WRITING FOR YOUR LIFE
FEBRUARY CONFERENCE 2017
HELLO!
Welcome and Introductions
INPUT - ALL TEACHERS INVOLVED IN CAMPUS WIG
FOCUS - CLEAR GOALS

Leadership Environment
- see
- hear
- feel

Shared Leadership
- Student roles
- Student voice
- Lighthouse teams

PLC
- Training
- Roles defined
- 7 Habits
- Synergy
- Share learning portfolios

Goals
- United
- Student owned
- Track regularly

Planning
- Dedicated time weekly
- Long range
- Effective teams

Culture of Trust
- Support each other
- Positive language
- Happily pull own weight
- Communicate w/ the source
- Campus norms based on 7 Habits

Writing
- Vertical alignment
- Common vocabulary
- PKS rubric

"The Sweet Spot"
1. Establish Clear Focus
2. Manage Change
3. Develop Purposeful Community

SMART Goal

across curriculum use rubrics

95% of students' growth in writing by May 2017 as measured each 9 wks with a rubric developed by PLC teams by conclusion of 1st 9 wks.
RUBRIC

*District Rubrics
*Lucy Calkins
*F&P Continuum
## Rutledge Elementary Writing Rubric

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Pre-K</th>
<th>Kinder</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
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<td></td>
<td>Words and illustrations center around complete thoughts.</td>
<td>Words and illustrations center around complete thoughts.</td>
<td>Words and illustrations center around complete thoughts.</td>
<td>Words and illustrations center around complete thoughts.</td>
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<td>Words and illustrations center around complete thoughts.</td>
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<td></td>
<td>There is a main idea with supporting ideas.</td>
<td>There is a main idea with supporting ideas.</td>
<td>There is a main idea with supporting ideas.</td>
<td>There is a main idea with supporting ideas.</td>
<td>There is a main idea with supporting ideas.</td>
<td>There is a main idea with supporting ideas.</td>
<td>There is a main idea with supporting ideas.</td>
<td>There is a main idea with supporting ideas.</td>
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<tr>
<td></td>
<td>The writing includes a beginning, middle, and end.</td>
<td>The writing includes a beginning, middle, and end.</td>
<td>The writing includes a beginning, middle, and end.</td>
<td>The writing includes a beginning, middle, and end.</td>
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<td>The writing includes a beginning, middle, and end.</td>
<td>The writing includes a beginning, middle, and end.</td>
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<td></td>
<td>The writing is clear and easy to follow.</td>
<td>The writing is clear and easy to follow.</td>
<td>The writing is clear and easy to follow.</td>
<td>The writing is clear and easy to follow.</td>
<td>The writing is clear and easy to follow.</td>
<td>The writing is clear and easy to follow.</td>
<td>The writing is clear and easy to follow.</td>
<td>The writing is clear and easy to follow.</td>
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<tr>
<td></td>
<td>The writing is well-organized.</td>
<td>The writing is well-organized.</td>
<td>The writing is well-organized.</td>
<td>The writing is well-organized.</td>
<td>The writing is well-organized.</td>
<td>The writing is well-organized.</td>
<td>The writing is well-organized.</td>
<td>The writing is well-organized.</td>
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</tbody>
</table>

**Organization**

| **Phrasing and Sentence Structure** |       |        |       |       |       |       |       |       |
|                                     |       |        |       |       |       |       |       |       |
|                                     |       |        |       |       |       |       |       |       |
|                                     |       |        |       |       |       |       |       |       |
|                                     |       |        |       |       |       |       |       |       |

**Summary**

The writing is clear and easy to follow. The writing is well-organized. The writing is well-organized.
PLC

*Campus Writing Sample
*Calibrate in PLC
*Set Goals
Let your light SHINE ON!

Grade Level Writing Goals

By the end of the 3rd 9 Weeks, 85% of 3rd graders will write a structured narrative with supporting details, and a conclusion.

By the 2nd 9 weeks, 75% of 3rd graders will write a focused paper that includes a hook, supporting details, and a conclusion.

By the end of the 3rd 9 Weeks, 80% of 4th graders will write a structured essay with supporting details.

By the 2nd 9 weeks writing sample, 80% of 2nd graders will have a clear beginning, middle, and end in their writing sample.

By the 2nd 9 Weeks Writing Sample, 80% of 3rd graders will write 3-4 sentences on topic with a beginning, middle, and end.

By the 2nd 9 Weeks Writing Sample, 80% of Kindergarten students will use two or more letter sounds to spell most words.

Let your light SHINE ON!
95% of students at Rutledge will make a year's growth in writing.

