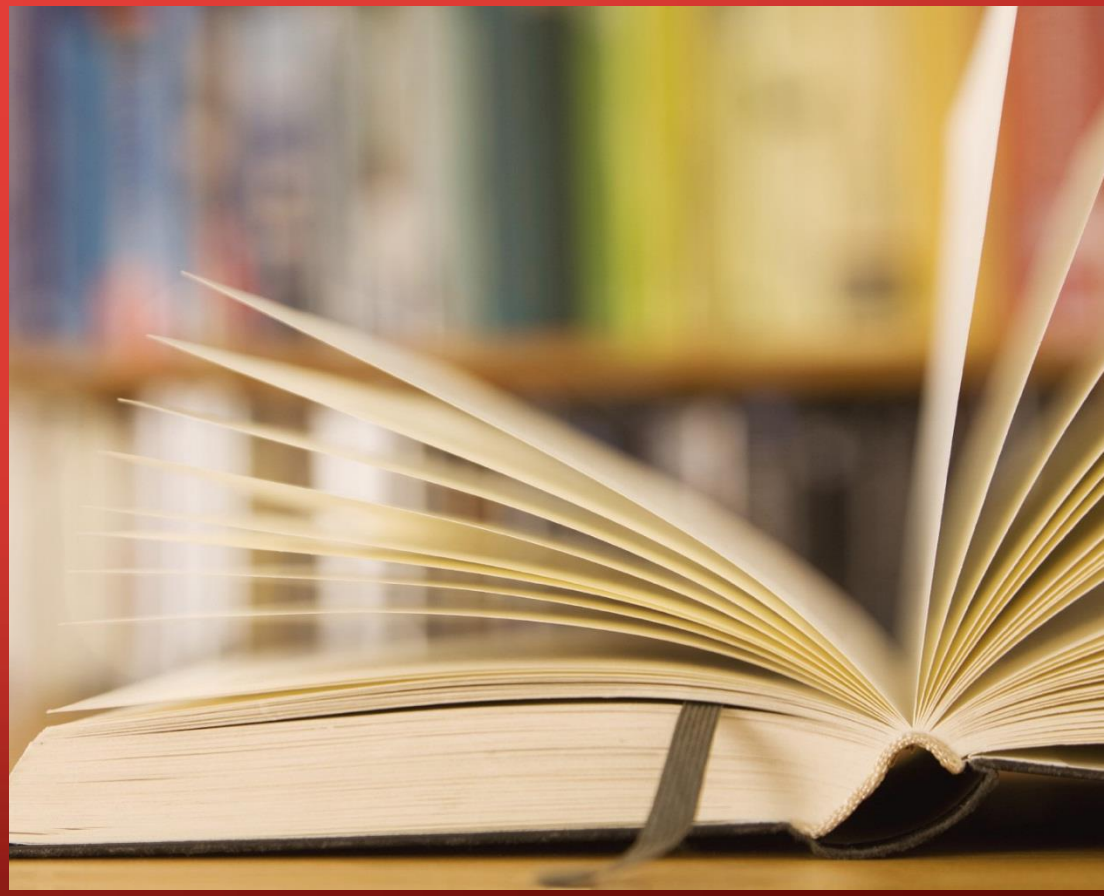
UURC WRITING ABOUT TIER I TEXT

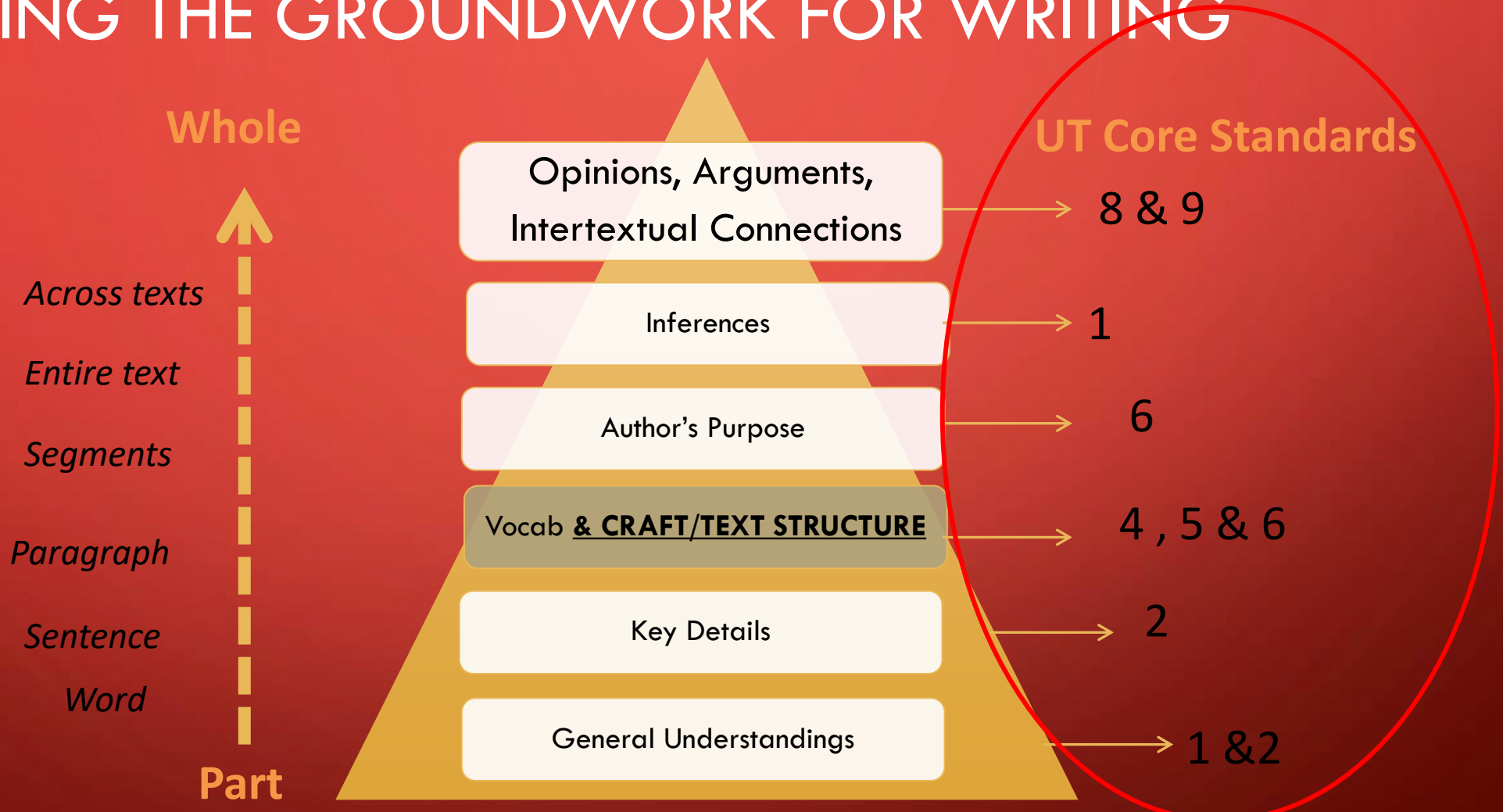
2016-17



TEST YOUR KNOWLEDGE ☺:
UTAH CORE STANDARDS READING COMPREHENSION--

Challenging	Finding	Craft &	Comparing	Academic
Text	• Evidence	• Structure	• 2 Texts	• Vocabulary

LAYING THE GROUNDWORK FOR WRITING



Adapted from http://fisherandfrey.com/resources/

HOW ARE YOUR TEACHERS DOING TEACHING WRITING?

WRITING ABOUT TIER I TEXT: *WHY*

- Explicit instruction
- Students get organized for composition
- Reinforces/supports comprehension

CCSS.WRITING

- Informational
- Opinion/Argument
- Narrative

6th grade+ Use "Strategies": Comparison/Contrast, Description, Sequence, Cause/Eff[illegible]t etc.

Explicitly teach about these during Tier I Text Reading—Deep Queries

UTAH CORE STANDARD (WRITING) 1

6, [7], 8	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) [acknowledge alternate or opposing claims], and organize the reasons and evidence clearly [logically]. b. Support claim(s) with clear [logical] reasons and relevant evidence, using [accurate], credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to [create cohesion and] clarify the relationships among claim(s), counterclaims, and reasons [and evidence]. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from [and supports] the argument presented.
3, [4], 5	Write opinion pieces on topics or texts, supporting a point of view with reasons [and information]. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons, [and in which related ideas are logically grouped to support the writer's purpose]. b. Provide logically ordered reasons that are supported by opinion [facts and details]. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. [Link opinions and reasons using words and phrases (e.g., *for instance, in order to, in addition*]), and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section [related to the opinion presented].
2	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

