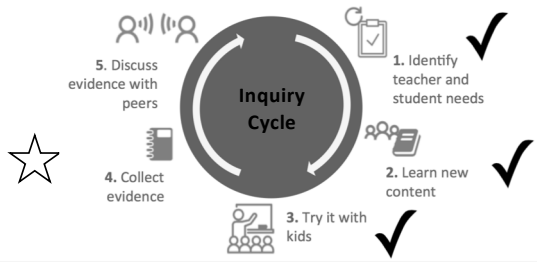
CONTENT LEADER

ELA Content Leader Module 7

Supporting All Students with Writing

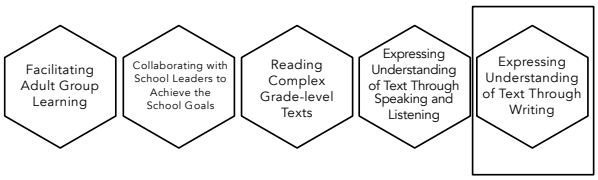
Where Are We Now?



A Reminder: Our Inquiry Question

Can my students express their understanding of complex texts through writing? What supports do they need to be successful?

The 5 ELA Content Leader Distinction Assessments



What's the purpose of the distinction assessments?

- Demonstrate that you have the knowledge and leadership expertise to serve as a Content Leader
- Competency-based
- Administered by BloomBoard

Expressing Understanding of Text Through Writing

"A Tier 1 curriculum is used to drive instruction that increases student ability to build knowledge and express understanding of text through writing to meet Louisiana Student Standards. A Tier 1 curriculum provides opportunities at the end of each unit of study for students to express their understanding through writing. Throughout the unit of instruction, students should build knowledge and understanding necessary to address the task and develop skills necessary to clearly and coherently express understanding through writing."

- **Reflect** on the description of the "Expressing Understanding of Text Through Writing" distinction assessment.
- **Discuss at your table:** How does your prior learning from CLM6 connect to this distinction assessment?

Assessment Accountability Buddy Check-In

With a partner, discuss:

1. Have you made any progress on this assessment? If so, where are you in the process?
2. If not, what have artifacts or evidence have you already collected that you could use for this assessment?

Expressing Understanding of Text Through Writing

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CONTENT LEADER

ELA Content Leader Module 7:

Supporting All Students with Writing

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 6: Supporting All Students
Session 1: Learning to Analyze Student Writing Samples

Do Now

Share your reflections from the writing task you implemented after Module 5

- What went well?
- What was challenging?

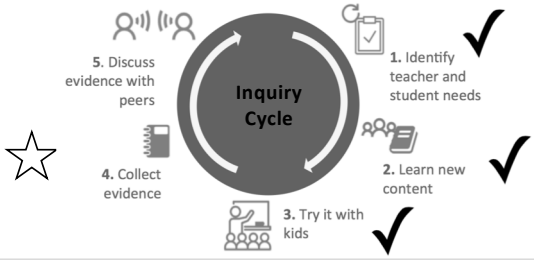
ELA Content Module 6, Session 1 14

Session Objectives

- Unpack the RST/LAT LEAP rubric to deepen understanding of the descriptors.
- Practice using a combination of a LEAP rubric and a benchmark (annotated student exemplar) to analyze student work from our shared unit.

ELA Content Module 6, Session 1 15

Where Are We Now?



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A Reminder: Our Inquiry Question

Can my students express their understanding of complex texts through writing? What supports do they need to be successful?

What to Expect

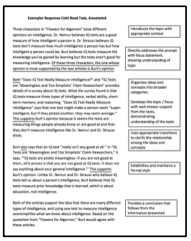
In this session:

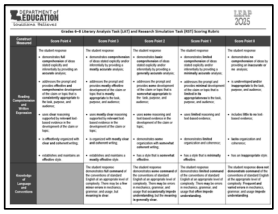
Practice analyzing student writing with a shared writing prompt from the *Flowers for Algernon* unit.

In the next session:

Apply this learning to evaluate your own student writing from your own unit!

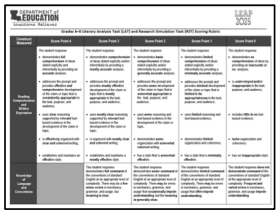
How will we do this?



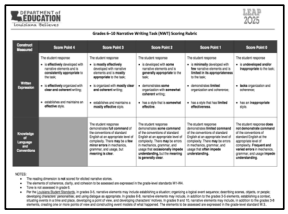


Quick Note About Rubrics

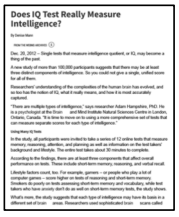
LAT and RST Rubric



Narrative Writing Task Rubric

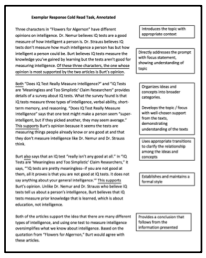


Let's Prepare!



Read the Cold Read Task writing prompt

Read the Exemplar Student Response



- **Read** the student exemplar
- **Review** the annotations

Discuss:

What is effective about this student's writing?

Let's Discuss!

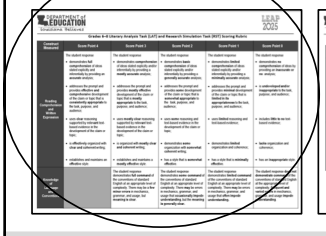
Overall, this piece demonstrates a solid understanding of the content (topic and texts).

It does this by…

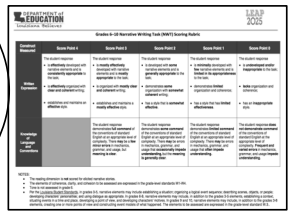
- Introducing and supporting claims with logical reasoning and relevant evidence
- Organizing reasons and evidence logically
- Acknowledging and distinguishing a claim from counter-claims
- Providing a conclusion that follows from and supports the argument presented

Which rubric will we use?

LAT and RST Rubric



Narrative Writing Task Rubric



Zoom In → LAT/RST Rubric

- **Review** the LAT/RST rubric

Look for:

- What do you notice about how the rubric is organized?
- What do you notice about the descriptors as you move from left to right across the rubric?

Dig a Little Deeper

Work with a Partner

- **Reread** each descriptor in the Score Point 4 column
- **Label** each descriptor with one of the following titles

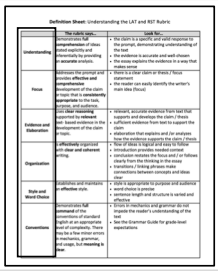
- Style and Word Choice
- Focus
- Understanding
- Organization
- Conventions
- Evidence and Elaboration

A Helpful Tool for Interpreting the Rubric

Definition Sheet

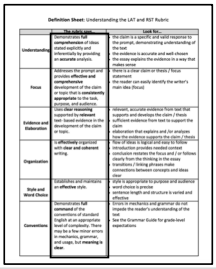
Like a key to interpreting a map!

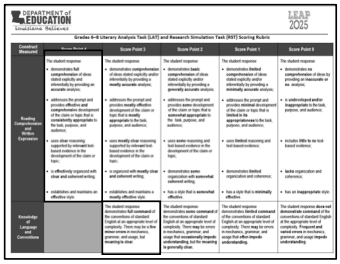
Understanding the Definition Sheet



- Style and Word Choice
- Focus
- Understanding
- Organization
- Conventions
- Evidence and Elaboration

Understanding the Definition Sheet





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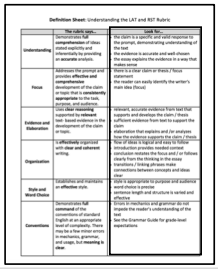
Understanding the Definition Sheet



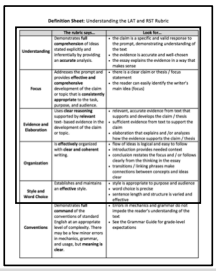
- **Review** the third column

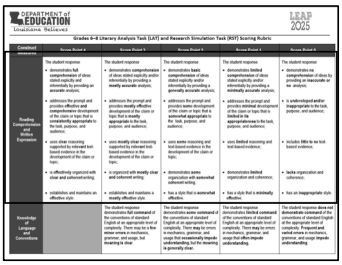
Let's Discuss:

- What type of information is provided?
- Why is this helpful?

ELA Content Module 6, Session 1 30

Zoom In → Reading Comprehension and Written Expression





ELA Content Module 6, Session 1 31

What do these descriptors look like in action?

- **Review** the language of the identified descriptor
- **Read** the example from the student exemplar

Discuss:

- How does this student's writing demonstrate the criteria outlined in the specified descriptor?

ELA Content Module 6, Session 1 32

Let's Prepare!

- **Read** Christopher's written response
- **Evaluate** Christopher's writing against each of the **Reading Comprehension and Written Expression** descriptors by using:
  - The Definition Sheet
  - The Benchmark (exemplar)
- **Put** his initials in the appropriate boxes on the rubric.

ELA Content Module 6, Session 1 38

Using the LEAP Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; TL • addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; TL • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **somewhat appropriate** to the task, purpose, and audience; TL • uses **some** reasoning and text-based evidence in the development of the claim or topic; • demonstrates **some** organization with **somewhat coherent** writing; TL • has a style that is **somewhat effective**.	The student response • demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • has a style that is **minimally effective**. TL	The student response • demonstrates no comprehension of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions	The student response **demonstrates full command** of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but **meaning is clear**.	The student response **demonstrates command** of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but **meaning is clear**.	The student response **demonstrates basic command** of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that **occasionally impede understanding** but for meaning is generally clear.	The student response **demonstrates limited command** of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at an appropriate level of complexity. Frequent and **varied errors** in mechanics, grammar, and usage **impede understanding**.

ELA Content Module 6, Session 1 39

Let's Practice!

- **Read** Christopher's written response
- **Evaluate** Christopher's writing against each of the **Reading Comprehension and Written Expression** descriptors by using:
  - The Definition Sheet
  - The Benchmark (exemplar)
- **Put** his initials (**CB**) in the appropriate boxes on the rubric.

ELA Content Module 6, Session 1 40

Let's Discuss!

- What strengths did you notice in Christopher's writing?
- What are some areas for improvement in Christopher's writing?
- Were any indicators more challenging to evaluate than others? Why?

ELA Content Module 6, Session 1 41

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 6: Supporting All Students
Session 2: Evidence of Student Learning

Do Now

Think – Pair – Share
Reflect on the student writing you brought to analyze:

- Where were your students (as a whole) most successful?
- What, in the student writing, makes you think so?

ELA Content Module 6, Session 2 44

Session Objectives

- Share and reflect on your experiences with the Inquiry Cycle.
- Identify the relationship between the specifics of the writing task, and the rubric used to assess the student work.
- Use a combination of a LEAP rubric AND a task-and-grade-level-specific benchmark to analyze student work.
- Analyze student work using the rubric and the benchmark.

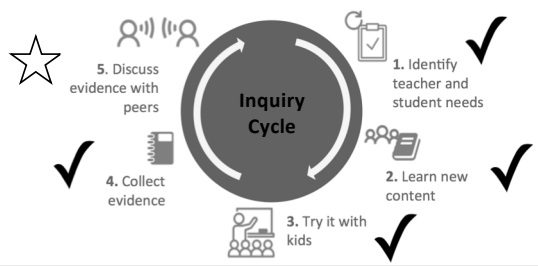
ELA Content Module 6, Session 2 45

A Reminder: Our Inquiry Question

Can my students express their understanding of complex texts through writing? What supports do they need to be successful?

ELA Content Module 6, Session 2 46

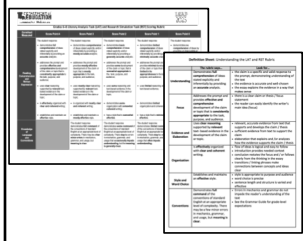
Where Are We Now?



Let's Prepare!

1) **Reread** your annotated exemplar.
2) **Read** a student response and think about how it compares to this benchmark.
3) **Evaluate** the student's response against each of the **Reading Comprehension and Written Expression** criteria on the rubric
4) **Put** the student's initials in the appropriate box on the rubric
5) **Repeat** steps 2-4!