2nd 9 weeks writing sample
GRADE LEVEL SCOREBOARDS

1st and 2nd 9 Weeks Scoreboard Data on Ideas
FIRST GRADE: WRITING GOAL TRACKING

- Teacher and student determine goal together
- Students track goal twice a week in binder
- Quiet music and lighting inspire writers
- Daily 5 conference sheets
- Small group conferences focusing on tools/lessons for goal
Sentence A Day

Primary Grades • ELL • Resource Room
by Barbara Marichella

A fun way to learn sentence structure, the conventions of story — and field vocabulary — is fun includes a story!

Week 10: At the Zoo

Words of the Week:

1. sat / looked / peered
2. sat / glanced / them

Day 1

Teacher Reads:

The next day, the zoo was open on the days of the week it was open. The animals were happy to see the kids.

Children:

I looked at them.

Day 2

Teacher Reads:

The animals were happy to see the kids.

Children:

I stared at them.

Day 3

Teacher Reads:

I wasn't sure if the animals were happy to see the kids.

Children:

I looked at the monkeys.

Day 4

Teacher Reads:

I stayed at the zoo all week.

Children:

I stared at the monkeys.

Day 5

Teacher Reads:

I stayed at the zoo all week.

Children:

I stared at them.
<table>
<thead>
<tr>
<th>Teacher Goal for Year</th>
<th>CAPACITY Big Ideas</th>
<th>I know what this is</th>
<th>I understand and can explain</th>
<th>I can do it on my own</th>
<th>I can apply this to other situations and teach to others</th>
<th>Documentation, Demonstration and/or Defer/re</th>
<th>3-D PORTFOLIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>My portfolio goal is to strengthen writing instruction.</td>
<td>Students will understand the difference between editing and revising and demonstrate both steps in their own writing.</td>
<td>Instruct and guide students on how to write rough drafts and know how to make a piece better using blue pens for revising and red pens for editing.</td>
<td></td>
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</tr>
<tr>
<td>Students will understand and grow in organization, conventions, voice, ideas, and sentence fluency.</td>
<td>Students will improve writing fluency.</td>
<td>Instruct and guide students on how to edit and revise with a buddy, helping a friend improve their writing.</td>
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<tr>
<td></td>
<td></td>
<td>Give students opportunities to work on writing fluency once a week.</td>
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<tr>
<td></td>
<td></td>
<td>Guide students on how to set goals for writing fluency.</td>
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<tr>
<td></td>
<td></td>
<td>Give students a graph to track their fluency growth.</td>
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<tr>
<td></td>
<td></td>
<td>Confer with students.</td>
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<tr>
<td></td>
<td></td>
<td>Teach mini-lessons on these writing traits.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Use mentor texts to model these traits.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Goal for Year</td>
<td>Big Ideas</td>
<td>I Can....</td>
<td>I know what this is</td>
<td>I understand and can explain</td>
<td>I can do on my own</td>
<td>I can apply this to other situations and teach to others</td>
<td>Notes</td>
</tr>
<tr>
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</tr>
<tr>
<td>I will become a better writer in 3rd grade.</td>
<td>write a rough draft and know how to make it better using blue pens for revising and red pens for editing.</td>
<td>red</td>
<td>yellow</td>
<td>green</td>
<td>blue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will understand the difference between editing and revising and demonstrate both steps in my own writing.</td>
<td>edit and revise with a buddy, helping a friend improve their writing.</td>
<td>yellow</td>
<td>yellow</td>
<td>yellow</td>
<td>yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will improve my writing fluency.</td>
<td>practice writing fluently once a week.</td>
<td>yellow</td>
<td>yellow</td>
<td>yellow</td>
<td>yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will understand and grow in organization, conventions, voice, ideas, and sentence fluency.</td>
<td>share my writing with Mrs. Runkel and discuss things I'm doing well and things to improve, use my writer's notebook and writing folder to refer to mini-lessons and tools I can use while writing.</td>
<td>red</td>
<td>yellow</td>
<td>yellow</td>
<td>yellow</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT CAPACITY MATRIX**
WHAT DOES THIS LOOK LIKE?
Power Writing
PEER EDITING
USING TOOLS
Integrating writing with science content

By connecting objectives, we can help students see how ideas are related to one another. Each new piece of information can connect with a previously learned piece of information, which leads to higher levels of understanding and retention.