UTAH CORE STANDARD (WRITING) 2

6, [7], 8	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; using strategies such as definition, classification, comparison/contrast, and cause/effect; 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, definition, concrete details, quotations, or other information and examples. c. Use appropriate and varied transition to [create cohesion] and clarify relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from [and supports the] information or explanation presented.
3, [4], 5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic [clearly] and provide a general observation and focus, and group related information together logically; [in paragraphs and sections, include formatting (e.g., headings)]; include illustrations when useful to aiding comprehension, [and multimedia when useful to aiding comprehension]. b. Develop the topic with facts, definitions, and [concrete] details, [quotations, or other information and examples related to the topic]. c. Using linking words [Link ideas] and phrases (e.g., *also, another, and, more, but*) to connect ideas within [and across] categories of information [using words and phrases (e.g., *another, for example, also, because*)] and clauses (e.g., *in contrast, especially*). d. Provide a concluding statement or section [related to the information or explanation presented].
1, [2]	Write informative/explanatory texts in which they name [introduce] a topic, supply some facts [use facts and definitions to develop points] about the topic, and provide some sense of closure [a concluding statement or section].

Opinion Essay Writing Rubric Writing Rubric (Grades 3-5)		
Statement of Purpose/Focus and Organization Weight: 40%	**Evidence/Elaboration Weight: 40%**	**Conventions/Editing Weight: 20%**
The response is fully sustained and consistently and purposefully focused: • opinion is clearly stated, focused, and strongly maintained • opinion is communicated clearly within the purpose, audience, and task The response has a clear and effective organizational structure creating unity and completeness : • a variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose	The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated, comprehensive, and relevant • effective use of a variety of elaborative techniques The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response displays adequate command of all grade level and preceding level conventions of writing: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • use of punctuation, capitalization, and spelling is adequate

Informative-Explanatory Essay
Writing Rubric for Grades 3-5

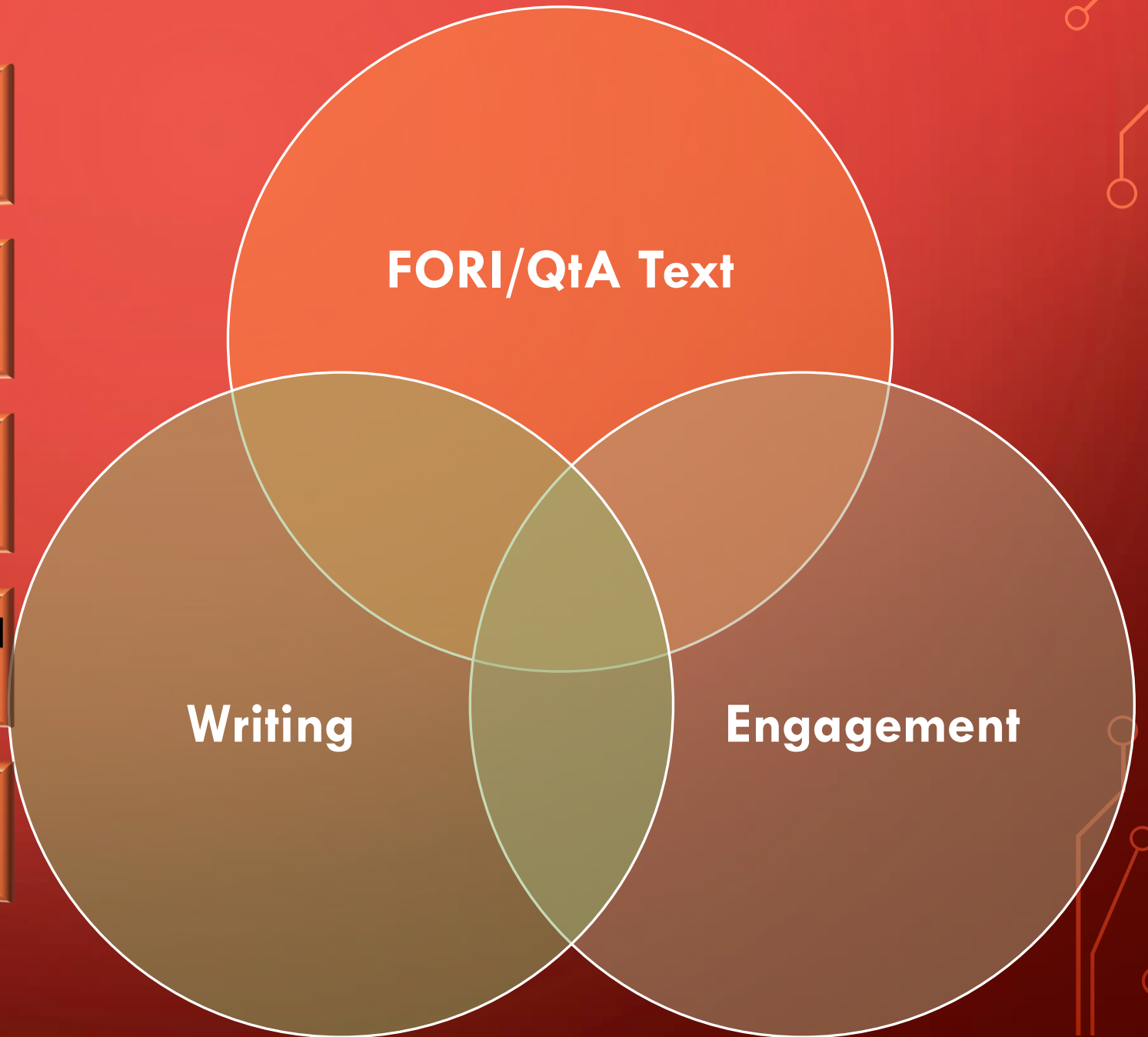
Statement of Purpose/Focus and Organization Weight: 40%	Evidence/Elaboration Weight: 40%	Conventions/Editing Weight: 20%
The response is fully sustained and consistently and purposefully focused: • controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained • controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task The response has a clear and effective organizational structure creating unity and completeness: • use of a variety of transitional strategies to clarify the relationships between and among ideas • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated, comprehensive, and relevant • effective use of a variety of elaborative techniques The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response displays adequate command of all grade level and preceding level conventions of writing: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • use of punctuation, capitalization, and spelling is adequate