Remember Our Tools

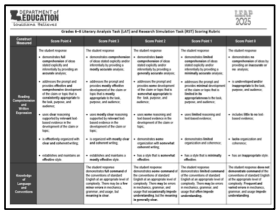


LEAP Rubric /Definition Sheet

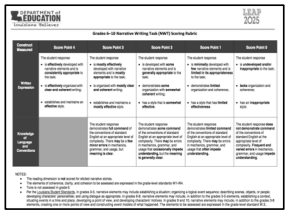
Annotated Exemplar

Which rubric will you use?

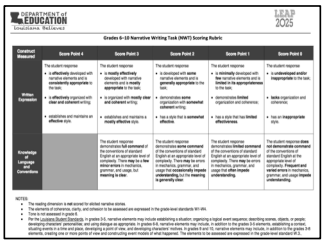
LAT and RST Rubric

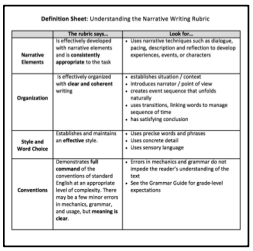


Narrative Writing Task Rubric

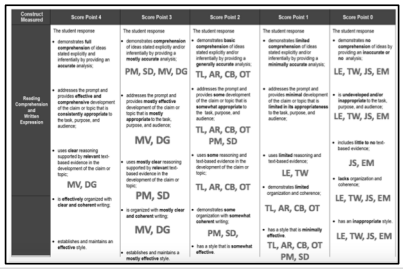


An Important Note: Narrative Rubric





Using the Leap Rubric



Let's Practice!

1) **Reread** your annotated exemplar.
2) **Read** a student response and think about how it compares to this benchmark.
3) **Evaluate** the student's response against each of the **Reading Comprehension and Written Expression** criteria on the rubric
4) **Put** the student's initials in the appropriate box on the rubric
5) **Repeat** steps 2-4 to assess as many pieces as you can!

ELA Content Module 6, Session 2 53

What patterns do you see?

- **Look for** patterns in student responses.
- **Make note of** observed strengths and weaknesses on your recording sheet in your note catcher.

ELA Content Module 6, Session 2 54

Celebrate Successes

Move to the number in the room that represents an area where your students (as a whole) were most successful:

1) Understanding
2) Focus
3) Evidence and Elaboration
4) Organization
5) Style and Word Choice

ELA Content Module 6, Session 2 55

Let's Discuss!

- Why do you think students performed so well on this descriptor?
- What was helpful about this process?
- What was challenging about this process?

ELA Content Module 6, Session 2 56

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 6: Supporting All Students
Session 3: Supporting Content Understanding and Writing Craft

Do Now

Think about the student writing you analyzed.

- What are some indicators that a student is struggling with understanding the text(s) that they are writing about?
- Look through your student pieces for a specific example to share.

ELA Content Module 6, Session 3 59

Session Objectives

- Analyze a student writing piece to identify where the student most needs support.
- Explore a Guidebooks writing protocol that can be used to provide that support.
- Brainstorm ways you can use this protocol to support your own students.

Let's Review!

Does IQ Test Really Measure Intelligence?

By Jeremy Hsu

FROM THE WIRED ARCHIVES

Dec. 20, 2012 — Single tests that measure intelligence quotient, or IQ, may become a thing of the past.

A new study of more than 100,000 participants suggests that there may be at least three different components of intelligence. So you could not give a single, unified score for all of them.

Researchers' understanding of the complexities of the human brain has evolved, and so has the notion of IQ: what it really means, and how it is most accurately captured.

"There are multiple types of intelligence," says researcher Adam Hampshire, PhD. He is a psychologist at the Brain and Mind Institute Natural Sciences Centre in London, Ontario, Canada. "It is time to move on to using a more comprehensive set of tests that can measure separate scores for each type of intelligence."

Using Many IQ Tests

In the study, all participants were invited to take a series of 12 online tests that measure memory, reasoning, attention, and planning as well as information on the test takers' background and lifestyle. The entire test takes about 30 minutes to complete.

According to the findings, there are at least three components that affect overall performance on tests. These include short-term memory, reasoning, and verbal recall.

Lifestyle factors count, too. For example, gamers — or people who play a lot of computer games — score higher on tests of reasoning and short-term memory. Those who have anxiety don't do as well on short-term memory tests, and those test takers who have anxiety don't do as well on short-term memory tests, the study shows.

What's more, the study suggests that each type of intelligence may have its basis in a different set of brain areas. Researchers used sophisticated brain scans called

IQ tests are 'meaningless and too simplistic' claim researchers

- Researchers say findings are a 'wake up call' for anyone using current tests
- Comes after biggest ever study of intelligence

It will come as a relief to those who failed to shine when asking an IQ test.

After conducting the largest ever study of intelligence, researchers have found that for them indicating how bright one is, IQ testing is what is either meant by or means.

In a study investigating the value of IQ, researchers asked more than 100,000 participants to complete 12 tasks designed to test memory, reasoning and verbal recall.

Researchers say that traditional IQ tests simply do not work as they cannot measure every aspect of intelligence - and said their findings are a 'wake up call' for schools, universities and others that use the tests

They say IQ had it's a survey on their background.

Results based on sex far from being similar to one single factor, which is commonly regarded as intelligence is influenced by three different elements - short-term memory, reasoning, and verbal ability.

But being good at one of these factors does not mean you are going to be equally gifted at the other two.

Scientists from Canada's Western University in Ontario, also scanned some of the participants' brains while they undertaken the tests.

Read the Cold Read Task writing prompt

Examine Student Writing

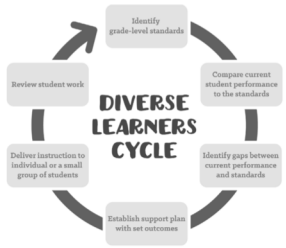
- **Read** Cameron's response to the Cold Read Task prompt
- **Look for:**
  - Strengths in his writing
  - Areas of weakness in his writing
- **Discuss and record** your observations

Let's Discuss!

- What strengths do you see in Cameron's writing?
- What weaknesses do you see in Cameron's writing?

Be specific!

The Diverse Learners Cycle in Action



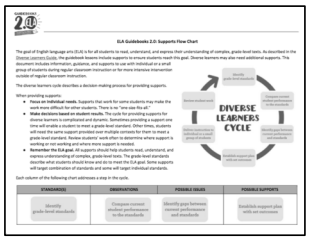
✓ Who needs support?

✓ Why do they need that support?

- What support do they need?
- When will they need that support?
- How will they get that support?

How could we support Cameron?

- Reader's Circles
- Annotation
- Vocabulary Protocol
- Graphic Organizers
- Building Knowledge through Text Sets


ELA Guidebooks 2.0: Supports Flow Chart

The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. As described in the Diverse Learners Cycle, the guidebook lessons include supports to ensure students reach this goal. Diverse learners may also need additional supports. The Guidebooks include differentiation, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction.

The diverse learners cycle describes a decision-making process for providing supports.

When providing supports:

- **Focus on individual needs.** Supports that work for some students may make the work more difficult for other students. There is no "one-size-fits-all."
- **Provide supports that are appropriate for the student.** Sometimes supports for diverse learners is complicated and dynamic. Sometimes providing a support one time will enable a student to meet a grade-level standard. Other times, students will need the same support provided over multiple contexts for them to meet a grade-level standard. Review students' work often to determine where support is working or not working and where more support is needed.
- **Remember the ELA goal.** All supports should help students read, understand, and express understanding of complex, grade-level texts. The grade-level standards describe what students should know and do to meet the ELA goal. Some supports will target combination of standards and some will target individual standards.

Each column of the following chart addresses a step in the cycle.

STANDARDS	OBSERVATIONS	POSSIBLE IDEAS	POSSIBLE SUPPORTS
Identify grade-level standards	Compare current student performance to the standards	Identify gaps between current performance and standards	Establish support plan with set outcomes

The Guidebooks Writing Process

ELA Content Module 6, Session 3 66

Examine Student Writing

- **Read** Makayla's response to the Cold Read Task prompt
- **Look for:**
  - Strengths in her writing
  - Areas of weakness in her writing
- **Discuss and record** your observations

ELA Content Module 6, Session 3 67

Let's Discuss!

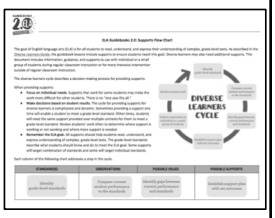
- What strengths do you see in Makayla's writing?
- What weaknesses do you see in Makayla's writing?

Be specific!

ELA Content Module 6, Session 3 68

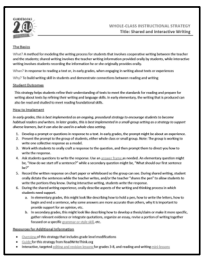
How could we support Makayla?

- Vocabulary Protocol
- Modeling: Mentor Text
- Small Group Writing
- Shared and Interactive Writing
- Modeling: Student Examples
- Mentor Sentences



ELA Content Module 6, Session 3 69

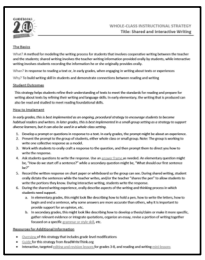
Let's Read!



- **Read** Interactive and Shared Writing strategy guide
- **Look for:**
  - Characteristics of shared and interactive writing

ELA Content Module 6, Session 3

Let's Discuss!



- What is shared and interactive writing?
- How could this strategy support Makayla?

ELA Content Module 6, Session 3

Let's Prepare!

As you watch the video, look for:

- Evidence of shared writing
- Teacher actions that supported students in improving word choice and sentence structure

ELA Content Module 6, Session 3 72

Let's Discuss!

Share your observations with a partner:

- Evidence of shared writing
- Teacher actions that supported students in improving word choice and sentence structure

ELA Content Module 6, Session 3 74

Connect to Your Own Classroom

- **Review** the patterns and needs you identified in the previous session
- **Identify:** Which of the needs could be addressed through Shared or Interactive Writing?
- **Record** your ideas on the Needs/Tools Brainstorm Chart.

ELA Content Module 6, Session 3 75

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 6: Supporting All Students
Session 4: Organization

Do Now

- When, in your own life, do you find it helpful to see a model before doing something? Think of a specific example!
- Why is this helpful?

ELA Content Module 6, Session 4 80

Session Objectives

- Analyze a student writing piece to identify where the student most needs support.
- Explore a Guidebooks writing protocol that can be used to provide that support.
- Brainstorm ways you can use this protocol to support your own students.

ELA Content Module 6, Session 4 81

Remember the Cold-Read Task Writing Prompt

Write a multi-paragraph essay that explains which character's opinion (Dr. Nemur, Dr. Strauss, or Burt) is most supported by "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers." Cite evidence from the both texts to support your response. Be sure to observe the conventions of standard English.

ELA Content Module 6, Session 4 82

Examine Student Writing

- **Read** Nadene's response to the Cold Read Task prompt
- **Look for:**
  - Strengths in her writing
  - Areas of weakness in her writing
- **Discuss and record** your observations

ELA Content Module 6, Session 4 83

Let's Discuss!

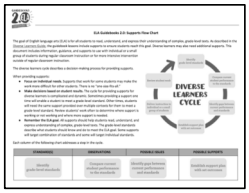
- What strengths do you see in Nadene's writing?
- What weaknesses do you see in Nadene's writing?

Be specific!

ELA Content Module 6, Session 4 84

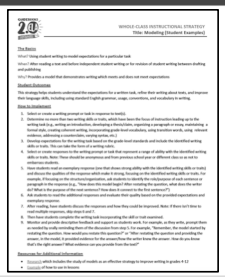
How could we support Nadene?

- Shared and Interactive Writing
- Modeling: Mentor Text
- Evidence Stems
- Transitions
- Modeling: Student Examples



ELA Content Module 6, Session 4 85

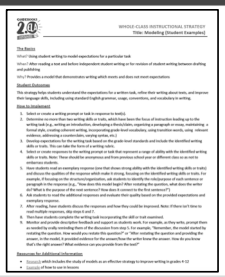
Modeling Using Student Examples



- **Read** the Modeling (Student Examples) strategy guide
- What do you **notice**?
- What do you **wonder**?

ELA Content Module 6, Session 4 86

Let's Discuss!



- What do you **notice** about this strategy?
- What do you **wonder** about this strategy?

ELA Content Module 6, Session 4 87

Let's Prepare!

