
Write informative/explanatory texts...

CCSS | KINDERGARTEN W3
Use a combination of drawing, dictating, and writing to narrate an event...

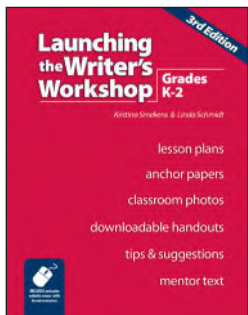
CCSS | GRADES 1-2 W3
Write narratives...



Teach the core skills for each type of writing.



RELEVANT RESOURCE



SPIN-OFF SESSIONS

UNIT ESSENTIALS

Session 3: Target informative writing skills.

Session 4: Meet the argumentative writing standard.

Session 5: Know the narrative non-negotiables.

WRITE ABOUT READING

Session 3: Teach both reader & writer workshops in K-2.

Persuasive ESSENTIAL INGREDIENTS

PURPOSE | Share feelings, opinions, or claims that are based on facts and evidence.

Identify debatable topics (e.g., likes/dislikes, fair/unfair, right/wrong).

Teach the process for “choosing” a side.

Explain the organization of all persuasive writing:

- WHAT I think/want.
- WHY I think it.
- WHAT I think/want.

Informative ESSENTIAL INGREDIENTS

PURPOSE | Give the reader facts about a topic; to clarify or explain something.

Tell about the subject/topic.

- Provide lots of facts, details, knowledge about the topic.
- Reveal the environment or habitat around the subject (e.g., place, objects in background, time of day, season, weather, etc.).
- Speak, label, or write with vocabulary related to the topic.

Organize the information in the middle.

- Each middle “sentence” teaches the next step in the process.
- Each middle “sentence” reveals another big idea/part of the topic.
- Each middle “sentence” shows another category of comparison.

Narrative ESSENTIAL INGREDIENTS

PURPOSE | Entertain the reader with a story.

A story has a plot.

- Describe a problem.
- Provide a solution.

A story has a character.

A story has a setting, including *when* and *where* details that fit with the problem.

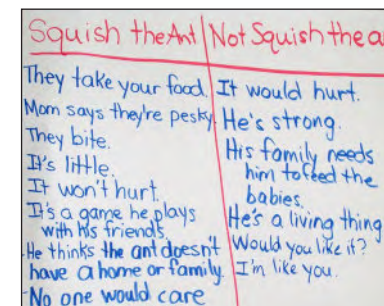
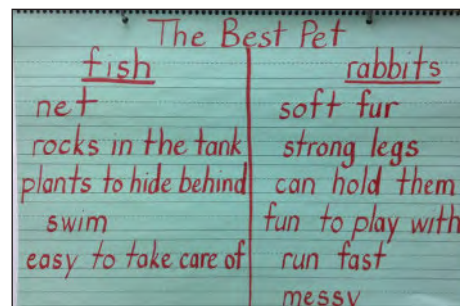
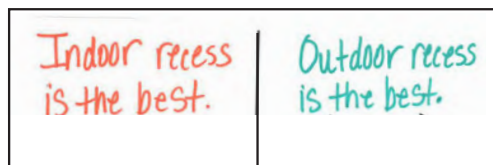
Plan a new story— M, E, B.
Then *write* the story— B, M, E.

ALL WRITING TEMPLATES ARE ON THE SECRET SITE 

Persuasive ESSENTIAL INGREDIENTS

Identify debatable topics (e.g., likes/dislikes, best/worst, fair/unfair, right/wrong).

Teach the process for "choosing" a side.



Explain the organization of all persuasive writing:

- WHAT I think/want.
- WHY I think it.
- WHAT I think/want.

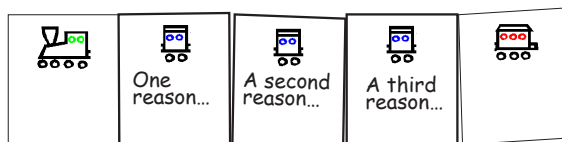
ORAL WRITING

PICTORIAL WRITING

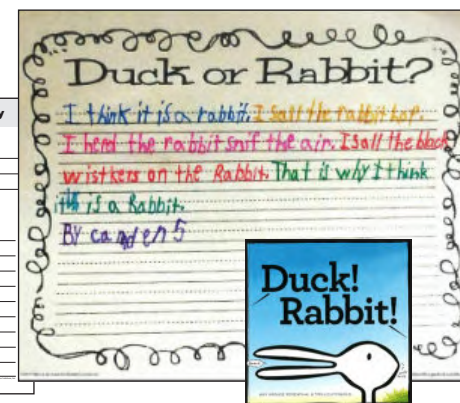
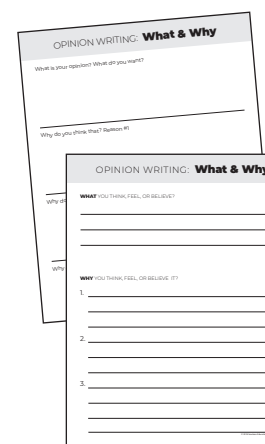
LABEL WRITING

LIST WRITING

SENTENCE WRITING



Use the opinion as the topic sentence— avoiding *because*.



SPIN-OFF SESSION

WRITE ABOUT READING | Session 3:
Teach both reader & writer workshops in K-2.



UNIT ESSENTIALS

Write in the primary grades

Informative

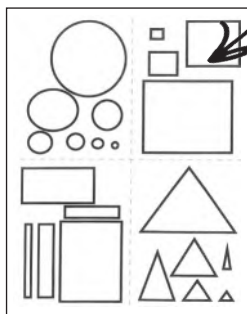
ESSENTIAL INGREDIENTS

Tell about the subject/topic.

- Provide lots of facts, details, knowledge about the topic.
- Reveal the environment or habitat around the subject (e.g., place, objects in background, time of day, season, weather, etc.).
- Speak, label, or write with vocabulary related to this topic.

ORAL WRITING

Use visuals (photos, diagrams, big books) for them to explain or recall information.



PICTORIAL WRITING

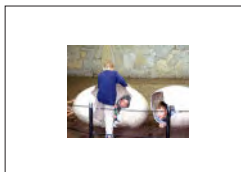
Draw the topic/subject.

- Use accurate shape and proportion details.
- Draw unfamiliar objects using the *Shape Book*.
- Use true-to-life colors.
- Draw individuals in 3D and with clothes—not stick people.
- Draw objects closer together to represent their position in relationship to one another (on, above, below, next to, in).

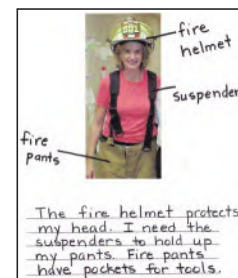
LABEL WRITING

Label and list with specific word choice.

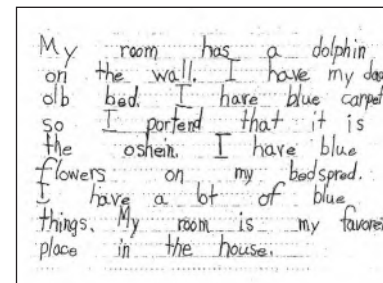
- Nouns (e.g., people, places, parts, etc.)
- Names/proper nouns
- Action verbs
- Adjectives, colors, senses, etc.



LIST WRITING



SENTENCE WRITING



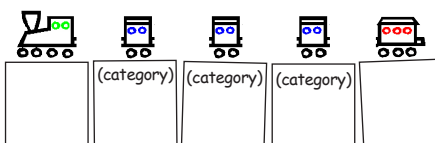
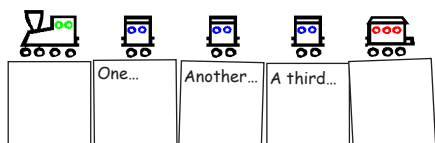
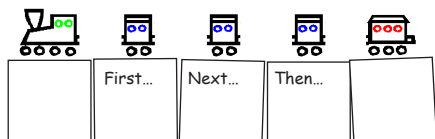
MANAGEMENT | Session 3:
Help students to write more.

Organize the information in the middle.

- Each middle “sentence” teaches the next step in the process.
- Each middle “sentence” reveals another big idea/part of the topic.
- Each middle “sentence” shows another category of comparison.

ORAL WRITING

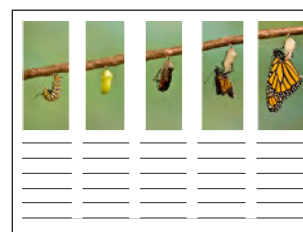
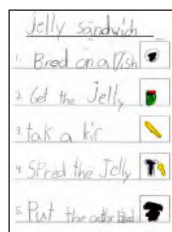
Tape paper to reveal the correct organization.



PICTORIAL WRITING

LABEL WRITING

Number the details to indicate order.



LIST WRITING

SENTENCE WRITING

The list is the writing—initially. But then the list serves as a pre-write/graphic organizer to generate sentences.

Summer		Winter
<ul style="list-style-type: none"> bathing suits flip flops shorts tank tops T-shirts 	clothing	<ul style="list-style-type: none"> boots coats warm socks hats mittens scarves gloves sweaters
<ul style="list-style-type: none"> hot dogs cold tea lemonade ice cream 	food	<ul style="list-style-type: none"> turkey soup chili ham hot chocolate
<ul style="list-style-type: none"> swimming bike riding 	Outdoor activities	<ul style="list-style-type: none"> ice skating sledding making snow angels building snow forts

Narrative ESSENTIAL INGREDIENTS

A story has a plot.

- Describe a problem.
- Provide a solution.

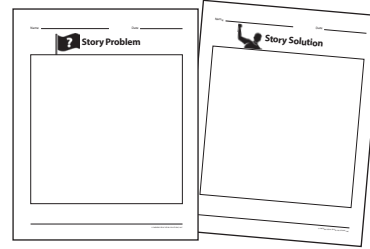


ORAL WRITING

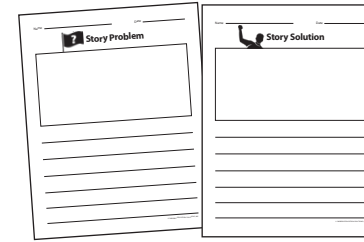
Use photos to inspire potential story problems and solutions.



PICTORIAL WRITING



LABEL WRITING



SENTENCE WRITING

A boy on my bus told me how to pul my tooth out. He told me to pul a little bit herd, then herder, then riley herd. Thar was a lit-lel left. I yankde it out.

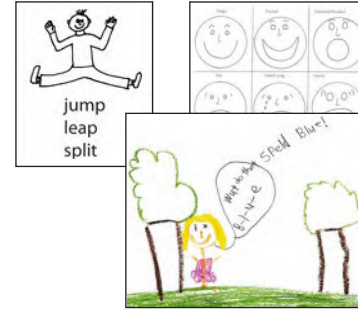
A story has a character.



Use photos to inspire potential characters.



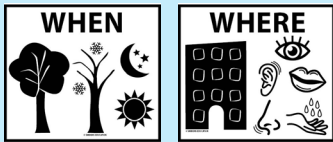
- Draw people in 3D and with clothes— not stick people.
- Draw people in motion, action, reaction (e.g., bent limbs).
- Draw people with feelings (e.g., facial expressions) that match the problem and solution.



- Label the character's actions (verbs).
- Add dialogue with speech bubbles.
- Add thoughts and feelings with thinking bubbles.

I ♥ You Papa!
ONE I wint to my PAPA'S. FURU I CRID (US) IT WUS SAD, SO DID MY DAD. He Sead, "man crie to." dad Madme Fil beter I Wil a ll Was Rememiber him.

A story has a setting, including *when* and *where* details that fit with the problem.



Use photos to inspire different settings and story locations.



Draw and label little, close-up details that represent adjectives and sensory details.

List the sensory details that are present in the setting.

Pond
the Pond looks quite
the air smells damp
the Pond feels rufe
the wind sounds lode
the Pond tastes Sweet

Plan a new story— M, E, B.
Then write the story— B, M, E.

Compose oral stories using the *Story Strip*.



Incredibil
IN JANUARY my mom and dad took my brother and I to Fronker park. We went sleding down a huge snow covered mountain. We had lots of fun. It had a lot of bumps. We had are inner tubs. At some points we went flying in the air and at others we staid on the ground. We wore on the biggest part of the mountain it felt like a Xirical drop. I had so much fun I forgot that my mom and dad wore that I had so much fun I forgot my bro Uther was there.

Plan the year of writing units

Analyze the traditional unit approach.



NARRATIVE SKILLS

- Create a basic plot.
- End/Satisfy the reader.
- Begin/Hook the reader.
- Sequence time & events.

PERSUASIVE/ARG. SKILLS

- Identify topic and position.
- Develop logical reasons.
- Organize key points.
- Present both sides (argument only).
- Conclude with what you want/expect.

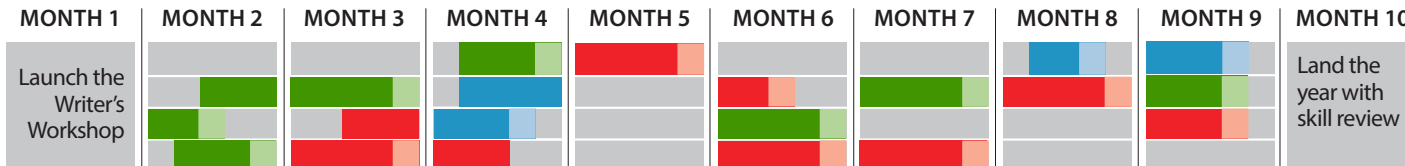
INFORMATIVE SKILLS

- Introduce narrow topic.
- List important points or big ideas.
- Elaborate with details and evidence.
- Organize details to match the genre.
- Conclude with the *So what?*

TRADITIONAL ORGANIZATION

With **ONE ALL-INCLUSIVE UNIT** during the year, students often:

- Get bored.
- Act like they've never done one.
- Lack confidence.



- Introduce narrow topic.
- List important points or big ideas.

- Identify topic and position.
- Develop logical reasons.

- Elaborate with details and evidence.

- Create a basic plot.
- End/Satisfy the reader.

- Organize key points.

- Present both sides (argument only).

- Organize details to match the genre.

- Conclude with what you want/expect.

- Conclude with the *So what?*

- Begin/Hook the reader.
- Sequence time & event.

MINI-UNIT ORGANIZATION

With **MULTIPLE, SMALLER MINI-UNITS** during the year, students:

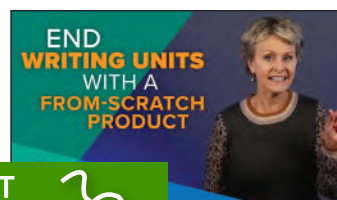
- Experience variety.
- Receive second chances.
- Gain confidence.

All modes are *not* created equal.

Consider how modes feed one another.

Plan with the testing season in mind.

End writing units with a from-scratch product.



Create a writing curriculum of mini-units.

Provide several opportunities with each mode.

CCSS W1 | INDIANA W3.1

Persuasive Argumentative

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

CCSS W2 | INDIANA W3.2

Informative

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

CCSS W3 | INDIANA W3.3

Narrative

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

Vary genres within mini-units.

- Opinion
- Testimonial
- Advice Column
- Review/Critique
- Advertisement/Commercial
- Sign, Poster, Bumper Sticker
- Persuasive Letter/ Essay
- Editorial/Letter to the Editor
- Constructed Response
- Perspective/ Position Paper
- Argumentative Research Paper
- Evaluate an Argument, Argumentative Analysis
- Apology
- Complaint
- Speech
- Brochure/Pamphlet

- Explanation
- Encyclopedia Entry
- Summary
- Brochure/Pamphlet
- Report
- Speech
- Research Paper
- Application Essay
- Compare-Contrast
- Comparative Analysis
- Literary Analysis
- Newspaper Article
- Biography
- Book Report
- Invitation
- Thank-You Note
- Friendly Letter
- Business Letter
- Interview
- Instructions
- Directions
- Recipe

- Fairy Tale
- Legend
- Fable
- Myth
- Tall Tale
- Mystery
- Personal Narrative
- Imaginary Narrative
- Realistic Fiction (fiction based on fact)
- Historical Fiction (fiction based on fact)
- Science Fiction (fiction based on fact)
- Sequel (what happens next/next time)
- Rewrite from a Different Perspective
- Add in the Missing Page/Part
- Memoir
- Anecdote
- Diary Entry
- Scene
- Satire
- Spoof
- Adventure Story



**RELEVANT
RESOURCE**



SPIN-OFF SESSIONS

UNIT ESSENTIALS

Session 3: Target informative writing skills.

Session 4: Meet the argumentative standard.

Session 5: Know the narrative non-negotiables.



Synchronize reading & writing skills to feed write-about-reading expectations.

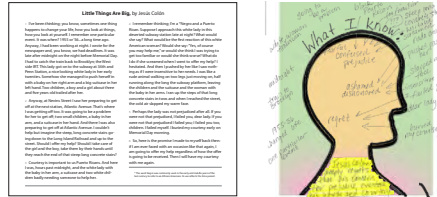
READER'S WORKSHOP SEMESTER 1

Instruction targets grade-level **comprehension skills** and how to communicate the **thinking in writing**.

COMPREHENSION SKILLS

- Summarize literature.
- Summarize nonfiction.
- Infer theme(s).
- Infer main idea(s).
- Analyze author choices.
- Analyze text structure.
- Analyze purpose.
- Analyze perspective.
- Analyze point of view.

THE COMPREHENSION PLAYBOOK



CONSTRUCTED-RESPONSE SKILLS

- State the answer.
- Cite evidence.
- Explain thinking.

Students created the Constructed Response:
State the answer: The reason that they were willing and taking animals that were likely gone, they had to be taken care of.
Cite evidence: The reason that they were willing and taking animals that were likely gone, they had to be taken care of.
Explain thinking: These animals that the children were taking because they were disappearing, and anything they could do to save them.

WRITER'S WORKSHOP SEMESTER 1



Instruction targets the most essential writing **skills tied to each mode/unit** (e.g., persuasive, argumentative, informative, narrative).

Students produce **many first drafts** on familiar topics while growing their skills and **stamina**.

ARGUMENTATIVE SKILLS

- Identify topic and position.
- Develop logical reasons.
- Organize key points.
- Present both sides (argument only).
- End with what you want/expect.

INFORMATIVE SKILLS

- Introduce narrow topic.
- List important points or big ideas.
- Elaborate with details and evidence.
- Organize details to match the genre.
- Conclude with the *So what?*

NARRATIVE SKILLS

- Create a basic plot.
- End/Satisfy the reader.
- Begin/Hook the reader.
- Sequence time & events.

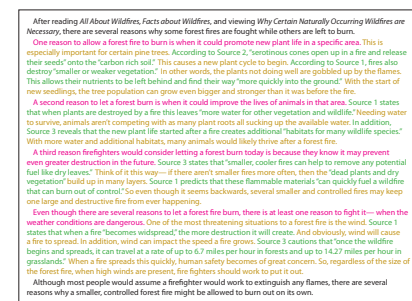
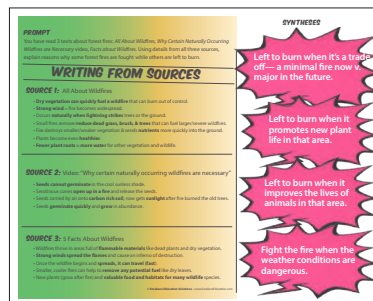
READER'S WORKSHOP SEMESTER 2

The same **comprehension skills** from first semester are spiraled and applied to **multiple and more complex texts** (e.g., compare texts, synthesize texts, etc.).

The texts and thinking from the reader's workshop is the subject matter for the writer's workshop.

The same **essential writing skills** are spiraled as students communicate their bigger reader thinking in argumentative, informative, and narrative **extended responses**.

Responses produced in writer's workshop are based on texts & thinking from the reader's workshop.



Synchronize reading & writing skills to feed write-about-reading expectations.

READER'S WORKSHOP SEMESTER 1



SPIN-OFF SESSIONS

WRITE ABOUT READING

- Session 1: Make inferences in 5 steps.
- Session 2: Write polished constructed responses.



Narrative caused the Calabrese's behavior.
 According to the text, the Calabrese are the "heroes, dogs" and "lads."
 This means that they were willing and doing a job that was being given to them.
 The text also stated that the Calabrese made "budd" from building their own "rooms, buldy" and "budd".
 This suggests that they were willing to do things that weren't part of a normal human's job.
 These details prove that the Calabrese were starting because they were desperately doing anything they could to survive.

WRITER'S WORKSHOP SEMESTER 1



SPIN-OFF SESSIONS

UNIT ESSENTIALS

- Session 3: Target informative writing skills.
- Session 4: Meet the argumentative standard.
- Session 5: Know the narrative non-negotiables.

ASSESSMENT

- Session 1: Assess based on instruction.



READER'S WORKSHOP SEMESTER 2



SPIN-OFF SESSION

WRITE ABOUT READING

- Session 4: Synthesize before writing.



Why Certain Naturally Occurring Wildfires are Necessary
 Wildfires are a natural part of many ecosystems. They help to clear out dead trees and vegetation, which allows sunlight and nutrients to reach the ground. This helps new plants to grow and keeps the ecosystem healthy. Wildfires also help to reduce the risk of larger, more destructive fires by clearing away dry brush and other flammable materials. In some areas, wildfires are even used as a tool for land management and fire prevention.

Left to burn when it's a trade-off—a minimal fire now v. major in the future.

Left to burn when it promotes new plant life in that area.

Left to burn when it improves the lives of animals in that area.

Fight the fire when the weather conditions are dangerous.

WRITER'S WORKSHOP SEMESTER 2



SPIN-OFF SESSION

WRITE ABOUT READING

- Session 5: Improve extended responses.

After reading *All About Wildfires*, *Facts About Wildfires*, and viewing *Why Certain Naturally Occurring Wildfires are Necessary*, there are several reasons why some forest fires are fought while others are left to burn.

One reason to allow a forest fire to burn is when it could promote new plant life in a specific area. This is especially important for certain plant types. According to Source 2, "hardwood trees open up the fire and release their seeds" into the "carbon rich soil." This causes a new plant cycle to begin. According to Source 1, fire also releases "smaller or weaker vegetation." In other words, the plants that die are replaced by the flames. This allows the nutrients to be left behind and find their way "more quickly into the ground." With the start of new seedlings, the new population can grow even bigger and stronger than it was before the fire.

A second reason to let a forest burn is when it could improve the lives of animals in that area. Source 1 states that when plants are destroyed by a fire this leaves "more water for other vegetation and wildlife." "Needing water to survive, animals aren't competing with so many plant roots all sucking up the available water." In addition, Source 3 reveals that the new plant life started after a fire creates additional "habitats for many wildlife species."

A third reason firefighters would consider letting a forest burn today is because they know it may prevent even greater destruction in the future. Source 3 notes that "smolder, smolder fires can take so long to remove any potential fuel like dry leaves." Think of it this way— if there aren't smaller fires more often, then the "dead plants and dry vegetation" build up in many layers. Source 3 predicts that these flammable materials "can quickly fuel a wildfire that can burn out of control." So even though it seems backwards, several smaller and controlled fires may keep one large and destructive fire from ever happening.

Even though there are several reasons to let a forest fire burn, there is at least one reason to fight it— when the weather conditions are dangerous. One of the most threatening situations to a forest fire is the wind. Source 1 states that when a fire "becomes widespread" the more destruction it will cause. And obviously, wind will cause a fire to spread. In addition, wind can impact the speed of a fire. Source 3 cautions that once the wildfire begins and spreads, it can travel at a rate of up to 4.7 miles per hour in forests and up to 14.27 miles per hour in grasslands. When a fire spreads this quickly, human safety becomes of great concern. So, regardless of the size of the forest fire, when high winds are present, the firefighters should work to put it out.

Although most people would assume a firefighter would work to extinguish any fires, there are several reasons why a smaller, controlled forest fire might be allowed to burn out on its own.

Target informative writing skills

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SPIN-OFF SESSIONS

UNIT ESSENTIALS | Session 4:
Meet the argumentative standard.

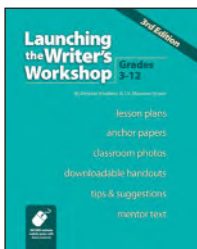
UNIT ESSENTIALS | Session 5:
Know the narrative non-negotiables.



STANDARDS EXPECTATIONS

CCSS W2 | Indiana W3.2

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



RELEVANT RESOURCES

Understand the expectations.



PURPOSE | TO INFORM

Give the reader specific information about a topic; to clarify or explain something.

INFORMATIVE GENRES

- **EXPLANATIONS** provide specific answers with detailed description about a question or topic.
- **ESSAYS** dive deeper into a topic, providing abundant information and often analysis.
- **SUMMARIES** highlight only the most important information on a topic.
- **LETTERS** communicate personal information to a friend or formal information to a business.
- **RESEARCH** writing pulls factual information from multiple sources.
- **HOW-TO** writing provides a sequenced set of information about an event, activity, procedure, or concept.
- **COMPARE-CONTRAST** writing presents information about two or more topics or texts.

