Imagine

Focusing on Standards-Based Writing

Pressure
Joy

Standards-Based System to Increase Student Achievement

Implementing Effective Daily Writing Instruction

Daily Writing Instruction Frame

Lesson Launch

Teacher Demonstration

Student Writing

Writing Celebration

Lesson Launch

- To build interest
- To develop background
- To catapult the objective
- To engage learners

mentor texts

experiences, images, dialogues

anecdotes, video clips, realia

student exemplars

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Teacher Demonstration

- To provide high-quality writing
- To demonstrate metacognition
- To define target(s)
- To engage multimodal learners

End-of-year rigor

Pre-planned

1-2 teaching points

All writing stages

Demonstration Writing

Teacher Demonstration

Teacher – Modeled Writing

Create from Scratch (Process)

Insight into Author’s Metacognition

Note: Mentor texts and student exemplars are additional examples of great writing but do NOT take the place of teacher demonstration

<table>
<thead>
<tr>
<th>Mentor Text</th>
<th>Student Exemplar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Literature</td>
<td>Student Writing</td>
</tr>
<tr>
<td>Published</td>
<td>Published</td>
</tr>
<tr>
<td>Analyze Writing once</td>
<td>Analyze Writing once</td>
</tr>
<tr>
<td>Created</td>
<td>Created</td>
</tr>
</tbody>
</table>

Discuss Video Observations:
- demo techniques
- active engagement
- other

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**Student Writing**

- To write high-quality at- or above-standard compositions
- To receive differentiated feedback

**Writing Workout**

Students write every day. Teacher pulls groups:
- Conference group
- Skill group

**Logistics of Writing Workout:**
- Develop Regular Routine
- Focus Students on Demonstration Target and Independent Writing Exercises

**Writing Workout: Independent**

**Independent Writing Exercises**

<table>
<thead>
<tr>
<th>Core Training</th>
<th>Strength Training</th>
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</thead>
<tbody>
<tr>
<td>1-2 Demonstration Targets</td>
<td>Menu of Exercises</td>
</tr>
<tr>
<td>1.</td>
<td>Individual</td>
</tr>
<tr>
<td>2. My Goal</td>
<td>Partner</td>
</tr>
<tr>
<td></td>
<td>Group</td>
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</tbody>
</table>

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Writing Celebration

- To build excitement and pride
- To share all successes
- To highlight all students
- To reinforce teaching points

Stop the presses!
Read or share exemplary word, phrase, or part

Verbalize writing thoughts

Daily Writing Instruction Sample -60 Minutes-

- Lesson Launch (5-12 minutes)
- Teacher Demonstration: Modeled/Shared/Interactive (10-15 minutes)
- Student Writing: Independent/Guided (30 minutes)
- Writing Celebration (5-8 minutes)
Building Powerful Sentences

Who/What Chart
- To add academic vocabulary
- To prompt students with questioning techniques
- To demonstrate sentence development

- Grades K-2: Utilized for complete sentence building
- Grades K-6: Utilized as a reference for quick summaries

"Who or what are we going to write about?"
- the blue bird

"What about the blue bird?"
- The bird is...
- The blue bird flies.

"Why can the blue bird fly?"
- because it has wings

Tip: Create a Chant to Help Students Spell "Because"

"Powerful word (It makes sentences strong), b-e-c-a-u-s-e."
(spelling out on fingers)

by Debbie Weitz Otto

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The blue bird flies because it has wings. It soars high in the sky.
Powerful Sentences Chart

- To transform a simple idea into powerful sentences
- To brainstorm related words/synonyms
- To develop and verbalize new sentences

Powerful Sentences

- Grades 1-6

Build Powerful Sentences Using the Powerful Sentences Chart and Sentence Blueprint Cards

Powerful Sentences

Video
Sentence Blueprints Cards

• To create a variety of powerful sentences
• To actively engage students in creating new blueprint patterns
• To develop and verbalize new sentences

• Grades 2-6: Travelers
• Grades 3-6: Triple Deckers
• Grades 3-6: Double the Whos

- Travelers -

The desperate 49ers panned for gold during the Gold Rush in California.

- Triple Deckers -

The hopeful dreamers panned through riverbeds, investigated the Mother Lode, and searched at their land claim every waking hour.

- Double the Who’s -

James Marshall, a gold seeker, hunted for nuggets in the Sierra Nevada mountains in 1849 to prosper.

- with Travelers -

To prosper, James Marshall, a gold seeker, hunted for nuggets in the Sierra Nevada mountains in 1849.
Defining Grade-Level Rigor

DataWORKS' Curriculum Calibration

• 174 Schools in 62 CA Districts
• % of grade level work at standard:

<table>
<thead>
<tr>
<th>Grade</th>
<th>95.3%</th>
<th>Grade 7</th>
<th>32.9%</th>
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</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>87.2%</td>
<td>Grade 8</td>
<td>27.6%</td>
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<tr>
<td>Grade 2</td>
<td>62.1%</td>
<td>Grade 9</td>
<td>11.8%</td>
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<tr>
<td>Grade 3</td>
<td>71.8%</td>
<td>Grade 10</td>
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<td>Grade 4</td>
<td>46.5%</td>
<td>Grade 11</td>
<td>17.1%</td>
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<tr>
<td>Grade 5</td>
<td>40.1%</td>
<td>Grade 12</td>
<td>16.7%</td>
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<tr>
<td>Grade 6</td>
<td>38.0%</td>
<td></td>
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</table>


DataWORKS' Conclusions

Students must be taught on grade level because:
• Grade-level instruction provides equal opportunity for students to learn
• Students cannot learn what they’re not taught
• Students perform no higher than the level of assignments given
• Students learn more when taught at a higher level than at a lower level
• State tests assess grade-level content

- The Goal of Instruction is High Student Success on Grade-Level Content -


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To make work presentable to the reader
To select the final format that best suits the task, purpose, and audience
To finalize and revel in the satisfaction that the writer accomplished all set out to do.

To illustrate student evidence of the writing process in the final state
To display writing evidence of at- or above-standard student goals met within this practice
To promote student joy and accomplishment toward meeting or exceeding rigor of grade level writing standard.

3 Things I've Learned that I'll Implement Immediately:

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Thank You!

For more information on Common Core writing materials and inservices, please visit us at www.learningheadquarters.com

Illustrations by Heidi Harmes and Nancy Frorer

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