Our Task

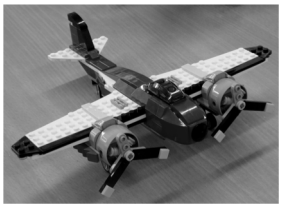
Write a multi-paragraph essay that explains which character's opinion (Dr. Nemur, Dr. Strauss, or Burt) is most supported by "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers."

What trait will we focus on?

Organization!

Turn and Talk:
What does organization mean in writing?

Organization



What is expected of us?

- **Read** standard W.8.2 in your note catcher.
- **Identify/highlight** evidence of "organization" in the standard
- **Discuss:** What is expected of you as 8th graders when it comes to organizing your writing?

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

What does it look like in action?

Exemplar Response

Three characters in "Flowers for Algernon" have different opinions on intelligence. Dr. Nemur believes IQ tests are a good measure of how intelligent a person is. Dr. Strauss believes IQ tests don't measure how much intelligence a person has but how intelligent a person could be. Burt believes IQ tests measure the knowledge you've gained by learning but the tests aren't good for measuring intelligence. Of these three characters, the one whose opinion is most supported by the two articles is Burt's opinion.

Both "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers" provides details of a survey about IQ tests. What the survey found is that IQ tests measure three types of intelligence, verbal ability, short-term memory, and reasoning. "Does IQ Test Really Measure Intelligence" says that one test might make a person seem "super-intelligent, but if they picked another, they may seem average." This supports Burt's opinion because it seems the tests are measuring things people already know or are good at and that they don't measure intelligence like Dr. Nemur and Dr. Strauss think.

Burt also says that an IQ test "really isn't any good at all." In "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers," it says, "IQ tests are pretty meaningless—if you are not good at them, all it proves is that you are not good at IQ tests. It does not say anything about your general intelligence." This supports Burt's opinion. Unlike Dr. Nemur and Dr. Strauss who believe IQ tests tell us about a person's intelligence, Burt believes that IQ tests measure prior knowledge that is learned, which is about education, not intelligence.

Both of the articles support the idea that there are many different types of intelligence, and using one test to measure intelligence oversimplifies what we know about intelligence. Based on the quotation from "Flowers for Algernon," Burt would agree with these articles.

- **Read** the exemplar response
- **Discuss:** What do you notice about how this student organized their writing?

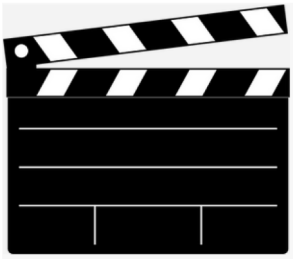
Let's Dig a Little Deeper

- **Work** with a Partner
- **Analyze** each paragraph
  - What job is this paragraph doing in the essay?
  - What information does it contain?
  - What job does the last sentence do? Why is that important?

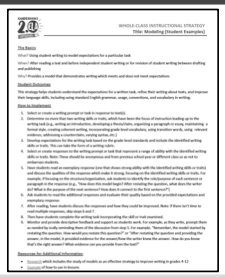
Let's Discuss!

How did the clear and strong organization in this essay help us follow the writer's thinking?

And… cut!



Debrief: Modeling Using Student Examples



WHOLE-CLASS INSTRUCTIONAL STRATEGY
Title: Modeling (Student Examples)

The Basics

What? Using student writing to model expectations for a particular task

When? After reading a text and before independent student writing or for revision of student writing between drafting and publishing

Why? Provides a model that demonstrates writing which meets and does not meet expectations

Student Outcomes

This strategy helps students understand the expectations for a written task, refine their writing about texts, and improve their language skills, including using standard English grammar, usage, conventions, and vocabulary in writing.

How to Implement

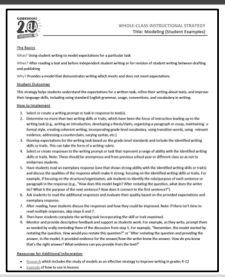
1. Select or create a writing prompt or task in response to text(s).
2. Determine no more than two writing skills or traits, which have been the focus of instruction leading up to the writing task (e.g., writing an introduction, developing a thesis/claim, organizing a paragraph or essay, maintaining a formal style, creating coherent writing, incorporating grade-level vocabulary, using transition words, using relevant evidence, addressing a counterclaim, varying syntax, etc.)
3. Determine which of the writing skills or traits are at or below grade-level standards and include the identified writing skills or traits. This can take the form of a writing rubric.
4. Select or create responses to the writing prompt or task that represent a range of ability with the identified writing skills or traits. Note: These should be anonymous and from previous school year or different class so as not to embarrass students.
5. Have students read an exemplary response (one that shows strong ability with the identified writing skills or traits) and discuss the qualities of the response which make it strong, focusing on the identified writing skills or traits. For example, if focusing on the structure/organization, ask students to identify the role/purpose of each sentence or paragraph in the response (e.g., "How does this model begin? Offer restating the question, what does the writer do? What is the purpose of the next sentence? How does it connect to the first sentence?")
6. Ask students to read the additional responses and evaluate their quality based on the provided expectations and exemplary response.
7. After reading, have students discuss the responses and how they could be improved. Note: If there isn't time to discuss all responses, pick one or two.
8. Then have students complete the writing task incorporating the skill or trait mastered.
9. Monitor and provide descriptive feedback and support as students work. For example, as they write, prompt them as needed by orally reminding them of the discussion from step 5. For example, "Remember, the model started by restating the question. How would you restate this question?" or "After restating the question and providing the thesis/claim, what do you need to do to prepare for the answer? How the writer knew the answer. How do you know that's the right answer? What evidence can you provide from the text?"

Resources for Additional Information

- Research which includes the study of models as an effective strategy to improve writing in grades 4-12
- Materials on how to use in lessons

- **Revisit** the Modeling (Student Examples) strategy guide
- **Work with a partner:** Determine which steps we just experienced

What would happen next?



WHOLE-CLASS INSTRUCTIONAL STRATEGY
Title: Modeling (Student Examples)

The Basics

What? Using student writing to model expectations for a particular task

When? After reading a text and before independent student writing or for revision of student writing between drafting and publishing

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1. Select or create a writing prompt or task in response to text(s).
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Resources for Additional Information

- Research which includes the study of models as an effective strategy to improve writing in grades 4-12
- Materials on how to use in lessons

- **Steps 6-7:** Students read and evaluate other responses and identify ways to improve their organization
- **Step 8:** Students apply what they learned about organization to their own writing
- **Step 9:** Provide on the spot feedback as students work. For example:
  - What job is this paragraph doing in your essay? What information belongs in this paragraph?

A Key Point

Organization is helpful! BUT…

If the writer didn't understand the CONTENT, the essay would not have been successful.

Let's Discuss!

WHOLE-CLASS INSTRUCTIONAL STRATEGY
Title: Modeling (Student Examples)

The Basics

What? Using student writing to model expectations for a particular task

When? After reading a text and before independent student writing or for revision of student writing between drafting and publishing

Why? Provides a model that demonstrates writing which meets and does not meet expectations

Student Outcomes

This strategy helps students understand the expectations for a written task, refine their writing about texts, and improve their language skills, including using standard English grammar, usage, conventions, and vocabulary in writing.

How to Implement

1. Select or create a writing prompt or task in response to text(s).
2. Determine no more than two writing skills or traits, which have been the focus of instruction leading up to the writing task (e.g., writing an introduction, developing a thesis/claim, organizing a paragraph or essay, maintaining a formal style, creating coherent writing, incorporating grade-level vocabulary, using transition words, using relevant evidence, addressing a counterclaim, varying syntax, etc.)
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Resources for Additional Information

- Research which includes the study of models as an effective strategy to improve writing in grades 4-12
- Materials on how to use in lessons

Modeling is a strategy that can be used flexibly to address MANY different student needs.

What other needs (besides organization) might you be able to address using modeling?

Connect to Your Own Classroom

- **Review** the patterns and needs you identified in Session 2.
- **Identify:** Which of the needs could be addressed through Modeling using Student Examples?
- **Record** your ideas on the Needs/Tools Brainstorm Chart.

ELA Content Module 6, Session 4 100

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 6: Supporting All Students
Session 5: Grammar and Conventions

Do Now

Think about the student writing you analyzed.

- What are some indicators that a student is struggling with grammar and conventions?
- Look through your student pieces for a specific example to share.

ELA Content Module 6, Session 5 102

Session Objectives

- Analyze a student writing piece to identify where the student most needs support.
- Explore Guidebooks writing protocols that can be used to provide that support.
- Brainstorm ways you can use these protocols to support your own students.

ELA Content Module 6, Session 5 103

Remember the Cold-Read Task Writing Prompt

Write a multi-paragraph essay that explains which character's opinion (Dr. Nemur, Dr. Strauss, or Burt) is most supported by "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers." Cite evidence from the both texts to support your response. Be sure to observe the conventions of standard English.

ELA Content Module 6, Session 5 104

Examine Student Writing

- **Read** Jason's response to the Cold Read Task prompt
- **Look for:**
  - Strengths in his writing
  - Areas of weakness in his writing
- **Discuss and record** your observations

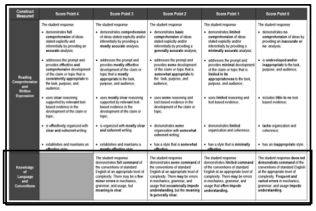
ELA Content Module 6, Session 5 105

Let's Discuss!

- What strengths do you see in Jason's writing?
- What weaknesses do you see in Jason's writing?

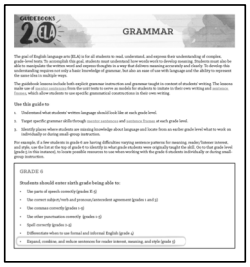
Be specific!

Let's Evaluate Jason's Conventions



"The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity."

What is the Grammar Guide?



- Provides **grade-level specific expectations** for grammar and conventions
- Names the **foundational skills** students should continue to reinforce and build upon each year
- Provides **annotated student writing** samples for each grade level to show what these expectations look like

Review the Grade 8 Expectations

Independently

- Review the Grade 8 snapshot from the Grammar Guide

With a Partner

- Revisit Jason's writing sample
- What evidence do you see that Jason:
  - Meets these grade-level expectations?
  - Does not meet these grade-level expectations?

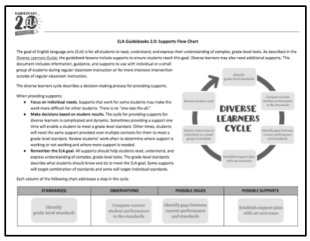
Let's Discuss!

What evidence do you see that Jason:

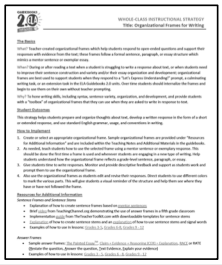
- Meets these grade-level expectations?
- Does not meet these grade-level expectations?

How could we support Jason?

- Organizational Frames
- Mini-Lessons for Small Group Writing
- Shared and Interactive Writing



Strategy #1: Organizational Frames


WHOLE-CLASS INSTRUCTIONAL STRATEGY
Title: Organizational Frames for Writing

The Basics

What? Teacher created organizational frames which help students respond to open ended questions and support their understanding of the structure of a text. Frames follow a formal sentence, paragraph, or essay structure which mimics a mentor sentence or exemplar essay.

When? During or after reading a text when a student is struggling to write a response about text, or when students need to improve their sentence construction and/or their essay organization and development; organizational frames are best used to support students when they respond to a "Let's Express Understanding" prompt, a culminating writing task, or an extension task in the ELA Guidebooks 3-8 units. Over time students should internalize the frames and begin to use them on their own without teacher prompting.

Student Outcomes

This strategy helps students prepare and organize thoughts about text, develop a written response in the form of a short or extended response, and use standard English grammar, usage, and conventions in writing.

How to Implement

1. Select a text and an appropriate organizational frame. Sample organizational frames are provided under "Resources for Additional Information" and are included within the Teaching Notes and Additional Materials in the guidebooks.
2. As needed, teach students how to use the selected frame using a mentor sentence or exemplary response. This should be done the first time a frame is used and whenever students are engaging in a new type of writing. Help students understand how the organizational frame reflects a grade-level sentence, paragraph, or essay.
3. Model how to use the organizational frame and provide descriptive feedback and support as students work and prompt them to use the organizational frame.
4. Also use the organizational frames as students edit and revise their responses. Direct students to use different colors to mark the various parts. The will give students a visual reminder of the structure and help them see where they have or have not used a part.

