

Bethel's Instructional Mission: Develop and operate an aligned K-12 system driven on graduating every student with a diploma and the clear opportunity to continue their education or enter the work force.

## The Essential Skills of Writing: Creating Systems of Support

Drew Braun Lori Rae Smith

April 8, 2011

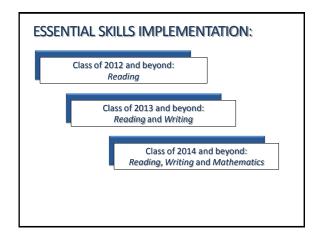
## Pre Test

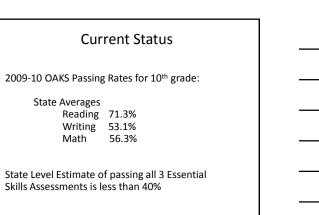
Please rank each item below on a scale of 1 - 4

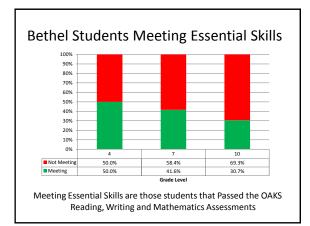
- How well do you understand the new Essential Skills Requirements for the diploma?
- How knowledgeable are you about assessing student proficiency in the Essential Skills?
- How frequently do you provide opportunities for students to learn and practice the required skills?
- How prepared do you think your organization is to implement the Essential Skills assessment options?

## Agenda

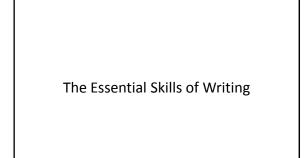
- The Essential Skills and Our Current Status
   We are not in Kansas anymore! Timeline not Seat time!
- Providing Professional Development in the Essential Skills of Writing
   Leading the way
- Break
- Writing Instruction Recommendations and Resources
   Every teacher, every day
- The Plan for Your School or District Ready, set, go!
- Closure

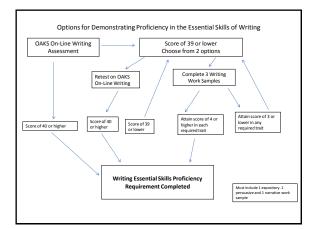














## Writing Requirements:

Three Writing Work Samples

One of each: Expository

- Persuasive Narrative
- With a score of at least a '4' in each required trait

Three times the work if a student doesn't pass OAKS Writing

- Writing Assessment <u>http://www.ode.state.or.us/search/results/?id=238</u>
- Scoring Guides <u>http://www.ode.state.or.us/search/page/?id=32</u>

## **Professional Development**

- Assessment
  - Train Administrators
  - Train Teachers
  - Pre-test
    - Assessment Options
    - Task Requirements
    - Scoring & Reliability
  - Plan for District
  - Assessment System

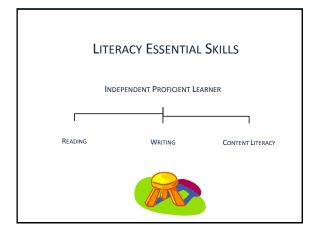
## ODE Essential Skills Toolkit: Steps to developing assessments

Step 1: Review Essential Skills RequirementsStep 2: Establish Local Goals and TimelinesStep 3: Survey Existing ResourcesStep 4: Plan for Special Needs PopulationsStep 5: Plan for Professional DevelopmentStep 6: Develop Support StructuresStep 7: Build Your Local Assessment PlansStep 8: Develop Record-Keeping and ProgressTracking SystemsStep 9: Review Local Policies and ProceduresStep 10: Review and Assemble Plans

## ODE Essential Skills Toolkit Step 5 – Professional Development

- Assessment
  - Train Administrators
  - Train Teachers
    - Pre-test
    - Assessment Options
    - Task Requirements
    - Scoring & Reliability
  - Plan for District Assessment System
- Instructional Implications

   We want ALL students to
  - read, write and think critically
    - Read and respond in writing
    - Practice and complete
       similar tasks
    - Receive feedback for revision
    - Provide opportunities to learn the needed skills (starting in HS is too late!)





