

Leveling UP in Writing!



Using Writing Data to Inform Instruction

Fall 2019



Hillary Sapanski
Regional Literacy Coordinator
Hsapanski@mdek12.org

Mississippi Department of Education

VISION







To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens


MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2018-2022


- 1**
All Students Proficient and Showing Growth in All Assessed Areas

- 2**
Student Graduates from High School and is Ready for College and Career

- 3**
Every Child Has Access to a High-Quality Early Childhood Program

- 4**
Every School Has Effective Teachers and Leaders

- 5**
Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

- 6**
Every School and District is Rated "C" or Higher



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Session Norms

- Silence your cell phones
- Please check and/or reply to emails during the scheduled breaks
- Be an active participant
- Do not hesitate to ask questions


Participate

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Session Goals

- Review highlights of the MAAP Writing Rubric
- Complete a writing prompt to reflect on strategies used to support writing
- Build confidence in scoring live student samples
- Create next steps for instruction based on writing data and the writing continuum
- Take learned material back into your classroom



MAAP Writing Rubric Highlights



Highlights of the MAAP Writing Rubric



- **Development:** WHAT is written (is the question answered with sufficient evidence and reasoning?)
- **Organization:** HOW it is written (intro, conclusion, transitions, logical progression and evidence of planning)
- **Grammar:** tone, word choice, sentence composition, tenses, agreements, homonyms, and dialects
- **Mechanics:** spelling, capitalization, and punctuation

Highlights of the MAAP Writing Rubric



- **Holistic** in nature within each domain: development, organization, grammar, and mechanics
- Scores **multiple** genres of writing across **multiple** grade levels
- Scorer should look for what the student has **done right**
- View writing responses as “**good rough drafts**” (for language domain, compare density of errors and if errors impede meaning)

Development Highlights

Score	"Look Fors"
4	<ul style="list-style-type: none"> • Specific response to prompt • Gives examples and explains connections to text • Develops each part of the prompt (some have 2)
3	<ul style="list-style-type: none"> • May develop both or 1 part of a 2-part prompt • May get off track, but regains focus
2	<ul style="list-style-type: none"> • "Quote Stacking" • May address 1 of the 2 parts; Contains some reasons and some evidence • Restates evidence with no analysis
1	<ul style="list-style-type: none"> • Addresses prompt minimally (hint of understanding, using key word) • Limited, not sure of understanding • "Copying from intent": copying/selecting a part of the passage that specifically addresses the content of the prompt
0	<ul style="list-style-type: none"> • Retelling of the passage without responding to the prompt (summary) • No understanding of the task • Read the passage, but not the prompt • Copies from passage (with a few words changed)

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Organization Highlights

Score	"Look Fors"
4	<ul style="list-style-type: none"> • Wholeness, easily flows, seamless, smooth, purposeful • Formulaic (predictable: first, next, then, last) writing should transition to phrases in the upper grades (4th). 3rd grade responses may use temporal words
3	<ul style="list-style-type: none"> • Easily followed • Has a paragraph or part that gets off track, but gets back on track • Transitions are effective, but may be generic or repetitious
2	<ul style="list-style-type: none"> • Basic: canned introduction and conclusion; not original. "I'm going to tell you 3 things, here are those three things, I just told you 3 things."
1	<ul style="list-style-type: none"> • Retelling/summary in the same order it was told • Introduction and conclusion do not pertain to the task or body of the essay • Introduction with no plan or direction • Sentences that are somewhat connected, but lacking transitions • Stream of consciousness writing with no plan or direction
0	<ul style="list-style-type: none"> • Cannot keep track of what they are writing no matter how many times you reread it • Random thoughts on the topic with no cohesion • 1 sentence essay

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Grammar Highlights

Score	"Look Fors"
2	<ul style="list-style-type: none"> • Sprinkling of errors • Fluent, varied sentences
1	<ul style="list-style-type: none"> • Word choice—effective or limited (sentences accurate, but below grade level) • Pattern of error
0	<ul style="list-style-type: none"> • Egregious errors • Difficult to understand

Note: Lengthy responses have few noticeable errors (errors in a brief response stand out)



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Mechanics Highlights

Score	"Look Fors"
2	<ul style="list-style-type: none"> • Grade appropriate "high frequency" words should be spelled correctly (higher level misspelled words are minor) • A few missing commas in a full-page essay would be "minor" • Errors do not interfere with meaning • Sprinkling of errors
1	<ul style="list-style-type: none"> • Occasionally impedes meaning • Pattern of errors
0	<ul style="list-style-type: none"> • Nearly unreadable • Only capitalizes the first word in response • Does not capitalize "I," no punctuation

Think: spelling, punctuation, and capitalization!