Resources for Additional Information

Sentence Frames and Sentence Stems

- Explanation of how to create sentence frames based on mentor sentences
- Brief video from TeachingChannel.org demonstrating the use of sentence frames in a fifth grade classroom
- Implementation guide from TheTeacherToolKit.com with downloadable templates for sentence stems
- Explanation of how to create sentence stems and an explanation of how to use sentence stems and signal words
- Examples of how to use in lessons: Grades 2-5, Grades 6-8, Grades 9 – 10

Answer Frames

- Sample answer frames: Plus, Explain Frame™, Video: Introduction, Structure & Offer, Combination, Mini, or BAFE
- Template the question, answer the question, Cite Evidence, Explain your evidence
- Examples of how to use in lessons: Grades 2-5, Grades 6 – 8, Grades 9 – 10

What: Teacher created frames

Why: Hones students' writing skills

How: Provides students with an exemplar structure for writing their ideas

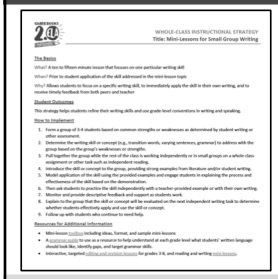
Let's Discuss!

Refer back to Jason's writing

- Choose one of Jason's ideas.
- Rewrite the idea using this organizational frame.

The article states _____, which supports Burt's idea that _____.

Strategy #2: Mini-Lessons for Small Group Writing


WHOLE-CLASS INSTRUCTIONAL STRATEGY
Title: Mini-Lessons for Small Group Writing

The Basics

What? A ten to fifteen minute lesson that focuses on one particular writing skill

When? Prior to student application of the skill addressed in the mini-lesson topic

Why? Allows students to focus on a specific writing skill, to immediately apply the skill in their own writing, and to receive timely feedback from both peers and teacher

Student Outcomes

This strategy helps students refine their writing skills and use grade-level conventions in writing and speaking.

How to Implement

1. Form a group of 3-4 students based on common strengths or weaknesses as determined by student writing or other assessment.
2. Determine the writing skill or concept (e.g., transition words, varying sentences, grammar) to address with the group based on the group's weaknesses or strengths.
3. Pull together the group while the rest of the class is working independently or in small groups on a whole-class assignment or other task such as independent reading.
4. Introduce the skill or concept to the group, providing strong examples from literature and/or student writing.
5. Model application of the skill using the provided examples and engage students in explaining the process and effectiveness of the skill based on the demonstration.
6. Then ask students to practice the skill independently with a teacher-provided example or with their own writing.
7. Monitor and provide descriptive feedback and support as students work.
8. Explain to the group that the skill or concept will be evaluated on the next independent writing task to determine whether students effectively apply and use the skill or concept.
9. Follow up with students who continue to need help.

Resources for Additional Information

- Mini-lesson outlines including ideas, format, and sample mini-lessons
- A grammar guide to use as a resource to help understand at each grade level what students' written language should look like, identify gaps, and target grammar skills.
- Interactive, targeted editing and revision lessons for grades 3-8, and reading and writing mini-lessons.

What: 10-15 minute lesson focused on a specific skill

Why: Allows students to learn and apply a specific writing skill

How: Explicit modeling, immediate application and on the spot feedback

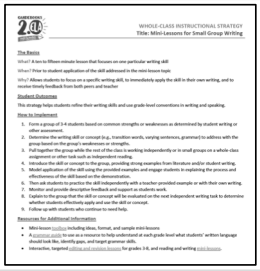
Strategy #2: Mini-Lessons for Small Group Writing

- **Read** the Small Group Writing case study
- **Look for:**
  - What is the teacher doing?
  - What are the students doing?
  - What makes this mini-lesson effective?

Let's Discuss!

- What is the teacher doing?
- What are the students doing?
- What makes this small group mini-lesson effective?

Work with a Partner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- Mini-lesson outlines including ideas, format, and sample mini-lessons
- A grammar guide to use as a resource to help understand at each grade level what students' written language should look like, identify gaps, and target grammar skills.
- Interactive, targeted editing and revision lessons for grades 3-8, and reading and writing mini-lessons.

- **Review** the 9 implementation steps
- **Put a check mark** next to the steps you observed in this case study

For Even More Practice…

WriteAlong!

- Interactive video lessons focused on targeted skills
- Provides explicit instruction and practice opportunities.
- Students follow along and pause the video at key points to practice
- Includes a formative assessment at the end

ELA instructional videos: WriteAlong and more

Interactive WriteAlong videos for targeted writing and grammar interventions, as well as other short (3-10 minute) videos intended for teacher and student use focused on targeted concepts and skills. Organized by topic.

Connect to Your Own Classroom

- **Review** the patterns and needs you identified in Session 2
- **Identify:** Which of the needs could be addressed through Organizational Frames or Small Group Mini Lessons?
- **Record** your ideas on the Needs/Tools Brainstorm Chart.

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 6: Supporting All Students
Session 6: Plan to Meet Student Needs

Do Now

- What did you discover about student learning (in relation to your inquiry question)?
- How will this affect what you do, instructionally, in the future?
- What have you found most helpful about engaging in a cycle of inquiry?

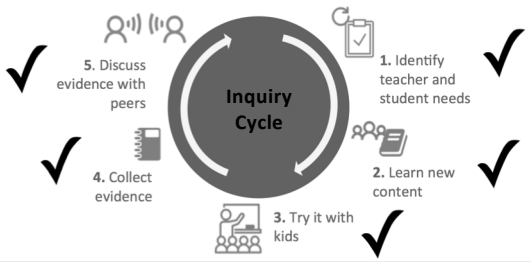
Session Objectives

- Summarize your own Cycle of Inquiry and decide on next steps using protocols from the Guidebooks.
- Review the writing protocols introduced in Arc 3 and plan to apply what you have learned to classroom instruction.

A Reminder: Our Inquiry Question

Can my students express their understanding of complex texts through writing? What supports do they need to be successful?

Where are we now?



Recap: Arc III

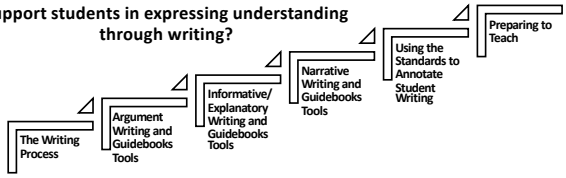
Arc III: Writing Cycle of Inquiry

Module 5: Writing and Language Skills

Module 6: Supporting All Students

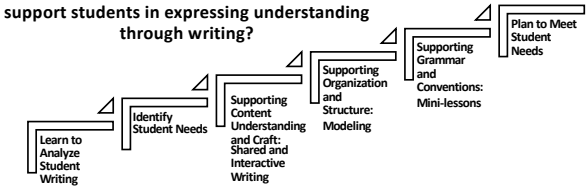
Recap: Module 5

What does effective writing look like? How does the Guidebooks 2.0 Curriculum support students in expressing understanding through writing?



Recap: Module 6

What does effective writing look like? How does the Guidebooks 2.0 Curriculum support students in expressing understanding through writing?



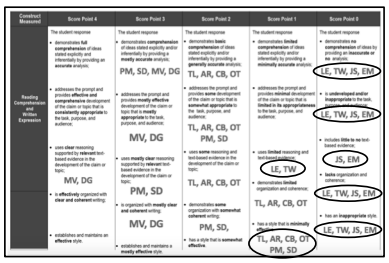
Let's Prepare!

- **Choose** an identified need to address.
- **Select** one of the writing protocols we have explored.
- **Make a plan** using the templates provided!

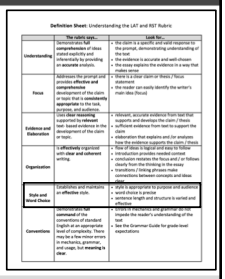
Writing Protocols:

- **Modeling: Mentor Text**
- **Modeling: Student Examples**
- **Organizational Frames**
- **Shared and Interactive Writing**
- **Small Group Mini-Lessons**

Choosing an Identified Need



Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis. • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience. • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic. MV, DG • is **effectively** organized with **clear and coherent** writing. • establishes and maintains an **effective** style.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis. PM, SD, MV, DG • addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience. MV, DG • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic. PM, SD • is organized with **mostly clear and coherent** writing. MV, DG • establishes and maintains a **mostly effective** style.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis. TL, AR, CB, OT • addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience. TL, AR, CB, OT PM, SD • uses **some** reasoning and text-based evidence in the development of the claim or topic. TL, AR, CB, OT • demonstrates **some** organization with **somewhat coherent** writing. PM, SD, • has a style that is **somewhat effective**.	The student response • demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis. • addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to the task, purpose, and audience. • uses **limited** reasoning and text-based evidence. LE, TW • demonstrates **limited** organization and coherence. TL, AR, CB, OT • has a style that is **minimally effective**. TL, AR, CB, OT PM, SD	The student response • demonstrates **no comprehension** of ideas by providing **an inaccurate or no** analysis. LE, TW, JS, EM • is **underdeveloped and/or inappropriate** to the task. LE, TW, JS, EM • includes **little to no** text-based evidence. JS, EM • **lacks** organization and coherence. LE, TW, JS, EM • has an **inappropriate** style. LE, TW, JS, EM



Definition Sheet: Understanding the LAT and RST Rubric

	The rubric says...	Look for...
Understanding	Demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis.	• the claim is a specific and valid response to the prompt, demonstrating understanding of the task • the evidence is accurate and well-chosen • the analysis explains the evidence in a way that makes sense
Focus	Addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience.	• there is a clear claim or thesis / focus statement • the reader can easily identify the writer's main idea /focus
Evidence and Elaboration	Uses **clear reasoning** supported by **relevant** text-based evidence in the development of the claim or topic.	• relevant, accurate evidence from text that supports the claim / thesis / focus • sufficient evidence from text to support the claim • elaboration that explains and /or analyzes how the evidence supports the claim / thesis
Organization	Is **effectively** organized with **clear and coherent** writing.	• the organization is effective and coherent • introduction provides needed context • conclusion restates the focus and / or follows clearly from the thinking in the essay • transitions / linking phrases make connections between concepts and ideas
Style and Word Choice	Establishes and maintains an **effective** style.	• style is appropriate to purpose and audience • word choice is precise • sentence length and structure is varied and effective
Conventions	Demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but **meaning is clear**.	• minor mechanics and grammar errors do not impede the reader's understanding of the text • See the Grammar Guide for grade-level expectations

Matching the Need with a Support

Need:

- More precise word choice
- Varied and effective sentence length and structure

Writing Protocols:

- **Modeling: Mentor Text**
- **Modeling: Student Examples**
- **Organizational Frames**
- **Shared and Interactive Writing**
- **Small Group Mini-Lessons**

ELA Content Module 6, Session 6 131

Applying the Learning from Arc 3

- **Choose** an identified need to address.
- **Select** one of the writing protocols we have explored.
- **Make a plan** using the templates provided!

Writing Protocols:

- **Modeling: Mentor Text**
- **Modeling: Student Examples**
- **Organizational Frames**
- **Shared and Interactive Writing**
- **Small Group Mini-Lessons**

ELA Content Module 6, Session 6 132

Share with a Partner

- **Find** a partner
- **Share** the need you identified and your plan
- **Discuss:**
  - What challenges do you anticipate in implementing this plan?
- **Brainstorm together:**
  - How might you overcome these challenges?

ELA Content Module 6, Session 6 133

Let's Reflect!

Reflect on your arc of learning over the course of the 6 Content Modules, then complete the sentence frame.

I used to think/feel/wonder _____ ,
but now I think/feel/wonder_____.

ELA Content Module 6, Session 6 134

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Next Steps & Wrapping Up

Assessment Accountability Buddy Check-In

Discuss with your Accountability Buddy:

- What skills have you learned that will support you to complete this assessment?
- What knowledge have you acquired that will support you to complete this assessment?

Expressing Understanding of Text Through Writing

ELA Content Module 6, Session 1 137

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Learning to Analyze Student Writing Samples

ELA Content Module 6, Session 1

Do Now *Share your reflections from the task you completed after Module 5.*
What went well? What was challenging?

Session Objectives	Agenda
• Unpack the RST/LAT LEAP rubric to deepen understanding of the descriptors. • Practice using a combination of a LEAP rubric and a benchmark (annotated student exemplar) to analyze student work from our shared unit.	