	STRATEON	OPEN COURT (K-5)	PRENTICE HALL ( 6-8 )	ACCESS (4-12)	WRITING (2-8)	
Comprehension	energe.	Concept/Question Board Browse, Set Purposes	Activate Prior Knowledge Visual Summary	1-2-3 Plan I Observe-I Wonder	Making Text Connections (Text to Self) 1- 2b	
Compt		Clues, Problems & Wonderings	A. Literary Analysis As You Read tasks	List-Group-Label		
g	Automaticity - Helps students to read quickly and accurately with ease and expression - Helps students segment text into meaningful units	Automaticity with Sounds/Words				
Vocabulary	Developing Word Power - Builis background knowledge - Connects to prior knowledge - Hoips students practice new vocabulary frequently and in rich contexts	Word Knowledge Extending Sentences Developing Oral Language Selection Vocabulary	Vocabulary Development Footnate Definitions	Power Words New Word Meanings Quick Words	Graphic Organizers: Breaking Down Definitions (2-3c) Vocabulary Maps (2-6b) Concept Maps (2-7b) Homoryms, Homophones, Homographs (2-13a) (2-13c)	
Decoding	Learning Words/High-Utility Words • Helps students pronounce words quickly and accurately • Helps students pronounce difficult content words quickly and accurately	Sound Spelling Cards Blanding Dictation	Reading Strategy Tasks Using Word Parts Identifying Word Roots	Working with Words Working with Word Families	Dictionary Definitions: Practice Using Pronunciation Key (2-2a) Breaking Words into Syltables (2-2a, 2-2c)	



	Bethel School District Coordinated Literacy										
	STRATEGY		IG THE LESSON	ACCESS (4-12)	WRITING (2.8)						
	Increasing Thinking and Memory Skills + Builds metacognition	Using Comprehension Strategies (e.g., Asking Questions, Monitoring, Clarifying,	Reading Check	Graphic Organizers: Mapping & Retell	Graphic Organizers for Text Structures: Sequence (1-29b)						
	Helps students learn how to remember new information     Helps students see relationships	Summarizing) Building Comprehension Skills	Literary Analysis	Interspersed Questions Marking Key Points	Describe (1-29e) Compare/Contrast (1-29f) Cause/Effect (1-29g)						
00mg	- repaindenta and ressonanta	(e.g., Main Idea and Details/ Sequencing)	Stop to Reflect	Paired Reviews	Problem/Solution(1-29h) Comprehension Bookmarks (1-42a) (1-43a)						
Ruency	Improving Passage Reading + Gives students practice so they develop faulty in reading passages for meaning - Gives students oral reading practice + Gives teacher feedback on students' fluency	Whisper Reading Echo Reading Shared Reading Choral Reading Cloze Reading Partner Reading	A. Read Fluently	Cloze Reading Choral Reading							
Vocabulary	Understanding Word Usage + Helps students develop 'word consciousness'	Apposition, Context Clues, Word Structure	Reading Strategy Tasks meanings: prefix, suffix, root words context clues clarify Vocabulary Development Footnote Definitions	Semantic Feature Analysis	Learning Sentence Writing: Utilizing Vocabulary Fragments/ Run Ons (3-16) Sentence Variety (3-11b)						
Decoding	Recognizing Words Instantaneously + Helps students develop fluent word recognition skills	Review Blending Strategy			Vocabulary Maps ( 2-3b) (2-8b) (2-7b) Specific Word Lists (2-14)						



ac	elps students answer the question courately and succincity	Wonderings Handing Off Discussion Starters Inquiry Journals	Reader's Response Thinking About the Skill A. Review and Assess A. Writing (Prompt Activity)	(for Written Questions) Pass the Paper Multiple Choice Quick Write	Summary Writing Quick Write
• He	ading Automatically elps students develop accuracy, ite, and prosody	Leveled Classroom Readers Re-reading Text	Re-reading Text		Sentence Witting
• Ha vo ac • Ha vi	ing New Vocabulary in Context lelps students practice using coabulary appropriately and/or courately elps students embed new ocabulary into a larger context	Review Selection Vocabulary Reading Response Journals	Literary Analysis with vocabulary word use	Driginal Sentences Quick Words (if also used before the lesson) Yes/Na/Why Completion Activity	Meaningful Vocabulary Sentences (2-5b)
• Bi	veloping Proficient Word Reading olps students become dependent readers				Vocabulary Study Guides (2-8a)



## WRITING NEXT

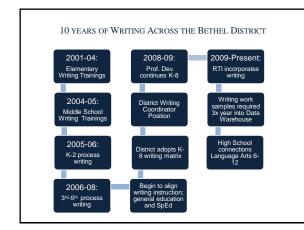
<u>Reading Next</u> (2004) and <u>WRITING Next</u> (2007) HAVE DOCUMENTED THE IMPORTANCE OF THE READING-WRITING CONNECTION. GROWTH IN ONE SKILL LEADS TO GROWTH IN THE OTHER.

