

# Geneva 304 Elementary Writing Update

## Next Steps

- Committee Work
- Team Collaboration
- Full Implementation
- Reflection and Analysis

## Writing Workshop

- Lifelong writers
- Writing Process
- Authentic
- Student Choice & Independence



## Rubrics for Assessing Writing

- Rubrics derived from the learning progressions
- Support Consistent Understanding and Scoring



Working to  
#KeepMovingForward  
as writers and communicators



## Areas of Writing

Narrative  
Informative  
Opinion / Argumentative

Our Primary Resource

Lucy Calkins

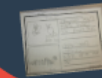


## Unit Plans



## Exemplar pieces of student writing

- Multiple student writing examples
- Illustrates different approaches
- Tool for Common Understanding



## Professional Development



## Components



## On-demand Performance Assessments

- Structured Implementation
- Common Understanding
- Tracking Progress



## Learning Progressions

- PreK-6
- Opinion, Informational, Narrative writing
- describes the development of three main aspects of writing



we are

  
self-directed,  
lifelong learners

  
effective  
communicators

  
complex, creative  
& adaptive  
thinkers

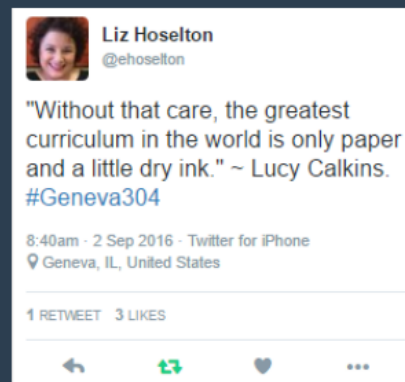
  
collaborative  
& productive  
citizens

*Working to*

*#KeepMovingForward*

*as writers and*

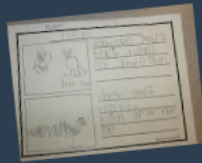
*communicators*



"Without that care, the greatest curriculum in the world is only paper and a little dry ink." – Lucy Calkins. @Geneva304

10:40am · 2 Sep 2016 · Twitter for iPhone  
Geneva, IL, United States  
RETWEET 3 LIKES

- Illustrates different approaches
- Tool for Common Understanding



Professional Development



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# Writing Workshop

- Lifelong writers
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# Components

## Establish a predictable workshop environment

the most creative environments are consistent and predictable (not changing and complex)

"when children know the parameters within which they are working, they can be more strategic, deliberate writers" (Calkins, 1994, p. 185)

## Mini-Lessons

"Explicit instruction is necessary because students don't learn by osmosis" Calkins

brief with whole class format

Use mentor texts

examples: reinforcing a writing strategy, raising a concern, modeling a technique, reinforce skills needed for writing workshop

Can be used for "creating a warm glow around the workshop" (Calkins, 1994, p. 194)

## Share Sessions

The purpose is to "share and support work in progress", but it also serves as a "public teacher supported conference" (Calkins, p.190).

Student sits in the author chair and shares:

- notes for a work
- a passage from their piece
- their process for writing
- brainstorming
- feelings on any struggles they are facing

Receive feedback from their peers and the teacher

## Peer Conferencing

"There are thirty-two writing teachers in this room. Every one of you must be a writing teacher" (Calkins, 1994, p. 205)

Meet regularly for a brief time

Self-directed student groups

Students address areas for growth

Reflect and set goals

## Publication Celebrations

Time for reflection

Celebration of finished work

More importantly, reflection on growth and progress

## Work Time

Critical component the Writing Workshop

Students work independently with ongoing work

Teacher spends time among the conferring with students about their pieces by:

- listening
- coaching
- modeling
- giving direct, honest feedback.

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# Areas of Writing

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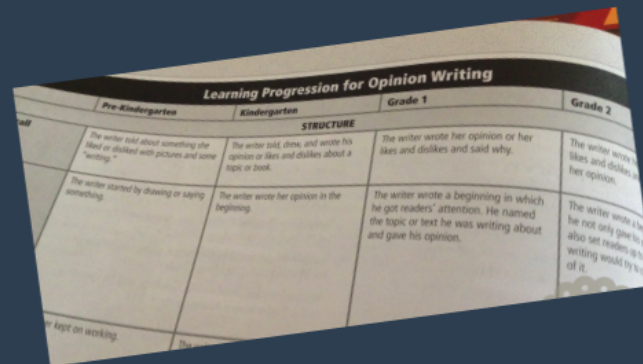
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# Learning Progressions

- PreK-6
- Opinion, Informational, Narrative writing
- describes the development of three main aspects of writing



Learning Progression for Opinion Writing			
Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
<b>STRUCTURE</b>			
The writer told about something she liked or disliked with pictures and some "writing."	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	The writer wrote her opinion or her likes and dislikes and said why.	The writer wrote her likes and dislikes and her opinion.
The writer started by drawing or saying something.	The writer wrote her opinion in the beginning.	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	The writer wrote a beginning that he not only gave his opinion but also set readers up for his writing would be about of it.
He kept on working.			