Time	Task
10 min	Getting Started
25 min	Unpacking a LEAP Rubric
20 min	Analyze a Writing Piece from our Shared Unit
5 min	Reflect and Capture Your Learning

Cold Read Task: Writing Prompt

From the Grade 8 Flowers for Algernon Unit

Read these sentences from Progress Report 10 (April 21) from "Flowers for Algernon" by Daniel Keyes.

> **I'm not sure what an I.Q. is. Dr. Nemur said it was something that measured how intelligent you were—like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn't weigh intelligence at all. He said an I.Q. showed how much intelligence you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff. Then when I asked Burt [. . .] he said that both of them were wrong [. . .]. Burt says that the I.Q. measures a lot of different things including some of the things you learned already, and it really isn't any good at all.**

Write a multiparagraph essay that explains which character's opinion (Dr. Nemur, Dr. Strauss, or Burt) is most supported by "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers." Cite evidence from the both texts to support your response. Be sure to observe the conventions of standard English.

Exemplar Response Cold Read Task, Annotated

Three characters in "Flowers for Algernon" have different opinions on intelligence. Dr. Nemur believes IQ tests are a good measure of how intelligent a person is. Dr. Strauss believes IQ tests don't measure how much intelligence a person has but how intelligent a person could be. Burt believes IQ tests measure the knowledge you've gained by learning but the tests aren't good for measuring intelligence. Of these three characters, the one whose opinion is most supported by the two articles is Burt's opinion.

> Introduces the topic with appropriate context

> Directly addresses the prompt with focus statement, **showing understanding of topic**

Both "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers" provides details of a survey about IQ tests. What the survey found is that IQ tests measure three types of intelligence, verbal ability, short-term memory, and reasoning. "Does IQ Test Really Measure Intelligence" says that one test might make a person seem "super-intelligent, but if they picked another, they may seem average." This supports Burt's opinion because it seems the tests are measuring things people already know or are good at and that they don't measure intelligence like Dr. Nemur and Dr. Strauss think.

> Organizes ideas and concepts into broader categories.
>
> Develops the topic / focus with well-chosen support from the texts, **demonstrating understanding of the texts**

> Uses appropriate transitions to clarify the relationship among the ideas and concepts

Burt also says that an IQ test "really isn't any good at all." In "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers," it says, "'IQ tests are pretty meaningless--if you are not good at them, all it proves is that you are not good at IQ tests. It does not say anything about your general intelligence.'" This supports Burt's opinion. Unlike Dr. Nemur and Dr. Strauss who believe IQ tests tell us about a person's intelligence, Burt believes that IQ tests measure prior knowledge that is learned, which is about education, not intelligence.

> Establishes and maintains a formal style

Both of the articles support the idea that there are many different types of intelligence, and using one test to measure intelligence oversimplifies what we know about intelligence. Based on the quotation from "Flowers for Algernon," Burt would agree with these articles.

> Provides a conclusion that follows from the information presented

Grades 6–8 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the claim or topic; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective**.	The student response • demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • has a style that is **minimally effective**.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

Definition Sheet: Understanding the LAT and RST Rubric

	The rubric says…	Look for…
Understanding	Demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis.	• the claim is a specific and valid response to the prompt, demonstrating understanding of the text • the evidence is accurate and well-chosen • the essay explains the evidence in a way that makes sense
Focus	Addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience.	• there is a clear claim or thesis / focus statement • the reader can easily identify the writer's main idea (focus)
Evidence and Elaboration	Uses **clear reasoning** supported by **relevant** text- based evidence in the development of the claim or topic.	• relevant, accurate evidence from text that supports and develops the claim / thesis • sufficient evidence from text to support the claim • elaboration that explains and /or analyzes how the evidence supports the claim / thesis
Organization	Is **effectively** organized with **clear and coherent** writing.	• flow of ideas is logical and easy to follow • introduction provides needed context • conclusion restates the focus and / or follows clearly from the thinking in the essay • transitions / linking phrases make connections between concepts and ideas clear
Style and Word Choice	Establishes and maintains an **effective** style.	• style is appropriate to purpose and audience • word choice is precise • sentence length and structure is varied and effective
Conventions	Demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but **meaning is clear**.	• Errors in mechanics and grammar do not impede the reader's understanding of the text • See the Grammar Guide for grade-level expectations

What do the descriptors look like in action?

Note: Refer to the LAT/RST Rubric and Definition Sheet while completing this task.

Descriptor	Student Writing Sample *(excerpt from the Exemplar)*	How does this student's writing demonstrate the criteria outlined in the specified descriptor?
Understanding	What the survey found is that IQ tests measure three types of intelligence, verbal ability, short-term memory, and reasoning. "Does IQ Test Really Measure Intelligence" says that one test might make a person seem "super-intelligent, but if they picked another, they may seem average." This supports Burt's opinion because…..	
Focus	Of these three characters, the one whose opinion is most supported by the two articles is Burt's opinion.	
Evidence and Elaboration	Burt also says that an IQ test "really isn't any good at all." In "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers," it says, "'IQ tests are pretty meaningless--if you are not good at them, all it proves is that you are not good at IQ tests. It does not say anything about your general intelligence.'" This supports Burt's opinion. Unlike Dr. Nemur and Dr. Strauss who believe IQ tests tell us about a person's intelligence, Burt believes that IQ tests measure prior knowledge that is learned, which is about education, not intelligence.	
Organization	Both of the articles support the idea that there are many different types of intelligence, and using one test to measure intelligence oversimplifies what we know about intelligence. Based on the quotation from "Flowers for Algernon," Burt would agree with these articles.	
Style and Word Choice	Unlike Dr. Nemur and Dr. Strauss who believe IQ tests tell us about a person's intelligence, Burt believes that IQ tests measure prior knowledge that is learned, which is about education, not intelligence.	

Read Christopher's response and evaluate his writing against each of the ***Reading Comprehension and Written Expression*** *descriptors by using the "Definition Sheet" and the benchmark (exemplar).*

Christopher's Response

Intelligence is a big topic of discussion in the story "Flowers for Algernon." It turns out that there are lots of different ways to think about intelligence. In this essay I will explain how Burt's opinion is the one that is most like the opinions we read about in the two articles, "Does IQ Test Really Measure Intelligence?" and "IQ Tests are Meaningless and Too Simplistic."

So what is Burt's opinion? Burt thinks that IQ tests aren't the greatest. He thinks intelligence is more than just what you have learned and what you can do on a test. And the other characters think that IQ tests are better than Burt does.

The two articles agree with Burt. In the article "IQ Tests are Meaningless and Too Simplistic," they tell us that IQ tests are just like any other tests. If you don't do good on it it might not be because you aren't smart it could just be because you aren't good at IQ tests. And that's what Burt is saying too that IQ tests just aren't that good for saying how smart a person is.

In the other article, "Does IQ Test Really Measure Intelligence?" they tell us about how IQ tests can test you on a lot of different things and depending on which test you take you could do good or you could do bad. That's why I think Burt's opinion is most like the opinions in these two articles. All three of them are saying that IQ tests aren't good for testing how smart you are.

In conclusion, let me show you the difference between what all these people say about intelligence. Dr. Nemur says that IQ tests are good, Dr. Strauss thinks IQ tests don't say how smart you but tell you how smart you can get, and Burt thinks that IQ tests are a waste of time. So now if you read the two articles I mentioned earlier I think you'll see that Burt's opinion is the best!

Note Catcher: Evidence of Student Learning

ELA Content Module 6, Session 2

Do Now
Reflect on the student writing you brought to analyze. • Where were your students (as a whole) most successful? • What, in the student writing, makes you think so?

Session Objectives	Agenda
• Share and reflect on your experiences with the Inquiry Cycle. • Identify the relationship between the specifics of the writing task and the rubric used to assess student work. • Use a combination of a LEAP rubric AND a task-and-grade-level-specific benchmark to analyze student work. • Analyze student work using the rubric and the benchmark.	

Time	Task
10 min	Getting Started
40 min	Analyze Your Students' Work
10 min	Reflect

What Patterns Do You See?

Recording Sheet

Strengths		
Pattern Observed	**Students Demonstrating this Strength**	**Notes/Questions**

Needs		
Pattern Observed	**Students Demonstrating this Need**	**Notes/Questions**

Note Catcher: Supporting Content Understanding and Writing Craft

ELA Content Module 6, Session 3

Do Now
Think about the student writing you analyzed. • What are some indicators that a student is struggling with understanding the text(s) that they are writing about? • Look through your student pieces for a specific example to share.

Session Objectives	Agenda
• Analyze a student writing piece to identify where the student needs most support. • Explore a Guidebooks writing protocol that can be used to provide that support. • Brainstorm ways you can use this protocol to support your own students.	

Time	Task
5 min	Getting Started
50 min	Analyze Two Student Pieces and Explore a Guidebooks Protocol
5 min	Connect to Your Own Classroom

Cold Read Task: Writing Prompt

From the Grade 8 Flowers for Algernon Unit

Read these sentences from Progress Report 10 (April 21) from "Flowers for Algernon" by Daniel Keyes.

> **I'm not sure what an I.Q. is. Dr. Nemur said it was something that measured how intelligent you were—like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn't weigh intelligence at all. He said an I.Q. showed how much intelligence you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff. Then when I asked Burt [. . .] he said that both of them were wrong [. . .]. Burt says that the I.Q. measures a lot of different things including some of the things you learned already, and it really isn't any good at all.**

Write a multiparagraph essay that explains which character's opinion (Dr. Nemur, Dr. Strauss, or Burt) is most supported by "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers." Cite evidence from the both texts to support your response. Be sure to observe the conventions of standard English.

Cameron's Response

In the story, *Flowers for Algernon* the three characters all think different things about intelligence. Also we read two articles about intelligence. I think the articles agree with Dr. Nemur because they are talking about measuring intelligence with a test.

The first article is called "Does IQ Test Really Measure Intelligence?" The writer says that he has bragging rights about IQ tests. "Some very valuable research has been carried out using classical IQ testing." He means that IQ testing is valuable and it helps figure how smart people are. Dr. Nemur in the book agrees with this. He thinks that you can measure a person's smartness the same way you can weigh with a scale.

The second article is called "IQ Tests Are Meaningless and Too Simplistic". There is a group called Mensa and it has really smart people in it and they take a test. The questions in the test tell how high your IQ is which is how smart you are. There are questions like if you count from 1 to 100 how many 7's will you pass. I think Dr. Nemur would like this test and it would measure how smart someone is like Charlie with one test.

In conclusion, I think Dr. Nemur would agree with these articles.

Observations	
Strengths	**Weaknesses**

Makayla's Response

All of the characters in "Flowers for Algernon" think different stuff about intelligence. Dr. Nemur thinks IQ tests are good. Dr. Strauss thinks IQ tests are bad. Burt thinks IQ tests are good in some ways like about how much you know and not good in other ways like how smart you are. So I think Burt agrees with these articles.

These articles are about a survey that a whole bunch of people did on the computer which was to show what all the people thought about IQ tests, which are tests that measure how smart you are. The first article tells about different tests measuring different stuff. The tests show different stuff so nobody really knows how smart a person is from an IQ test. Burt in the book agrees with that. He thinks that IQ tests are good for what you already know but not good for how smart you are.

Burt also says that an IQ test "really isn't any good at all." In the second article we read it says that if you are not good at a test then it only proves that you are not good at a test. Burt thinks this is pretty stupid and what you learn is not the same as how smart you are.

So both these articles think that IQ tests are pretty bad, like Burt.

Observations	
Strengths	**Weaknesses**

The Basics

What? A method for modeling the writing process for students that involves cooperative writing between the teacher and the students; shared writing involves the teacher writing information provided orally by students, while interactive writing involves students recording the information he or she originally provides orally.

When? In response to reading a text or, in early grades, when engaging in writing about texts or experiences

Why? To build writing skill in students and demonstrate connections between reading and writing

Student Outcomes

This strategy helps students refine their understanding of texts to meet the standards for reading and prepare for writing about texts by refining their writing and language skills. In early elementary, the writing that is produced can also be read and studied to meet reading foundational skills.

How to Implement

In early grades, this is best implemented as an ongoing, procedural strategy to encourage students to become habitual readers and writers. In later grades, this is best implemented in a small-group setting as a strategy to support diverse learners, but it can also be used in a whole-class setting.