#### **CRITICAL FEATURES:**

- Students are writing about text as they read
- EXPLICIT INSTRUCTION ALONGSIDE READING
  - SPELLING
  - SENTENCE CONSTRUCTION
  - PARAGRAPH WRITING
  - TEXT STRUCTURE
  - COMPOSITION PROCESSES
- INCREASED WRITING TIME

## Writing to Read: Evidence for How Writing Can Improve Reading Alliance for Excellent Education, 2010

- 1. Have students write about the texts they read
- 2. Teach students the writing skills and processes that go into creating text
- 3. Increase how much students write



	September	October	November/December	January	February	March	April	May	June	Bethel School District
	laine in Eindergaten	here to Kindequeres	Per Launch hand-ceiting letter formation wash basic drawing lideling washer multi-writing	Launching Independence Ramon LC Back 135.21	Loundhing cost'd	Louisbing cont'l Small Monowie (LC Book 235-2)	Integrate Small Moments & Exciting for Readers	Email Moments Time Premising: Fictor Experts and Proceedings C. March To Back	Finite Equation Proceedings can U / Row Ty Book Work Kample in print I ' ready	LC-Locy Collins (K) or (Cendra 3.4) OC-Open Court
	For Lanch basis deriving handweiting basis of alwas for sonal moments sonal moments sonal moments sonals works tracher multi- writing	Learning (LC Resk 1/K.2)	Learning con V Pauliti Propints Services Average Via Foren Institution Via Foren Institution Via Foren Institution Via Foren Institution Chapter 14: 17 Restore for Analysis Response 1.51	(LC Besk 3 K-2)	Angelo Xual Monore d Fring for Endore (LC Books 2 & 3 K -2)	Saugust Saud Monows & dashers & Monors (urlested Income) (LC Books 2 & N.K.2)	horgonic Non-Partiest Reports and Proceedings Reporting & Revision / How To Bank (LC Banks & ReV. 2)	San Fortun Reports and Procedures & Revision cont'd / Row To Book	On Yose Own Way Apring Writing Xample In pr to 2* peak	MITH Rep Up to We
2	Fall Wolning Sample "Pro-Lanach "Canaching for needed) "Eanal Measures Lanaching (LC Book 1 K-2)	Interpriter Laurobing Social Manues, Jashors an Manuery Proceed Narrative All York & Amour Contents *Octophic organizes. *Data of high philog *Data philoson "Balanteer development (LC Books 1A2 & NK-2)	hispatic Laureting, Smill Monore, Jacker an Honston (som 4) Regin tracking & teals, Smill Jacopses & Kristing Jackson & K Kristing Jackson & J Kristing Jackson & J	Where Writing Kample Parties Erect? Parties Writing 2 <sup>et</sup> Grante Pertury, Chapter J, Stephanie Person, 2 <sup>et</sup> JETPF (Review 6)	Patina Entel Patina Weing cont'd Regiming 4 tanh	Integrate: Xingletion Proceedings & Reports & Restance // Blow To Bank // XE About Bank (LC Banks & & WK-2)	Integrate Xinglovine Procedures & Experts & Revision 2 <sup>®</sup> How To Bank 2 <sup>®</sup> All Abras Bank Specifiesg Benchmark	Entergrate: Nanglustion Proceediness & Exposes & Exvision Envelop.03700 / 2 programmers Confide exposes & Confide exposes & Confide exposes & Confide exposes & Confide enveloped & Confide & Confid	Roby To You Orn Way Co You Orn Way Rooing Writing Rampir in po in 3rd grade	