Integrated Essential Units of Study:

“Analyzing & Creating Expository Texts” and “Ecology”
Students were able to use their background knowledge from science lessons to generate questions about the animal they wanted to research. Our goal was to write a book in the expository format with a purpose of informing their reader.
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>Paper is written in paragraphs on a clear, focused topic.</td>
<td>Paper is on a clear, focused topic.</td>
<td>The writing is made up of several sentences on one topic.</td>
<td>Text is written with a clear focus.</td>
</tr>
<tr>
<td></td>
<td>Relevant facts/details provide the most important information.</td>
<td>Relevant details (simple facts, details, explanations) provide important information.</td>
<td>The writing includes some relevant details (simple facts, details, explanations)</td>
<td>The writing is made up of a few sentences on one topic.</td>
</tr>
<tr>
<td></td>
<td>Writing from knowledge or experience, with specific, developed ideas.</td>
<td>Writing from knowledge or experience, most ideas specific.</td>
<td>The writing makes sense and most information is present.</td>
<td>The writing makes sense, but some information may be missing or irrelevant.</td>
</tr>
<tr>
<td></td>
<td>Most readers’ questions are answered.</td>
<td>Most readers’ questions are answered; however, more information would be beneficial.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Interesting and purposeful introduction/lead, to hook the reader consistently.</td>
<td>Interesting introduction/lead to hook the reader at times.</td>
<td>The writing includes a beginning, middle, and an end, but rarely uses an engaging hook.</td>
<td>There is a sense of a beginning, middle, and end, but no attempt to hook the reader</td>
</tr>
<tr>
<td></td>
<td>Logical sequence of details and ideas.</td>
<td>Sequence of details and ideas is easy to follow in most parts.</td>
<td>Sequence of ideas mostly makes sense.</td>
<td>Sequence of ideas can be confusing at times</td>
</tr>
<tr>
<td></td>
<td>Meaningful transitions show how one piece of information is connected with others.</td>
<td>Some meaningful transitions logically link ideas.</td>
<td>Basic transitions, such as and, also, to link one sentence to the next and show that the writer had more to say.</td>
<td>Basic transitions link one sentence to the next.</td>
</tr>
<tr>
<td></td>
<td>Effective conclusion provides closure and resolution.</td>
<td>Conclusion present and attempts to provide closure and resolution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effort</strong></td>
<td>Handwriting is neat and easy to read.</td>
<td>Handwriting is somewhat neat and easy to read.</td>
<td>Handwriting is rarely neat and easy to read.</td>
<td>Handwriting is hard to read.</td>
</tr>
<tr>
<td></td>
<td>Diagrams and illustrations are used throughout to enhance the meaning of the text.</td>
<td>Diagrams and illustrations are mostly used throughout to enhance the meaning of the text.</td>
<td>Diagrams and illustrations are rarely used throughout to enhance the meaning of the text.</td>
<td>Diagrams and illustrations are rarely used throughout to enhance the meaning of the text.</td>
</tr>
<tr>
<td></td>
<td>Used Editing/Revising Checklist on all writing goals:</td>
<td>Used Editing/Revising Checklist on most writing goals:</td>
<td>Used Editing/Revising Checklist on some writing goals:</td>
<td>Used Editing/Revising Checklist on few writing goals:</td>
</tr>
<tr>
<td></td>
<td>Personalized Spelling</td>
<td>Personalized Spelling</td>
<td>Personalized Spelling</td>
<td>Personalized Spelling</td>
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<tr>
<td></td>
<td>Punctuation</td>
<td>Punctuation</td>
<td>Punctuation</td>
<td>Punctuation</td>
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<tr>
<td></td>
<td>Vocabulary</td>
<td>Vocabulary</td>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td>4 Transfer Words</td>
<td>4 Transfer Words</td>
<td>4 Transfer Words</td>
<td>4 Transfer Words</td>
</tr>
<tr>
<td></td>
<td>Most parts of book and text features are present</td>
<td>Most parts of book and text features are present</td>
<td>Some parts of book and text features are present</td>
<td>Few parts of book and text features are present</td>
</tr>
<tr>
<td></td>
<td>All parts of book and text features are present</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Source Sheets