Teach the essential writing skills/traits.



IDEAS | The type of information included in the writing.



ORGANIZATION | The arrangement of the information in the writing.



CONVENTIONS | The writing's level of correctness.



VOICE | The attitude or tone conveyed within the writing.



WORD CHOICE | The specific and precise vocabulary within the writing.



SENTENCE FLUENCY | The flow of sentences across the writing.

ESSENTIAL INGREDIENTS

SOPHISTICATED INGREDIENTS

Informative Essentials

- Select a narrow topic**
Introduce the subject and a specific focus
- List important points**
State each reason, step, or facet
- Add specifics & support**
Develop ideas with examples, facts, & quotes
- Group related details**
Organize ideas to fit the text structure
- Restate the topic/thesis**
Conclude with a final thought or a *so what?*
- Use topic-related words**
Sound like an expert; define key terms

Identify the writing topic.



Select a narrow topic

Introduce the subject and a specific focus

WRITE ABOUT TOPICS:
Consider topics rooted in background knowledge.

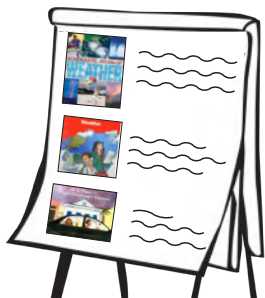
WRITE ABOUT TEXTS:
Gather information from provided sources.

List important points

State each reason, step, or facet

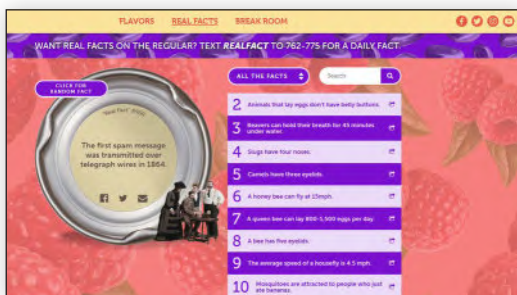
Keep track of *which* source provided *what* information.

Define *source*.



Writing from Sources	
SOURCE 1	[Green bar]
SOURCE 2	[Red bar]
SOURCE 3	[Blue bar]
SOURCE 4	[Yellow bar]

Collect important *and interesting* details.



Generate a topic sentence or thesis statement.

Identify the specific focus or narrow aspect of the broad topic.



Narrow Down the Thesis

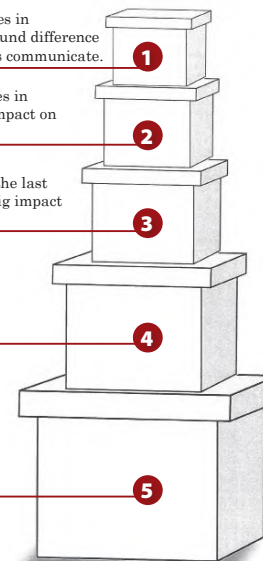
Over the last 20 years, changes in technology have made a profound difference in the way American students communicate. **1**

Over the last 20 years, changes in technology have made a big impact on how people communicate. **2**

The technological changes of the last hundred years have made a big impact on how people communicate. **3**

The technological changes of the last hundred years have been amazing. **4**

There have been a lot of technological changes. **5**



Gather *credible* information from digital sources.



Navigating the Internet

SEARCH ENGINE TIPS & TRICKS

- Put quotation marks around the words to search for them as a unit: **"song lyrics."**
- Put AND in all caps or a + between the words to search for both of the terms, although they may be separated: **"song lyrics" AND "clean edit."**
- Type synonyms for the word/phrase you are searching for: **"song" OR "music" OR "tune."**
- Put OR in all caps between the words for the engine to look for one of the terms: **"song" OR "lyrics."**
- Put NOT in all caps to exclude sites that include that word: **"song lyrics" NOT "violent"**
- Replace the NOT with a hyphen (-) to exclude certain search results: **"song lyrics -violent"** meaning "song lyrics not violent."
- Include a top-level domain website ending to focus the source and type of information:
"song lyrics" site:.gov
"song lyrics" site:.mil
"song lyrics" site:.travel

When you do a search on the Internet, don't restrict yourself to one search engine. Try a variety.

Bing
Google
Yahoo!
AOL
Ask

The endings of website addresses can tell you useful information about who runs the site. Here are some of the more common endings:

- .ac— academic or education (same as .edu)
- .aero— air-transport industry
- .biz— business site
- .com— commercial or business
- .edu— college or school
- .firm— business or firm
- .gov— government
- .info— information site with no restrictions
- .org— noncommercial organization or group
- .mil— military organization
- .net— Internet administration
- .pro— professional site for licensed professionals (e.g., accountants, lawyers, physicians, etc.)
- .sci— special knowledge news group
- .store— retail business site
- .travel— travel-related services (e.g., airlines, hotels, agents, etc.)

TIP: When using punctuation marks to narrow a search, don't add any spaces between the mark and the terms.

Conduct efficient & advanced online searches.

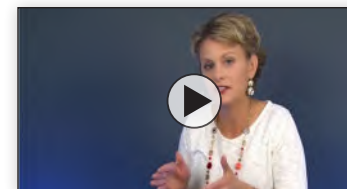
- Type only key search terms (words and phrases).
- Quote key words.
- Use "and" to include.
- Add "for kids" to lower the complexity.
- Read the description within the search results.
- The domain extension/ending may reveal useful information about the source.

.com	commercial/business for profit
.org	individual or organization
.net	public or private network
.edu	educational use
.gov	government
.mil	military organization
.biz	business

SECRET SITE RESOURCES



Define what makes a source relevant.



Navigate the internet.



Clarify the role of Wikipedia.



WIKIPEDIA
The Free Encyclopedia

HOAX OR REAL? FACT OR FAKE?

Access several real-looking fake websites for students to practice evaluating a source's credibility.



SPIN-OFF SESSION

UNIT ESSENTIALS
Session 2:
Plan the year of writing units.

 **Group related details**
Organize ideas to fit the text structure

Recognize 3 ways to organize information.

TOPIC:
School Day

**NOW IT'S
YOUR TURN**

- | | | | |
|------------------------|-------------------------|--|--------------------------------------|
| Get coffee/water | Use the restroom | Pass out supplies | Socialize with peers |
| Tidy supplies | Open blinds | Shut door (because of noise) | Get materials for next class/subject |
| Turn off technology | Open door | Provide answers/evidence from the text | Gather belongings |
| Exercise/Play | Collect assignment(s) | Turn on technology | Take attendance |
| Morning work/Bell work | Listen to announcements | Ask questions about the text | Close blinds |

PROMPT | *Explain a school day from beginning to end.*

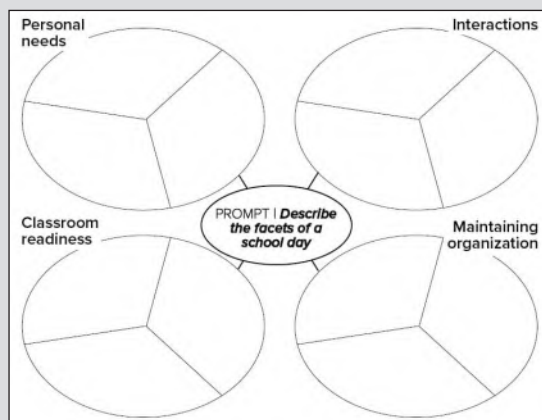
TEXT STRUCTURE How-To/Procedural

PROMPT | *Explain a school day from beginning to end*

Arrival/beginning of class	
Lesson/Instructional time	
Recess/passing period	Departure/End of class

PROMPT | *Describe the facets of a school day.*

TEXT STRUCTURE Descriptive/Main Idea



PROMPT | *Compare student tasks to those of a teacher.*

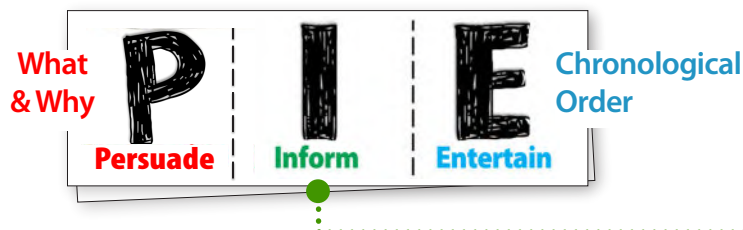
TEXT STRUCTURE Compare-Contrast

PROMPT | *Compare the tasks students do at school to those of a teacher*

Student Tasks	CATEGORIES	Teacher Tasks
ITEM A		ITEM B
	Classroom readiness	
	Personal needs	
	Interactions	
	Maintaining organization	

SCHOOL-DAY EXAMPLES & GRAPHIC ORGANIZERS

The purpose/prompt determines the genre— which follows a specific text structure.



- Procedural/Sequence
- Descriptive/Main Idea
- Compare-Contrast
- Cause-Effect
- Problem-Solution



Group related details

Organize ideas to fit the text structure

Emphasize the organization of the information.

RECOGNIZE GENRES/ PRODUCTS.

- Directions
- Recipes
- Instructions
- Procedures

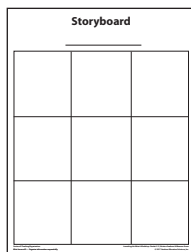
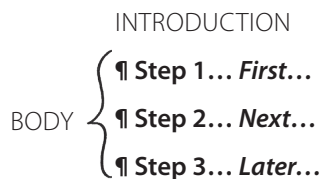
NOTE THE AUTHOR'S PURPOSE.

To teach what happened in a step-by-step process, system, or event.

NAME THE TEXT STRUCTURE.

HOW-TO/PROCEDURAL

VISUALIZE THE BODY.



PAIR WITH A GRAPHIC ORGANIZER.

- Each middle paragraph is a step or big idea in the process or time line.
- The topic sentence introduces the big idea.
 - The supporting sentences detail what happened in that single step.

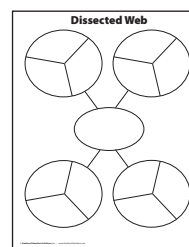
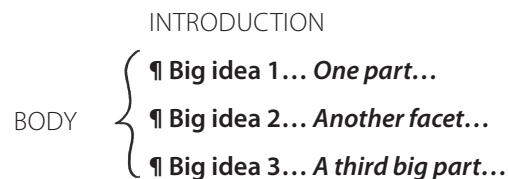
ARRANGE THE BODY PARAGRAPHS.

- Chronological order is essential.
- Body paragraphs must be revealed in the order each step occurred.

- Research, all-about reports
- Essay, explanation, summary
- Biography
- Friendly & business letters

To reveal big ideas and specific details about a single topic.

DESCRIPTIVE/MAIN IDEA



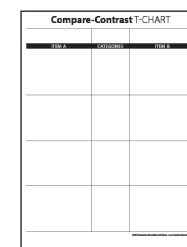
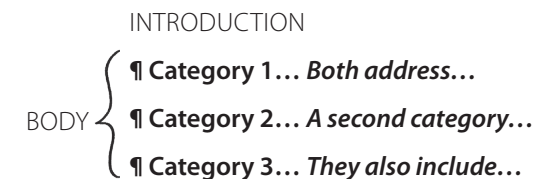
- Each middle paragraph is a subtopic, facet, big idea, reason, type, kind, or part of the major subject.
- The topic sentence introduces the big idea.
 - The supporting sentences include specific details that describe that part or facet.

Body paragraphs can usually be put in any order.

- Compare-contrast essay
- Comparative analysis

To analyze what is similar between two different items.

COMPARE-CONTRAST



- Each middle paragraph is one of the categories of comparison between two items.
- The topic sentence introduces the category.
 - The supporting sentences reveal little details that are similar and different between the two items for that single category.

- Body paragraphs can be organized in one of two ways:
- BASIC | All A information and then All B info.
 - SOPHISTICATED | Each paragraph includes A & B details organized by common category.

Meet the argumentative standard

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SPIN-OFF SESSIONS

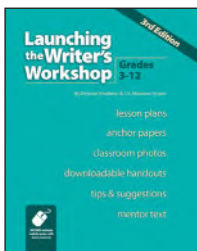
UNIT ESSENTIALS | Session 3:
Target informative writing skills.

UNIT ESSENTIALS | Session 5:
Know the narrative non-negotiables.



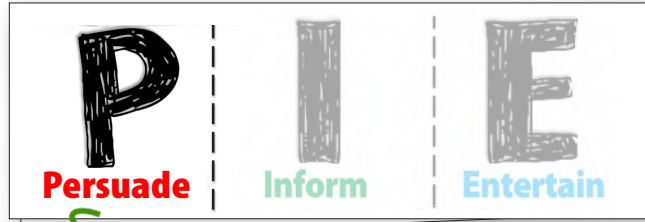
STANDARDS EXPECTATIONS

CCSS W1 | Indiana W3.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



RELEVANT RESOURCES

Understand the expectations.



PURPOSE | TO PERSUADE

Share feelings, opinions, or claims that are based on facts, evidence, and reasoning.

Persuasive Essentials

- Identify topic & position**
Explain what you want or what you believe
- List many good reasons**
Provide solid support for why you are right
- Organize key points**
Order your reasons to end with your best
- End with what you want**
Tell readers what you expect them to do
- Express your attitude**
Reveal your feelings & point of view
- Employ exact words**
Select precise words to convince the reader

Argumentative Essentials

- Study sides of an issue**
Reveal perspectives; Present the strongest
- Develop logical reasons**
Support the position with sufficient evidence
- Present both sides**
Honor the opposition within the body
- Conclude the argument**
Don't repeat; Remind readers what's at stake
- Connect ideas logically**
Transition *within* reasons & *among* sides
- Apply a formal style**
Maintain a fair & objective tone

PERSUASIVE GENRES

- **OPINIONS** state a personal preference of a debatable topic (e.g., vote, survey, tweet, etc.).
- **PERSUASIVES** convey the writer's opinion of a debatable topic through explanation and evidence of his position (e.g., advertisement/commercial, persuasive letters, recommendations, constructed responses, persuasive essays, etc.).
- **ARGUMENTS** convey the writer's opinion of a debatable topic through explanation and evidence of multiple sides (e.g., pro-con list, debate, infomercial, argumentative research/essay, etc.).
- **EVALUATIONS** are the writer's opinion on someone else's work (e.g., review, critique, argumentative analysis, literary analysis).

Teach the essential writing skills/traits.

ESSENTIAL INGREDIENTS

- IDEAS** | The type of information included in the writing.
- ORGANIZATION** | The arrangement of the information in the writing.
- CONVENTIONS** | The writing's level of correctness.

SOPHISTICATED INGREDIENTS

- VOICE** | The attitude or tone conveyed within the writing.
- WORD CHOICE** | The specific and precise vocabulary within the writing.
- SENTENCE FLUENCY** | The flow of sentences across the writing.

UNIT ESSENTIALS

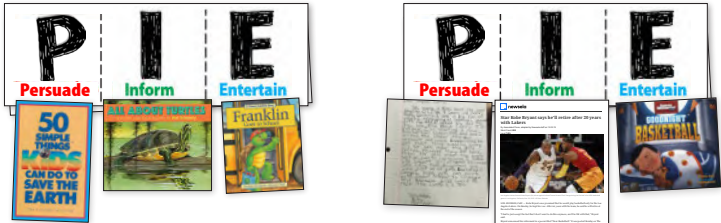
Identify topic & position
Explain what you want or what you believe

Study sides of an issue
Reveal perspectives; Present the strongest

Meet the argumentative standard

Discern informative topics versus debatable ones.

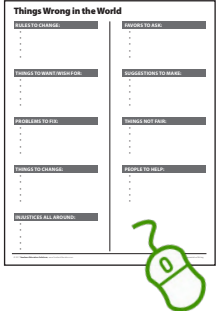
Clarify the author's purpose.



WRITE ABOUT TOPICS:

Traditional writing tasks were based on personal background knowledge.

- Favorite TV shows/cartoons
- Favorite snacks/candy
- Favorite games/activities
- Favorite toys (i.e., Christmas List)
- Favorite pets/animals
- Favorite foods
- Rules to change
- Problems to fix
- Things not fair
- People to help
- Favors to ask



WRITE ABOUT TEXTS: Many read-write tasks are based on drawing a conclusion rooted in text evidence.

Inference	<i>What I think.</i>
Evidence	<i>Why I think it.</i>
Explanation	<i>How I know.</i>

SPIN-OFF SESSIONS

MANAGEMENT
Session 4:
Teach with mentor texts.

WRITE ABOUT READING | Session 2:
Write polished constructed responses.

Introduce the process for "choosing" a side.

STEP 1: Identify the possible opinions.

STEP 2: List the details or facts for all sides.

STEP 3: Align with the strongest perspective; make a decision.

- Reread both lists.
- Count the number of details.

State the position.

Persuasive

Find the strongest side

1. Name the 2 sides.
2. List details for both sides.
3. Pick the strongest side.

SECRET SITE RESOURCES

Persuasive

Find the strongest side

1. Name the 2 sides.
2. List details for both sides.
3. Pick the strongest side.



Align with the strongest position.

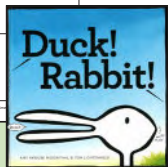
UNIT ESSENTIALS

Meet the argumentative standard

GRADES K-2

CONDUCT INITIAL RESEARCH AND ALIGN WITH THE POSITION YOU CAN BEST PROVE.

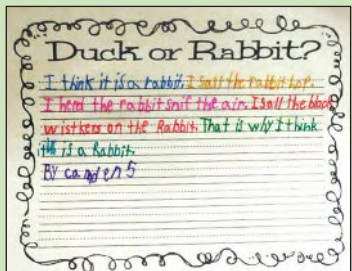
PERSPECTIVE A	PERSPECTIVE B



It could be...

a duck a rabbit

SECRET SITE RESOURCES



List many good reasons
Provide solid support for why you are right

Develop logical reasons
Support the position with sufficient evidence

GRADES 3-12
Group individual author details to infer broader reasons.

Retrain students to infer reasons.

List details for both sides.



- like a shammy
- like a sponge
- works wet or dry
- this is for the house, car, boat, and RV
- holds 12 times its weight in liquid
- does the work
- doesn't drip
- doesn't make a mess
- wring it out
- wash it in the washing machine
- made in Germany
- Germans always make good stuff
- without even putting any pressure—50% of the cola acts like a vacuum
- don't even buy paper towels anymore
- spend \$20 every month on paper towels
- throwing your money away
- for everything, for everyday use
- lasts 10 years
- sells for \$19.95
- a second set absolutely free

Group details to infer reasons.

- Holds 12 times its weight in liquid
- Does the work
- Without any pressure—50% of the cola acts like a vacuum

- Throwing your money away
- Sells for \$19.95
- Spend \$20 every month on paper towels
- A second set absolutely free

List details for both sides.

- Words and phrases found in the text.
- Stated by the author(s).
- Might be an expert quote.



Distinguish *reasons* from *evidence*.

Group details to infer reasons.

- Student's own idea—in his own words.
- Generated by grouping details from the text.



Persuasive

Find the strongest side

1. Name the 2 sides.
2. List details for both sides.
3. Pick the strongest side.
4. Group details to infer reasons.

UNIT ESSENTIALS

Meet the argumentative standard

Organize key points
Order your reasons to end with your best

Present both sides
Honor the opposition within the body

Rank the reasons.

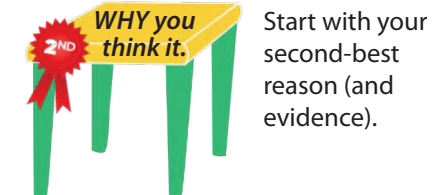
Order the reasons for maximum impact.

Persuasive	Argumentative
Save the best for last	Give 3 reasons. Save the best for last
Give 3 reasons.	Give 3 reasons.
Start with your second-best reason.	Start with your second-best reason.
Bury the weakest reason.	Bury the weakest reason.
Always save the best reason for last.	Insert a reason for the opposition .
	Always save the best reason for last.



Convert a persuasive into a basic argumentative.

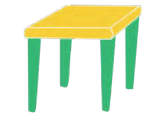
INTRODUCTION | Acknowledge the opposition.



Start with your second-best reason (and evidence).



Bury the weakest reason (and evidence).



The counterclaim's reason and evidence.



Always save the best reason (and evidence) for last.

BODY PARAGRAPHS

CONCLUSION | Acknowledge the opposition.

SECRET SITE RESOURCES

Crescendo to the strongest persuasive reason.



PERSUASIVE PLANNER

CONCLUSION: []

3 BODY PARAGRAPHS: [] [] []

REASON 1 [] REASON 2 [] REASON 3 []

TEXT EVIDENCE [] [] []

ARGUMENTATIVE PLANNER

INTRODUCTION: []

4 BODY PARAGRAPHS: [] [] [] []

REASON 1 [] REASON 2 [] REASON 3 [] REASON 4 []

TEXT EVIDENCE [] [] [] []

Know the narrative non-negotiables



SPIN-OFF SESSIONS

UNIT ESSENTIALS
Session 3:
Target informative writing skills.

Session 4:
Meet the argumentative standard.



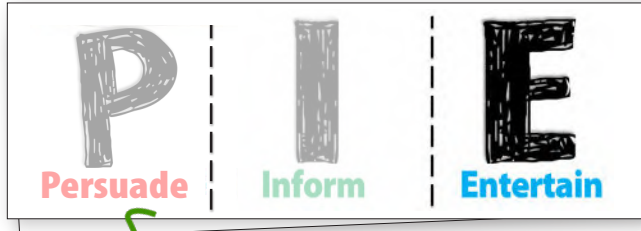
STANDARDS EXPECTATIONS

CCSS W3 | Indiana W3.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



RELEVANT RESOURCE

Understand the expectations.



PURPOSE | TO ENTERTAIN

Generate a story or situation that describes a problem and solution.

TRADITIONAL NARRATIVE GENRES

- REALISTIC (e.g., personal narrative, adventure story, mystery, memoir, etc.).
- FANTASY (e.g., fairy tale, fable, myth, etc.).

NARRATIVE RESPONSES TO TEXTS

- CONTINUE the story (e.g., What happens next/the next time).
- REWRITE the perspective.
- INSERT the missing part, scene, or page.
- Write FICTION BASED ON FACT (e.g., sci-fi, historical fiction, etc.).

Narrative
Essentials

- Create a basic plot**
Make something happen to someone
- Hook & satisfy readers**
Start & end the story intentionally
- Sequence time & events**
Connect action with transitions
- Describe the action**
Use sensory details to develop key moments
- "Show" close-up details**
Describe main character(s) & setting(s)
- Set the right mood**
Reveal character feelings & setting tone

Teach the essential writing skills/traits.



IDEAS | The type of information included in the writing.



ORGANIZATION | The arrangement of the information in the writing.



CONVENTIONS | The writing's level of correctness.

ESSENTIAL INGREDIENTS



VOICE | The attitude or tone conveyed within the writing.



WORD CHOICE | The specific and precise vocabulary within the writing.



SENTENCE FLUENCY | The flow of sentences across the writing.

SOPHISTICATED INGREDIENTS



UNIT ESSENTIALS

Narrative Essentials

Know the narrative non-negotiables

Define the shape of stories.

Clarify *story* versus *description*.

Readers expect a story to have a problem.

- Flat line
- Rocket ship
- Crash landing



Reveal the flag icon.

- Construction flagger
- Lifeguard flag



Plan problems into narrative stories.

Honor that stories require conflict.



The main character must face a fear or make a difficult choice (e.g., man v. self).



The main character disagrees or has a problem with one or more characters (e.g., man v. man, man v. society).



The main character faces an animal, weather, technology, a situation, or something that is beyond his control (e.g., man v. nature, man v. technology).



Create a basic plot

Make *something* happen to *someone*

Start with the middle.

Utilize the same reader note-taking tool when preparing to write a narrative.

Storyboard

Identify setting and what the main character wants.

Identify the problem.

Describe the solution.

Ride the Story Plot

SO

THEN

SOMEBODY

WANTED

BUT

SPIN-OFF SESSION

MANAGEMENT Session 4: Teach with mentor texts.



Setup

Who is the story about?
Where does this happen?
When did this happen?

Mix-up

What is the problem?
What is wrong?

Fix-up

What happens at the end?
How does the character feel?
What does the character learn?

UNIT ESSENTIALS

Know the narrative non-negotiables

Hook & satisfy readers
Start & end the story intentionally

Determine the solution.

Readers expect problems to get solved.



Identify who helped the main character. Another character helps to solve the problem (e.g., rescues from danger, offers advice or warning, provides resources or support, etc.).



Identify what was the item, object, or idea that finally solved the problem (e.g., a specific technique, strategy, decision, a physical tool).