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MAAP Writing Rubric & Instruction

- Domains of the writing rubric should drive instruction
- Prioritize specific domains of the rubric (and even specific characteristics within domains)
- Familiarize students with the rubric expectations and vocabulary
- Use rubric to conference with students weekly
- Score *specific* domains weekly



MAAP Writing Rubric

Want more information on the MAAP Writing Rubric?

Access the webinar for a complete presentation on the
MAAP Writing Rubric:

<https://www.youtube.com/watch?v=C8zrgivKL9o&feature=youtu.be>



Writing Prompt



Activity: Writing Prompt

1. Complete the writing prompt
2. As you respond, think about how you would break down and teach the process for your students

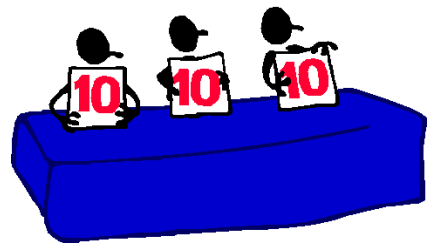


Turn and Talk

- How did you answer the prompt?
- What strategies did you use to deconstruct the prompt?
- How did you plan your writing?
- After listening to others at your table, is there anything you could change about how you answered the prompt?



Scoring Student Samples



Activity: Live Student Response Scoring



Table Talk: Live Scoring

- How would you rate your overall *confidence* level on scoring (1-5, 1 being low, 5 being high)?
- What domain do you feel *strongest* in scoring?
- What domain do you still need *more practice* with scoring?
- Based on the live samples, what are the students doing well?
- Based on the live samples, what areas do the students need to work on?



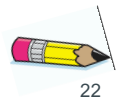
Next Steps in the Classroom



Next Steps in the Classroom

Use Scoring to Guide Instruction!

- Score writing on a regular basis
- Focus on one domain at a time for instruction (development, organization, grammar, mechanics)
- Based on scoring data, make instructional decisions for following week
- Group students based on domain score or by similar writing patterns (differentiation)
- Plan out lessons to address gaps seen in student writing



Next Steps for Development

- Teach *how* to deconstruct the prompt and synthesize what is being asked (pull out key verbs, nouns, and identify mode of writing)
- Model how to address ALL parts of the question
- Review brainstorming techniques to break down question
- Demonstrate strategies to ensure students cite evidence and explain their reasoning in own words (Say, Mean, Matter)

Say What does the text say? (Text-evidence)	Mean What does this mean? “Read between the lines”	Matter Why is it important? Why does it matter?
Avalanches can move up to 80 miles an hour very quickly	Avalanches begin quickly and the snow and ice move down the mountain with great speed	This shows how avalanches are dangerous, because when the snow and ice moves that fast, it can cause a lot of damage

Next Steps for Organization

- Utilize graphic organizers that fit each mode of writing
- Introduce different types of transition words and show *when* to use them
- Teach a variety of introductions and conclusions
- Analyze text structures in informational and narrative text, then use model texts to teach different types of introductions and conclusions
- Encourage pre-planning to ensure flowing, fluid final drafts



Next Steps for Grammar and Mechanics

- Have revising and editing lessons that use live student work (focusing on one specific skill)
- Conduct mini lessons on reoccurring grammatical and mechanical errors
- Model how to identify errors/self-correct (encourage evidence of revisions rather than crossing out or erasing)
- Utilize standards-based checklists as references for students



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Additional Suggested Writing Support

- Instruct writing in small groups (differentiation)
- Prepare for cold prompts (practicing process and timing of MAAP)
- Teach students how to conference with each other on writing
- Always refer to the MS CCRS and the MAAP Scoring Rubric



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Group Activity: Create a Plan!

1. Refer back to the live student samples recently scored
2. Brainstorm what would you do to help these students
3. Create an action plan on an anchor chart: list specific steps and the series of lessons that will occur to help students improve their writing
4. Be prepared to share out



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Next Steps: Now it's YOUR Turn!