3	Fall Working Sample Build Community Lamsking Proceed Naroalite Manuscan Integrate Lamoching (ICLA) Intel Manuros (LA) Marcanal Marvanias (LA)	Resing the Quality of Personal Neurosticos "Review d Analy <u>Annual Neuron Constants"</u> - 1 chanta sugniture - 1 chanta sugniture - 2 cha	In a Form Repairs Write Paulie Project * Top Fore Uncertaintikener * Top Fore Uncertaintikener * Topological Instances * Inscription Private * Inscription Private * Staffwint Private (Benti & C.) \$177 (Section 1)	Water Writing Langds Non-Florinn : Engewährty Writing com*d : Engin Lands Aprilia of England Aprilia of England	Perim Renél Perim Volag Herim Volag Interprintig mildle, and Interprintig Finitur Rg Down, Tal Johnson (Captor Finitur Dephenic Person (Captor I) or 2017F (Institut 6)	Parios Reel Parios Weing 20072	Research Report Working "Bereford Francischer Togie summen Gehele organism Gehele organism (GPM) Kalle mitgen "All Panally "Admit Beyon Fachale Poisson "All Panally Scafford Provider B Report (CCPM) Cortes a Report (CCResk 48.2)	Revealed Repose Webbing word 2 Kennel Grade Webers By Stephenic Parsons (Chapter S)	Repair Noting mit 2 Co Your Own Way Namper to get to 2 <sup>th</sup> grade	
4	FallWorking Hample Bellin Community Learney berg Neurality Accessing Learney berg (LC Brack 113.8)	Personal Narrados con 2 AE Tarp & Amera Charles MURY: * Childe highlighting * Childe highlighting * Lichans unios * Jammary writing * Writh doublingen * Writh doublingen * Histopain technique * Sammer partening * Jampair convention study	Nonlivium Trapminer J. Kang Working Optional: Exam Parties Exist (1:1 and an an Schweiher Partmary) Breathing Life ions Except (2:2 Root I Could I. J.) (2: 31 TH (Society I)	Nonflaving Topology Writing court of 6 Train scoring	Oregon Ende Weiting Aneronom Troi Prop prompt writing 6 took sorring Winter Writing Nampler Copy of Oregon Ende Writing Asservation Tro	Parky Cis Yane Own Way	Parine Weiting Artaly Serveybrin, Balayaw Paulo Buyan /- Myany Sany Yaltah /- Arian Figur Advants Reine Roinig Rei Len With Servey B (CW) Service 6)	Econords and Report Writing (Foreika) Revolving Innohmark RUTW (Sension 8)	Report con'é Andre Knij Bock Review Janey Lange Fring Jane Realog (LC 3.0) Resig Writig Kamp'e in prin P <sup>1</sup> poide	
		Sanaga dag (anton of Sanaga dag (anton Sanaga dag dag Sanaga dag Sanaga dag	Forman Wagnerson, destroyers Planation of the space of the space of the space of th	Farmer Westing court of	Altable Market Synghtsong Hennesge andere altable Market Signal States Market Signal	gange tinty out times Service States	Samuelland Destation	Proceeding Strategy	an a	
	are an a	tat Mark Lynche 10	Westing Content Fig. Streams of C Month & Art (1) 10. 10. TW (Science 4)		demonstrating tight series (2019)20-00 articles	fanne fan Frans Strikters	dWV losses multiple)			