# *Rubrics for Assessing Writing*

- Rubrics derived from the learning progressions
- Support Consistent Understanding and Scoring

This screenshot shows a rubric for the story 'The Three Little Pigs'. It includes a table with columns for 'Level 1', 'Level 2', and 'Level 3'. The rubric details criteria for 'The Three Little Pigs' and 'The Wolf in Sheep's Clothing'.

Criteria	Level 1	Level 2	Level 3
The Three Little Pigs	1.1	1.2	1.3
The Wolf in Sheep's Clothing	2.1	2.2	2.3

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# Narrative Writing Checklist

## Grade 3

### STRUCTURE



Overall	I told the story bit by bit.				
	Did I do it like a third grader?	NOT YET	STARTING TO	YES!	
Lead		I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions		I told my story in order using phrases such as <i>a little later</i> and <i>after that</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending		I chose the action, talk, or feeling that would make a good ending and worked to write it well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization		I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Narrative Writing Checklist *(continued)*

### Grade 3

#### DEVELOPMENT

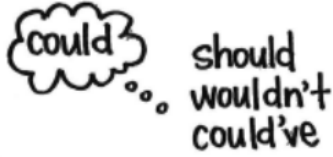

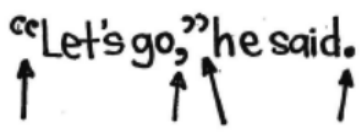
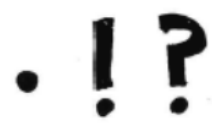
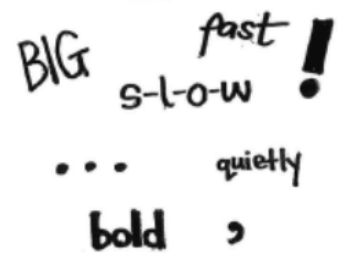
	Did I do it like a third grader?	NOT YET	STARTING TO	YES!	
<p>Elaboration</p>		<p>I worked to show what happened to (and in) my characters.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Craft</p>		<p>I not only told my story, but also wrote in ways that got readers to picture what was happening and that brought my story to life.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Narrative Writing Checklist (continued)

### Grade 3

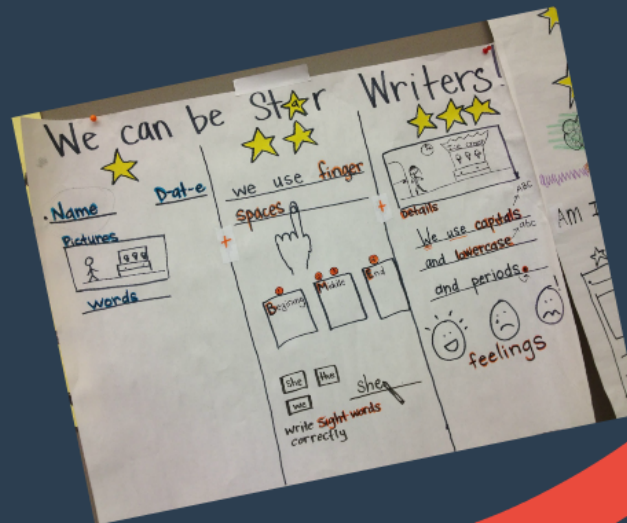
#### LANGUAGE CONVENTIONS

STARTING TO	YES!
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

		Did I do it like a third grader?	NOT YET	STARTING TO	YES!
Spelling		I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I got help from others to check my spelling and punctuation before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation		I punctuated dialogue correctly, with commas and quotation marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		While writing, I put punctuation at the end of every sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I wrote in a way that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

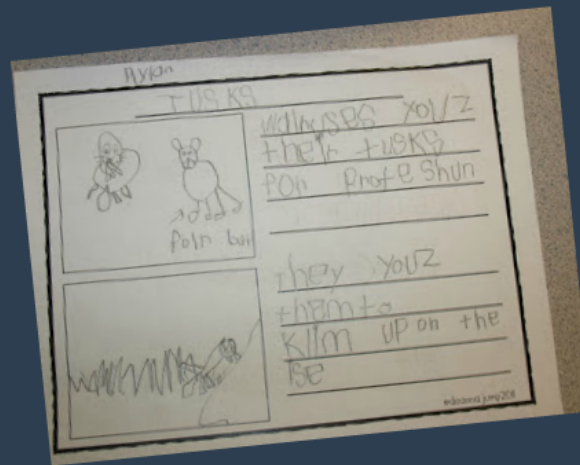
# *On-demand Performance Assessments*

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# *Exemplar pieces of student writing*

- Multiple student writing examples
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# Next Steps