1. Develop a prompt or questions in response to a text. In early grades, the prompt might be about an experience.
2. Present the prompt to the group of students, either whole class or small group. Note: The group is working to write one collective response as a model.
3. Work with students to orally craft a response to the question, and then prompt them to direct you how to write the response.
4. Ask students questions to write the response. Use an answer frame as needed. An elementary question might be, "How do we start off a sentence?" while a secondary question might be, "What should our first sentence be?"
5. Record the written response on chart paper or whiteboard so the group can see. During shared writing, student orally dictate the sentences while the teacher writes, and/or the teacher "shares the pen" to allow students to write the portions they know. During interactive writing, students write the response.
6. During the shared writing experience, orally describe aspects of the writing and thinking process in which students need support.
    a. In elementary grades, this might look like describing how to hold a pen, how to write the letters, how to begin and end a sentence, why some answers are more accurate than others, why it is important to provide support for an opinion, etc.
    b. In secondary grades, this might look like describing how to develop a thesis/claim or make it more specific, gather relevant evidence or integrate quotations, organize an essay, revise a portion of writing together focused on a specific grammar or style skill, etc.

Resources for Additional Information

- Overview of this strategy that includes grade level modifications
- Guide for this strategy from ReadWriteThink.org
- Interactive, targeted editing and revision lessons for grades 3-8, and reading and writing mini-lessons

Video Analysis

As you watch the video, look for:

Evidence of shared writing	
Teacher actions that supported students in improving word choice and sentence structure	

Note Catcher: Organization

ELA Content Module 6, Session 4

Do Now
When, in your own life, do you find it helpful to see a model before doing something? Think of a specific example! Why is this helpful?

Session Objectives	Agenda
• Analyze a student writing piece to identify where the student most needs support. • Explore a Guidebooks writing protocol that can be used to provide that support. • Brainstorm ways you can use this protocol to support your own students.	

Time	Task
5 min	Getting Started
10 min	Review and Analyze a Student Piece
40 min	Experience a Guidebooks Protocol: Modeling Using Student Examples
5 min	Connect to Your Classroom

Cold Read Task: Writing Prompt

From the Grade 8 Flowers for Algernon Unit

Read these sentences from Progress Report 10 (April 21) from "Flowers for Algernon" by Daniel Keyes.

> **I'm not sure what an I.Q. is. Dr. Nemur said it was something that measured how intelligent you were—like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn't weigh intelligence at all. He said an I.Q. showed how much intelligence you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff. Then when I asked Burt [. . .] he said that both of them were wrong [. . .]. Burt says that the I.Q. measures a lot of different things including some of the things you learned already, and it really isn't any good at all.**

Write a multiparagraph essay that explains which character's opinion (Dr. Nemur, Dr. Strauss, or Burt) is most supported by "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers." Cite evidence from the both texts to support your response. Be sure to observe the conventions of standard English.

Nadene's Response

These three characters in *Flowers for Algernon* all think different things about intelligence. Also we read two articles about intelligence. I think the articles agree with Burt because they are talking about measuring intelligence with a test.

When you take an IQ test it is supposed to tell how smart you are. But Burt thinks the problem is that IQ tests really measure what you learned and know and that this is different from how smart you are. The two articles are called "Does IQ Test Really Measure Intelligence?" and "IQ Tests Are Meaningless and Too Simplistic." Both the articles say that there are three kinds of intelligence, verbal ability, short-term memory and reasoning. Burt thinks that the IQ test will not be good for Charlie and the scientists will not get a good understanding of how smart Charlie is. They probably can't learn about these three types of intelligence, for example. The articles say that more than 100,000 people took 12 tests and they learned that people who were good at one thing weren't always good at another thing, so the IQ test might be "meaningless." Dr. Devi says "To come up with one unifiying score and use that to determine a person's overall ability is fraught with problems," she says, "We need to get away from that."

I'm glad I don't have to take an IQ test!

Observations	
Strengths	**Weaknesses**

The Basics

What? Using student writing to model expectations for a particular task

When? After reading a text and before independent student writing or for revision of student writing between drafting and publishing

Why? Provides a model that demonstrates writing which meets and does not meet expectations

Student Outcomes

This strategy helps students understand the expectations for a written task, refine their writing about texts, and improve their language skills, including using standard English grammar, usage, conventions, and vocabulary in writing.

How to Implement

1. Select or create a writing prompt or task in response to text(s).
2. Determine no more than two writing skills or traits, which have been the focus of instruction leading up to the writing task (e.g., writing an introduction, developing a thesis/claim, organizing a paragraph or essay, maintaining a formal style, creating coherent writing, incorporating grade-level vocabulary, using transition words, using relevant evidence, addressing a counterclaim, varying syntax, etc.)
3. Develop expectations for the writing task based on the grade-level standards and include the identified writing skills or traits. This can take the form of a writing rubric.
4. Select or create responses to the writing prompt or task that represent a range of ability with the identified writing skills or traits. Note: These should be anonymous and from previous school year or different class so as not to embarrass students.
5. Have students read an exemplary response (one that shows strong ability with the identified writing skills or traits) and discuss the qualities of the response which make it strong, focusing on the identified writing skills or traits. For example, if focusing on the structure/organization, ask students to identify the role/purpose of each sentence or paragraph in the response (e.g., "How does this model begin? After restating the question, what does the writer do? What is the purpose of the next sentence? How does it connect to the first sentence?")
6. Ask students to read the additional responses and evaluate their quality based on the provided expectations and exemplary response.
7. After reading, have students discuss the responses and how they could be improved. Note: If there isn't time to read multiple responses, skip steps 6 and 7.
8. Then have students complete the writing task incorporating the skill or trait examined.
9. Monitor and provide descriptive feedback and support as students work. For example, as they write, prompt them as needed by orally reminding them of the discussion from step 5. For example, "Remember, the model started by restating the question. How would you restate this question?" or "After restating the question and providing the answer, in the model, it provided evidence for the answer/how the writer knew the answer. How do you know that's the right answer? What evidence can you provide from the text?"

Resources for Additional Information

- Research which includes the study of models as an effective strategy to improve writing in grades 4-12
- Example of how to use in lessons

What is expected of us?

Read Standard W.8.2 and highlight evidence of "organization" in the standard.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Discuss: What is expected of you as 8th graders when it comes to organizing your writing?

Exemplar Student Response

Three characters in “Flowers for Algernon” have different opinions on intelligence. Dr. Nemur believes IQ tests are a good measure of how intelligent a person is. Dr. Strauss believes IQ tests don’t measure how much intelligence a person has but how intelligent a person could be. Burt believes IQ tests measure the knowledge you’ve gained by learning but the tests aren’t good for measuring intelligence. Of these three characters, the one whose opinion is most supported by the two articles is Burt’s opinion.

Both “Does IQ Test Really Measure Intelligence?” and “IQ Tests are ‘Meaningless and Too Simplistic’ Claim Researchers” provides details of a survey about IQ tests. What the survey found is that IQ tests measure three types of intelligence, verbal ability, short-term memory, and reasoning. “Does IQ Test Really Measure Intelligence” says that one test might make a person seem “super-intelligent, but if they picked another, they may seem average.” This supports Burt’s opinion because it seems the tests are measuring things people already know or are good at and that they don’t measure intelligence like Dr. Nemur and Dr. Strauss think.

Burt also says that an IQ test “really isn’t any good at all.” In “IQ Tests are ‘Meaningless and Too Simplistic’ Claim Researchers,” it says, “‘IQ tests are pretty meaningless--if you are not good at them, all it proves is that you are not good at IQ tests. It does not say anything about your general intelligence.’” This supports Burt’s opinion. Unlike Dr. Nemur and Dr. Strauss who believe IQ tests tell us about a person’s intelligence, Burt believes that IQ tests measure prior knowledge that is learned, which is about education, not intelligence.

Both of the articles support the idea that there are many different types of intelligence and using one test to measure intelligence oversimplifies what we know about intelligence. Based on the quotation from “Flowers for Algernon,” Burt would agree with these articles.

Let's Dig a Little Deeper: Analyze Each Paragraph

	What job is this paragraph doing in the essay?	What information does it contain?	What job does the last sentence do? Why is that important?
Paragraph 1			
Paragraph 2			
Paragraph 3			
Paragraph 4			

Note Catcher: Grammar and Conventions

ELA Content Module 6, Session 5

Do Now
Think about the student writing you analyzed. • What are some indicators that a student is struggling with grammar and conventions? • Look through your student pieces for a specific example to share.

Session Objectives	Agenda
• Analyze a student writing piece to identify where the student most needs support. • Explore a Guidebooks writing protocol that can be used to provide that support. • Brainstorm ways you can use this protocol to support your own students.	

Time	Task
5 min	Getting Started
20 min	Analyze a Student Piece
30 min	Explore 2 Guidebooks Writing Supports
5 min	Connect to Your Classroom

Cold Read Task: Writing Prompt

From the Grade 8 Flowers for Algernon Unit

Read these sentences from Progress Report 10 (April 21) from "Flowers for Algernon" by Daniel Keyes.

> **I'm not sure what an I.Q. is. Dr. Nemur said it was something that measured how intelligent you were—like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn't weigh intelligence at all. He said an I.Q. showed how much intelligence you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff. Then when I asked Burt [. . .] he said that both of them were wrong [. . .]. Burt says that the I.Q. measures a lot of different things including some of the things you learned already, and it really isn't any good at all.**

Write a multiparagraph essay that explains which character's opinion (Dr. Nemur, Dr. Strauss, or Burt) is most supported by "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers." Cite evidence from the both texts to support your response. Be sure to observe the conventions of standard English.

Jason's Response

In "Flowers for Algernon", the three characters think different stuff about intelligence. Dr. Nemur thinks IQ tests are useful, like a scale. Dr. Strauss thinks that's not what IQ tests are, Burt thinks IQ tests are useful in some ways and not good in other ways, Burt thinks they don't really tell how smart you are. So I think the articles agree with Burt.

IQ tests are tests and they measure if a person is smart or not. These articles are about a bunch of people who did this survey about IQ tests. To show what all the people thought about these tests. The first article tells about different tests measuring different things the tests show all these different things so its impossible to ever know how smart a person is from an IQ test. Burt in the book agrees with that, Burt thinks that IQ tests are not good for how smart you are, Burt says IQ tests are good for what you already know.

The second article also says that if you are not good at a test then it only shows you are not good at a test and Burt also says that IQ tests are not good. Burt says that an IQ test "really isn't any good at all" so he would agree with the articles and they agree with him. Burt thinks that it is pretty stupid to use IQ tests to tell how smart a person is, what you learn is not the same as how smart you are.

So Burt thinks IQ tests are bad. And so do both the articles.

Observations	
Strengths	**Weaknesses**

GRADE 8

Students should enter eighth grade being able to:

- Use parts of speech correctly (grades K-6)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1, 3, and 6)
- Place phrases and clauses in a sentence, recognizing and correcting misplaced or dangling modifiers (grade 7)
- Use commas correctly (grades 1-7)
- Use other punctuation correctly (grades 1-5)
- Spell correctly (grades 2-7)
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language (grade 6)
- Choose language that expresses ideas precisely, recognizing and eliminating wordiness and redundancy (grade 7)
- Vary sentence patterns by choosing sentence types to signal differing relationships among ideas and for reader/listener interest and style (grades 5-7)
- Maintain consistent style and tone (grades 6-7)

View an example of what students should produce when they **enter eighth grade**.

Students should build on this foundation throughout eighth grade.

1. *Reinforce the skills students gained in earlier grades*. When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
2. *Expand student skills*. Explicitly teach students how to:
   a. Form and use verbs in active and passive voice and in various moods to achieve particular effects
   b. Recognize and correct inappropriate shifts in verb voice and mood
   c. Use punctuation to indicate a pause or break and an ellipsis to indicate an omission

Lessons throughout the grade 8 guidebook units support this work. Access **additional lessons for grade 8** that can be used with individual students or during small-group instruction to support students in developing their writing skills.

View an example of what students should produce when they **leave eighth grade**.

The Basics

What? Teacher-created organizational frames which help students respond to open-ended questions and support their responses with evidence from the text; these frames follow a formal sentence, paragraph, or essay structure which mimics a mentor sentence or exemplar essay.