1. Give a text dependent prompt as a writing diagnostic
2. Sit down and score with colleagues using the MAAP Writing Rubric
3. Set next steps to help improve writing based on the rubric and MS CCRS (timeline will vary)



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Questions?



Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersms.com for more information!



Developing State, Include, Collect (SIC) Writing

3rd through 5th grade

2019-2020



Division of Literacy

Office of Elementary Education and Reading
601-359-2586

Mississippi Department of Education

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Session Topics

- Information and tips for addressing writing prompts
- Introduction of the S.I.C. graphic organizer
- Week-by-week break down of how to teach writing




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Information and Tips:

Addressing Writing Prompts

**IMPORTANT
INFORMATION**




Information and tips about scoring

Topic	Notes
Scoring Process	<ul style="list-style-type: none"> • There are approximately 30 scorers per grade. • There are several Team Leaders and a Scoring Director per grade. • MDE staff and teachers travelled to MN to observe scoring. • MDE staff and teachers participated in training process and then “read behind” scorer responses as a quality/agreement measure. • All writing scores of 0 are reviewed by the Scoring Director and Team Leader.
Rubric	<ul style="list-style-type: none"> • Writing is scored four times for each student – once per trait. <ul style="list-style-type: none"> ○ Development of Ideas (4 points) ○ Organization of Ideas (4 points) ○ Mechanics (2 points) ○ Grammar (2 points)



Information and tips about prompts and length


Prompt	<ul style="list-style-type: none"> • Prompts align with writing and language standards. <ul style="list-style-type: none"> ○ W1 (opinion), W2 (informative), and W3 (narrative) ○ L.1 and L.3 - Grammar and Usage (tone, word choice, varied sentence structure, etc.) ○ L.2 – Mechanics (Standard English – punctuation, capitalization, spelling, etc.) • Students MUST respond to ALL components of the prompt. <ul style="list-style-type: none"> ○ Determine the mode of response. ○ Deconstruct the prompt to ensure all components are answered.
Length	<ul style="list-style-type: none"> • There is no standard or expectation for response length, including the number of sentences or number of paragraphs. • There must be sufficient writing to score language conventions.
Formulaic Writing	<ul style="list-style-type: none"> • Direction regarding the impact of formulaic writing comes from the Rangefinding Committee and may adversely affect a writer's scores. • Formulaic writing does not demonstrate an understanding of the principles of effective organization, sequencing of ideas, or understanding of transitions. • In the upper grades more is expected from students.



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Information and tips about developing the writing

Topic	Notes
Development of Ideas	<ul style="list-style-type: none"> • The ideas must be clear, consistently focused, and show a complete understanding of the task. • Depending on the mode to which the student is asked to respond, use facts or inferences from the text to support the response. • Provide evidence to support any response. <ul style="list-style-type: none"> ○ DO NOT rely on text evidence or citations ALONE to serve as the response to the prompt. ○ Provide context and synthesize ideas. ○ Integrate original thoughts to tie ideas together.
Organization	<ul style="list-style-type: none"> • There is evidence of planning, and the writing shows a logical progression of ideas. • Make evidence connect to thoughts utilizing transition words. <ul style="list-style-type: none"> ○ The words assist students in moving from one thought to another.
Language	<ul style="list-style-type: none"> • Incorporate grade-level grammar and mechanics. <ul style="list-style-type: none"> ○ Mechanics includes capitalization, end punctuation, and spelling. • Write using formal language. <ul style="list-style-type: none"> ○ Do not use slang words or phrases. ○ Do not use contractions.



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The S.I.C. Graphic Organizer



The S.I.C graphic organizer

Prompt:

Circle the key words to find the mode:

Deconstruct the prompt (Underline the verbs and create task bullets):		
Develop your introduction:		
State what the text says about your introduction	Include information in the text and write in your own words using inferencing	Collect crucial evidence from the text that supports your information



Teaching the S.I.C. Graphic Organizer:

A Week-by-Week Look at Teaching Writing



Week 1 - Identifying the Mode

- Introduce the three types of writing (Opinion/Argumentative, Narrative, and Informative) and the key words for each type of writing using anchor charts
- ***New key words specific to the writing prompt and type of writing should be added to anchor charts as discovered by the teacher and students**
- Model circling the key words in a prompt and identify each type (cover a different type each day)
- Give each student or group of students a prompt and have students identify the mode