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Team Collaboration

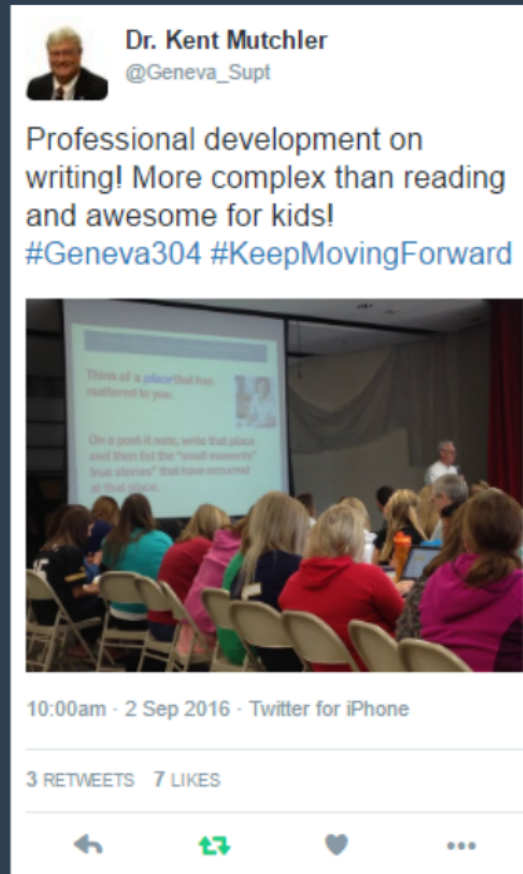
Full Implementation

Reflection and Analysis

# Unit Plans

Unit Information		
Subject:	Writing	Grade:
		Third
Unit Title:	Time Frame:	
The Lens of History: Research Reports	Second Trimester	
Unit Overview	Essential Vocabulary	
<p>This unit channels students to work towards creating lively, voice-filled, engaging information books about topics of expertise. This is the unit to find out what passions, interests, and hobbies your student have. This unit asks students to demonstrate that they can introduce a topic clearly, separate it into subtopics, and organize their writing in separate pages so that appropriate information is grouped together inside of these subtopics. Students can differentiate their work by utilizing different text structures, authority, and voice.</p>	Content	Process
	Informative Author Text Introduction Elaboration Facts Definitions Paragraph Linking Words Conclusion Text Features Accuracy Source Organization Structure	Research Self Assessment Draft
Priority Learning Targets	Suggested Activities & Strategies	
I can write an informative piece. (W 3-1)	<ul style="list-style-type: none"> <li>Teaching Others as a Way to Prime the Pump (1)</li> <li>The Power of Organizing and Reorganizing (2)</li> <li>New Structures Lead to New Thinking (3)</li> <li>Crafting Speeches, Articles, or Brochures Using Information Writing Skills (12)</li> </ul>	
I can introduce a topic and group related information. (W 3-1a)	<ul style="list-style-type: none"> <li>Organization Matters in Texts Large and Small (5)</li> <li>Creating Introductions through Researching Mentor Authors (9)</li> </ul>	
I can use facts, definitions, and details to develop a point. (W 3-1b)	<ul style="list-style-type: none"> <li>Layering Bricks of Information (4)</li> <li>Studying Mentor Texts in a Search for Elaboration Strategies (5)</li> <li>Balancing Facts and Ideas from the Start (7)</li> </ul>	
I can use linking words to connect ideas. (W 3-1c)	<ul style="list-style-type: none"> <li>Making Connections Across Chapters (6)</li> </ul>	
I can provide a concluding statement or section. (W 3-1d)	<ul style="list-style-type: none"> <li>Punctuating with Paragraphs</li> </ul>	
Supporting Learning Targets	Suggested Activities & Strategies	
I can use digital tools to produce and publish my works. (W 6-1)	<ul style="list-style-type: none"> <li>Using Text Features Makes it Easier for Readers to Learn (10)</li> </ul>	
I can use provided sources to find information, take notes on sources, and categorize my notes. (W 8-1)	<ul style="list-style-type: none"> <li>Researching Facts and Ensuring Text Accuracy (8)</li> </ul>	
I can write for a range of time and tasks. (W 10-1)	<ul style="list-style-type: none"> <li>Revising from Self Assessments (11)</li> </ul>	

# Professional Development

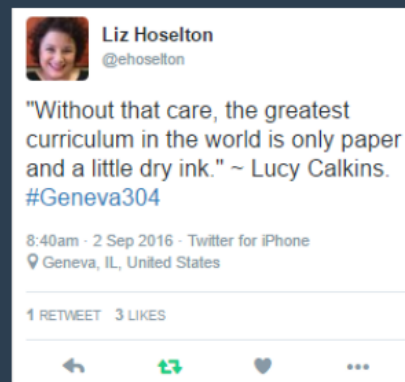


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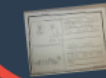
Lucy Calkins



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