When? During or after reading a text when a student is struggling to write a response about text, or when students need to improve their sentence construction and variety and/or their essay organization and development; organizational frames are best used to support students when they respond to a "Let's Express Understanding!" prompt, a culminating writing task, or an extension task in the ELA Guidebooks 2.0 units. Over time students should internalize the frames and begin to use them on their own without teacher prompting.

Why? To hone writing skills, including syntax, sentence variety, organization, and development, and provide students with a "toolbox" of organizational frames that they can use when they are asked to write in response to text.

Student Outcomes

This strategy helps students prepare and organize thoughts about text, develop a written response in the form of a short or extended response, and use standard English grammar, usage, and conventions in writing.

How to Implement

1. Create or select an appropriate organizational frame. Sample organizational frames are provided under "Resources for Additional Information" and are included within the Teaching Notes and Additional Materials in the guidebooks.
2. As needed, teach students how to use the selected frame using a mentor sentence or exemplary response. This should be done the first time a frame is used and whenever students are engaging in a new type of writing. Help students understand how the organizational frame reflects a grade-level sentence, paragraph, or essay.
3. Give students time to write responses. Monitor and provide descriptive feedback and support as students work and prompt them to use the organizational frame.
4. Also use the organizational frames as students edit and revise their responses. Direct students to use different colors to mark the various parts. This will give students a visual reminder of the structure and help them see where they have or have not followed the frame.

Resources for Additional Information

Sentence Frames and Sentence Stems

- Explanation of how to create sentence frames based on mentor sentences
- Brief video from TeachingChannel.org demonstrating the use of answer frames in a fifth grade classroom
- Implementation guide from TheTeacherToolkit.com with downloadable templates for sentence stems
- Explanation of how to create sentence stems and an explanation of how to use sentence stems and signal words
- Examples of how to use in lessons: Grades 3-5, Grades 6-8, Grades 9 - 12

Answer Frames

- Sample answer frames: The Painted Essay™, Claim + Evidence + Reasoning (CER) = Explanation, RACE or RATE (Restate the question, Answer the question, Text Evidence, Explain your evidence)
- Examples of how to use in lessons: Grades 3 - 5, Grades 6 - 8, Grades 9 - 12

Refer back to Jason's writing.

Choose one of Jason's ideas. Rewrite the idea using this organizational frame:

The article states _____, which supports Burt's idea that _____.

8th Grade Case Study: Mini-Lessons for Small Group Writing

Students have just completed a writing task, and the teacher has reviewed their work to determine trends and focus areas for editing. She has provided guidance and instructions to the class on how they will begin to revise and edit their drafts, and then pulls three students – Jason, April, and Malik – to a small group. The following transcript is an excerpt of this small group writing mini-lesson.

Teacher: I read your essays, and I am really impressed with the ideas and evidence you all included! Today we're going to work on a skill that will help you make these ideas even clearer and more accessible to your readers. I noticed that each of you wrote using run-on sentences, which can cause your readers to become confused or unclear about what you're trying to say. So, our goal right now is to learn how to recognize and correct run-on sentences to make our writing clear and professional.

Teacher: A run on sentence is when two or more independent clauses are smashed together. Jason can you remind us – what is an "independent clause?"

Jason: It's a complete sentence, a thought that makes sense all by itself.

Teacher: Yes, so when we have two independent clauses that are separated only by a comma, that's what we call a "comma splice." Take a look at this first sentence, and let's work together to figure out if it's a comma splice or not.

Students turn to their practice sheets and April reads the first sentence aloud.

April: "Dr. Nemur thinks IQ tests are reliable for measuring intelligence, Dr. Straus thinks IQ tests measure how much intelligence you can get."

Teacher: "Look at each comma in the sentence and ask yourself: "Is this comma separating two independent clauses?" *In this case we only see one comma. Malik, is this comma separating two independent clauses?*

Malik*:* umm..yes I think so.

Teacher*:* How do you know?

Malik: Because the part that comes before the comma could stand on its on and so could the part that comes after the comma.

The group practices reading three more sentences to determine whether or not each is an example of a comma splice.

Teacher: Great - being able to recognize when you've written a comma splice is the first step in improving your writing. Now let's look at three ways to fix comma splices:

The teacher presents the three solutions on an anchor chart:

1. *Change the comma to a period.*
2. *Add a conjunction after the comma.*
3. *Change the comma to a semicolon (if the two independent clauses are very closely related).*

She then models how to use each of these three approaches to fix the comma splice they identified in the previous activity.

Teacher: So let's put these steps together and give this a try. Let's look at our next sentence:

"Both articles suggest that intelligence is a complex thing to measure, IQ tests may not be enough to determine how intelligent a person is."

Teacher: April, what's the first step in our editing process?

April: We need to figure out if it's actually a run-on, or a comma splice.

Teacher: And Jason, how do we know if it's a comma splice?

Jason: It's a comma splice if there are two independent clauses, and there is only a comma in between them. This sentence is a comma splice because both parts are complete ideas.

Teacher: Great. So now let's practice fixing this comma splice. On your practice sheet, rewrite this sentence using each of the three solutions for fixing a comma splice.

The students work on correcting the sample sentence while the teacher monitors and asks probing questions, such as "Why did you choose this conjunction?" After students have finished, the teacher displays student work and provides models of corrections as needed.

Teacher: Now it's your turn to apply this skill to your own essay to make your ideas clearer. Please take out your essays and first identify a comma splice. Then, choose one of our 3 solutions to fix your comma splice.

Students take out their drafts and work to recognize and correct a comma splice. The teacher monitors this work time and provides feedback in the moment to guide students.

Jason identifies the following run on sentence in his writing:
"Burt in the book agrees with that, Burt thinks that IQ tests are not good for how smart you are, Burt says IQ tests are good for what you already know.

He notices that he has two comma splices in the same sentence, so he uses two solutions to re-write this sentence:

"Burt agrees with the article because he thinks that IQ tests are not good for how smart you are. Burt says IQ tests are good for what you already know."

Teacher: Great work – when you go back to your seats and join the class, you'll continue to reread your draft and find and correct comma splices. Remember that we're doing this to make your writing clear and professional. I'll be looking for you to show me that you can write using complete sentences (and avoid comma splices) when you turn in your next piece of writing.

Title: Mini-Lessons for Small Group Writing

The Basics

What? A ten to fifteen minute lesson that focuses on one particular writing skill

When? Prior to student application of the skill addressed in the mini-lesson topic

Why? Allows students to focus on a specific writing skill, to immediately apply the skill in their own writing, and to receive timely feedback from both peers and teacher

Student Outcomes

This strategy helps students refine their writing skills and use grade-level conventions in writing and speaking.

How to Implement

1. Form a group of 3-4 students based on common strengths or weaknesses as determined by student writing or other assessment.
2. Determine the writing skill or concept (e.g., transition words, varying sentences, grammar) to address with the group based on the group's weaknesses or strengths.
3. Pull together the group while the rest of the class is working independently or in small groups on a whole-class assignment or other task such as independent reading.
4. Introduce the skill or concept to the group, providing strong examples from literature and/or student writing.
5. Model application of the skill using the provided examples and engage students in explaining the process and effectiveness of the skill based on the demonstration.
6. Then ask students to practice the skill independently with a teacher-provided example or with their own writing.
7. Monitor and provide descriptive feedback and support as students work.
8. Explain to the group that the skill or concept will be evaluated on the next independent writing task to determine whether students effectively apply and use the skill or concept.
9. Follow up with students who continue to need help.

Resources for Additional Information

- Mini-lesson toolbox including ideas, format, and sample mini-lessons
- A grammar guide to use as a resource to help understand at each grade level what students' written language should look like, identify gaps, and target grammar skills.
- Interactive, targeted editing and revision lessons for grades 3-8, and reading and writing mini-lessons.

Note Catcher: Plan to Meet Student Needs

ELA Content Module 6, Session 6

Do Now
What did you discover about student learning (in relation to your inquiry question)? How will this affect what you do, instructionally, in the future? What have you found most helpful about engaging in a cycle of inquiry?

Session Objectives	Agenda
• Summarize your own Cycle of Inquiry and decide on next steps using protocols from the Guidebooks. • Review the writing protocols introduced in Arc 3 and plan to apply what you have learned to classroom instruction.	

Time	Task
5 min	Getting Started
5 min	Reviewing this Cycle of Inquiry
40 min	Reflecting on and Applying Learning from Arc 3
5 min	Sharing Plans
5 min	Capture Your Learning

Using Mentor Texts Template

Use with the Mentor Texts Protocol

Use this template to plan a lesson using mentor texts.

1. Select (or create) a meaningful text that represents writing expected of the profession and discipline.
   What text will you use as a model for this lesson?

   _____

   _____

   _____

2. Create a writing task in response to the text.
   What writing prompt will the students respond to?

   _____

   _____

   _____

   _____

   _____

3. Determine the writing skill or trait (e.g., transition words, sentence variety/fluency, figurative language, word choice) to address.
   What skill or trait will the lesson focus on?

   _____

   _____

   _____

4. Introduce the skill or trait to the group, providing a strong example from the text.
   What example from the text will you use?

   _____

   _____

   _____

5. Ask students to reread the text and record additional examples of the focus writing skill or trait.
   List one or more additional examples from the text.

   _____

   _____

   _____

   _____

   _____

6. After reading, have students discuss the examples and the effectiveness of the writing based on the reviewed skill or trait.
   What, specifically, should students notice about examples? Below, list several "Look Fors" for this discussion.

   _____

   _____

   _____

   _____

   _____

   _____

7. Then have students complete the writing task incorporating the skill or trait studied in the mentor text.
   On a separate sheet, create a student exemplar for this writing task.

8. Monitor and provide descriptive feedback and support as students work.
   How will students receive feedback and support as they work?

   _____

   _____

   _____

Using Modeling (Student Examples) Template

Use with the Modeling (Student Examples) Protocol

Use this template to plan a lesson using student examples as models.

1. Select or create a writing prompt or task in response to text(s).
   What prompt will students respond to?

   _____

   _____

   _____

2. Choose a writing skill/concept that has been the focus of instruction.
   What skill/concept will you focus on?

   _____

   _____

3. Develop standards based expectations for the writing task that include the identified writing skill/concept.
   In a bulleted list, describe the expectations for a high-quality response (including the identified skill/concept).

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

4. Select /create responses to the writing task that represent a range of ability with the identified writing skill/concept.
   Will you select or create these responses? _____

5. Have students read a response that shows strong ability with the identified writing skills/concept and discuss what makes it strong.
   On a separate sheet, write (or choose) a student example that is strong in the targeted skill.

6. Have students read the additional responses and evaluate their quality based on the provided expectations and exemplary response.
   On a separate sheet, write (or choose) at least one student example that is weak in the targeted skill.

7. After reading, students discuss the responses and how they could be improved.
   Make a sample revision on the weak piece that you can use while modeling this process for students.

8. Students complete the writing task incorporating the skill or trait examined.
   On the strong piece you wrote/chose, underline places where the targeted skill is applied effectively.

9. Monitor and provide descriptive feedback and support as students work.
   How will students receive feedback and support as they work?

   _____

   _____

   _____

Using Organizational Frames Template

Use with Organizational Frames Protocol

Use this template to plan a lesson using organizational frames.

1. Select an open-ended, text-based question from an upcoming Guidebooks lesson for students to respond to.

   Which question will students respond to using the organizational frame?

   _____

   _____

   _____

2. Create or select an appropriate organizational frame to use with this question.
   Which organizational frame(s) will you provide for students?

   _____

   _____

   _____

3. As needed, teach students how to use the selected frame using a mentor sentence or exemplary response.
   Note: This should be done the first time a frame is used and whenever students are engaging in a new type of writing. Help students understand how the organizational frame reflects a grade-level sentence, paragraph, or essay.

   How will you teach students how to use the selected frame?

   _____

   _____

   Select a mentor sentence or write an exemplary response to share with students.

   _____

   _____

   _____

4. Give students time to write responses. Monitor and provide descriptive feedback and support as students work and prompt them to use the organizational frame.
   How much time will students have to write their responses?

   _____

   _____

   _____

   How will students receive feedback and support while they work?

   _____

   _____

   _____

5. Also use the organizational frames as students edit and revise their responses.
   (Optional) Direct students to use different colors to mark the various parts. This will give students a visual reminder of the structure and help them see where they have or have not followed the frame.
   How will you support students to edit and revise their responses using the organizational frame?