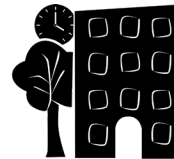
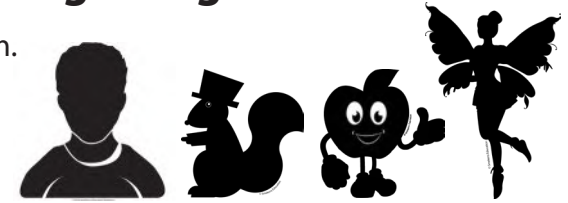
All problems are not necessarily “fixed” by the end— but things “got better” when the character’s attitude or actions changed (e.g., he took a chance, he chose to be brave, he embraced a new attitude, he decided to change, etc.).



Or, things “got better” when the setting changed and time passed (e.g., the weather improved, the party came and went, time healed the wound, felt better in the morning, etc.).

Orient the reader with a beginning.

Determine who will face the problem.



Anchor the problem in a setting.





UNIT ESSENTIALS



NOW IT'S YOUR TURN

Beginning • Setup

Middle • Mix-Up

End • Fix-Up



Sequence time & events

Connect action with transitions

Stretch the middle.

Make the problem/conflict worsen with rising action.



Storyboard

Identify setting and what the main character(s) wants.

Identify the problem.

Describe the solution.

Storyboard

Identify setting and what the main character(s) wants.

Identify the problem. Describe the problem getting worse or bigger.

Describe the solution.

Storyboard

Identify setting and what the main character(s) wants.

Identify the problem. Describe the problem getting worse or bigger.

Describe the problem getting more worse or even bigger. Describe the solution.

Ride the Story Plot

Title: _____

SOMEBODY: _____

WANTED: _____

BUT: _____

SO: _____

THEN: _____

Ride the Story Plot

Title: _____

SOMEBODY: _____

WANTED: _____

BUT: _____

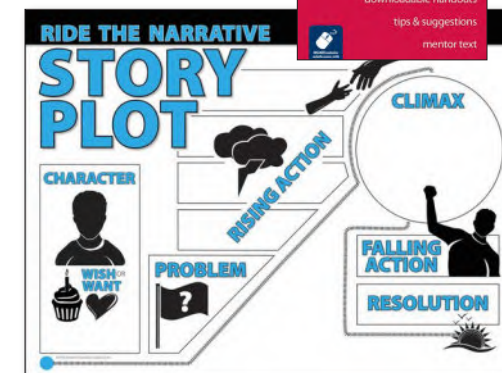
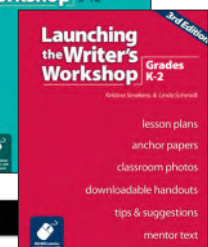
AND SO: _____

AND SO: _____

AND SO: _____

SO: _____

THEN: _____



Setup

Who is the story about?
Where does this happen?
When did this happen?

Mix-up

What is the problem?
What is wrong?

Mix-up

What makes the problem worse?
What other bad things happen?

Mix-up

What makes the problem worse?
What other bad things happen?

Fix-up

What happens at the end?
How does the character feel?
What does the character learn?



MANAGEMENT
Session 3: Help students to write more.

MINI-LESSONS
Session 2: Model a strong example.

Master the mini-lesson

SHONA LANSDELL
slansdell@smekenseducation.com

Plan the four essential steps.

STEP 1

1 MINUTE



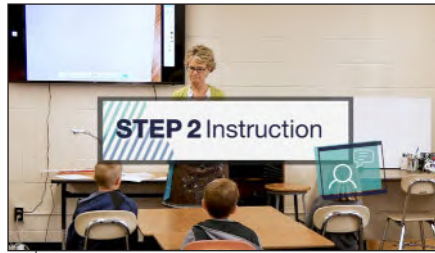
INTRODUCTION:

(Re)Introduce the skill.

- Provide a lesson link.
- Name the skill using writer's vocabulary.
- Tag the skill with its umbrella writing trait.

STEP 2

10 MINUTES



INSTRUCTION:

Say & show the skill.

- Explain the specifics of the skill while being edu-taining.
- Consider revealing & dissecting an example of the skill.
- *Think Aloud*/Model how to execute the skill.

STEP 3

5 MINUTES



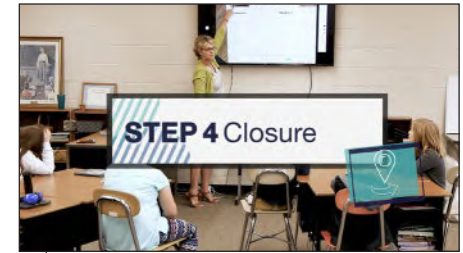
INTERACTION:

Show the skill again.

- Guide students through parallel experiences.
- Massage their attempts.
- Reteach and refine students' understanding.

STEP 4

1-2 MINUTES



CLOSURE:

Crystallize the skill.

- Restate the skill's name/purpose & generalize its application.
- Announce the Writing-Time task.
- State the code phrase.



MANAGEMENT |
Session 5: Foster independent writers.

Incorporate the gradual release of responsibility.

I do. (*You watch & listen.*)

We do. (*I do; You help.*)

You do. (*I help/watch.*)



Execute mini-lessons in 4 steps.

Tweak lesson delivery to accommodate video formats.

Plan and deliver best-practice direct instruction regardless of the classroom setting.



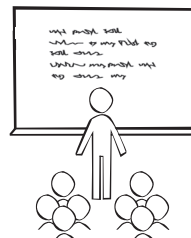
STEP 1 INTRODUCTION OF THE SKILL

- Name the skill using its academic vocabulary while pointing to it on the anchor chart.
- Define the skill/concept in a single, simple sentence.
- Identify the purpose &/or value of this skill.

Project the skill name on the screen and/or hold the anchor-chart piece in front of the camera before affixing it to the chart.

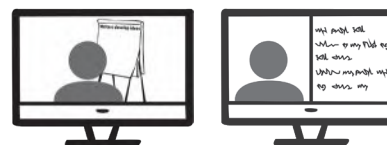
STEP 2 INSTRUCTION & TEACHER MODEL

- STEP 2A | Explain the specifics of the skill while building the anchor chart.
 - STEP 2B | Demonstrate the skill:
I do; you watch. Model the physical steps while referring to the anchor chart.
- I think aloud; you listen.** Verbalize your mental process.



“Build” the anchor chart (e.g., hold up each piece to the camera and then tape it to the chart behind you, or grow a digital anchor chart on the screen).

Adjust the view so that students can see the anchor chart, the writing sample, and you at appropriate times during the lesson.



Jump between the anchor chart and the writing sample— pointing to the different “tools” as you utilize them.

STEP 3 INTERACTION AMONG PEERS

- Guide students through a parallel experience while referring to the anchor chart of steps.
- Maintain focus and control while inviting students to try.
- Massage their attempts (i.e., *I do; you help*).
- Reteach and refine students’ understanding.

It is imperative that students see the chart, the writing, and you during the *We-do* experience.

The invitation to try is rhetorical. Don’t give away the microphone nor send students to breakout rooms.

STEP 4 CLOSURE & TRANSFER

- Restate the target skill.
- Explain the Writing-Time task to follow.

If pre-recording, describe the next step (e.g., more instruction to come; independent task, etc.).

SPIN-OFF SESSIONS

MINI-LESSON |
Session 2: Model a strong example.

MANAGEMENT |
Session 2: Assign Writing-Time tasks.

SECRET SITE RESOURCE



Download the resources to support the *Stay on Topic* writing mini-lesson using a Cheerios box.

Troubleshoot potential problems.

Be “live” with students.

Meet the live-for-5-hours-each-day requirement—with pre-recorded lessons.

- Execute live whole-class discussions, activities, small-group experiences, guided support, help sessions, etc.
- Hold one-on-one conferences where you provide personalized feedback.
- Show the pre-recorded lesson to the whole class during a live meeting and be present in the chat.

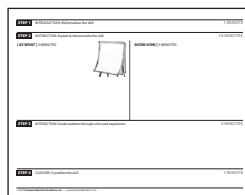
Plan mini-lesson skills in a multi-day series.



SECRET SITE RESOURCES



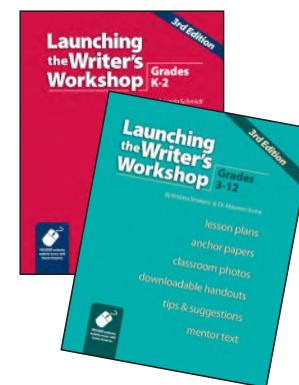
Teach one skill across 3+ days.



Connect writing lessons to concrete triggers.



RELEVANT RESOURCES



SPIN-OFF SESSIONS

UNIT ESSENTIALS

Session 1: Write in the primary grades.

Session 3: Target informative writing skills.

Session 4: Meet the argumentative standard.

Session 5: Know the narrative non-negotiables.

View pre-recorded lessons.

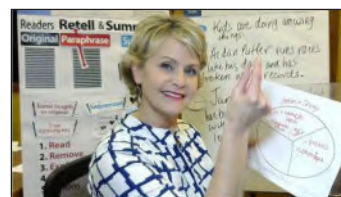
Study the 4-step mini-lesson within these whole-class *READING COMPREHENSION* lessons executed virtually.



GRADES K-1



GRADES 2-3



GRADES 4-6



GRADES 7-12



SERIES 1: Readers have different voices.
SERIES 2: Readers make inferences.
SERIES 3: Readers retell/summarize.

SERIES 4: Readers question & predict.
SERIES 5: Readers track details across a text.
SERIES 6: Readers juggle multiple texts.

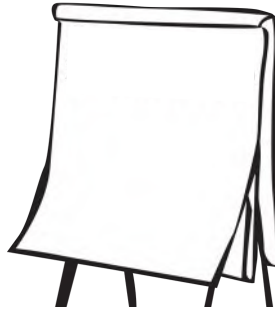
STEP 1 INTRODUCTION: (Re)Introduce the skill.

1 MINUTE

STEP 2 INSTRUCTION: Explain & demonstrate the skill.

10 MINUTES

SAY WHAT | 5 MINUTES



SHOW HOW | 5 MINUTES

STEP 3 INTERACTION: Guide students through a focused experience.

5 MINUTES

STEP 4 CLOSURE: Crystallize the skill.

1 MINUTE

Model a strong example

Deliver explicit instruction within 15-minute whole-class mini-lessons.


SPIN-OFF SESSIONS

MINI-LESSONS
Session 1:
Master the
mini-lesson.

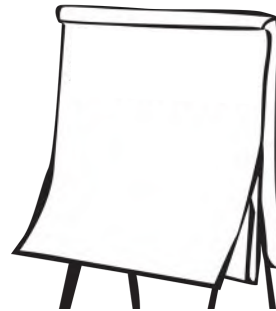
MANAGEMENT
Session 4:
Teach with
mentor text.

MANAGEMENT
Session 2:
Assign writing-
time tasks.

STEP 1 INTRODUCTION: (Re)Introduce the skill. **1 MINUTE**

STEP 2 INSTRUCTION: Explain & demonstrate the skill. **10 MINUTES**

STEP 2A | **SAY WHAT**



STEP 2B | **SHOW HOW**

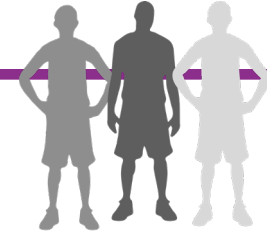
I do

STEP 3 INTERACTION: Guide students through a focused experience. **5 MINUTES**

We do

STEP 4 CLOSURE: Crystallize the skill. **1 MINUTE**

You do



Understand the purpose of Step 2B.

Transfer the skill knowledge and know-how from teacher to students.

VACUUM THE VAN.

USE TRANSITIONS.

ADD DETAILS.

Clean the van after our road trip.



STEP 2A | SAY WHAT

Please vacuum the floor and the seats of the van.

STEP 2B | SHOW HOW

I start by sweeping the main floor with the wide attachment. I'm getting all the big pieces.

This has me thinking that there may be dirt under the mat. I'm going to move it and see.

It looks like there is something stuck on the mat. I can't get it with the vacuum. Maybe I should try a tool to help me scrape it off.

When I try to vacuum between the seats, the big nozzle doesn't work. I wonder if I took off the attachment if that would help. Nope. Now what? Well, I could try a different attachment to see if it reaches into the cracks better. Yes! That worked!

Make your writing flow with transitions.

STEP 2A | SAY WHAT

SEQUENCE: first, second, later, then, again, until

ILLUSTRATION: for example, like, such as

CONTRAST: unlike, instead, but, however

COMPARISON: same as, both, also, similar, together

ADDITION: also, again, as well as, besides, in addition

EMPHASIS: above all, especially, particularly, specifically

EXCEPTION: beside, except, but not, excluding, other than



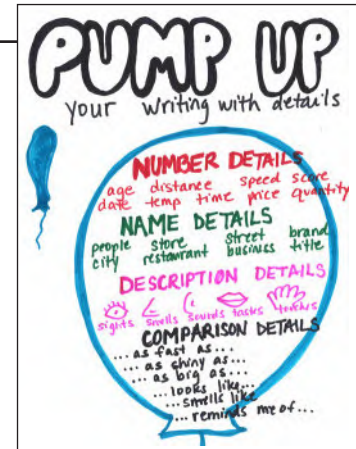
STEP 2B | SHOW HOW

1 In elementary school, everyone gets a recess. _____ For middle school students, walking between classes is as good as it gets.

2 When babysitting, sometimes the kids don't listen to the teenager in charge. _____ The sitter may tell them to go to their rooms, and the kids may just sit there— totally ignoring her.

Make your writing longer with more details.

STEP 2A | SAY WHAT



STEP 2B | SHOW HOW

A Weekend Walk

This weekend I took my dog for a long walk. We went far and saw a lot. It was fun.

Ahas

Questions

Confusions

Validations

Move beyond telling *what* to teaching *how*.

STEP 2A | Say what.

SAY VERBALLY

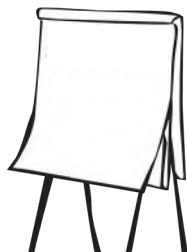
Explain the specifics of the skill.

- *What* it is (i.e., definition).
- *What* it includes (e.g., parts, types, etc.).
- *What* it looks like (i.e., exemplar, mentor text).
- *Why* writers would utilize it (purpose).
- *Why* readers value it (impact).
- *When/Where* it's useful to incorporate into a piece.

SAY VISUALLY

Record the specifics of the skill on an anchor chart.

- Create a visual resource that includes the skill name/ academic vocabulary with the essential information/steps needed to execute the skill.



STEP 2B | Show how.

SHOW VISUALLY— MODEL *I do.*

You watch

Execute the physical steps to the skill.

- Model the skill from beginning to end.
- Model the small and deliberate actions.
- Jump between the anchor chart and the writing sample— pointing to the different “tools” as you utilize them.
- Do all this “live” in front of the students.
- Model what to do when you encounter the skill in an authentic situation.

SHOW VERBALLY —THINK ALOUD *I think.*

You listen.

Verbalize a one-person monologue.

- Think aloud about every thought (while modeling the skill) from beginning to end.
- Reveal *how* you go about applying the skill.
- Reveal *how* you make decisions along the way.

Don't attempt an off-the-cuff *Think Aloud*.

STEP 1 Discover

Discover how the skill works.

- Execute the skill multiple times— thinking about what you are doing.
- Talk through the process with someone else.

STEP 2 Plan

Script out the most important points.

- Integrate “I” statements.
- Think of common struggle points and how to work through them.

STEP 3 Present

Execute the model & *Think Aloud* simultaneously.

- Look through, over, or above the students.
- Use “I” statements as you think through options and make decisions.

Plan your *Think Alouds* to include “I” statements.

I know! It means...

that I should...
something about...
the opposite of...
the author...
the answer...
to try to...

This has me thinking...

it isn't true that...
I should try...
I need...
I want...
I can...
the author meant...
the next step...

Now I can...

solve...
figure out...
see...
find out who...
go on to...
discover...
learn...
decide...

Wait! I should stop and...

try...
reread...
check...
find...
consider...
rethink...

So, I'm going to...

try...
check...
solve for...
look back at...
reread...
redo...
think about...

When I...

look at...
read the...
factor in...
do that...
consider the...
reflect on the...
think through the...

I should...

look back...
look at...
check...
try the next...
think about...
consider a different...
redo...

I see ___ and I think...

what if it meant...
the author...
that I was wrong about...
the answer must be...
that might cause...
I should redo...

I remember...

that the author...
when this happened before...
something about...
when this happens, then...
learning that...

I'm wondering if...

the author wants...
this part means...
I should try...
it wasn't...
the next step will be...
it is true that...
it is false that...

Maybe I...

should recheck...
could solve part by...
was wrong about...
was right that...
need to find...
will try to...
need another way to...

What if I...

tried to...
find out that...
was wrong that...
was right about...
think about a different way to...
could ___ this with...
was supposed to...
didn't need to...

I could try...

to add to...
rereading the part...
looking back at...
checking another source for...
finding out if...
thinking more about...

I know...

it is...
why...
the author thinks...
how to solve...
when this happens that...
that ___ means that...
what will happen when...

I don't...

think...
understand...
like...
know...
see...

But then I...

think that...
wonder if...
want to...
could try...
should try...
will need to...



RELEVANT RESOURCE

Think Aloud Cards












Integrate writing into all subjects

Plan *effective* writing experiences.

Make time to *teach* writing skills.

ELEMENTARY SCHEDULE

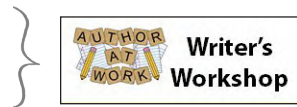
8:40  Morning Work & Calendar	12:50  Computer Lab
9:20  Reading & Stations	1:35  Math
11:00  Art	2:15  Read Aloud
11:45  Lunch	2:45  Science /  Social Studies



2:45  **Science**

- Read relevant text.
- View relevant clips/images.
- Engage in class discussions.
- Provide teacher lecture.
- Answer related questions.

Execute a writing mini-lesson.
Announce subject-area writing task.



DEPARTMENTALIZED CLASSES

SUBJECT LEARNING

20-40 MINUTES

- Execute your content-area lesson.
- Read relevant text.
- View relevant clips/images.
- Engage in class discussions.
- Provide teacher lecture.
- Execute sample problems.
- Answer related questions.

WRITING LESSON

10-15 MINUTES

- Announce/Review a relevant writing skill.
- Point out characteristics and features of a parallel example.
- Describe quality of the writing.
- Demonstrate *how* to execute that skill within a *Think Aloud*.



SPIN-OFF SESSION MINI-LESSONS | Session 1:
Master the mini-lesson.

WRITING TASK

10-20 MINUTES



SPIN-OFF SESSION MINI-LESSONS | Session 5:
Improve math writing.

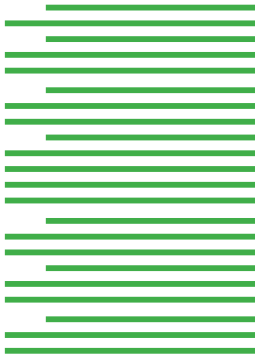
Scaffold summarization instruction.

Define the goal.

Summaries include only the most important information told in order.



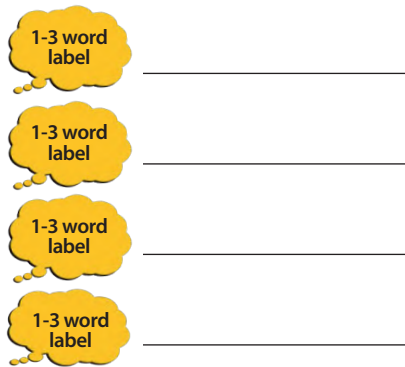
ORIGINAL
TEXT



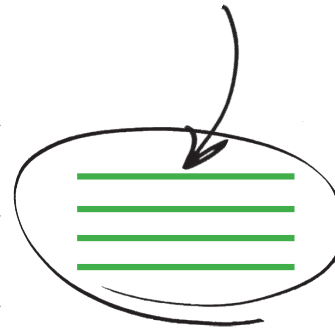
RETELL
THE TEXT



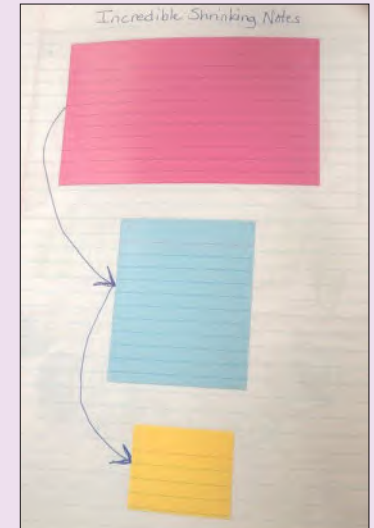
SUMMARIZE
THE TEXT



- Summarize a section with a 1-3 word label/gist.
- Summarize ALL sections of a whole text.
- Stretch labels into sentences to write a summary paragraph.



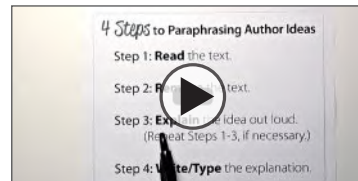
Gradually determine the important information with a multi-step *Shrinking Summary*.



Shrinking Summary



Parallel summary writing with ESPN SportsCenter.



Paraphrase author ideas.

SECRET SITE RESOURCES



Discern important information.

Use key words to write a short explanation.

- Students explain a main idea using 2-3 important words the teacher determined.

Polar bears are **carnivores** and they **camouflage** themselves so they can eat other animals.

- Generate longer explanations that reveal understanding of inter-related ideas.

explain the difference between a cylinder and a cone.


Use these words	Do NOT use these words
face	side
vertex/vertices	point
edge	corner
figure	

A cylinder and a cone are different, because the cone has a vertex and the cylinder does not. Also, a cone rolls in a circle and a cylinder rolls straight. Another difference is a cone has one face and the cylinder has two faces. One more difference is a cone has one curved edge and a cylinder has two curved edges.


Summarize sequential steps with visual clues.

- Add detailed captions for a series of illustrations.

Summarize the **LIFE CYCLE** of a **BUTTERFLY**



EXPLAIN EACH PHASE OF THE MOON



Use text features as clues to the important information.

- Generate a *Title-Wave Summary*.

BEFORE READING

List all the headings/subheadings in the order they appear within the text/chapter/unit.

AFTER READING

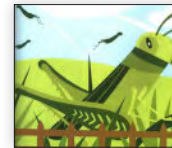
Write a summary of the entire text using each heading/subheading in the order they were presented.

How do organisms interact?

- Change in Ecosystems
- Competing
- Sharing Resources
- Helping Each Other
- Living Side by Side
- Causing Harm

Organisms **interact** when they live in the same ecosystems. **Ecosystems change** as populations increase and resources dwindle. **Sharing resources** causes **competition** between predators. Some organisms **live side by side**, not **helping** or hurting each other. Other organisms, called parasites, **cause harm** to the organisms they attach themselves to.

Hungry Hoppers: Grasshoppers in Your Backyard



- Big Jumpers
- Sensing Danger
- What Do Grasshoppers Eat?
- Tricky Wings

Grasshoppers **jump big** distances due to their strong back legs. They use their eyes and antennae to **sense danger** in front or behind them. **Grasshoppers eat** any kind of plant including crops growing in a farmer's field. The grasshopper has two sets of **wings to trick** their enemies with a bright flash of color that seems to disappear when the wings are folded.

Teach the purpose & impact of grammar

SHONA LANSDELL
slansdell@smekenseducation.com

Recognize the facets of conventions.

GRAMMAR

All things that guide the structure of sentences and paragraphs

STANDARDS EXPECTATIONS

CCSS L1 | Indiana W6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **SYNTAX**— parts of speech, sentence structures and variety, patterns of sentences, flow of language, connect words/phrases to show relationships between ideas.
- **USAGE**— Ways words are applied/adjusted to fit different situations.

MECHANICS

Ways we punctuate what we are trying to say

STANDARDS EXPECTATIONS

- PUNCTUATION
- CAPITALIZATION
- SPACING
- PARAGRAPH INDENTION
- SPELLING

CCSS L2 | Indiana W6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



SECRET SITE RESOURCES



“Teach conventions in context.”

Jeff Anderson
Janet Angelillo
Nancie Atwell

Jim Burke
Lucy Calkins
Ruth Culham

Nell Duke
Ralph Fletcher
Donald Graves

George Hillocks
Linda Hoyt
Lester Laminack

Donald Murray
Steve Peha
Katie Wood Ray

Tom Romano
Franki Sibberson
Jeff Wilhelm

Teach conventions *throughout* the writing process.

Fix errors in editing.

Correcting in isolation.

- Instruction utilizes detached sentences or paragraphs.
- Instruction happens in a separate time of the day/period.
- The focus is on fixing what is wrong within anonymous writing.
- Conferences include asking/answering questions like:

What's the rule about ___ ?