WRITING ABOUT TIER I TEXT: *HOW*

1. Guided organizer development
2. Guided drafting from organizer

Scaffolding Drafting/Writing

- Model organization tools
- Model drafting
- Model text referencing to verify ideas
- Scaffold responses/oral language
- Efficient instruction (routines and prompts)



WRITING ABOUT TIER I TEXT: *WHEN*

- In general…
  - OUTSIDE of FORI 40 minutes of reading!!!!!
  - **After** Day 1—in the afternoon
- Organizer
  - Part 1: Review on Echo/Deep Day
  - Part 2: Review on Partner/Kid Comp Day

G2, G3, G4 Weekly Lesson Plan/Routines - Whole Class Teacher: _____ Monday _____ - Friday _____

Day 1: 40 min *Date:*	*Day 2: 40 min* *Date:*	*Day 3: 40 min* *Date:*	*Day 4: 40 min* *Date:*	*Day 5: 40 min* *Date:*
WHOLE CLASS **Main Selection** Preview Read-To Basic Queries	**WHOLE CLASS** **Main Selection** Organizer (partial) Echo Read Deep Queries	**WHOLE CLASS** **Main Selection** Organizer (finish) Partner Read Kid Comp Q & A	**WHOLE CLASS** **Wide or Related Text** Read-To/Echo Read Basic Queries	**WHOLE CLASS** **Wide or Related Text** Echo Read/Partner Read Deep Queries & Kid Comp
Preview: **Title:** _____ **Major Understanding:** _____ _____ _____ _____ _____ **Theme:** _____ _____ _____ ↑ **Narrative or Informational?**		**Narrative or Informational?** →	**Preview:** **Title:** _____ **Major Understanding:** _____ _____ _____ _____ _____ **Theme:** _____ _____	

G4, G5, G6 Weekly Lesson Plan/Routines - Whole Class Teacher: _____ Monday _____ - Friday _____

Day 1: 40 min *Date:*	*Day 2: 40 min* *Date:*	*Day 3: 40 min* *Date:*	*Day 4: 40 min* *Date:*	*Day 5: 40 min* *Date:*
WHOLE CLASS **Main Selection** *(partial)* Preview Read-To & Basic (20min) Echo & Deep (20min)	**WHOLE CLASS** **Main Selection** *(partial)* Organizer (partial) Read-To & Basic (20min) Echo & Deep (20min)	**WHOLE CLASS** **Main Selection** *(finish)* Organizer (partial) Read-To & Basic (20min) Echo & Deep (20min)	**WHOLE CLASS** **Main Selection** *(all)* Review Partner Read Kid Comp Q & A	**WHOLE CLASS** **Wide or Related Text** *(all routines, if possible)*

