

# Module 4: Writing

<b>Focus Area: Writing</b>		
<b>Materials Needed:</b>	<b>Materials provided ay ISD or site:</b> <ul style="list-style-type: none"> <li>• Profiles Yearbook</li> <li>• Handouts developed ay the MISD</li> <li>• Sign in sheets, name tags and evaluations</li> <li>• A-V equipment, usually an overhead and a VCR (if you need anything else, call the curriculum office of the hosting district to make arrangements.</li> </ul>	<b>Materials to be brought by the presenter:</b> <ul style="list-style-type: none"> <li>• Your prepared overheads</li> <li>• Blank overheads and overhead pens</li> <li>• Additional handouts you would like to share</li> <li>• Practice ORR Mini Lesson materials</li> <li>• Anchor Set-taped to walls to form a "gallery"</li> </ul>
<b>Review of Module 3: (30 minutes)</b>	<ul style="list-style-type: none"> <li>✓ Have participants make 6 appointments with Clock partners, even hours or odd (attached)</li> <li>✓ Utilize packet of prepared mini lessons regarding oral reading records. Lesson One reviews Omissions and Insertions and prompts for One to One Matching.</li> <li>✓ Organize participants with a clock appointment. Participants share with partner insights learned from ORR analysis sheet that was assigned from Module 3 (take turns sharing.).</li> <li>✓ Complete “TO, WITH, BY” (attachment 3_12.doc) sheet based on information gleaned from oral language assessment in conversation with clock partner.</li> <li>✓ Ask for feedback from the whole group about their insights and relate to case study child.</li> </ul>	
<b>Introduce developmental continuum and writing prompts from the MLPP (45 minutes)</b>	<ul style="list-style-type: none"> <li>✓ From Anchor Paper Set or from a personal set of student writing samples, select four papers representing the 4 levels of the Developmental Continuum of Writing Samples: Phase 1: Pre-Emergent, Phase 2: Emergent Writing, Phase 3: Developing, Phase 4: Fluent Writing. With a clock partner, discuss and identify the level of each paper.</li> <li>✓ Go over Spelling Continuum for Assessing Primary Writing. It would be a good idea to present sample pieces of writing for this discussion.</li> <li>✓ Go over Spelling Developmental Stages</li> <li>✓ With a clock partner, stand before one of the pieces of writing taped to the wall forming a "Writing Gallery".</li> <li>✓ With the partner, decide on the Developmental Level and the Spelling Level of the Writing Piece. Ask the question- where would you go instructionally with this child?</li> <li>✓ Utilizing the MLPP Assessment Kit, go over the various writing prompts provided, both the generic and grade level prompts. Walk through the Favorite Place prompt so that participants understand how to administer the assessment. Use small grade level or large group discussion groups.</li> </ul>	

<p><b>Introduce rubric and holistic and analytic scoring</b> <b>(60 minutes)</b></p>	<ul style="list-style-type: none"> <li>✓ <b>TARGET TASK:</b> On a large post-it sheet, draw a line representing a continuum for holistic and analytic scoring, and display for participants to place a small yellow post-it indicating their knowledge and skill level for each type of scoring. Continuum could range from “Never heard of it” to “I could teach it”, or some other range.</li> </ul> <p><b>HOLISTIC SCORING</b></p> <ul style="list-style-type: none"> <li>✓ Use TARGET TASK for introducing the holistic scoring rubric.</li> <li>✓ Score four papers at one grade level representing a score of 1,2,3,4 utilizing a think-aloud presentation. Discussing the papers through the rubric descriptors, content, organization, style/voice and conventions.</li> <li>✓ Divide the class into grade level groups, K, Gr. 1, Gr. 2, Gr. 3.</li> <li>✓ Have participants select their grade level anchor set and score all papers together in that anchor set. This is their opportunity for independent practice.</li> <li>✓ Encourage discussions when the scores are not the same or contiguous. (Monitor discussion to make certain the discussion about the paper is through the lens of the rubric and is not compared to other papers).</li> <li>✓ Check for understanding and remind them that all students are to have their papers scored holistically. This practice “puts you in the ball park” for analytic scoring and is utilized on the MEAP assessment.</li> </ul>
<p><b>Break</b> <b>(10 minutes)</b></p>	
<p><b>Introduce rubric and holistic and analytic scoring</b> <b>(continued...)</b></p>	<p><b>ANALYTIC SCORING</b></p> <ul style="list-style-type: none"> <li>✓ Repeat TARGET TASK (above) for analytic scoring.</li> <li>✓ Introduce analytic scoring rubrics and show how they are alike/different from the holistic scoring rubric.</li> <li>✓ Score two papers from one grade level with the analytic scoring guide doing a think-aloud procedure using the rubric trait descriptions to discuss the papers.</li> <li>✓ Divide the class into grade level groups, K, Gr. 1, Gr. 2, Gr. 3.</li> <li>✓ Have participants select their grade level anchor set and together score analytically several papers in that anchor set. This is their opportunity for independent practice.</li> <li>✓ Record the scores and discuss discrepancies by using the language of the rubric.</li> <li>✓ If there are time constraints, participants could use the analytic scoring rubric to rescore the holistically scored papers that scored less than a “3”.</li> <li>✓ Compare scores.</li> <li>✓ Use the grade one, two and three sample papers to identify the skills the writer has under control. Compare with a partner and then check with the grade-level attribute charts from the Profiles Project to. These are fabulous for planning instruction and analyzing papers.</li> <li>✓ Share Findings through discussion.</li> <li>✓ Trainer displays overhead of pre-emergent writer from earlier writing continuum and discusses/also show attributes page from profiles.</li> </ul>

<b>Planning interactive writing lessons for twelve kindergarten students. (20 minutes)</b>	<ul style="list-style-type: none"> <li>✓ Plan an interactive writing lesson for the twelve students who produce the papers to the prompt, “A Special Time.” Identify for each student what they would model.</li> <li>✓ This activity should be done with one of the clock partners. When completed, have pairs share with other pairs, and fours share with other fours.</li> </ul>
<b>Closure and Assignment (10 minutes)</b>	<ul style="list-style-type: none"> <li>✓ Complete evaluation. Turn in.</li> <li>✓ Administer writing prompt to their case-study child. Practice scoring both holistically and analytically.</li> <li>✓ Continue answering questions 3 and 4 on the case study questionnaire.</li> <li>✓ Due at Module 5.</li> </ul>
<b>2 hrs. 55 minutes</b>	<b>Total Class Time</b>

**Attachments:**

**4-1 Clock Partners Sheet**

**4-2 To, With and By sheet**