Did you forget anything?

Create meaning in drafting (i.e., in context).

Composing for context.

- Instruction utilizes excerpts from familiar text.
- Instruction happens within writing time/writer's workshop.
- The focus is on applying a convention skill in personal writing.
- Conferences include asking/answering questions like:

What is it you're trying to say?

How could you structure the sentence(s) to convey that intended meaning?



STANDARDS EXPECTATIONS

CCSS L3 | Indiana W4

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

Teach a convention skill across multiple days.

DAY 1 | DECONSTRUCT

Notice & Name it

Identify authentic-text examples to study how meaning was conveyed.



Mini-Lesson

- Step 1 Introduction
- Step 2 Instruction
- Step 3 Interaction
- Step 4 Closure

- Deconstruct mentor-text sentences to see the skill.
- Explain its function in a sentence.
- Introduce the formal rule/definition.

Writing Time

Author's Chair

DAY 2 | RECONSTRUCT

Try it

Imitate the skill within previous writings.



Mini-Lesson

- Step 1 Introduction
- Step 2 Instruction
- Step 3 Interaction
- Step 4 Closure

- Reconstruct or imitate the grammar rule or mechanic tool.

Writing Time

Author's Chair

DAY 3 | CONSTRUCT

Apply it

Transfer the skill into new/future writings.



Mini-Lesson

- Step 1 Introduction
- Step 2 Instruction
- Step 3 Interaction
- Step 4 Closure

- Construct new messages that include this convention skill.

Writing Time

Author's Chair



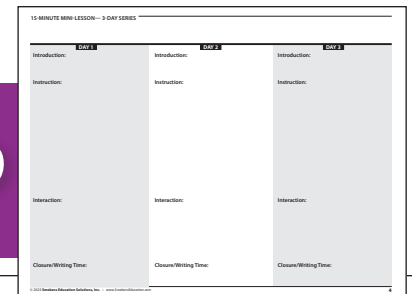
SPIN-OFF SESSIONS

MANAGEMENT Session 1: Lead a writer's workshop.

MANAGEMENT Session 2: Assign writing-time tasks.

MINI-LESSONS Session 1: Master the mini-lesson.

MANAGEMENT Session 4: Teach with mentor texts.



Day 1 | Juggling Nouns v. Pronouns

Step 1 Introduction

Make a connection.

Review what has been studied about pronouns (e.g., subjective, objective, etc.).

Name the skill.

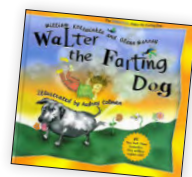
Today's lesson is to figure out when to use a noun and when to use a pronoun in writing.

Step 2 Instruction



Reveal previously-read mentor text.

Reread an excerpt from *Walter, the Farting Dog*.



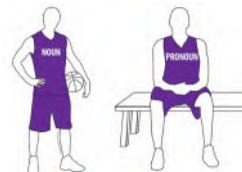
Point out the color-coded noun/pronoun combinations.

- Red = Walter/he, him, himself
- Blue = gas bubble/it/this

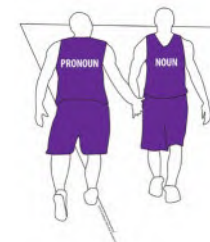
Explain the purpose or function.

Introduce the basketball starter (noun) and second-string player (pronoun) analogy.

- Nouns get tired and need a break.
- Pronouns make it interesting because they offer variety.



- The pronoun “subs in” for the noun.
- Clarify when the game is close, you play the starters. (When the reader might be confused, you use the noun.) But when you can use the pronoun, it will read smoother and create shorter sentences for the reader. (Second string kids want to play, too!)



Step 3 Interaction



Practice noticing and naming the skill within additional mentor text.

Reread the passage to notice when the authors used the noun (starter) and when they subbed in the pronoun (second string).

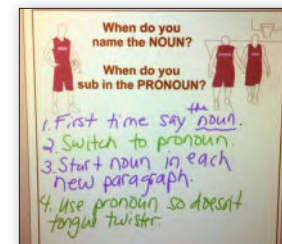
Students turn and talk to notice patterns. Share out.

Massage their “noticings” as you build a growing anchor chart.

- *What do you notice about which one the authors used first?*
- *When did the pronoun come in?*
- *For what reasons did the authors switch back to the noun or maintain the pronoun?*

Update the anchor chart.

Take a picture of the digital anchor chart



Step 4 Closure



Crystallize the lesson/target skill.

Today and every day, be choosy about noun and pronoun use.

- Use pronouns when you can.
- Use nouns when you have to.

Describe the Writing-Time task.

Partners will look through other picture books, finding where authors confirmed the anchor-chart noticings of noun/pronoun use. They will also look for any additional patterns/noticings. Mark all with sticky notes.

Transition into Writing Time.

Now it's your turn!

10 Common Purposes Conventions Perform in Writing

PURPOSE THE CONVENTION PERFORMS
CONVENTIONS THAT SERVE THAT PURPOSE
CONVEY THE BASIC MESSAGE

<p>1. To state Some conventions are necessary to convey or explain the basic message or meaning of a sentence.</p>	<ul style="list-style-type: none"> • nouns • action verbs • subject-verb agreement 	<ul style="list-style-type: none"> • declarative sentences • imperative sentences
<p>2. To specify Some conventions identify a specific detail or name a specific condition within the sentence.</p>	<ul style="list-style-type: none"> • proper nouns • possessive nouns 	<ul style="list-style-type: none"> • articles • verb tense
<p>3. To elaborate Some conventions expand the basic sentence by adding more facts and information.</p>	<ul style="list-style-type: none"> • prepositional phrases • phrases • clauses 	<ul style="list-style-type: none"> • appositives • complex sentences • relative adverbs (when, where, why)
<p>4. To honor Some conventions show that the writer values others over himself (e.g., the reader, outside sources, etc.).</p>	<ul style="list-style-type: none"> • white space/spacing • noun-pronoun order • give credit to sources with quotation marks and commas 	

REFINE THE BASIC MESSAGE

<p>5. To simplify Some conventions can shorten the message, conveying the information more quickly and/or easily.</p>	<ul style="list-style-type: none"> • pronouns • abstract nouns 	<ul style="list-style-type: none"> • indefinite pronouns • ellipsis to show omission
<p>6. To describe Some conventions will paint a picture, helping the reader to visualize exactly what the writer intended.</p>	<ul style="list-style-type: none"> • simple adjectives • coordinating adjectives • adverbs 	
<p>7. To emphasize Some conventions point out the importance or stress the value of something.</p>	<ul style="list-style-type: none"> • capitalization • comma to draw attention to specific information • underline, italicize, put quotations around titles of works 	
<p>8. To connect Some conventions combine, join, or group ideas by showing how they are related.</p>	<ul style="list-style-type: none"> • linking verbs • conjunctions • commas 	<ul style="list-style-type: none"> • compound predicates & sentences • comparative & superlative adjectives • comparative & superlative adverbs

CONTROL THE MESSAGE

<p>9. To engage Some conventions are applied to create variety, adding interest and holding the reader's attention.</p>	<ul style="list-style-type: none"> • noun, pronoun, and demonstrative determiner variety • sentence-structure variety (simple, compound, complex, etc.) • sentence-type variety (declarative, exclamatory, etc.) • quotation marks around words spoken by characters or experts 	
<p>10. To shape Some conventions affect how the sentence sounds— fast, slow, loud, soft, smooth, stilted, etc.</p>	<ul style="list-style-type: none"> • periods, question marks, exclamation marks • conventional patterns of adjectives • contractions • ellipses or dashes to pause or break up a sentence 	

Improve math writing

BRIDGET LONGMEIER
bridget@smekenseducation.com

Teach technical reading.

READING VOICE
Every letter, word, symbol, number, or visual that the student can see is part of the text—and must be read.

words
Solve for X
 $4x + 12 = 24$
 $a + b = c$
 $\angle ABC = 25^\circ$

sentences

letters

abbreviations
cm mph
mm @

numbers
 $3' \times 5'$ 12:40 p.m.
 32° 64%
\$24 58¢

symbols

punctuation

visuals
[Coordinate plane with points: (1,2), (2,3), (-2,-3), (3,-3)]
[Bar graph with 5 bars of varying heights]
[Geometric shapes: triangles, squares, rectangles]

THINKING VOICE
Every letter, word, symbol, number, and visual means something.

This letter/number/symbol means...

This makes me think...

I'm solving for...

Key information includes...

Irrelevant information includes...

I need to apply (formula)...

I need to find before I can...

I'm estimating...

Read a little; do a little.
Solve the problem.

Vary math writing experiences.

INFORMATIVE WRITING

- 1 Identify what you are solving.
- 2 Explain the step-by-step process you followed.

ARGUMENTATIVE WRITING

- 3 Prove/Justify your answer or choice.
- 4 Argue where a student made an error (i.e., error correction, detection, analysis).



Inference Poster
RELEVANT RESOURCE

INFORMATIVE WRITING

1 Identify what you are solving.

STRATEGY: **Find the story in the problem.**

- Identify only character(s), setting, and problem.
- Eventually identify the relevant math process or formula (e.g., *So...*).

MATH STORY PROBLEMS: **Somebody... Wanted... But... So... Then...**

Who is the story about? Who is the story happening?

What is the story about?

BUT What does he want to know?

What math concepts will help him solve this problem?

How did you solve the problem? Explain each step and label each answer along the way.

LABEL

BACKFILL: Write your own math story problems.



2 Explain the step-by-step process you followed.

STRATEGY: **Present multi-step math thinking sequentially.**

- Show work in a logical progression across the page.
- Introduce *Read a little, do a little, write a little.*

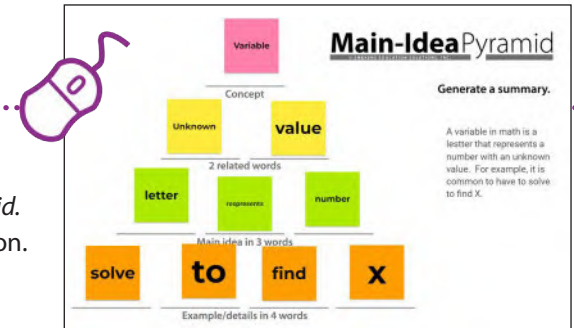
Execute the first step in the multi-step problem. Write 1 sentence, captioning what you did in that step only.	In the next box, do the next step in the math problem. Write 1 sentence, captioning what you did in that step only.	Repeat the process throughout the solving of the entire math problem.
	→	
	→	In the last box, mark the answer with a label that fits what you are solving for.

ADDITIONAL SKILLS

- Reread each sentence individually to check for accurate math terms (verbs, nouns, etc.).
- Add transition words.
- Stack the sentences in order to generate a thorough step-by-step explanation of the precise math thinking executed.

BACKFILL: Explain individual math concepts in writing using the *Information Pyramid* as a frame.

1. Brainstorm related words, phrases, and examples.
2. Plug them into the categories of the *Information Pyramid*.
3. Revise to strengthen the word choice and omit repetition.
4. Utilize the 10 words to write an explanation/response.





ARGUMENTATIVE WRITING

3 Prove/Justify your answer or choice.

STRATEGY: **Record more thoughts.**

- Record at least one mathematician's thought per text detail.



- I see this... (note Reading-Voice detail). It means... (insert Thinking-Voice thought).
- Strengthen arguments with more thoughts and additional reasoning.

BACKFILL: **Provide a word bank of math vocabulary.**

- | | |
|---------------|---------------|
| polygon | quadrilateral |
| parallelogram | right angle |
| rectangle | acute angle |
| triangle | obtuse angle |

Which one doesn't belong?

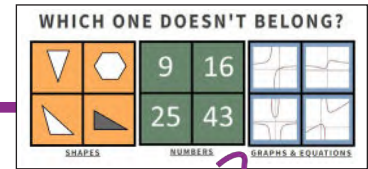
Thought 1: I see only one square. **Response:** This one does NOT have any acute angles.

Thought 2: It has all right angles.

Thought 3: I see 3 that have at least 1 acute angle. **Response:** NONE of the others have ANY right angles.

Thought 4: I see 1 not filled in. **Response:** The others have a solid fill.

Thought 5: I see 1 triangle—3 sides, 3 vertices. **Response:** The others are quadrilaterals with 4 sides & 4 vertices.



SECRET SITE RESOURCE



Find a mathematical reason why each one doesn't belong.



RELEVANT RESOURCE

Which One Doesn't Belong?

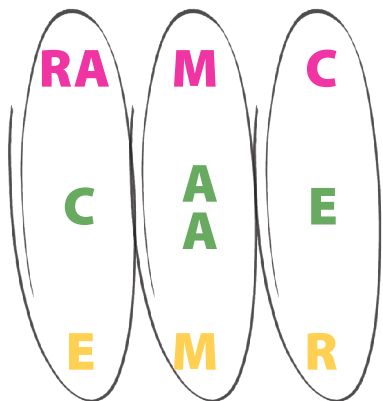


SPIN-OFF SESSIONS

WRITE ABOUT READING

- Session 1: Make inferences in 5 steps.
- Session 2: Write polished constructed responses.

STRATEGY: **Use a constructed-response formula.**



State your **ANSWER.**

Support with **TEXT EVIDENCE.**

EXPLAIN your mathematician's thinking.



NOW IT'S YOUR TURN

Which one doesn't belong?



State your **ANSWER.**

Support with **TEXT EVIDENCE.**

EXPLAIN your mathematician's thinking.

Four horizontal colored bars for writing: pink, light green, light green, and yellow.

ARGUMENTATIVE WRITING

4 Argue where a student made an error (i.e., error correction, detection, analysis).

STRATEGY: Provide a system for analyzing the work.

1. Solve the problem yourself.
2. Move through the student's response compared to your own.
3. Identify where the process deviates. (Note the specific step.)
4. Determine what the student did or thought incorrectly. (Name it in mathematical terms.)
5. Compare the student's thinking/reasoning to what he should have done. (Name it in mathematical terms.)

BACKFILL: Guide thinking with small questions.

- Although this student's answer is not correct, some of his thinking is correct. What parts of the thinking are correct?
- Which parts are incorrect?
- What did the student do wrong?
- Why do you think the student made this error?
- Is there an error? Correct the work— or defend it.

ERROR ANALYSIS | A math problem is presented with a fictitious student having shown his work in solving it. In the process, he has made one or more errors.

These math questions/problems are designed to highlight common student misconceptions of grade-level principles and concepts — while simultaneously assessing a student's understanding of them.

Analyze the student's work and answer shown below. Identify the error. Then correctly solve the equation.

$$\frac{4}{6} + \frac{1}{6} = \frac{5}{12}$$

What did the student do wrong? Why do you think the student made this error?

Solve the problem correctly. Show your work.

The equation below was solved incorrectly. Study the work below. Describe the mistake in the work shown.

$$5x + 5 = -3(x - 1)$$

- Step 1: $5x + 5 = -3x + 3$
 Step 2: $2x = -2$
 Step 3: $x = -1$

Correct Larry's work and explain his mistake. Then solve the problem correctly.

Larry's Work	Explain his mistake.	Solve the problem correctly.
$\begin{aligned} -3(2x + 5) &= 7 \\ -6x + 5 &= 7 \\ -6x &= 2 \\ x &= -\frac{1}{3} \end{aligned}$	<ol style="list-style-type: none"> 1. What did Larry forget to do when distributing the -3? 2. Draw a diagram to help Larry see what he did wrong. 	



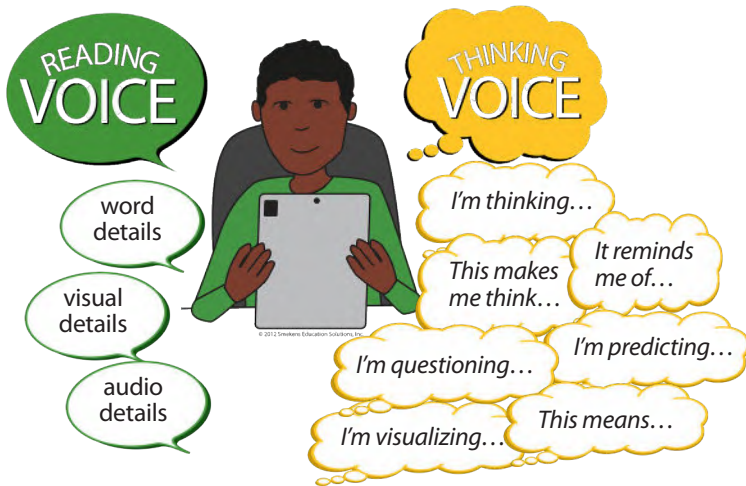
SECRET SITE RESOURCE

Create group products with Think, Ink, Pair, Square.



Make inferences in 5 steps

Readers have conversations in their heads.



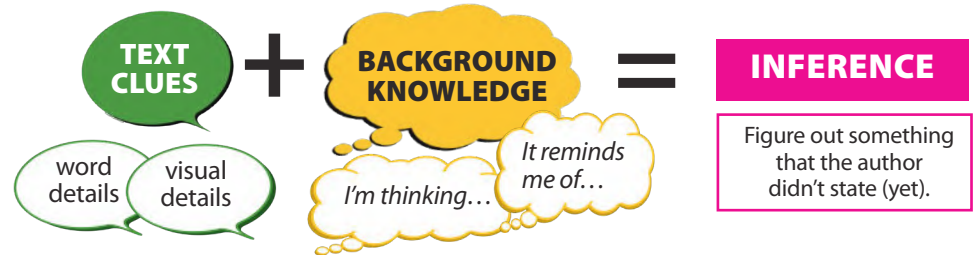
SECRET SITE RESOURCE

Introduce the *Reading Voice* and *Thinking Voice*.



Make the inference process concrete and visible.

Readers use both voices to make an inference.



Embed the reader voices within a 5-step process.

MAKE AN INFERENCE IN 5 STEPS

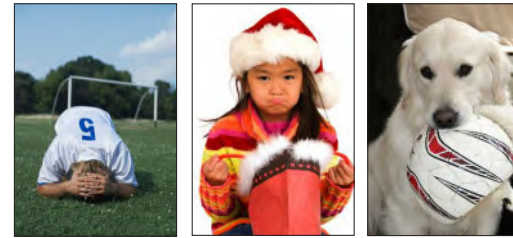
- STEP 1 Read/View the text.
- STEP 2 Read the question.
- STEP 3 List relevant details.
- STEP 4 Put thoughts together.
- STEP 5 Determine what they mean.

Text

Question Prompt



What happened? What's wrong?



Start with visuals.

"Read" visual details to infer the author or artist's message.

NOW IT'S YOUR TURN

ANCHOR CHART

Readers make Inferences

Reading Voice SAYS + Thinking Voice MEANS = new idea

STEPS 1-2 Read the text & question.

STEP 3 + detail + detail + detail

I'm thinking... This means...

Memories I know about... It reminds me of...

STEP 4

STEP 5 **INFERENCE** Figure out something the author didn't say.

MAKE AN INFERENCE IN 5 STEPS

- STEP 1 Read/View the text.
- STEP 2 Read the question.
- STEP 3 List relevant details.
- STEP 4 Put thoughts together.
- STEP 5 Determine what they mean.



What decision did this man make?



SECRET SITE RESOURCE



Follow 5 steps to make an inference.



WRITE ABOUT READING

NOW IT'S YOUR TURN



PRINT TEXT

People crowd to enter the open door. They rush to find a seat. Many are left to stand when all the seats are taken. The vehicle jerks forward at a high velocity, causing the standers to lurch. They tighten their grips on the straps hanging from the ceiling. Although it's daytime, the view out the windows is pitch black. Only lights inside the vehicle keep it from being totally dark.

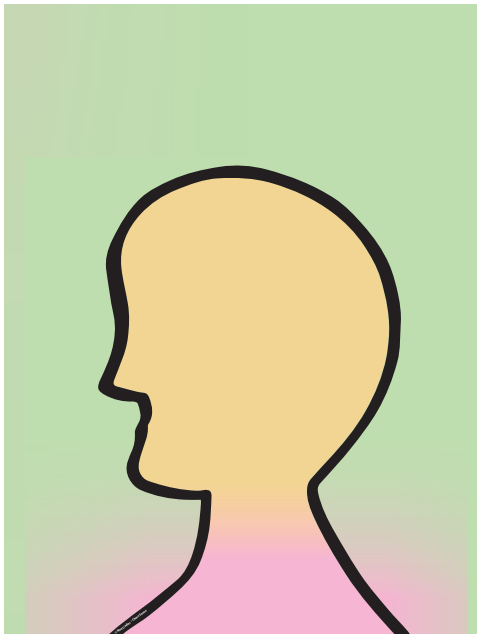
Where does this scene take place?



VIDEO TEXT



What secret does the dog want the man to keep?



Make inferences in 5 steps

This reminds me of...

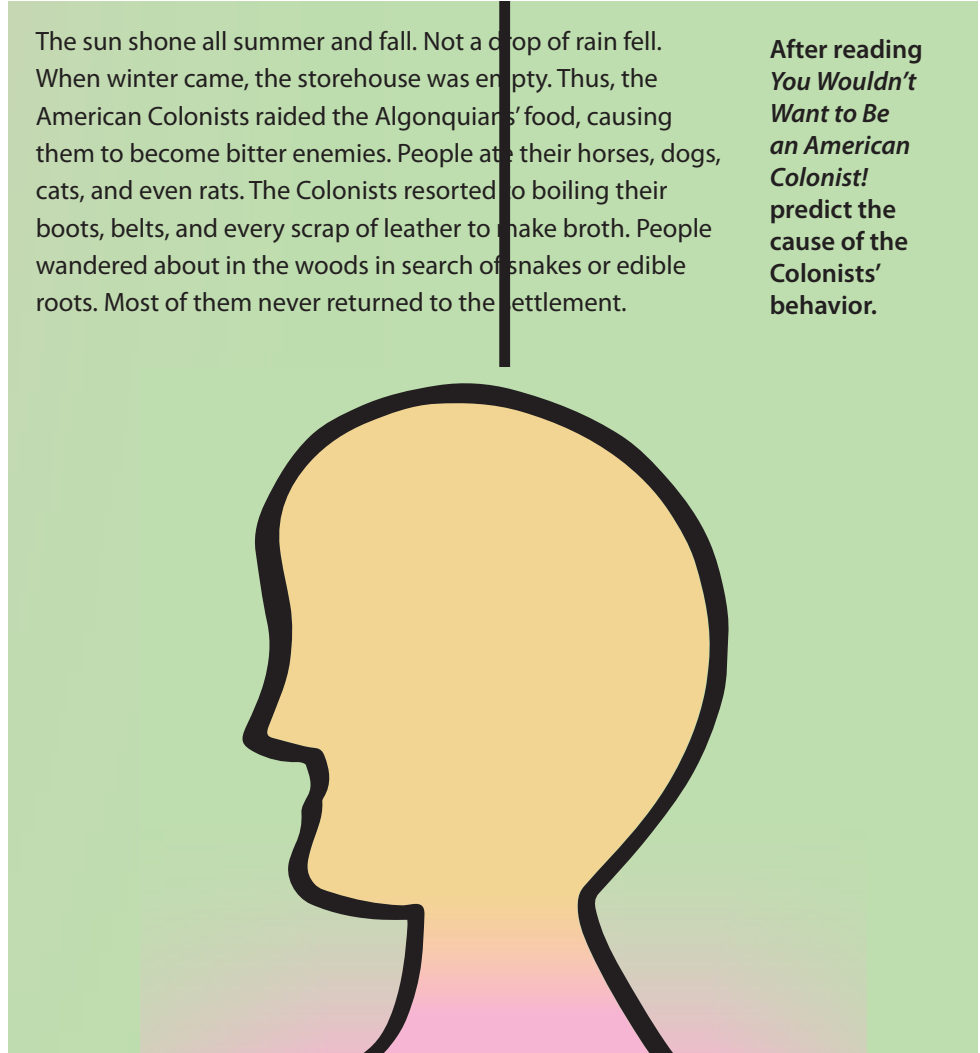
Troubleshoot limited background knowledge.

Activate more than text-to-self connections.



The sun shone all summer and fall. Not a drop of rain fell. When winter came, the storehouse was empty. Thus, the American Colonists raided the Algonquians' food, causing them to become bitter enemies. People ate their horses, dogs, cats, and even rats. The Colonists resorted to boiling their boots, belts, and every scrap of leather to make broth. People wandered about in the woods in search of snakes or edible roots. Most of them never returned to the settlement.

After reading *You Wouldn't Want to Be an American Colonist!* predict the cause of the Colonists' behavior.