Preview:

Title: _____

MajorUnderstanding: _____

_____

_____

_____

_____

_____

Theme: _____

_____

↑ **Narrative or Informational?**

Narrative or Informational? →

Preview:

Title: _____

Major Understanding: _____

_____

_____

_____

_____

_____

Theme: _____

_____

THE NEXT STEP…modeling drafting

USING AN ORGANIZER TO WRITE ABOUT INFORMATIONAL TEXT

1. Use a document camera, the Organizer & Frame (see examples below) to model drafting ***in front of students***.
2. Follow "frame" format
   - Note: the frame is just an example; feel free to change, add-to, subtract-from, etc. with your grade level in mind.

3. Interactively, generate phrases. Students "copycat" your writing on their papers.
   - *This is important scaffolding for those who struggle composing written language.*
4. Be explicit, but be sure to be interactive!
5. Lead students in chorally reading & re-reading what has been written.

NARRATIVE SUMMARY FRAME

Example:

This ___genre/story is about... _____(*main character*) and takes place in…___(*time/place*). The conflict (is/begins)……..

But, ____(*turning point*)_____. The story ends with ____(*resolution*)___.

The author uses this story to tell us that __(*theme*)___. In my opinion, the author is correct/not correct, because…..

INFORMATIONAL FRAME…

Example:

This non-fiction text is about topic . *The author wants us to know that* ***author's purpose*** .

First, the author told us main idea + detail .

Next, we learned that main idea + detail .

Lastly, the author explained main idea + detail .

I agree/don't agree with the author about author's purpose *because…. In fact, I would/would not recommend this*

2016-17 DEVELOPMENTS & REFINEMENTS

Training (Text type focus)
1. Overview SAGE State core Review Tier I Text routines Intro Kid Organizer
2. Explanatory/Informative Draft on Topic w/ Intro, Development, Conclusion based on 1 text *(heaviest scaffolding)* *1 paragraph*
3. Explanatory/Informative Draft on Topic, Development, Conclusion based on 1 text *(moderate scaffolding)* *2-3 paragraphs*
4. Explanatory/Informative Compare/Contrast, Development, Conclusion based on 2 texts *(moderate scaffolding)* Gradual Release of Organizer Sequencing & Drafting *2-3 paragraphs*

5. Explanatory/Informative Draft on Topic, Development, Conclusion based on 1 text

(moderate scaffolding)

2-3 paragraphs

6. Explanatory/Informative Compare/Contrast, Development, Conclusion based on 2 texts

(moderate scaffolding)

Gradual Release of Organizer Sequencing & Drafting

2-3 paragraphs

WRITING ABOUT TIER I TEXT

Educator_____ Grade _____ School_____ District _____

Lesson Plan__/25 Observer_____ Observation #____

Text Title: _____

Pre-Writing				
a. interactive prompt deconstruction	0	2	4	
b. identify topic and task	0	2	4	
c. sequence organizer	0	1	2	

Drafting				
a. teacher leads echo spelling		0	1	2
b. prompt restated in topic sentence		0	1	2
c. teacher uses sentence stems in drafting		0	2	4
d. students using own organizer		0	2	4
e. students writing draft		0	2	4
f. students rereading own draft		0	2	4
g. text evidence		-	-	☐

Location/Action Prompts			
a. brief	-	1	2
b. consistent	-	1	2
c. start strong, fade out & in	0	1	2
d. text/draft navigation	-	-	☐

Response Supports			
a. pair-share →closure	0	2	4
b. forced-choice→ choral class response	0	2	4
c. choral class responses	0	1	2
d. complete sentence response	-	-	☐
e. referents clarified	-	-	☐
f. teacher roves to monitor student work	0	1	2