#### Inquiry Chart on the Topic of Animals

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>Source 1:</strong> [Internet]</td>
<td><strong>Options by Mary &amp; David:</strong> 1. They build homes with grass and twigs. 2. They eat plants, insects, and small animals. 3. They are nocturnal and live in burrows.</td>
<td>1. They have large eyes, strong jaws, and powerful claws. 2. They are skilled climbers and swimmers. 3. They are excellent hunters.</td>
<td>1. They eat fruit, nuts, and seeds. 2. They are omnivores and eat both plants and animals.</td>
<td>1. They are predators of small animals. 2. They are prey for larger predators.</td>
<td></td>
</tr>
<tr>
<td><strong>Source 2:</strong> [Library/Book]</td>
<td><strong>Options for Shawna:</strong> 1. They eat fruits and seeds. 2. They have sharp teeth and strong jaws. 3. They are good at running and jumping.</td>
<td>1. They have a thick fur coat and strong paws. 2. They are excellent swimmers. 3. They are good at burrowing.</td>
<td>1. They eat a variety of foods, including meat, plants, and insects. 2. They are omnivores.</td>
<td>1. They are predators of small animals. 2. They are prey for larger predators.</td>
<td>1. They live in trees. 2. They have a good sense of smell. 3. They are social.</td>
</tr>
</tbody>
</table>
Opossums

**Habitat:**
- Opossum World
- Do you have any ideas on where in the world opossums live?
- Opossums live in grasslands, forests, and near water sources.
- Opossums are nocturnal, living in burrows and tree holes.
- Additional facts: Opossums are diurnal and can climb trees.

**Adaptations:**
- Opossums have small, rounded ears and a prehensile tail.
- Their red fur helps them blend into their environment.
- Opossums have keen senses of smell and hearing.

**Field Notes:**
- I saw an opossum on the side of the road.
- Opossums eat a variety of things like the trash in your trash can.

**Non-Fiction Writing:**
- Topic Sentence: "Opossums are interesting animals living in grasslands, forests, and near water sources."
- Details: Opossums have small, round ears and a prehensile tail. They are diurnal and can climb trees.

**Checklist:**
- Interesting hooks
- At least 5 juicy words
- Topic sentence with supporting details
- Bold words
- Table of Contents
- Glossary
- Labeled diagrams
- Pictures with Captions
- Headings
- Golden ending
- On topic
- Punctuation (., ? !)
- Capitalization
- Personal best spelling
Table of Contents

Opossum World
Adaptations
What should We Eat
Help!
Life
Glossary
Index

Opossum World
Do you know any animals in the world? Opossums! Yes! Opossum World is an amazing place! They live everywhere, from the tropics to the Arctic. Sometimes they live in your backyard. Some opossums have long tails. They also like to climb trees by their paws. They even make good pets! Now, let's learn more about this amazing animal.

Adaptations
Opossums have many adaptations that can be helpful. For example, they have long tails to help them climb trees. Their ears are very large, which helps them listen for food. They also have sharp teeth to help them eat their food.

What should We Eat?
Do you know what opossums eat? They eat a lot of different things, like insects, small mammals, and even fruit. They are very good at foraging, and they can find food just about anywhere.

Help!
Help! Opossums are very good at helping others. They can help with food, and they can even help with other animals. They are very good at being quiet, so they don't wake other animals up. They are also very good at being gentle.

Life
Opossums are very tiny as babies, but they grow very fast. Their growth rate is slow until they are about 6 months old. After that, they grow very fast. They are very good at being quiet, and they can find food just about anywhere.

Glossary
Words of prey: words that eat more...
Grassland: a big field of green...
WRITING IS SOCIAL

- Audience
- Accountability
- Community
- Revision
- Celebration
How has writing in math made you a better writer?
We are getting a new student. Explain to her how division problems can be solved by relating them to multiplication. (Be sure to refer to our problem string to provide specific evidence to support your reasoning.)

Respond to the reflection prompt by clicking ADD CLASS COMMENT below. Then, reply to at least one classmate with an observation that includes a because.
Division problems can be solved by relating them to multiplication because when you do 15 by 180 to get 2700 you have that prior knowledge so you can do 2700 divided by 15 to get 180.

Division problems can be solved with using multiplication by using 5 is half of 10 for example 10 divided by 2 is 5. You can also look at the work you have already done.

The way division problems can be solved by relating them to multiplication is by: like you can do the multiplication for the division problem and see how many times you multiplied it ex: 15x180=2,700 and 2,700 divided by 15=180

I like that you used a division problem and then showed a multiplication problem because it makes sense more visually

If you know a multiplication equation then you can flip it around to figure out a division equation. Like 5x4=20 then flip it and you get 20 divided by 5=4 ;)

Ariel's Work

Ariel solved $28 \times 37$. Before you look at her work, estimate the answer, and be prepared to explain your estimate.

Here is Ariel's work.

- Does her answer make sense?
- Is her answer correct?

\[
\begin{array}{c}
26 \\
\hline
28 \\
\times \quad 37 \\
\hline
205 \\
+ \quad 840 \\
\hline
1045
\end{array}
\]

What would you tell Ariel about her work?
Thank you!

Questions?