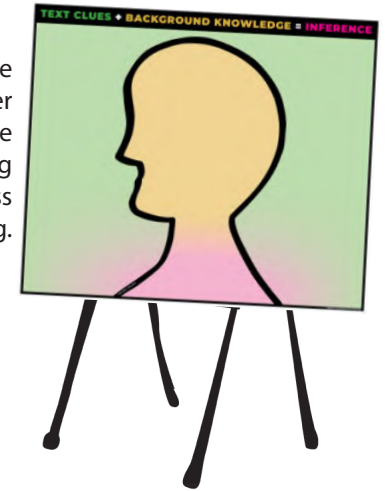
Provide tools for readers to show their work.

Prioritize the thinking over the answer.

RELEVANT RESOURCE



Utilize the oversized poster to capture thinking during whole-class reading.



ANCHOR CHART

Readers make Inferences

Reading Voice **SAYS** + Thinking Voice **MEANS** = **new idea**

STEPS 1-2 **Read the text & question.**

Helpful detail + detail + detail

STEP 3 **I'm thinking...**
+ detail + detail
This means...

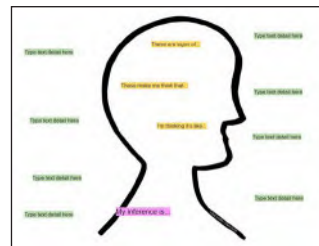
Memories I know about...

STEP 4 **These go together.** **It reminds me of...** **I'm picturing**

This makes me feel... **These are about...**

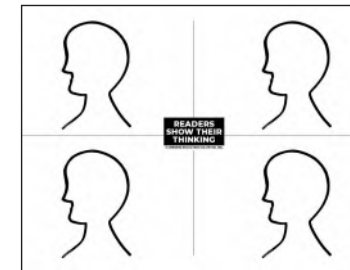
STEP 5 **INFERENCE**
Figure out something the author didn't say.

Laminate *Inference Silhouette Heads* to create individual whiteboards.



SECRET SITE RESOURCES

Download *Inference Silhouette Heads* in various formats— PDF, Google Doc, Google Slide, & Jamboards.



STANDARDS EXPECTATIONS

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

MAKE AN INFERENCE IN 5 STEPS

STEP 1 Read/View the text

STEP 2 Read the question

STEP 3 Get thinking ideas

STEP 4 Put thoughts together

STEP 5 Determine what they mean

INFERENCE _____

EVIDENCE _____

EVIDENCE _____

EXPLANATION _____

SPIN-OFF SESSION

WRITE ABOUT READING | Session 2:
Write polished constructed responses.

Write polished constructed responses

Recognize *telling* versus *teaching*.

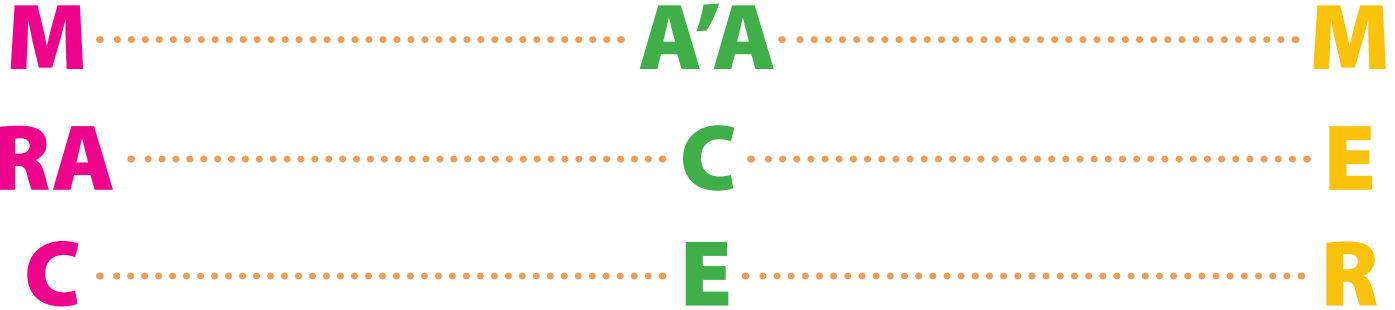
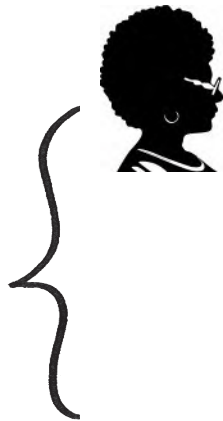


How does Yes MA'AM fit with RACE and CER?



Improve prompt responses with the Yes MA'AM acronym.

Review popular acronyms.



WHAT I THINK

WHY I THINK

HOW I KNOW

Teach explicit skills.



Answer • Inference

Repeat key words from the question/prompt and provide a general answer.

Details • Evidence

Support your answer with textual evidence.

Support your answer with *more* evidence from the text.

Explanation

Explain how the evidence fits the answer/inference.



WRITE ABOUT READING

Write polished constructed responses

SPIN-OFF SESSION

WRITE ABOUT READING
Session 1 | Make inferences in 5 steps.



- STEP 1 Read/View the text.
- STEP 2 Read the question.
- STEP 3 List relevant details.
- STEP 4 Put thoughts together.
- STEP 5 Determine what they mean.

The sun shone all summer and fall. Not a drop of rain fell. When winter came, the storehouse was empty. Thus, the American Colonists raided the Algonquians' food, causing them to become bitter enemies. People ate their horses, dogs, cats, and even rats. The Colonists resorted to boiling their boots, belts, and every scrap of leather to make broth. People wandered about in the woods in search of snakes or edible roots. Most of them never returned to the settlement.

After reading *You Wouldn't Want to Be an American Colonist!* predict the cause of the Colonists' behavior.



starvation

Connect the thinking process to the writing process.

WHAT I THINK

- 1 Convert the last thought as a reader into the first thought as a writer.
- 2 Repeat key details from the question/prompt within the response.

WHY I THINK

- 3 Include evidence to support your thinking.
- 4 Provide multiple pieces of text evidence.

HOW I KNOW

- 5 Explain your thinking in a concluding statement.
- 6 Elaborate on each piece of text evidence.





WRITE ABOUT READING

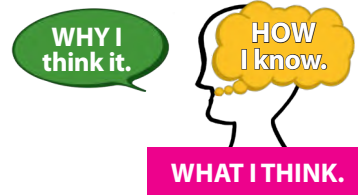
Write polished constructed responses

1 Convert the last thought as a reader into the first thought as a writer.

Connect *what* to write with *where* to find the information.

READERS

1. Collect relevant details.
2. Put thoughts together.
3. Infer the answer.



WRITERS

1. Reveal the answer.
2. Identify the evidence.
3. Explain their thinking.

I Start with the answer.



2 Repeat key details from the question/prompt within the response.

Identify 1-3 "key" or important words from the original question, command, or prompt.

After	reading	You	Wouldn't	Want	to
be	an	American	Colonist!	predict	the
cause	of	the	Colonists'	behavior.	

Merge key words and the answer into a topic sentence.

Colonists' behavior.

I Colonists' behavior

Introduce the *Goldilocks Principle*.

In the excerpt from *You Wouldn't Want to Be an American Colonist!* it is clear that the actions and behaviors of the American Colonists described are caused by their own starvation.



WRITE ABOUT READING

Write polished constructed responses

3 Include evidence to support your thinking.

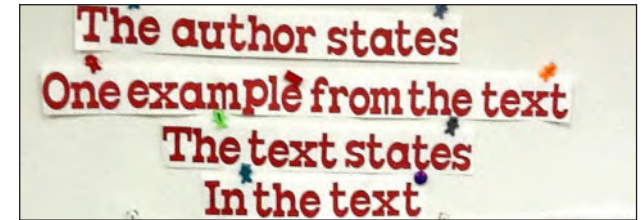
Introduce evidence.

- Clarify evidence versus background knowledge.
- Clarify text evidence versus text details.
- Reread the *Inference Silhouette Head*.



Merge the sentence starter with the evidence.

- Create a single sentence written below the “answer” sentence.



According to the text, “people ate their horses, dogs, cats, and even rats.”

4 Provide multiple pieces of text evidence.

Identify the best evidence.



- Find/Point in the text to the “best” evidence for the answer. “Award” it with its ribbon.



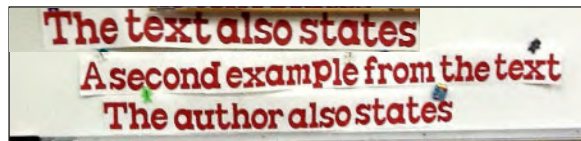
- Find/Point at the second best detail. “Award” it with its ribbon.

- Orally differentiate the first detail from the second with varying sentence starters.

- In writing, differentiate the first detail from the second with varying sentence starters.



- Strengthen the answer with more evidences labeled.



The text also states, “the Colonists resorted to boiling their boots, belts, and every scrap of leather to make broth.”

Blend the sentence starter with words from the text.

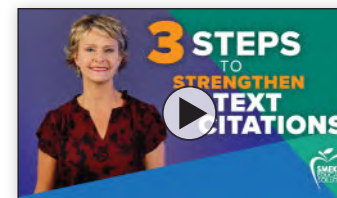
- Choose ONLY key words/phrases from the original sentence.



The text also states

“boiling”
“boots, belts”
“leather”
“broth”

The text also states that the Colonists made “broth” from “boiling” their own “boots, belts,” and “leather.”



SECRET SITE RESOURCE



Strengthen text citations in 3 steps.



5 Explain your thinking in a concluding statement.

BASIC RESPONSE

Describe the purpose of the concluding sentence.

- Assume the reader "doesn't get it."

Explain the connection in a 3-part sentence.

1. Restate the answer.

This shows...
This demonstrates...
These details prove...

2. Add a connecting word.

because *since* *therefore*
consequently *as a result* *so*

3. Describe the connection.

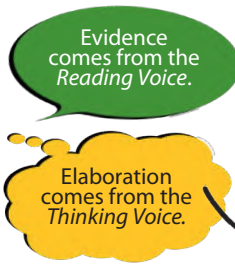
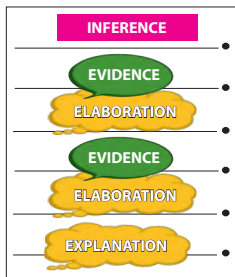
Use thoughts noted within the *Silhouette Head*.

Starvation caused the Colonists' behavior.
 According to the text, the Colonists ate their "horses, dogs," and "cats."
 The text also stated that the Colonists made "broth" from boiling their own "boots, belts," and "leather."
 These details prove that the Colonists were starving because they were desperately doing anything they could to survive.

6 Elaborate after each piece of text evidence.

Polished RESPONSE

Double the elaboration-to-evidence ratio.



Starvation caused the Colonists' behavior.
 According to the text, the Colonists ate their "horses, dogs," and "cats."
 This means that they were killing and eating animals that were likely pets they loved.
 The text also stated that the Colonists made "broth" from boiling their own "boots, belts," and "leather."
 This suggests that they were willing to eat things that weren't part of a normal human's diet.
 These details prove that the Colonists were starving because they were desperately doing anything they could to survive.

Provide sentence starters.

This is important because...
This matters because...
This means...
...in other words...

This conveys...
This suggests...
...gives the impression...
This signifies...

This causes...
The impact of this is ...
Consequently...
If this continues...



WRITE ABOUT READING
Session 5 | Improve extended responses.

WRITE ABOUT READING

Teach both reader & writer workshops in K-2

Teach writing at all developmental stages.

	PICTORIAL WRITING	LABEL WRITING	LIST WRITING	SENTENCE WRITING
NARRATIVE: Write about a time you got hurt.				
INFORMATIVE: Explain how plants grow.				
PERSUASIVE: Describe a toy you want and why.				



How does Grandma feel/respond to Tracy's situation?

Readers put their thinking into writing — at every developmental stage.



UNIT ESSENTIALS | Session 1:
Write in the primary grades.

Oral RESPONSE

Answer stated orally with text evidence spoken or identified within the original text.



Pictorial RESPONSE

Answer drawn with text evidence in the form of picture details.



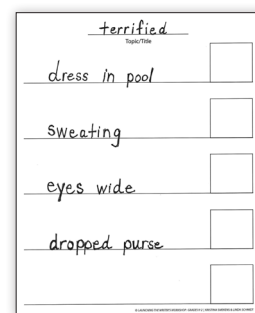
Labeled-Picture RESPONSE

Answer drawn with text evidence in the form of labeled pictures.



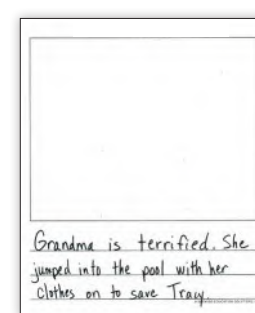
List-Writing RESPONSE

Answer written in a word or phrase with text details listed. (May include a drawing.)



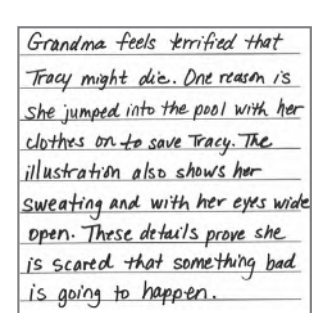
Sentence-Based RESPONSE

Answer written in one or more sentences with text evidence. (May include a drawing.)



Basic Constructed RESPONSE

Answer written in multiple sentences with text evidence and reader explanation.





WRITE ABOUT READING

Teach both reader & writer workshops in K-2



SPIN-OFF SESSION

WRITE ABOUT READING

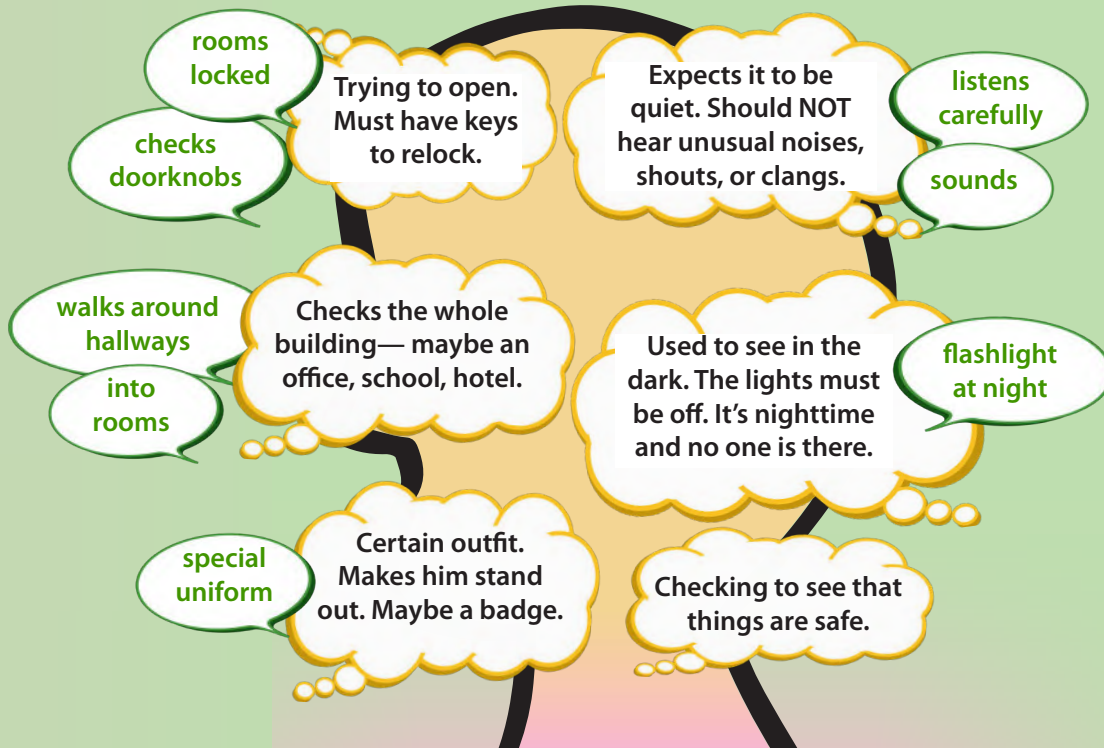
Session 1: Make inferences in 5 steps.

MAKE AN INFERENCE IN 5 STEPS

- STEP 1 Read/View the text.
- STEP 2 Read the question.
- STEP 3 List relevant details.
- STEP 4 Put thoughts together.
- STEP 5 Determine what they mean.

Sometimes he wears a special uniform. He walks around hallways and into rooms. He checks doorknobs to see if some rooms are locked. He listens carefully to sounds. He carries a flashlight at night.

Infer this man's job.



Nighttime security guard

Expect the *what* and *why* in text-based responses.

WHAT I THINK

1

Readers convert the last thought as a reader into the first thought as a writer.

2

Readers repeat key details from the question/prompt within the response.

3

Readers include evidence to support their thinking.

WHY I THINK

4

Readers provide multiple pieces of text evidence.

HOW I KNOW

5

Readers explain their thinking in a concluding statement.

6

Readers elaborate on each piece of text evidence.

..... PRIMARY GOAL

1 Readers convert the last thought as a reader into the first thought as a writer.

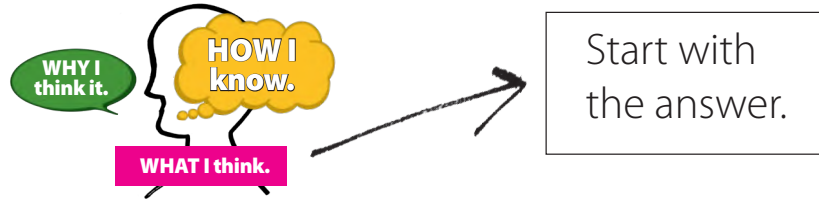
Connect *what* to write with *where* to find the information.

READERS

1. Collect relevant details.
2. Put thoughts together.
3. Infer the answer.

WRITERS

1. Reveal the answer.
2. Identify the evidence.
3. Explain their thinking.



Oral RESPONSE	Pictorial RESPONSE	Labeled-Picture RESPONSE	List-Writing RESPONSE	Sentence-Based RESPONSE
<p>Say the answer in a complete sentence.</p> <ul style="list-style-type: none"> • Teach that the answer is always written/spoken first. 	<p>Draw the answer and say it in a simple sentence.</p> <ul style="list-style-type: none"> • Teach that the answer is always written/drawn first. • Apply pictorial-writing skills learned in writer's workshop—drawing with accurate colors, size, and shape details. 	<p>Draw the answer, label it, and say it in a simple sentence.</p> <ul style="list-style-type: none"> • Teach that the answer is always written/drawn first. • Apply known phonics skills learned in writer's workshop—sound-stretch spelling, letter formation, etc. • Apply pictorial-writing skills learned in writer's workshop—drawing with accurate colors, size, and shape details. 	<p>Write the answer on the top line. Say it in a simple sentence.</p> <ul style="list-style-type: none"> • Teach that the answer is always written/drawn first. • Apply known phonics skills learned in writer's workshop—sound-stretch spelling, 2-3 word phrases, etc. • Draw picture to match the written letters/words. 	<p>Write the answer, stretching it into a complete sentence.</p> <ul style="list-style-type: none"> • Teach that the answer is always written first. • Apply known phonics skills learned in writer's workshop—sound-stretch spelling, 2-3 word phrases, etc. • Apply known sentence conventions learned in writer's workshop—spacing, capitalization, punctuation, etc.
		<p>security guard</p>	<p>Security guard</p>	

2 Readers repeat key details from the question/prompt within the response.

Sometimes he wears a special uniform. He walks around hallways and into rooms. He checks doorknobs to see if some rooms are locked. He listens carefully to sounds. He carries a flashlight at night.
Infer this man's job.

Identify 1-3 “key” or important words from the original question, command, or prompt.

Infer the man's job.



Oral RESPONSE

Say the answer in a single complete sentence— merging it with 1-2 key words from the original question/prompt.

- **Teach** how to identify the 1-2 important words from the original question/prompt to repeat.

man's job.

Pictorial RESPONSE

Draw the answer and say it in a single complete sentence— merging it with 1-2 key words from the original question/prompt.

- **Teach** how to identify the 1-2 important words from the original question/prompt to repeat.
- **Teach** how to punctuate the end of the oral sentence with a breath, avoiding *because*.
- Apply pictorial-writing skills learned in writer's workshop— drawing with accurate colors, size, and shape details.



Labeled-Picture RESPONSE

Draw the answer, label it, and say it in a simple sentence— merging it with 1-2 key words from the original question/prompt.

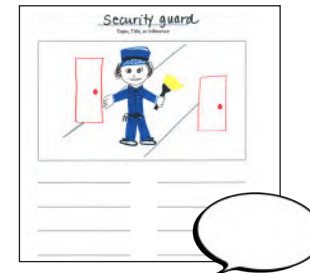
- **Teach** how to identify the 1-2 important words from the original question/prompt to repeat.
- **Teach** how to punctuate the end of the oral sentence with a breath, avoiding *because*.
- Apply known phonics skills learned in writer's workshop— sound-stretch spelling, letter formation, etc.
- Apply pictorial-writing skills learned in writer's workshop— drawing with accurate colors, size, and shape details.



List-Writing RESPONSE

Write the answer on the top line along with 1-2 key words from the original question/prompt. (This will likely be written as a phrase.)

- **Teach** how to identify the 1-2 important words from the original question/prompt to repeat.
- **Teach** how to punctuate the end of the oral sentence with a breath, avoiding *because*.
- Apply known phonics skills learned in writer's workshop— sound-stretch spelling, 2-3 word phrases, etc.



Sentence-Based RESPONSE

Write a single complete sentence merging the answer and 1-2 key words from the original question/prompt.

- **Teach** how to identify the 1-2 important words from the original question/prompt to repeat.
- **Teach** that the sentence ends with only the answer written— avoiding *because*.
- Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).
- Apply known sentence conventions learned in writer's workshop—spacing, capitalization, punctuation, etc.

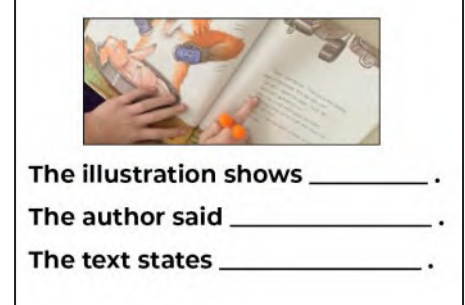



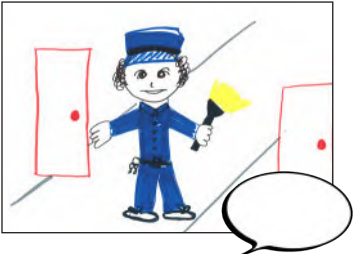


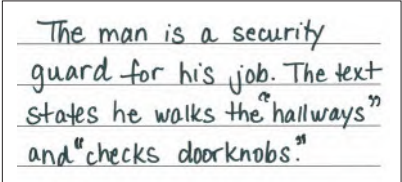
3 Readers include evidence to support their thinking.

Introduce evidence with a sentence starter.



- Clarify *evidence versus background knowledge*.
- Clarify *text evidence versus text details*.
- Merge a sentence starter with the text evidence.



Oral RESPONSE	Pictorial RESPONSE	Labeled-Picture RESPONSE	List-Writing RESPONSE	Sentence-Based RESPONSE
<p>FIND the BEST text evidence to support the answer in an oral sentence.</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is BEST— compared to other details. • Teach how to orally introduce the BEST text evidence with a sentence starter while pointing at an actual word/picture detail in the text (e.g., <i>The illustration shows...</i>, <i>The text states...</i>). 	<p>Draw ONE additional detail in the picture to represent the BEST text evidence to support the answer. (Label it as #1.)</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is BEST— compared to other details. • Teach how to orally introduce the BEST text evidence with a sentence starter while pointing at the additional picture detail drawn (e.g., <i>The text states...</i>). • Apply pictorial-writing skills learned in writer's workshop— drawing adjectives, verbs/movement, sounds, settings, etc. 	<p>Draw and label ONE additional detail to represent the BEST text evidence to support the answer. (Label it as #1.)</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is BEST— compared to other details. • Teach how to select which of the author's words to use in the label. • Teach how to point at the labeled detail. Create an oral sentence merging a sentence starter with the text's detail (e.g., <i>The text states...</i>). • Apply known phonics skills learned in writer's workshop— letter formation, initial/end sounds, 2-word labels. • Apply pictorial-writing skills learned in writer's workshop— drawing adjectives, verbs/movement, sounds, settings, etc. 	<p>Write the BEST text evidence on the second line of the list. (This will likely be written as a phrase.)</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is BEST— compared to other details. • Teach how to select which of the author's words (from that detail) to write on the second line of the list. • Teach how to select which of the illustrator's picture details to write on the second line of the list. (Note it as #1.) • Teach how to merge a sentence starter with the text words or picture details, creating an oral sentence (e.g., <i>The illustration shows...</i>, <i>The text states...</i>). • Apply known phonics skills learned in writer's workshop— sound-stretch spelling, 2-3 word phrases, etc. 	<p>Write a second sentence, this one that states the BEST text evidence.</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is BEST— compared to other details. • Teach how to select which of the author's words (from that detail) to use in the response sentence. • Teach how to select which of the illustrator's picture details to refer to in the evidence-based sentence. • Teach how to merge a sentence starter with the text words or picture details, creating a single sentence (e.g., <i>The illustration shows...</i>, <i>The text states...</i>). • Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation). 