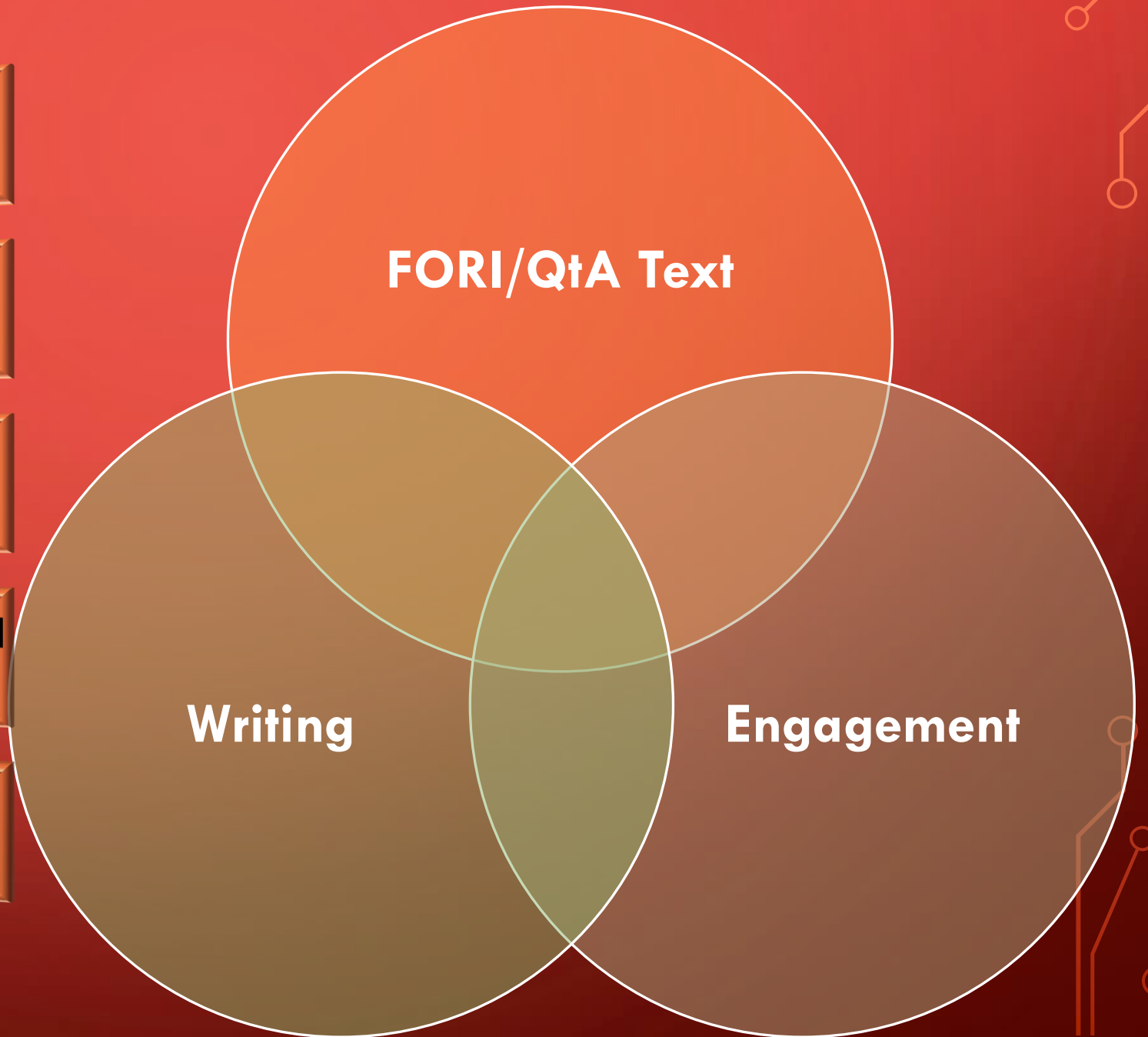
Lesson Pacing/Planning			
a. teacher leads efficient transitions	0	2	4
b. appropriate major understanding	0	1	2
c. complete student-friendly organizer	0	2	4
d. writing prompt and draft frame	0	2	4
e. past prompts and draft frames (need 25 to certify)	0	1	2
f. past LPs (need 25 to certify)	0	1	2
g. past organizers (need 25 to certify)	0	1	2

***EXPECTATIONS** (Required to pass observation)*

Today's organizer/prompt/frame completed	☐
Observation criterion ≥ 70% *(Prewriting 34/48; Drafting 41/58)*	☐
Meets Expectations	☐
Does Not Meet Expectations	☐

COMMENTS

**Certification: Must meet expectations on 2 observations, one of which must occur on the last observation*

Scaffolding Drafting/Writing

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