# BETHEL K-8 WRITING MATRIX

## (SCOPE & SEQUENCE)

### • TEACHING SPECIFIC UNITS OF STUDY

 Teaching genres/writing process across the K-8 Writing Matrix

- Allocate specific time for teaching writing units/5x week
  - K-2 (30 minutes)
  - 3-5 (45 minutes)
  - 6-8 (45-50 minutes in language arts and content areas)

## • WRITING ACROSS THE CURRICULUM IN ALL CONTENT AREAS

- Sentence structure practice
- Guided highlighting, 2or 3 column notes/outlining
- Summary writing
- Response to Literature

#### COMMON AGREEMENTS AND UNDERSTANDINGS IN BETHEL DISTRICT

#### INSTRUCTIONAL TIME SPECIFICALLY ALLOCATED TO WRITING

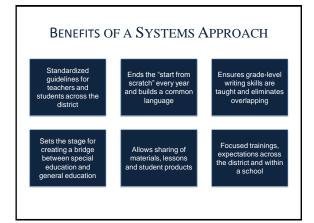
USING THE BETHEL WRITING MATRIX:

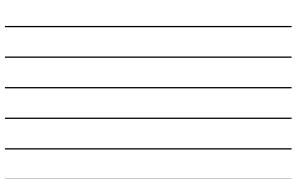
- TEACH THE WRITING PROCESS
- TEACH SPECIFIC GENRES
- TEACHER MODELS WRITING/SHARES MENTOR TEXT/REAL-WORLD MODELS
- CELEBRATE WRITING AND ACCOMPLISHMENTS
- ADMINISTER AND SCORE THREE WRITING SAMPLES YEARLY, GRADES 3-8 (FALL, WINTER, SPRING)

## Writing Resources

Work Sample Training Materials, including PowerPoints and webEx sessions at: <u>http://www.ode.state.or.us/search/page/?id=2696</u>

Practice Scoring at: <a href="http://www.openc.k12.or.us/scoring/">http://www.openc.k12.or.us/scoring/</a>







Grades 3-8

RTI Writing Plan – Universal Screening

#### **Current Status:**

- Universal Screening-Writing Work Samples
   Fall, Winter, Spring/6 Trait Scored
  - Grades 4 & 7 use OAKS Score for Winter
- Scored Traits: Ideas & Content, Organization, Sentence Fluency, and Conventions
- Scores of 3 or better; on target

   Score samples as grade level or school teams, or exchange with partner school

#### Yellow Zone

Grades 3-8

RTI Writing Plan – Tier 2 Interventions

#### **Current Status:**

- · Scores of 3's and one 2 on Writing Work Sample
- Offer differentiated instruction during writing time in regular classroom
  - Writer's workshop Model-2X week/20 minutes
    - Focus on specific skills and skill deficits
    - Pre/post writing samples
    - · End of unit assessment for targeted skills

#### Grades 3-8

RTI Writing Plan – Tier 3 Interventions

#### **Current Status:**

Red Zone

- Scores of more than one 2 or a 1 on Writing Work Sample
- Option 1 Core writing instruction +20 minutes daily additional pullout
- Option 2 Core writing instruction with push in support
- Option 3 Replacement core instruction in Resource Room

### Grades K-2 Identify & Help Struggling Writers

Current Status:

- Kinder: Teacher differentiates instruction
- Grade 1: Handwriting instruction/screener
- Grade 2: Teacher administers assessments:
   Writing CBM 3 minute sample
  - Score Total Words Written (TWW) & Words Spelled Correctly (WSC)
  - Compare scores to Bethel CBM Writing Norms
  - Handwriting Screener (looks at speed/accuracy)
  - Spelling Intervention

**Bethel District Plan** 

### DATA SHARING/PLANNING JUST LIKE READING...

- SCORES RECORDED IN DATA BASE
  - Analyze information and share with LLT's, individual schools, district
  - Determine/design interventions
  - Establish intervention groups

## THOUGHTS AND IDEAS IN PROGRESS...

- Share writing concerns with next grade level
- Create ideas and a skills checklist for writing workshop/could be used for fidelity check
- Review and align handwriting/spelling instruction
- Keyboarding skills
- Ongoing refinement of Bethel Writing Matrix

## **ONGOING PROFESSIONAL DEVELOPMENT**

- Continue SpEd teacher writing training
- Develop Writer's Workshop Framework

   Differentiated writing lessons for grades 3-5
   Middle School interventions
- Decide on benchmark papers at each grade level
- Spelling share best practices/programs possibilities

## **Tracking Student Progress**

- Bethel will begin tracking student progress on the Essential Skills beginning in 3<sup>rd</sup> grade using OAKS and Writing Work Samples for grades other than 4, 7 & 11.
- Each grade level must take responsibility for students meeting the Essential Skills and for high school graduation.

	Essent	.101 -		repe	πt	
	2009-10 E	ssential Sl	cills Report			
Teacher Name:						
Grade: 4						
Student Name	Math Score	Math PL	Read Score	Read PL	Writing Score	Writing PL
	219	М	225	E	32	м
	210	D	212	м	24	D
	218	м	213	М	32	М
	220	м	209	D	32	м
	211	D	226	Е	32	м
	218	м	215	м	30	D
	213	м	209	D	26	D
	224	м	227	Е	34	м
	225	E	211	м	32	м

## Closure

- Develop a system to ensure that all students will be able to demonstrate the Essential Skills of Writing
- 2. Address both assessment and instruction
- 3. Emphasize daily instruction and practice
- 4. Provide ongoing and targeted professional development