4 Readers provide multiple pieces of text evidence.

Find the second-best text evidence.

- Provide additional sentence starters.
- Strengthen the answer with even more evidence.



Oral RESPONSE	Pictorial RESPONSE	Labeled-Picture RESPONSE	List-Writing RESPONSE	Sentence-Based RESPONSE
<p>Find the SECOND BEST text evidence to support the answer in an oral sentence.</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> detail is SECOND BEST— compared to other details. • Teach how to orally introduce the SECOND BEST text evidence with a sentence starter while pointing at an actual word/picture detail in the text (e.g., <i>A second detail in the illustration...</i>, <i>The text also states...</i>). 	<p>Draw a SECOND additional detail to represent the SECOND BEST text evidence. (Label it as #2.)</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> of the remaining author's words or illustrator's details is SECOND BEST. • Teach how to orally introduce the SECOND-BEST text evidence while pointing at the additional picture detail drawn (e.g., <i>A second detail in the illustration...</i>, <i>The text also states...</i>). • Apply pictorial-writing skills learned in writer's workshop— drawing adjectives, verbs/ movement, sounds, settings, etc. • Teach how to strengthen the writing with additional drawn evidence. 	<p>Draw and label a SECOND additional detail to represent the SECOND-BEST text evidence to support the answer. (Label it as #2.)</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> of the remaining details is SECOND PLACE. • Teach how to select which of the author's words to use in the label. • Teach how to point at the labeled detail. Create an oral sentence merging a sentence starter with the text's detail (e.g., <i>The text also states...</i>, <i>A second detail...</i>). • Apply known phonics skills learned in writer's workshop (sound-stretch spelling, 2-3 word phrases, etc.) and known pictorial-writing skills learned in writer's workshop (drawing adjectives, verbs/movement, sounds, settings, etc.). • Teach how to strengthen the writing with additional drawn and labeled evidence. 	<p>Write the SECOND-BEST text evidence on the third line of the list.</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> of the remaining details is SECOND PLACE. • Teach how to select which of the author's words (from that detail) to write on the third line of the list. • Teach how to select which of the illustrator's picture details to list on the third line. (Note it as #2.) • Teach how to merge a sentence starter with the text words or picture details, creating an oral sentence (e.g., <i>The illustration also shows...</i>, <i>The text also states...</i>). • Apply known phonics skills learned in writer's workshop— sound-stretch spelling, 2-3 word phrases, etc. • Teach how to strengthen the writing with additional listed evidence. 	<p>Write a third sentence, this one that cites the SECOND-BEST evidence.</p> <ul style="list-style-type: none"> • Teach how to choose <i>which</i> of the remaining details is SECOND PLACE. • Teach how to merge a NEW sentence starter with the text words or picture details, creating a single sentence (e.g., <i>A second detail... The illustration also shows...</i>, <i>The text also states...</i>). • Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation). • Teach other sentence starters that would work to introduce a third or fourth text detail.

Readers write persuasive, informative, and narrative— about topics and texts.

WRITE ABOUT READING | PERSUASIVE WRITING

Writing prompt: *Infer this man's job.*

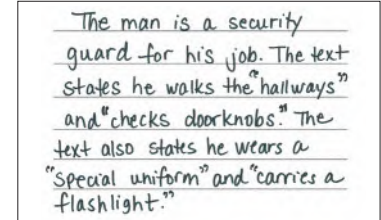
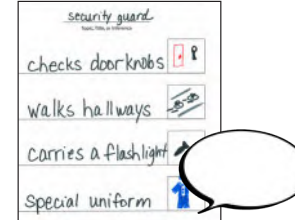
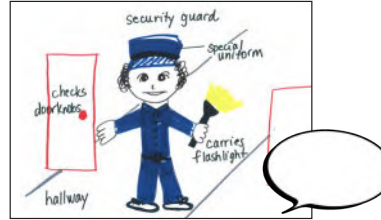
Oral RESPONSE

Pictorial RESPONSE

Labeled-Picture RESPONSE

List-Writing RESPONSE

Sentence-Based RESPONSE



WRITE ABOUT READING | INFORMATIVE WRITING

Writing prompt: *Describe Camilla at the beginning of the story.*

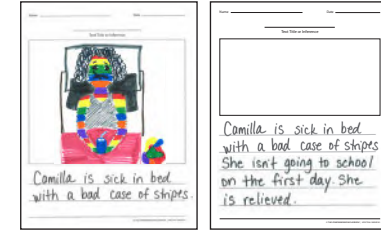
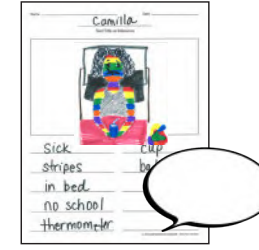
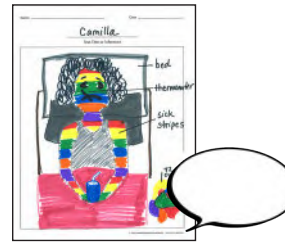
Oral RESPONSE

Pictorial RESPONSE

Labeled-Picture RESPONSE

List-Writing RESPONSE

Sentence-Based RESPONSE



WRITE ABOUT READING | NARRATIVE WRITING

Writing prompt: *Retell the most important parts of the story from beginning to end.*

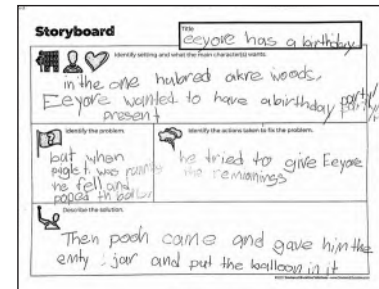
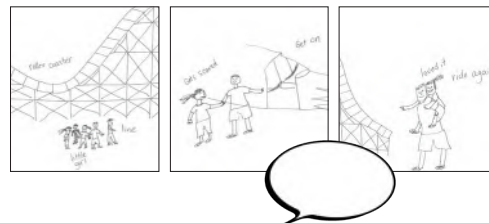
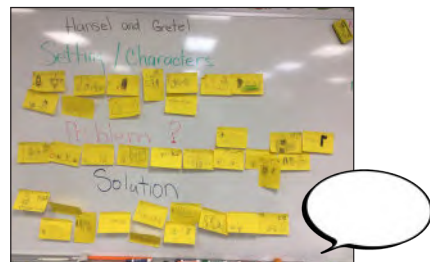
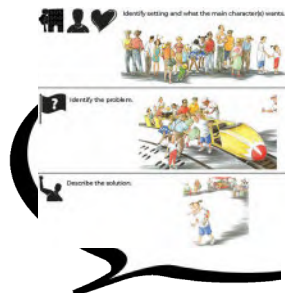
Oral RESPONSE

Pictorial RESPONSE

Labeled-Picture RESPONSE

List-Writing RESPONSE

Sentence-Based RESPONSE



Synthesize before writing

Recognize the depths of thinking.

Redefine research.

1. Review the traditional research-writing unit.

- The unit spans multiple days/weeks.
- The reader gathers his own sources.
- The product is long (e.g., 5-10 pages).
- The final product includes the full writing process.

Explore topics.	Find credible sources.	Read & collect info.	Synthesize & organize.	Write the first draft.	Revise & edit.
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2. Clarify the simulated research-writing task.

- The task starts and ends in one sitting.
- The reader utilizes provided sources.
- The product is shorter (e.g., 2 pages).
- The final product includes only a strong first draft.

(Topic provided.)	(Sources provided.)	Read & collect info.	Synthesize & organize.	Write the first draft.	(No opportunity for major revision.)
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More than summarize, more than infer— students must synthesize.



Summarize the author's ideas.

Restate the most important information the author presented.



Infer your thoughts.

Integrate multiple details from the text to generate a new idea that the author did not state literally.



SECRET SITE RESOURCES



View a mini-lesson.



Clarify *summary* v *synthesis* (and the *Synthesis Test*).



Synthesize your thoughts.

Integrate multiple details from different texts to generate a new idea that none of the authors stated literally.



WRITE ABOUT READING
Session 1: Make inferences in 5 steps.
Session 5: Improve extended responses.

WRITE ABOUT READING

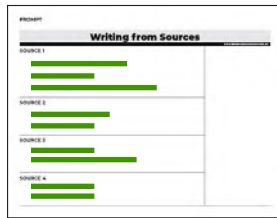
Synthesize before writing

Synthesize in two steps.

STEP 1 Collect

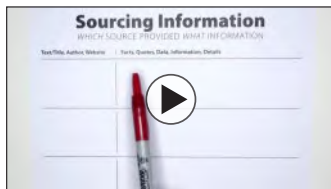
Read each text and collect its details.

- Take notes on Source 1.
- Note the new and different information while reading Sources 2-3.
- Maintain source-specific notes.



SECRET SITE RESOURCES

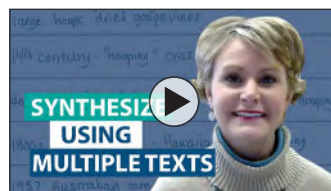
Organize information collected from sources.



Mark new & contradictory information.



How do you prepare students to synthesize when reading off a screen?



STEP 2 Combine

Reread across the texts' details.



Reread one detail. Consider how that detail addresses or answers the prompt/question, if at all.

- *This means...*
- *This is saying...*
- *This is like...*
- *This is important because...*



Skim the other details, looking for a second one that has a similar meaning, sentiment, or reaction.

Reread the prompt/question.

Consider how the two details both address the prompt/question.

- How are they connected?
- How are they related?
- Does one detail build on the other?
- *This is another...*
- *This is like (the first detail) in that...*
- *This also...*
- *This is kind of...*
- *If you think about it as..., then it's similar to the first detail because...*



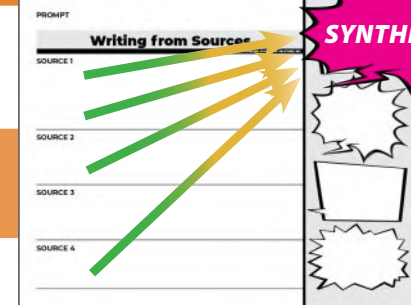
This is the working synthesis. Note it within the ba-bam bubble.

Skim for a third detail that seems to fit within the working synthesis.

After finding one, reread the prompt/question again.

Determine if the working synthesis needs a little revision in order to include this third detail.

Repeat the process, combing through all the text details collected. Massage the working synthesis, as needed, to address the prompt/question and encompass multiple text details found in multiple





PROMPT

Explain why some forest fires are fought while others are left to burn.

WRITING FROM SOURCES

SOURCE 1

All About Wildfires

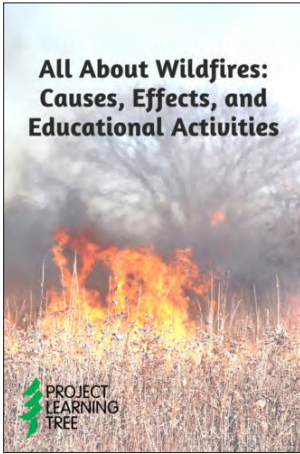
Climate change has led to more extreme weather in the last few decades, including droughts. Currently, most of the country is in the "most severe drought in recorded history." The hotter and drier the environment becomes due to rising temperatures, the higher the risk of wildfires starting from natural or human-related activity.

Intense heat and dry vegetation can quickly fuel a wildfire that can burn out of control. And when there's strong wind, it creates ideal conditions for fires to become widespread.

However, forest fires are sometimes welcome. Fires that are low intensity and occur naturally are necessary—and unavoidable. These fires are mainly caused by lightning that strikes trees or the ground.

Smaller fires can remove and reduce dead grass, brush, and trees that can fuel larger and more severe wildfires. Healthy fire also destroys smaller or weaker vegetation and sends their nutrients more quickly into the ground. As a result, the stronger trees and plants that stick around get more sunlight and nutrients to become even healthier, enabling their species to evolve.

With fewer plant roots taking up space on the forest floor, more water becomes available for other vegetation and wildlife.



Excerpt from Project Learning Tree website

SOURCE 1

- Dry vegetation fuels a wildfire.
- Strong wind = fire becomes widespread.
- Natural wildfires start from lightning strikes.
- Small fires remove/reduce dead grass, brush, and trees.
- Fire destroys smaller/weaker vegetation.
- Fire sends nutrients into the ground more quickly.
- Plants become even healthier.
- Fewer plant roots = more water for other vegetation and wildlife.



SOURCE 2

- Certain pinecones cannot germinate in shade.
- They open up in heat and release the seeds.
- Seeds get sunlight after fire burned the old trees.
- Germinate quickly and grow in abundance.

SOURCE 3



5 Facts About Wildfires

FACT #1 — Humans cause nearly 85% of wildfires. While wildfires can start naturally from lightning strikes and spontaneous combustion of dry fuel, the U.S. Department of Agriculture reports that humans cause nearly 85% of wildfires in the United States. Examples of this activity include leaving campfires unattended, improperly disposing of cigarettes, knocking over powerlines, burning debris, and committing arson.

FACT #2 — Dry conditions increase the risk of wildfires. Wildfires thrive in dry climates and drought-ridden locations because these areas are full of flammable materials like dead plants and dry vegetation.

FACT #3 — Fire prevents fire. It may seem strange, but smaller fires can actually prevent bigger ones from occurring. This is because smaller, cooler fires can help to remove any potential fuel like dry leaves, logs, and overgrown shrubs.

FACT #4 — Wildfires can travel at a rate of up to 14.27 miles per hour. Wildfires need fuel, heat, and oxygen to begin and stay alive, but they require strong winds to spread the flames and cause an inferno of destruction. Once the wildfire begins and spreads, it can travel at a rate of up to 6.7 miles per hour in forests and up to 14.27 miles per hour in grasslands. In 2017, the Thomas Fire in California spread so quickly that it moved at a rate equivalent to a football field per second.

FACT #5 — Forest fires help the ecosystem. Small fires clear out overgrown areas and create open space for sunlight to shine down. This allows new plants to grow, providing valuable food and habitats for many wildlife species.

Information adapted from the Western Fire Chiefs Association website.

SOURCE 3

- Wildfires thrive on flammable materials like dead plants and dry vegetation.
- Strong winds spread the flames.
- Once it begins, travels (fast).
- Smaller, cooler fires remove potential fuel like dry leaves.
- New growth is valuable food and habitats for wildlife.

PROMPT Explain why some forest fires are fought while others are left to burn.

Writing from Sources

SOURCE 1

- Fire destroys smaller/weaker vegetation.
- Fire sends nutrients into the ground more quickly.
- Plants become even healthier.
- Fewer plant roots = more water for other vegetation and wildlife.

SOURCE 2

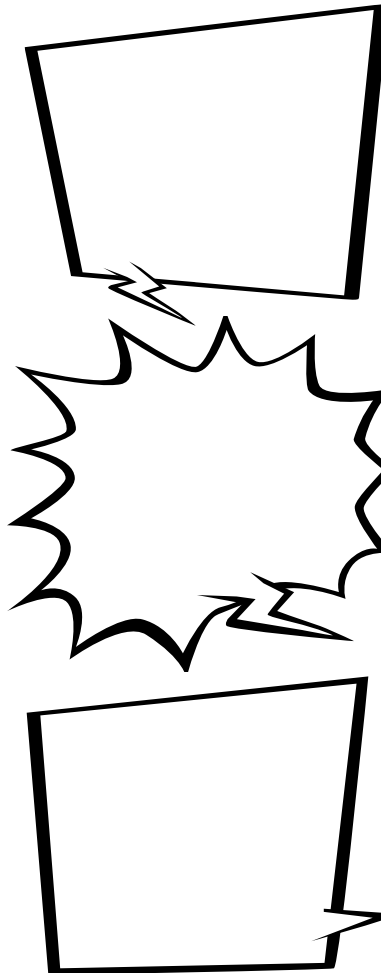
- Certain pinecones cannot germinate in shade.
- They open up in heat and release the seeds.
- Seeds get sunlight after fire burned the old trees.
- Germinate quickly and grow in abundance.

SOURCE 3

- New growth is valuable food and habitats for wildlife.



SYNTHESIS



Scaffold instruction.

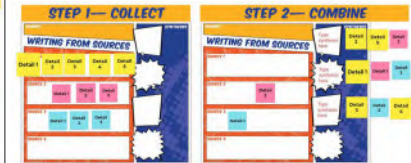
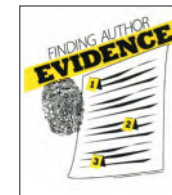
Start with visuals.

Practice 2-step synthesizing with visuals.

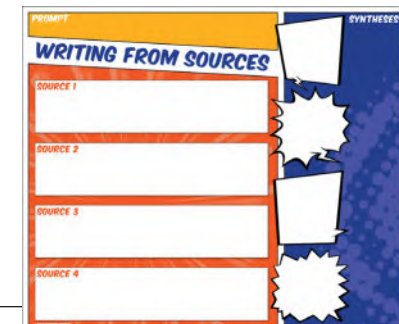


Support with pre-selected details.

Manipulate details physically.



Wean off the formula organizer.



RELEVANT RESOURCE

WRITING FROM SOURCES THE SYNTHESIS TEST

- Is it a new thought?**
Yes, it is NOT stated in any of the texts.
- Is it your own words?**
Yes, it is NOT stated by one of the authors.
- Is it a big idea?**
Yes, it is NOT supported by just one detail.
- Is it implied in multiple sources?**
Yes, it is NOT supported with details from just one text.



WRITE ABOUT READING | SESSION 5:
Improve extended responses.



Improve extended responses

Juggle multiple sources within a performance task.

Prepare for simulated research tasks.

(Topic provided.)	(Sources provided.)	Read & collect info.	Synthesize & organize.	Write the first draft.	(No opportunity for major revision.)
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SEMESTER 1

Teach thinking beyond the text—make inferences.

Teach communicating answers in writing—constructed responses.

SPIN-OFF SESSIONS

WRITE ABOUT READING

Session 1: Make inferences in 5 steps.
Session 2: Write polished constructed responses.



SEMESTER 2

Teach synthesizing new ideas from multiple sources.

Teach communicating syntheses in writing—extended responses.

SPIN-OFF SESSION

WRITE ABOUT READING

Session 4: Synthesize before writing.

- Take notes from multiple sources.
- Synthesize a new reader idea based on multiple author details.
- Decode a prompt accurately for task and genre.
- Flesh out a synthesis into a topic sentence.
- Support each synthesis with evidence presented in a body paragraph.
- Organize body paragraphs to match the genre/text structure.
- Compose an introduction that addresses the prompt.
- Compose a conclusion that fits the genre of the writing.

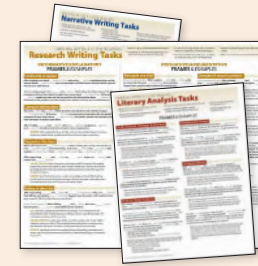
Decode the prompt to accurately identify the complex task.



NOW IT'S YOUR TURN

What type of writing are you to generate?

What content would be in the body paragraphs?



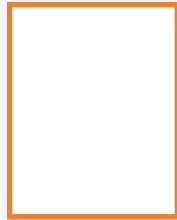
RELEVANT RESOURCE



Generate extended-response prompts that parallel standardized tests using the *Writing-About-Reading Frames*.

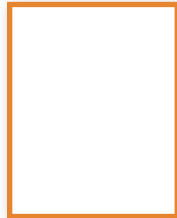
EXAMPLES FOR GRADES 3-5

Your teacher is creating a bulletin board display in the school library to show what your class has learned about different types of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.



Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long, using details from all of the sources.

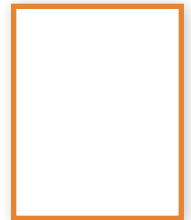
You've read about different types of service animals. You begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule.



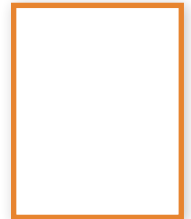
Write a paper, taking a side as to whether you agree or disagree with the rule allowing only service dogs and miniature horses in public places. Include evidence from 3 of the 4 sources. Your paper will be read by your teacher and your classmates.

EXAMPLES FOR GRADES 6-12

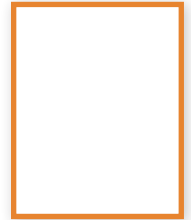
Can the brain become smarter or is intelligence fixed? After reading articles on learning and the brain, write an article for your peers that relates how the brain develops from birth to twenty-five years of age. Support your ideas with details from all of the sources.



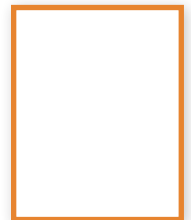
You have read two different accounts of the Boston Massacre. Which author did a better job informing and engaging the reader? Write an essay citing the techniques the author used to influence your choice. Use textual evidence from both passages to help develop your position.



Each author uses different evidence to support his or her stance on school start times. Write an essay that explains each author's overall claim about school start times and how he or she advances his or her unique perspective. Use details from both texts to support your answer.



The story "Departure" describes a character leaving home, and the passage from "Up the Coolly" describes a character returning home. Write an essay that analyzes how the narrators relate the events about the journeys in a manner that builds mystery and/or tension. Be sure to use support from both texts in developing your response.





UNIT ESSENTIALS

Session 3: Target informative writing skills.

Session 4: Meet the argumentative standard.

Session 5: Know the narrative non-negotiables.

Decode the prompt to identify the writing task.

Organize the syntheses to fit the text structure.

HOW-TO	EXPLANATORY	COMPARE-CONTRAST	PERSUASIVE	ARGUMENTATIVE
<p>PROCEDURAL or HOW-TO responses— Body paragraphs are organized into steps.</p> <p><i>Detail how racism evolved from the beginning to the end of Jackie Robinson's baseball career.</i></p> <ul style="list-style-type: none"> • explain the process • sequence the events • order the events • describe the steps • over time • evolution/evolve • show the time line • from beginning to end • initial to now • conception to current 	<p>EXPLANATORY or DESCRIPTIVE responses— Body paragraphs are organized around big ideas.</p> <p><i>Explain the different kinds of success Jackie Robinson achieved in his lifetime.</i></p> <ul style="list-style-type: none"> • identify the main points • explain the main ideas • provide multiple reasons • describe the topic • identify the types • explain different kinds • explain different aspects • explain the parts • describe different components • name different facets 	<p>COMPARE-CONTRAST responses— Body paragraphs are organized into broad categories.</p> <p><i>Compare Jackie Robinson's baseball career to that of Babe Ruth. Explain their similarities and differences.</i></p> <ul style="list-style-type: none"> • write a comparison • compare ___ to ___ • show how alike and different • explain similarities and differences • details presented about both • identify similarities • main differences • evaluate the main differences 	<p>PERSUASIVE or OPINION responses— Introduce the issue and position. Body paragraphs are organized into reasons with evidence.</p> <p><i>Write an opinion essay identifying the reason(s) Jackie Robinson experienced success.</i></p> <ul style="list-style-type: none"> • determine a position • write an opinion • make a claim • draw conclusions • convince the audience • write a persuasive • provide multiple reasons • support reasons with evidence 	<p>ARGUMENTATIVE responses— Same as persuasive, plus an additional body paragraph for the counterclaim.</p> <p><i>Argue if Jackie Robinson's baseball success was/was not greater than that of Babe Ruth's. Be sure to acknowledge opposing viewpoints within your essay.</i></p> <ul style="list-style-type: none"> • argue if ___ or ___ • provide multiple reasons • support reasons with evidence • include opposition • provide counterclaims • consider multiple perspectives • address both viewpoints • determine strengths and weaknesses

Reveal the unique structure per genre and the ingredients in its body paragraphs.

Introduction

The first step...

Next...

Then...

Finally...

Conclusion

Introduction

One way...

Another facet...

A third big part...

Conclusion

Introduction

Both address...

A second category...

They also include...

Conclusion

Introduction

One reason...

A second reason...

A third reason...

Conclusion

Introduction

One reason...

A second reason...

Despite...

A third reason...

Conclusion

Teach prompt-reading skills.

Understand the prompt-to-response relationship.



SECRET SITE RESOURCES

Decode the prompt to accurately identify the complex task. Identify the 3 parts of a prompt.

BACKGROUND: The first sentence provides the different tasks and the broad subject discussed.

TASK: The middle sentences outline the specific writing task.

EVIDENCE: The final sentence provides the reader to include textual evidence from the provided sources.



How do you prepare kids to decode prompts?

Decode the prompt to identify the task. Organize the response to fit the text structure.