   _____

   _____

   _____

Using Shared and Interactive Writing Template

Use with Shared and Interactive Writing Protocol

Use this template to plan a lesson using shared and interactive writing.

1. Develop a prompt or questions in response to a text.
   What prompt or questions will you begin with?

   _____

   _____

   _____

2. Present the prompt to the group of students, either whole class or small group.
   Note: The group is working to write one collective response as a model.
   Will you present the lesson whole or small group? Who will be in the group?

   _____

   _____

   _____

3. Work with students to orally craft a response to the question, and then prompt them to direct you how to write the response.
   On a separate sheet, write a student exemplar for this prompt. Mark, with an asterisk, at least 3 places on the prompt where you will stop to ask for student directions or "share the pen". Write the questions you will ask (eg. What word should I use here to connect these two ideas?) below.

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

4. Ask students questions to write the response. Use an answer frame as needed.
   Will you use an answer frame? _____ If so, what will it say?

   _____

   _____

5. Record the written response on chart paper or whiteboard so the group can see. During shared writing, students orally dictate the sentences while the teacher writes, and/or the teacher "shares the pen" to allow students to write the portions they know. During interactive writing, students write the response.

   Will you use shared or interactive writing? _____

6. During the shared writing experience, orally describe aspects of the writing and thinking process in which students need support.

   On the student exemplar, mark at least 2 places where you will stop and "think aloud". Make notes on the content of each "think aloud" below.

   Think Aloud #1:

   _____

   _____

   _____

   Think Aloud #2:

   _____

   _____

   _____

   REFLECT: How will you evaluate whether this intervention was successful?

   _____

   _____

   _____

Using Mini-Lessons Template

Use with Mini-Lessons Protocol

Use this template to plan a mini-lesson.

1. Form a group of 3-4 students based on common strengths or weaknesses.
   Who will be in the group?

   _____

   _____

2. Determine the writing skill or concept (e.g., transition words, varying sentences, grammar) to address.
   What writing skill (common strength or weakness) will you address?

   _____

   _____

3. Pull together the group while the rest of the class is working independently.
   What will the rest of the class be doing while you are working with the small group?

   _____

   _____

   _____

4. Introduce the skill or concept to the group, providing strong examples from literature and/or student writing.
   What example will focus the lesson?

   _____

   _____

5. Model application of the skill and engage students in explaining the process and effectiveness of the skill.
   What key concepts will you highlight as you model using this skill? What should students remember?

   _____

   _____

   _____

Why should students master this skill? How does applying this skill make a piece more effective?

_____

_____

_____

6. Students practice the skill independently.

7. Monitor and provide descriptive feedback and support as students work.

8. Explain to the group that the skill or concept will be evaluated on the next independent writing task.

9. Follow up with students who continue to need help.

The Basics

What? Using published texts to model writing techniques

When? After reading a text and before independent student writing

Why? Provides a model that demonstrates quality writing

Student Outcomes

This strategy helps students understand an author's craft, refine their writing about texts, and improve their language skills, including using standard English grammar, usage, conventions, and vocabulary in writing.

How to Implement

1. Select a meaningful, published text that represents writing expected of the profession and discipline.
2. Create a writing task in response to the text.
3. Determine the writing skill or trait (e.g., transition words, sentence variety/fluency, figurative language, word choice) to address.
4. Introduce the skill or trait to the group, providing a strong example from the text.
5. Ask students to reread the text and record additional examples of the focus writing skill or trait.
6. After reading, have students discuss the examples and the effectiveness of the writing based on the reviewed skill or trait.
7. Then have students complete the writing task incorporating the skill or trait studied in the mentor text.
8. Monitor and provide descriptive feedback and support as students work.

Resources for Additional Information

- Article from Kelly Gallagher that describes how to use mentor texts in a secondary classroom
- Overview of the strategy with recommendations of texts for student use and professional texts for additional reading about the strategy
- Overview of mentor texts from TeachMentorTexts.com
- Outline of this strategy that includes mentor texts organized by traits of writing from Scholastic.com
- *Writing with Mentors* from Allison Marchetti and Rebekah O'Dell
- Research which indicates that using models or mentor texts along with explicit instruction is beneficial to students, particularly English language learners
- Examples of how to use in lessons: Grades 3-5, Grades 6-8, Grades 9-12

The Basics

What? Using student writing to model expectations for a particular task

When? After reading a text and before independent student writing or for revision of student writing between drafting and publishing

Why? Provides a model that demonstrates writing which meets and does not meet expectations

Student Outcomes

This strategy helps students understand the expectations for a written task, refine their writing about texts, and improve their language skills, including using standard English grammar, usage, conventions, and vocabulary in writing.

How to Implement

1. Select or create a writing prompt or task in response to text(s).
2. Determine no more than two writing skills or traits, which have been the focus of instruction leading up to the writing task (e.g., writing an introduction, developing a thesis/claim, organizing a paragraph or essay, maintaining a formal style, creating coherent writing, incorporating grade-level vocabulary, using transition words, using relevant evidence, addressing a counterclaim, varying syntax, etc.)
3. Develop expectations for the writing task based on the grade-level standards and include the identified writing skills or traits. This can take the form of a writing rubric.
4. Select or create responses to the writing prompt or task that represent a range of ability with the identified writing skills or traits. Note: These should be anonymous and from previous school year or different class so as not to embarrass students.
5. Have students read an exemplary response (one that shows strong ability with the identified writing skills or traits) and discuss the qualities of the response which make it strong, focusing on the identified writing skills or traits. For example, if focusing on the structure/organization, ask students to identify the role/purpose of each sentence or paragraph in the response (e.g., "How does this model begin? After restating the question, what does the writer do? What is the purpose of the next sentence? How does it connect to the first sentence?")
6. Ask students to read the additional responses and evaluate their quality based on the provided expectations and exemplary response.
7. After reading, have students discuss the responses and how they could be improved. Note: If there isn't time to read multiple responses, skip steps 6 and 7.
8. Then have students complete the writing task incorporating the skill or trait examined.
9. Monitor and provide descriptive feedback and support as students work. For example, as they write, prompt them as needed by orally reminding them of the discussion from step 5. For example, "Remember, the model started by restating the question. How would you restate this question?" or "After restating the question and providing the answer, in the model, it provided evidence for the answer/how the writer knew the answer. How do you know that's the right answer? What evidence can you provide from the text?"

Resources for Additional Information

- Research which includes the study of models as an effective strategy to improve writing in grades 4-12
- Example of how to use in lessons

The Basics

What? Teacher-created organizational frames which help students respond to open-ended questions and support their responses with evidence from the text; these frames follow a formal sentence, paragraph, or essay structure which mimics a mentor sentence or exemplar essay.

When? During or after reading a text when a student is struggling to write a response about text, or when students need to improve their sentence construction and variety and/or their essay organization and development; organizational frames are best used to support students when they respond to a "Let's Express Understanding!" prompt, a culminating writing task, or an extension task in the ELA Guidebooks 2.0 units. Over time students should internalize the frames and begin to use them on their own without teacher prompting.

Why? To hone writing skills, including syntax, sentence variety, organization, and development, and provide students with a "toolbox" of organizational frames that they can use when they are asked to write in response to text.

Student Outcomes

This strategy helps students prepare and organize thoughts about text, develop a written response in the form of a short or extended response, and use standard English grammar, usage, and conventions in writing.

How to Implement

1. Create or select an appropriate organizational frame. Sample organizational frames are provided under "Resources for Additional Information" and are included within the Teaching Notes and Additional Materials in the guidebooks.
2. As needed, teach students how to use the selected frame using a mentor sentence or exemplary response. This should be done the first time a frame is used and whenever students are engaging in a new type of writing. Help students understand how the organizational frame reflects a grade-level sentence, paragraph, or essay.
3. Give students time to write responses. Monitor and provide descriptive feedback and support as students work and prompt them to use the organizational frame.
4. Also use the organizational frames as students edit and revise their responses. Direct students to use different colors to mark the various parts. This will give students a visual reminder of the structure and help them see where they have or have not followed the frame.

Resources for Additional Information

Sentence Frames and Sentence Stems

- Explanation of how to create sentence frames based on mentor sentences
- Brief video from TeachingChannel.org demonstrating the use of answer frames in a fifth grade classroom
- Implementation guide from TheTeacherToolkit.com with downloadable templates for sentence stems
- Explanation of how to create sentence stems and an explanation of how to use sentence stems and signal words
- Examples of how to use in lessons: Grades 3-5, Grades 6-8, Grades 9 - 12

Answer Frames

- Sample answer frames: The Painted Essay™, Claim + Evidence + Reasoning (CER) = Explanation, RACE or RATE (Restate the question, Answer the question, Text Evidence, Explain your evidence)
- Examples of how to use in lessons: Grades 3 - 5, Grades 6 - 8, Grades 9 - 12

The Basics

What? A method for modeling the writing process for students that involves cooperative writing between the teacher and the students; shared writing involves the teacher writing information provided orally by students, while interactive writing involves students recording the information he or she originally provides orally.

When? In response to reading a text or, in early grades, when engaging in writing about texts or experiences

Why? To build writing skill in students and demonstrate connections between reading and writing

Student Outcomes

This strategy helps students refine their understanding of texts to meet the standards for reading and prepare for writing about texts by refining their writing and language skills. In early elementary, the writing that is produced can also be read and studied to meet reading foundational skills.

How to Implement

In early grades, this is best implemented as an ongoing, procedural strategy to encourage students to become habitual readers and writers. In later grades, this is best implemented in a small-group setting as a strategy to support diverse learners, but it can also be used in a whole-class setting.

1. Develop a prompt or questions in response to a text. In early grades, the prompt might be about an experience.
2. Present the prompt to the group of students, either whole class or small group. Note: The group is working to write one collective response as a model.
3. Work with students to orally craft a response to the question, and then prompt them to direct you how to write the response.
4. Ask students questions to write the response. Use an answer frame as needed. An elementary question might be, "How do we start off a sentence?" while a secondary question might be, "What should our first sentence be?"
5. Record the written response on chart paper or whiteboard so the group can see. During shared writing, student orally dictate the sentences while the teacher writes, and/or the teacher "shares the pen" to allow students to write the portions they know. During interactive writing, students write the response.
6. During the shared writing experience, orally describe aspects of the writing and thinking process in which students need support.
    a. In elementary grades, this might look like describing how to hold a pen, how to write the letters, how to begin and end a sentence, why some answers are more accurate than others, why it is important to provide support for an opinion, etc.
    b. In secondary grades, this might look like describing how to develop a thesis/claim or make it more specific, gather relevant evidence or integrate quotations, organize an essay, revise a portion of writing together focused on a specific grammar or style skill, etc.

Resources for Additional Information

- Overview of this strategy that includes grade level modifications
- Guide for this strategy from ReadWriteThink.org
- Interactive, targeted editing and revision lessons for grades 3-8, and reading and writing mini-lessons

The Basics

What? A ten to fifteen minute lesson that focuses on one particular writing skill

When? Prior to student application of the skill addressed in the mini-lesson topic

Why? Allows students to focus on a specific writing skill, to immediately apply the skill in their own writing, and to receive timely feedback from both peers and teacher

Student Outcomes

This strategy helps students refine their writing skills and use grade-level conventions in writing and speaking.

How to Implement

1. Form a group of 3-4 students based on common strengths or weaknesses as determined by student writing or other assessment.
2. Determine the writing skill or concept (e.g., transition words, varying sentences, grammar) to address with the group based on the group's weaknesses or strengths.
3. Pull together the group while the rest of the class is working independently or in small groups on a whole-class assignment or other task such as independent reading.
4. Introduce the skill or concept to the group, providing strong examples from literature and/or student writing.
5. Model application of the skill using the provided examples and engage students in explaining the process and effectiveness of the skill based on the demonstration.
6. Then ask students to practice the skill independently with a teacher-provided example or with their own writing.
7. Monitor and provide descriptive feedback and support as students work.
8. Explain to the group that the skill or concept will be evaluated on the next independent writing task to determine whether students effectively apply and use the skill or concept.
9. Follow up with students who continue to need help.

Resources for Additional Information

- Mini-lesson toolbox including ideas, format, and sample mini-lessons
- A grammar guide to use as a resource to help understand at each grade level what students' written language should look like, identify gaps, and target grammar skills.
- Interactive, targeted editing and revision lessons for grades 3-8, and reading and writing mini-lessons.