Mode/Genre	Text Structure
Expository	Introduction, Main Idea, Supporting Details, Conclusion
Argumentative	Introduction, Main Idea, Counterclaim, Supporting Details, Conclusion
Narrative	Introduction, Main Idea, Supporting Details, Conclusion
Descriptive	Introduction, Main Idea, Supporting Details, Conclusion



Does decoding the prompt ensure test success?

Organize the syntheses to fit the text structure.



PROMPT: _____

WRITING FROM SOURCES

SOURCE 1 _____

SOURCE 2 _____

SOURCE 3 _____

SOURCE 4 _____

SYNTHESIS

- Step 1, First → *The first step...*
- Step 2, Second → *Next...*
- Step 3, Third → *Then...*
- Step 4, Fourth → *Finally...*

PROMPT: _____

WRITING FROM SOURCES

SOURCE 1 _____

SOURCE 2 _____

SOURCE 3 _____

SOURCE 4 _____

SYNTHESIS

- Main Idea 1 → *One way...*
- Main Idea 2 → *Another facet...*
- Main Idea 3 → *A third big part...*

PROMPT: _____

WRITING FROM SOURCES

SOURCE 1 _____

SOURCE 2 _____

SOURCE 3 _____

SOURCE 4 _____

SYNTHESIS

- Category 1 → *Both address...*
- Category 2 → *A second category...*
- Category 3 → *They also include...*

PROMPT: _____

WRITING FROM SOURCES

SOURCE 1 _____

SOURCE 2 _____

SOURCE 3 _____

SOURCE 4 _____

SYNTHESIS

- Reason 1 → *One reason...*
- Reason 2 → *A second reason...*
- Reason 3 → *A third reason...*

PROMPT: _____

WRITING FROM SOURCES

SOURCE 1 _____

SOURCE 2 _____

SOURCE 3 _____

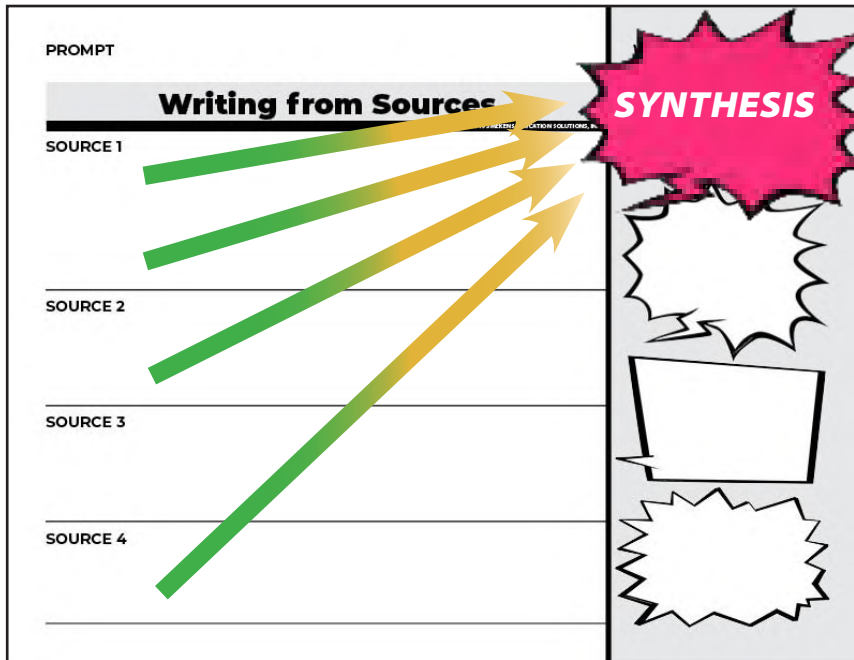
SOURCE 4 _____

SYNTHESIS

- Reason 1 → *One reason...*
- Reason 2 → *A second reason...*
- Counterclaim → *Despite...*
- Reason 3 → *A third reason...*

Flesh out each synthesis into a body paragraph.

Apply the constructed-response formula.



Repeat key words from the prompt...
 ...and state the synthesis.

Source 1 states...
 This is important
 because...
 Source 2 also states...
 In other words...
 This matters because...
 These details demonstrate...
 because...

RA C M

C E A

E R M

- Stretch each synthesis into a topic-sentence statement.

- Provide textual evidence, citing its source (e.g., *Source 1, Source 2, the video, the article, etc.*).

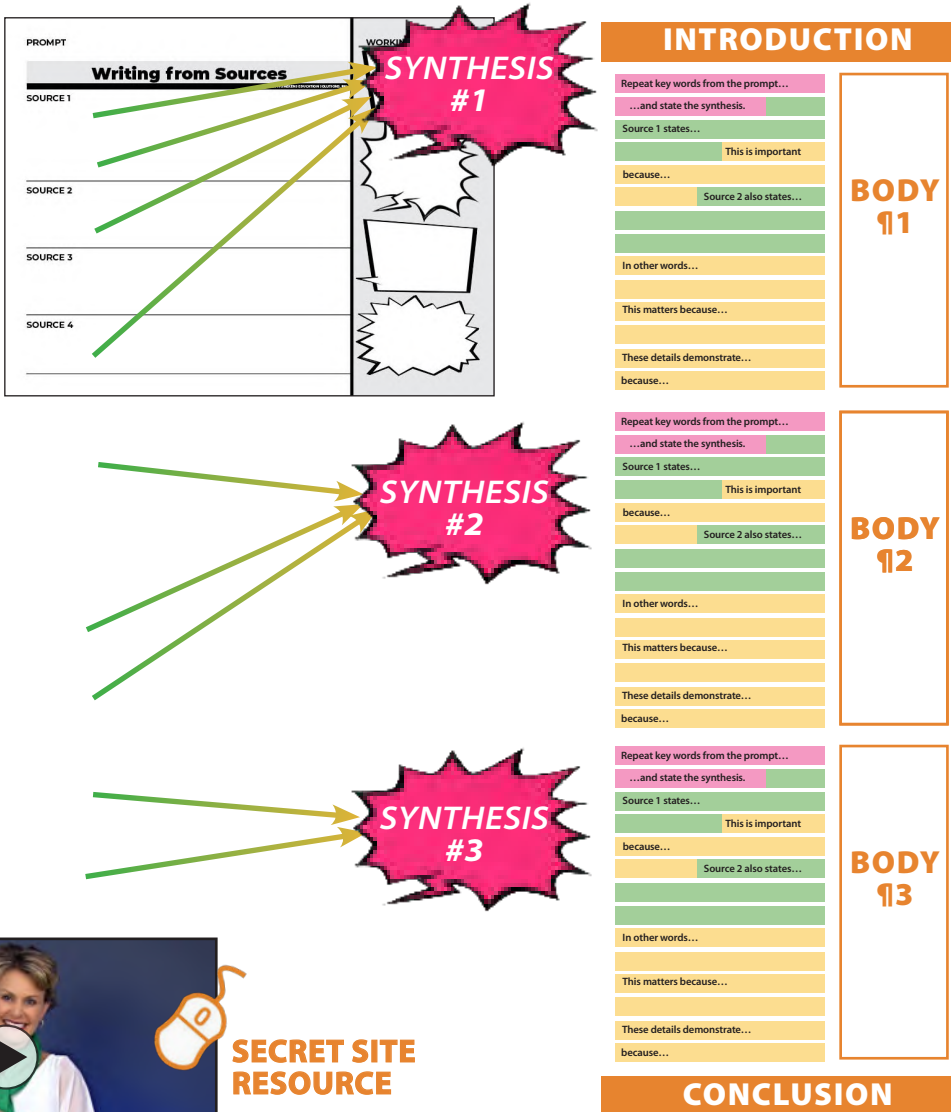
- Conclude the body paragraph with an explanation.

SPIN-OFF SESSION
 WRITE ABOUT READING | Session 4: Synthesize before writing.

SPIN-OFF SESSION
 WRITE ABOUT READING | Session 2: Write polished constructed responses.

Communicate reader syntheses into an extended response.

Return to the reader's notes with a writer's purpose.



Create a complete product.

Explain the purpose of the introduction for such an extended response.



SECRET SITE RESOURCE

Rework the prompt to serve as an introduction.

Compose a conclusion that fits the genre of the writing.

SECRET SITE RESOURCE

There are several resources at the bottom of the secret site.

SPIN-OFF SESSIONS

View the recordings of these sessions for specific ingredients *per mode*.

UNIT ESSENTIALS

- Session 3: Target informative writing skills.
- Session 4: Meet the argumentative standard.
- Session 5: Know the narrative non-negotiables.



SECRET SITE RESOURCE

Adapt *Yes, MA'AM* to fit longer essays.

Assess based on instruction

Plan for instruction and assessment.

SECRET SITE RESOURCE
End writing units with a from-scratch product.

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	EXPLAIN PRODUCT			
WRITING TIME	WRITING TIME	(Additional days for revision & editing)		



NOW IT'S YOUR TURN

NEW!

Validating.

Question?

Excited!



...Feedback was among the most powerful influences on achievement. Most programs and methods that worked best were based on heavy dollops of feedback.... The more feedback during the process, the better students can achieve the goals."

~ John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*

Balance formative and summative assessments.

SPIN-OFF SESSIONS

UNIT ESSENTIALS

Session 3: Target informative writing skills.

Session 4: Meet the argumentative writing standard.

Session 5: Know the narrative non-negotiables.

MANAGEMENT

Session 2: Assign writing-time tasks.

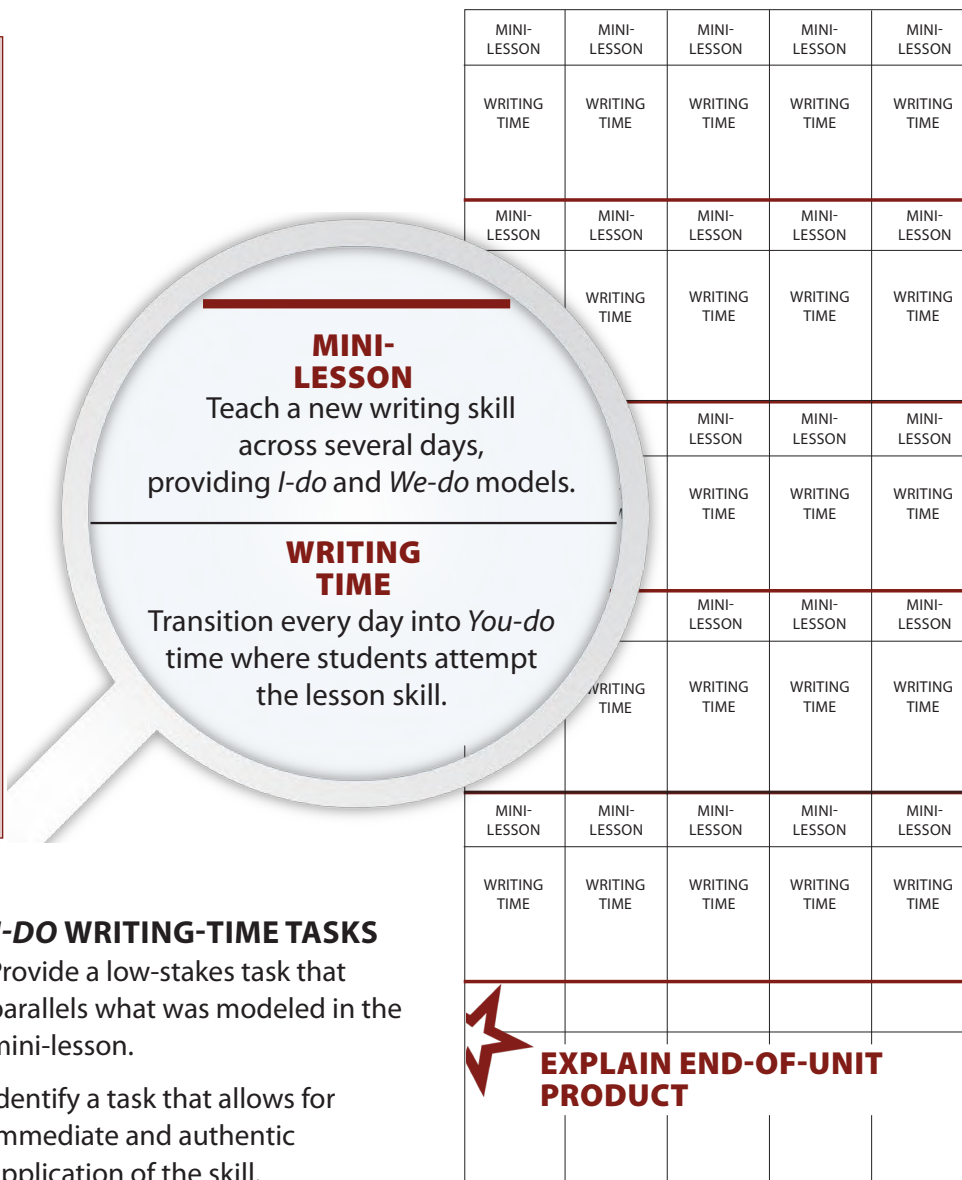
ASSESSMENT

Session 3: Build rubrics with older writers.

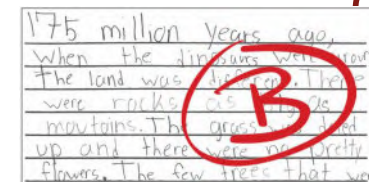
Session 4: Tally points and calculate grades.

YOU-DO WRITING-TIME TASKS

- Provide a low-stakes task that parallels what was modeled in the mini-lesson.
- Identify a task that allows for immediate and authentic application of the skill.



SECRET SITE RESOURCE



Consider the frequency of grading.

DURING UNIT | FORMATIVE ASSESSMENT

- Provide students with numerous opportunities to experiment with new skills.
- Offer regular feedback *during* writing time as students are attempting skills.
- Allow your observations from *today's* writing time to impact *tomorrow's* mini-lesson instruction.

END OF UNIT | SUMMATIVE ASSESSMENT

- Expect students to "bring together" several new skills into a bigger from-scratch product.
- Weigh these end-of-unit products more heavily than the quick writes and smaller writing tasks from earlier in the unit.

Instruct and assess— daily.

TRADITIONAL UNIT

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
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WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
EXPLAIN END-OF-UNIT PRODUCT				

• Identify *which* skills to teach and in *what* order.



RELEVANT RESOURCE



• Determine if writing-time tasks will be graded/given points.

• Use bell-ringers/morning work as another formative assessment.



SECRET SITE RESOURCE

Explore bell-ringer options.

• Support students during writing time with small-group conferences.



SPIN-OFF SESSIONS

UNIT ESSENTIALS | Session 2: Plan the year of writing units.
 MANAGEMENT | Session 1: Lead a writer's workshop.
 ASSESSMENT | Session 5: Provide frequent feedback.

SPIRAL OF MINI-UNITS

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	EXPLAIN END-OF-UNIT PRODUCT
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	EXPLAIN END-OF-UNIT PRODUCT
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	EXPLAIN END-OF-UNIT PRODUCT
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	

Redefine what counts as a writing product.

Assess mastery of skills with a from-scratch product.

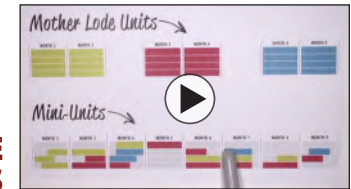
- Remove support of peers and teacher.
- Add rigor of topic or text.
- Expect whole— versus partial.
- Juggle multiple skills— versus isolated individual skills.

Introduce the end-of-unit product during the next “mini-lesson.”

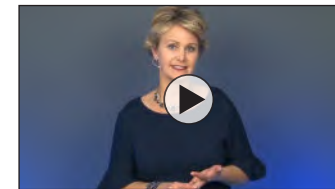
- Outline the specific requirements (length, topic, etc.).
- Reveal parallel anchor/exemplar papers.
- Review the recently-taught skills.
- Update the rubric criteria.
- Announce due date (and any smaller deadlines).



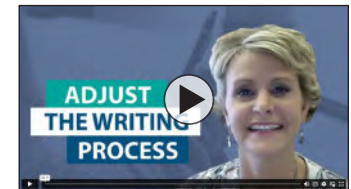
SECRET SITE RESOURCES




Create a writing curriculum of mini-units.




Generate more first drafts than final drafts.



How do you adjust the writing process for 2 weeks versus 2 days?

				
	<p>EXPLAIN END-OF-UNIT PRODUCT</p> <ul style="list-style-type: none"> • Generated across several days, with additional time devoted to revision & editing. • Assess the whole product for all the skills taught in this unit. 			

MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	
				<p>EXPLAIN END-OF-UNIT PRODUCT</p> <ul style="list-style-type: none"> • Generated in one sitting (i.e., today's writing time). • Assess the whole product but for only the skills taught in this mini-unit (and any previous mini-units).

Build rubrics with young writers

RUBRIC PURPOSES:

TO COLLECT DATA

Data-collection rubrics

- This rubric is often found online, came with the curriculum, &/or based on emerging state test expectations.
- All grade-level teachers use the same rubric.
- Criteria is written in teacher lingo and used by teachers/adults only.
- Rubric criteria never changes.
- Scores are submitted for tracking grade-level growth.










TO INFORM INSTRUCTION













Instructional rubrics













- This rubric is made *with* the students.
- All grade-level teachers will *not* have similar looking rubrics.
- Criteria is written in kid-friendly language and used by teachers and students.
- Rubric criteria changes throughout the year.
- Scores are used to drive future classroom instruction.

Introduce the rubric-making process.

Build a non-writing rubric.

A CLEAN DESK RUBRIC		
		
		
		

A CLEAN CADDY RUBRIC		
		
		
		
		

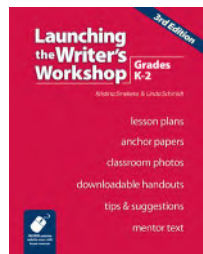
A CLEAN CUBBY RUBRIC		
		
		
		
		

Introduce key words.

- Introduce *rubric*.
- Introduce *traits* (e.g., categories).
- Introduce *criteria* (e.g., description).
- Introduce *levels*.

 **SECRET SITE RESOURCES**
 All graphics are available as JPEGs.

 **RELEVANT RESOURCE**



Build a writing rubric.

Prepare parallel writing samples *before* the lesson.

Create 4-5 writing samples *all on the same topic* (e.g., playing outside, my family, self-portrait, fun time at recess).



Prepare the chart paper/wall space.

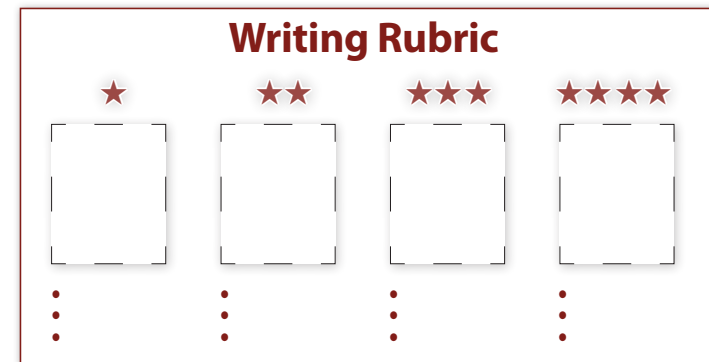
Announce that you're going to build another rubric.



Yesterday we created a Clean ___ rubric. Today we are going to build a Writing rubric. This rubric will help us to score our own writing and see how we can make it even better.

Execute the whole-class mini-lesson.

1. Read all of the writing samples in no particular order.
2. Ask *Which is the best writing?*
 - Tape students' selection to the far right of a piece of chart paper.
 - Label this "best" sample as 4-star writing.
 - Discuss why students think it's the best.
 - Note these qualities and characteristics (i.e., criteria) below the sample.
3. Then ask *Which is the second best?*
 - Tape the second-best example to the left of the highest one.
 - Label it as 3-star writing.
 - Discuss its strengths and weaknesses. *What does the 4-star writing have that this one doesn't* (e.g., more colors, more details, more words/sentences, etc.)?
 - Note these qualities and characteristics (i.e., criteria) below the sample.
4. Repeat this process with the remaining writing samples.
5. Conclude the rubric-making process asking students, *Which one is the best? What level are you striving for?*



Use writing samples to build rubrics with descriptive criteria.



1 No colors
No detail

2 Only 1 color
Only a little detail
Messy coloring

3 More colors
More detail
Messy coloring

4 Lots of colors
More detail
Good coloring

5 Lots of colors - correct colors
Tons of detail
Awesome coloring

★

I have lots of blue things in my room. I like it lots.

- Needs a beginning
- Needs a lot more sentences (way too short)
- Some parts don't make sense
- No purple words
- Forgot to check spelling
- Forgot a lot of punctuation
- Forgot a lot of capitals

★★

My room has a dolphin on the wall. There are lots of blue things. I have blue carpet and flowers and stuff. I have lots of blue in my room. You would like my room!

- Needs a beginning
- Needs a few more sentences (a little short) - Mostly makes sense
- Few purple words
- Uses some punctuation. Forgot some
- Capitals sometimes. Forgot some
- Need to look around room for spelling
- Handwriting pretty good

★★★

There is no room as spectacular as mine!

My room has a dolphin on the wall. I have my dad's old bed. I have blue carpet so I pretend that it is the ocean. I have blue flags on my bedspread. I have a lot of blue things. My room is my favorite place in the house.

- Great beginning
- Wrote 7 sentences (details)
- Totally makes sense
- Lots of purple words
- Uses punctuation for every sentence
- Uses lots of spaces correctly
- Capital letters for every sentence
- Handwriting is very neat

Write a sentence

I can see a hos.

Used finger spaces

Spells words

I can see a hos. It is war I liv. I like my hos.

Used finger spaces

Spells words

add a to hos

add a to hos

They added a period

3 sentences

Rate Your Writing

1 I have a dog.

2 I have a dog. His name is Radon.

3 I have a dog. His name is Radon. He is a dog.

4 I have a dog.

My picture tells a story

I write neatly

I label my pictures

I write beginning sounds

I add detail

I write neatly

I label my pictures

I stretch my words out

I use capital letters at the beginning of my sentences

I use punctuation

I use capital letters at the beginning of my sentences

I use punctuation

I use capital letters at the beginning of my sentences

I use punctuation

I use capital letters at the beginning of my sentences

I use punctuation

I use capital letters at the beginning of my sentences

I use punctuation

I use capital letters at the beginning of my sentences

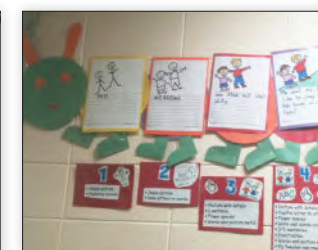
I use punctuation

2 I played with my dog.

3 I went outside and played fetch with Gus. It was fun.

4 My dog Gus and I played fetch in our backyard. I threw the ball and he ran fast.

My dog Gus and I played fetch in our backyard. I threw the red ball all the way to the back fence for me to get it and brought it back!



Check your work! Can you get ☆☆☆☆?

	☆	☆☆	☆☆☆	☆☆☆☆
Name		SABER	ROBERT	Robert
Picture				
Coloring				
Writing		JOE	ICANPIA	I can play.

SPIN-OFF SESSION

ASSESSMENT Session 5: Provide frequent feedback.

Update the same writing rubric all year long.

Teach more; expect more.



Your writing is getting so good! Some of you were writing like this (point to lower levels), but now you're writing more like this (point to middle levels). And some of you are writing like this (point to highest level). This is very exciting, because it means we're getting better, and it's time to make a new writing goal.

Writing Rubric

★	★★	★★★	★★★★	★★★★★
⋮	⋮	⋮	⋮	⋮

★★★★★

Plan wall space/
chart space to
add rubric levels
and criteria.



6★	7★	8★
⋮	⋮	⋮

Label each level with a limitless theme (e.g., number of stars, caterpillar body sections, etc.).

Prepare 1-2 additional writing sample(s).

These might include skills like:

- Reveals more picture details.
- Incorporates more labels around picture.
- Writes a complete thought written below the picture.
- Spells high-frequency/word-wall words correctly.
- Writes more sentences and draws less.
- Packs in more Wow! words.
- Uses correct conventions (e.g., capitals, spaces, end marks).
- Varies sentence beginnings (rather than *I like... I like... I like...*).
- Includes a beginning and ending sentence.
- Uses transition words (rather than *So...So...So... And, And, And*).

With each new level, include a writing sample (on the same topic) and kid-friendly criteria.

	Picture has 1-2 colors.	Picture has 3-4 colors.	Picture has 5 or more colors.
	Can you add more detail words?	Wrote with some detail words.	Wrote with lots of detail words.
	Forgot lots of spaces.	Spaces between most words.	Spaces between every word.
	Oops! Forgot your capital letters.	Most sentences start with a capital letter.	Every sentence starts with a capital letter.
	Oh no! No WOW! words.	1-2 WOW! words.	Lots of WOW! words.

For those teaching the 6 Traits, keep similar trait criteria together using sentence strips and trait icons.

Build rubrics with older writers

COURTNEY GORDON
cgordon@smekenseducation.com

RUBRIC PURPOSES:

TO COLLECT DATA

Data-collection rubrics

- This rubric is often found online, came with the curriculum, &/or based on emerging state test expectations.
- All grade-level teachers use the same rubric.
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TO INFORM INSTRUCTION

Instructional rubrics

- This rubric is made *with* the students.
- All grade-level teachers will *not* have similar looking rubrics.
- Criteria is written in kid-friendly language and used by teachers and students.
- Rubric criteria changes throughout the year.
- Scores are used to drive future classroom instruction.

Introduce the rubric-making process.

Introduce key words.

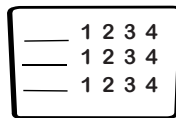
- Introduce *rubric*.
- Introduce *anchor examples*.
- Introduce *traits* (e.g., categories).
- Introduce *criteria* (e.g., description).
- Introduce *levels*.

Recognize various assessment tools.

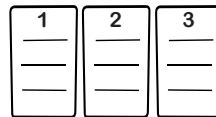
- Checklist



- Likert Scale



- Rubric



Take advantage of specific feedback.

- Holistic scoring
- Analytic scoring

Locker Rubric



1 TIME TO CLEAN

- Several coats (may not all be yours) may or may not be on the hook.
- Few/No bags on hooks.

- Books crammed on top AND bottom shelves.
- Most spines are not visible.

- Lots of trash.
- Many loose papers.
- Many extra items that are not related to classes or school.



2 **3** PRETTY CLEAN

- 1-2 of your coats are on the hook.
- Most bags are on hooks.

- Books mostly stacked neatly on top AND bottom shelves.
- Most spines facing out & easy to read.

- A little trash.
- A few loose papers.
- A few extra items that are not related to classes or school.



4 **5** CLEAN

- 1 in-season coat of yours is on the hook.
- All bags are on hooks.

- All books stacked neatly on top OR bottom shelf.
- All spines facing out & easy to read.

- No trash.
- No loose papers.
- No extra items that are not related to classes or school.

CLOTHING
BOOKS
EXTRA ITEMS

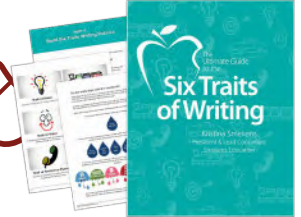
Use anchor papers to generate an initial writing rubric.

BEFORE THE LESSON

Prepare parallel writing samples before the lesson.
Find, swap, or create 3 writing samples (all on the same topic) to represent the current *high*, *middle*, and *low* levels of the writers.

SECRET SITE RESOURCE

Six Traits of Writing:
The Ultimate Guide



- STEP 1 Introduce that the purpose of the day's mini-lesson is to generate a 5-point writing rubric for them to use to define if their writing is "good."
- STEP 2 Along the far left, identify the traits of a writing rubric (e.g., the 6 Traits, academic vocabulary from the standards, etc.).
- STEP 3 Reveal the "high" writing sample. Ask students to describe each trait. Jot down their kid-friendly language in the *Level 5* column.
- STEP 4 Add a skinny column to the left and label it *Level 4*.
- STEP 5 Add a wide column to the left and label it *Level 3*. Reveal the "middle" writing sample. Capture students' description of the each trait.
- STEP 6 Add another skinny column to the left and label it *Level 2*.
- STEP 7 Add another wide column to the left and label it *Level 1*. Reveal the "low" writing sample. Capture students' description of the each trait.
- STEP 8 Acknowledge that although Levels 2 and 4 are *not* described, they are earned when a writing product has characteristics from multiple levels.

END THE LESSON

Self-assess a previous draft.

	Level 1 JUST-STARTED WRITING	2	Level 3 OK WRITING	4	Level 5 GREAT WRITING
Ideas					
Organization					
Voice					
Word Choice					
Sentence Fluency					
Conventions					

	1	2	3	4	5
Ideas	• Few/No details • The Writer doesn't know much on the topic		• Some details - Need more • The Writer knows a little about the topic		• Lots of interesting details • The writer sounds like an expert on topic
Organization	• Middle Only!! • Order does NOT make sense		• BM - no end!! • Some ideas out of order		• BME - all 3! • Order makes sense - Easy to follow
Voice	• Reader is bored • I don't want to read this to anyone		• Some boring parts - Some interesting parts • I want to read part of this to someone		• The reader enjoys the whole story • I want to read the whole story
Word Choice	• Few or No purple words • All Telling		• Some purple words • Some Showing Some Telling		• Tons of purple words • Mostly Shows
Sentence Fluency	• Few/None of them start in a different way • All my sentences are the same length		• Some of them start in a different way • Two types of sentence lengths		• Most of my sentences start in a different way • A good mix of sentence lengths
Conventions	• I have lots of punctuation mistakes • I forgot to capitalize and indent		• I have some punctuation mistakes • I capitalized and indented most of my time		• I have few/no punctuation mistakes • I capitalized and indented

October Writing Rubric

Build an instructional rubric with every class/section.

- Recognize that if the rubric includes kid-friendly language— it is parent-friendly, too.
- Represent writing expectations appropriate for the time of the year.

	1	2	3	4	5
Idea Development	<ul style="list-style-type: none"> • You don't have a lot of information • Little or no details • Completely off-topic • You can't tell what the topic is 		<ul style="list-style-type: none"> • Some details, need more • Information included, but add more • Off-topic once in awhile, but not always • Know most of the facts, but some seem to be guesses • Identifiable topic 		<ul style="list-style-type: none"> • Never off-topic • <u>Over achieving in details..lots of them!</u> • You have a lot of information • You know all the facts • Writing makes readers think about the topic
Organization	<ul style="list-style-type: none"> • Paragraphs out of order; does not make sense • Ideas/paragraphs blended together • Repetitive • Missing more than one major paragraphs • Sentences within the paragraph out of order 		<ul style="list-style-type: none"> • A couple paragraphs out of order, but others in the right spot • Slightly repetitive, but not much • Missing one paragraph • Sentences within the paragraph mostly in order 		<ul style="list-style-type: none"> • All paragraphs in order and easy to understand • Not repetitive at all • All sentences flow together • No paragraphs are missing
Style	<ul style="list-style-type: none"> • No enthusiasm • Reader is bored • Boring words • 8 box crayon words 		<ul style="list-style-type: none"> • Some enthusiasm • Reader is somewhat bored and sometimes interested/engaged • Some boring, some power words • 16-24 crayon box words 		<ul style="list-style-type: none"> • Always enthusiastic • Readers are interested throughout the whole paper • Tons of power words • 99 box/tower of crayon words
Language Conventions	<ul style="list-style-type: none"> • Misuse of punctuation marks • Lots of misspelled words • Misuse use of capitalization 		<ul style="list-style-type: none"> • Some misspelled words • Some punctuation marks missing or used wrong • 2-3 words with capitalization errors 		<ul style="list-style-type: none"> • No misspelled words • Correct punctuation • Excellent use of capitalization

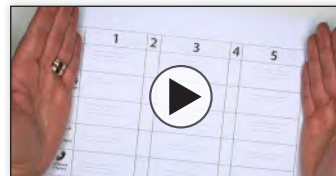
SPIN-OFF SESSIONS



ASSESSMENT

- Session 1: Assess based on instruction.
- Session 2: Build rubrics with young writers.
- Session 4: Tally points & calculate grades.
- Session 5: Provide frequent feedback.

SECRET SITE RESOURCES



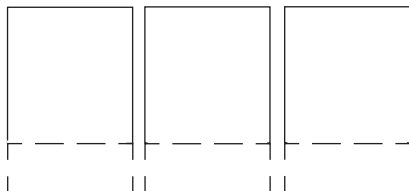
Use a Six-Traits rubric for efficient assessment.

	1 • JUST-STARTED WRITING	2	3 • OK WRITING	4	5 • GREAT WRITING
Ideas	<ul style="list-style-type: none"> • Few details; needs a lot more. • Writer doesn't seem to know much about the topic. 		<ul style="list-style-type: none"> • Some interesting details; needs more. • Writer seems to know some things about the topic. 		<ul style="list-style-type: none"> • Lots of interesting details. • Writer sounds like an expert on the topic.
Organization	<ul style="list-style-type: none"> • Ideas/information is out of order. Hard to follow. • Includes B only— no I or C. 		<ul style="list-style-type: none"> • Order of ideas/information mostly makes sense. Mostly easy to follow. • Includes I, B,— but no C. 		<ul style="list-style-type: none"> • Order of ideas/information makes sense. Easy to follow. • Includes I, B, C— all 3.
Voice	<ul style="list-style-type: none"> • The reader wasn't engaged; many parts boring. 		<ul style="list-style-type: none"> • The reader was interested/engaged in some parts; some parts a little boring. 		<ul style="list-style-type: none"> • The reader was interested/engaged the entire time.
Word Choice	<ul style="list-style-type: none"> • Lots of R.I.P. words. 		<ul style="list-style-type: none"> • Some WOW words (purple words); some R.I.P. words. 		<ul style="list-style-type: none"> • Lots of WOW words (purple words).
Sentence Fluency	<ul style="list-style-type: none"> • The reader had to reread to figure out many sentences. 		<ul style="list-style-type: none"> • Easy to read most sentences, although some parts the reader had to reread to figure out. 		<ul style="list-style-type: none"> • Easy to read the sentences the first time through.
Conventions	<ul style="list-style-type: none"> • Lots of mistakes. 		<ul style="list-style-type: none"> • A few mistakes. 		<ul style="list-style-type: none"> • No mistakes.

Update the same writing rubric all year long.

Make room for additional criteria.

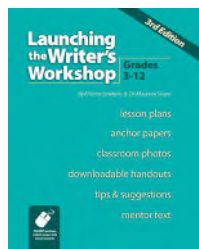
1. Cut and tape paper into the rubric.



2. Type into a digital table/Google doc.

Writing Rubric					
	1	2	3	4	5
Ideas					
Organization					
Voice					
Word Choice					
Sentence Fluency					
Conventions					

3. Group sentence strips.



SECRET SITE RESOURCE

How do the 6 Traits fit within state writing rubrics?

Original

Writing Rubric					
	1	2	3	4	5
Ideas	• Few/No details • The Writer doesn't know much on the topic	• Some details - Need more • The Writer knows a little about the topic	• Lots of interesting details • The writer sounds like an expert on topic		
Organization	• Middle Only!! • Order does NOT make sense	• BM - no end!! • Some ideas out of order	• BME - all 3! • Order makes sense - Easy to follow		
Voice	• Reader is bored • I don't want to read this to anyone	• Some boring parts - Some interesting parts • I want to read part of this to someone	• The reader enjoys the whole story • I want to read the whole story		
Word Choice	• Few or No purple words • All Telling	• Some purple words • Some Showing Some Telling	• Tons of purple words • Mostly Shows		
Sentence Fluency	• Few/None of them start in a different way • All my sentences are the same length	• Some of them start in a different way • Two types of sentence lengths	• Most of my sentences start in a different way • A good mix of sentence lengths		
Conventions	• I have lots of punctuation mistakes • I forget to capitalize and indent	• I have some punctuation mistakes • I capitalized an indented most of time	• I have few/no punctuation mistakes • I capitalized and indented		

● Teach more. Then expect more.

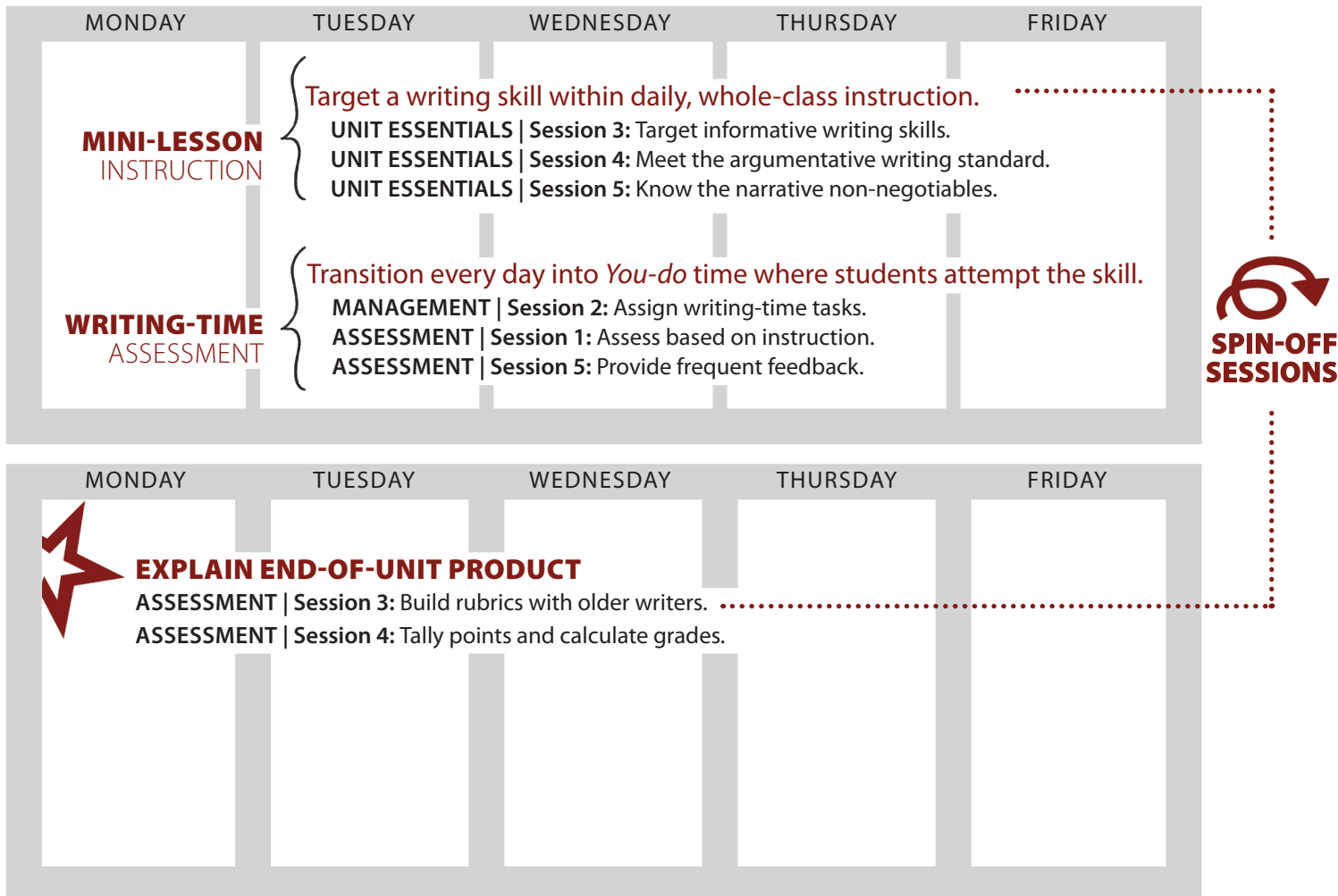
Updated

Writing Rubric					
	1	2	3	4	5
Ideas	• Few/No details • The Writer doesn't know much on the topic	• Some details - Need more • The Writer knows a little about the topic	• Lots of interesting details • The writer sounds like an expert on topic		
Organization	• Topic is too big, too broad • Middle Only!! • Order does NOT make sense	• Topic is a little too big, too broad. • BM - no end!! • Some ideas out of order	• Topic is small and narrow. • BME - all 3! • Order makes sense - Easy to follow		
Voice	• Ideas are connected with And... And... And... And...	• Ideas are connected with And... And then... So... So then... But... Because	• Ideas are connected with First... Then... Next... Later... Finally...		
Word Choice	• Reader is bored • I don't want to read this to anyone	• Some boring parts - Some interesting parts • I want to read part of this to someone	• The reader enjoys the whole story • I want to read the whole story		
Sentence Fluency	• Few or No purple words • All Telling	• Some purple words • Some Showing Some Telling	• Tons of purple words • Mostly Shows		
Conventions	• Uses "Kindergarten" verbs (take go)	• Uses predictable action verbs (grab run)	• Uses precise & descriptive action verbs (snatch dash)		
Sentence Fluency	• Few/None of them start in a different way • All my sentences are the same length	• Some of them start in a different way • Two types of sentence lengths	• Most of my sentences start in a different way • A good mix of sentence lengths		
Conventions	• I have lots of punctuation mistakes • I forget to capitalize and indent	• I have some punctuation mistakes • I capitalized an indented most of time	• I have few/no punctuation mistakes • I capitalized and indented		

Tally points & calculate grades

Plan for the summative.

Honor the facets of the writing unit that lead to a summative assessment.



Expect students to demonstrate what they have learned.

Introduce 3 facets of every summative assessment.

1 Introduce the product.

2 Identify *what* is being scored using descriptive criteria.

3 Identify the value of *each* trait being scored.



Identify *what* is being scored using descriptive criteria.

Maximize rubric efficiency & efficacy.

- Update the *same* rubric all year.
- Utilize one rubric for all writing units.

Ideas are well developed *can be interpreted as:*

- The plot is well developed in a **NARRATIVE**.
- The main ideas are well developed in an **INFORMATIVE**.
- The claims/reasons are well developed in a **PERSUASIVE/ARGUMENTATIVE**.

Ideas are organized logically *can be interpreted as:*

- The plot moves in a chronological order in a **NARRATIVE**.
- Similar facts and quotes are grouped together in an **INFORMATIVE**.
- Reasons are organized to maximize reader impact in a **PERSUASIVE/ARGUMENTATIVE**.

Quotations add interest *can be interpreted as:*

- The character dialogue is interesting in a **NARRATIVE**.
- Expert quotes are interesting in an **INFORMATIVE**.
- Testimonials are powerful in a **PERSUASIVE/ARGUMENTATIVE**.

- Utilize one rubric for multiple grade levels.
- Consider utilizing temporary criteria and benchmark papers.

Ideas **Information is used from three or more sources.**

Conventions **Citations are punctuated correctly.**



Use a Six-Traits rubric for efficient assessment.



Tweak the Six-Traits rubric for different units.



Communicate feedback within the writing rubric.



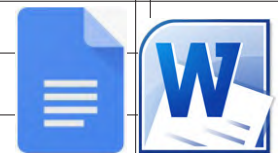
Score only the relevant traits.

- Emphasize ideas, organization, and conventions.
- Delete the irrelevant traits and *Save as*.

SPIN-OFF SESSION
MINI-LESSONS
 Session 3:
 Integrate writing into all subjects.

- Provide students a revised copy of the abbreviated rubric.

	1	2	3	4	5
Ideas					
Organization					
Voice					
Word Choice					
Sentence Fluency					
Conventions					



Identify the value of *each* trait being scored.



Determine the total value of the assignment.

- Clarify *trait*.
- Honor that all traits do not weigh equally.
- Emphasize ideas, organization, and conventions.

Calculate the point value *per trait, per level*.

- Understand that a student cannot fail on a rubric.
- Honor those who go beyond the goal.
- Apply your district grading scale to the levels (e.g., 100%, 95%, 85%, 75%, 60%).
- Calculate the point value per cell.

	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
TRAIT					
TRAIT					
TRAIT					
TRAIT					
TRAIT					

TELL THE CHILDREN!

Apply the rubric criteria.

- Mark up the criteria.
- Communicate more than just numbers!

Convert *multiple* trait scores to a *single* grade.

- CAUTION: Levels are not points!
- CORRECT: Tally the points per cell.



NOW IT'S YOUR TURN

	60%	70%	80%	90%	100%
	1	2	3	4	5
	≡		≡		≡
	≡		≡		≡
	≡		≡		≡

	1	2	3	4	5
	≡		≡		≡
	≡		≡		≡
	≡		≡		≡

	60%	70%	80%	90%	100%
	1	2	3	4	5
	≡		≡		≡
	≡		≡		≡
	≡		≡		≡

	1	2	3	4	5
	≡		≡		≡
	≡		≡		≡
	≡		≡		≡

Provide frequent feedback

KRISTI McCULLOUGH

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Evaluate the typical teacher-writer conference.

- Describe the typical setup and routine.
- Consider the overall effectiveness of this routine.

Shift your instructional focus from grading *writing* to growing *writers*.

Host conferences for different purposes.

END OF THE UNIT

Execute occasional product conferences.

- Consumes approximately 15+ minutes.
- Occurs in preparation for final-draft publishing.
- Addresses numerous areas to improve.
- Requires a one-on-one between teacher & writer.
- Typically held at a separate/isolated place.
- Occurs infrequently.

WITHIN THE UNIT

Increase process conferences.

- Consumes approximately 2-5 minutes.
- Occurs during any stage in the writing process.
- Addresses a single area of improvement.
- Occurs within a small group (i.e., teacher and writers).
- Held at the students' desks.
- Occurs daily/regularly.

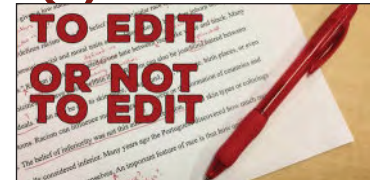


Conferring with writers is our most critical writing workshop role."

~ Carl Anderson, *How's It Going?*



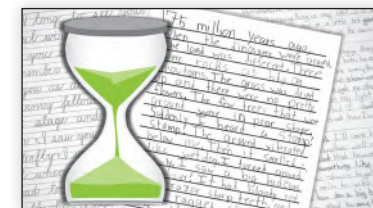
SECRET SITE RESOURCES



Stop editing all student errors.



Hold writer-process conferences daily.



Manage writer conferences.



...Feedback was among the most powerful influences on achievement. Most programs and methods that worked best were based on heavy dollops of feedback...
The more feedback during the process, the better students can achieve the goals."

~ John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*

Facilitate feedback in four steps.

STEP 1: INVITE

Review what is to be assessed.

- What facet(s)?
- What part(s)?
- What skills?
- What traits?
- What information?
- Tell me what you know should be included in this part.
- Describe what a “good” one would look/sound like?

Invite students to share a portion.

- Listen to their drafts for the facets you previously identified as areas of assessment.



STEP 2: COMPLIMENT

Identify a trait-based skill the writer executed well. Explain the impact of this skill for the reader.

- All of your sentences are about ____.
Staying on topic is important for the reader to understand your message.
- You have grouped similar information together. That organization helps the reader follow your thinking.
- This sentence/part right here is especially interesting because ____.
- This description (point to a passage) helps the reader visualize this part.
- These sentences (point to them) all start in different ways. This makes it more interesting for the reader.
- This paragraph indent comes at just the right place, telling the reader that you are switching ideas.



If the piece of writing gets better but the writer has learned nothing that will help him or her another day on another piece, then the conference was a waste of everyone’s time.”

~ Lucy Calkins, *The Art of Teaching Writing*, p 228

STEP 3: COMMENT

Identify one skill that will help the student become a better writer.

- A trait-specific writing skill
- A writer strategy or habit
- Something specific to the purpose, genre, or format

STEP 4: WRAP UP

Keep the “conversation” short.

- Inquire about the writer’s next step.
- Make a note.



SECRET SITE RESOURCES



Make notes during writer conferences.

Hold efficient small-group conferences.

MECHANICS & PROCEDURES

- Transition out of mini-lesson mode.

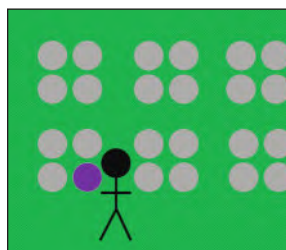
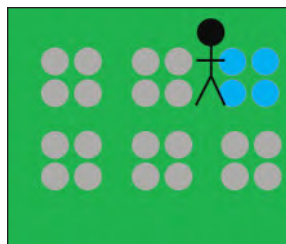
- Assess what's happening.

- Focus on writer choices and habits in the first minutes.

MOBILITY & PACE

- Introduce the 3-minute sand timer.

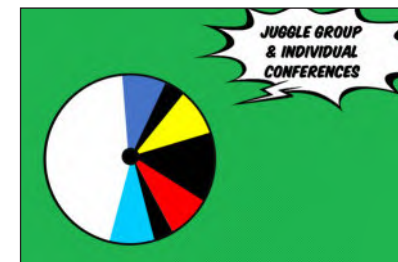
- Change the route.



- Go to the students, if possible.

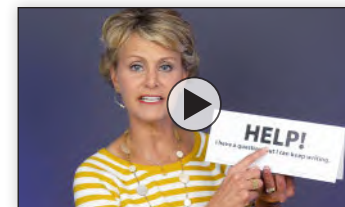
MANAGEMENT & SUPPORT

- Anticipate those who will need support more often.



- Troubleshoot those who need help when the teacher is busy.

Support writers when they need help.



SPIN-OFF SESSIONS

MANAGEMENT | Session 1:
Lead a writer's workshop.

MANAGEMENT | Session 5:
Foster independent writers.