Key Words to Identify Mode

Narrative Key Words

- Recount
- Retell
- Tell
- Create
- Use a different setting, conflict, solution
- Write another ending
- Write from another point of view
- Write the next sequence of events
- Describe an experience
- Discuss events
- Descriptive details
- Dialogue
- Theme
- Characters' actions
- Imagine



Beginning, middle, and end

Opinion Key Words

- Reason
- Stance
- Claim
- Point of view
- Support
- Persuade
- Feel
- Think
- Believe
- Reasons
- Why
- Which is more
- Which is less
- Argument
- Thoughts
- Agree/Disagree

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Key Words to Identify Mode

Informative Key Words

- Relevant facts
- Textual evidence
- Purpose
- Compare/contrast
- Problem/solution
- Define
- Details
- Cause and effect



Explain

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We Do: Identifying the Mode

Prompt: You have just read “An Unlikely Parasite: The Mistletoe.” Do you believe all the mistletoe should be removed from all forests? Write an essay discussing why or why not. Use evidence from the text to support your claims.

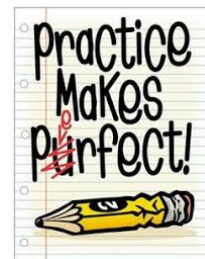
Circle the key words to find the mode: Opinion



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You Do: Identifying the Mode

- Find the prompt and the S.I.C graphic organizer at your table
- With your table group, use the key words anchor charts to identify the mode of the prompt and write it on the S.I.C graphic organizer



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Week 2 - Deconstructing the Prompt

- Choose one of the prompts previously modeled to show deconstructing the prompts and then add to the graphic organizer
1. Underline verbs
 2. Use verbs to create a bulleted list of tasks based on what the prompt is asking
- Give each student or groups of students prompts to practice identifying the mode and deconstructing the prompt

Deconstruct the prompt (Underline the verbs and create task bullets):



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We Do: Deconstruct the Prompt

Prompt: You have just read “An Unlikely Parasite: The Mistletoe.” Do you believe all the mistletoe should be removed from all forests? Write an essay discussing why or why not. Use evidence from the text to support your claims.

Circle the key words to find the mode: Opinion

Deconstruct the prompt (Underline the verbs and create task bullets):

- Write an essay
- Discuss why or why not
- Use evidence from the text
- Support your claims



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You Do: Deconstructing the Prompt

- Find the prompt and the S.I.C graphic organizer on your table
- With your table group, underline the key verbs in the prompt, create a bulleted list of tasks the prompt is asking you to do, and place it on the S.I.C graphic organizer

Week 3 - Developing the Introduction

- Using the model lesson prompt, model how to turn the question from the prompt into a statement to create an introductory sentence
- Show students how to use the statement to write an introductory sentence or paragraph

Develop your introduction:

We Do: Developing the Introduction

Prompt: You have just read “An Unlikely Parasite: The Mistletoe.” **Do** you believe all the mistletoe should be removed from all forests? Write an essay discussing why or why not. Use evidence from the text to support your claims.

Develop your introduction: I believe all Mistletoe should be removed from all forests.



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You Do: Developing the Introduction

- Find the prompt and the S.I.C graphic organizer on your table
- With your table group, turn the question in your prompt into a statement, create an introductory sentence, and place it on the S.I.C graphic organizer



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Week 4 - Building the Body

- Model how to use the text to find three pieces of evidence that support the introduction
- Model how to rephrase evidence in the students' own words and/or add to evidence using background knowledge and inferencing
- Model how to use the text to find crucial evidence that supports each detail
- Give students a chance to practice in groups and/or independently



Week 4 - Building the Body

State what the text says about your introduction	Include information in the text and write in your own words using inferencing	Collect crucial evidence from the text that supports your information



We Do: Building the Body

State what the text says about your introduction	Include information in the text and write in your own words using inferencing	Collect crucial evidence from the text that supports your information
Lives on other plants	If the mistletoe lives on other plants that means it kills the other plants it lives on	The mistletoe takes water and nutrients from other plants
It takes over other plants	The mistletoe smothers other plants which makes it difficult for those other plants to grow	The mistletoe starts growing through the roots of other trees and plants
Mistletoe is spread by birds and other animals	Mistletoe is a hazard that is easily spread	The text states that the seeds from mistletoe sticks to birds and other animals which spreads the plant from place to place

You Do: Building the Body

- Find the prompt and the S.I.C graphic organizer on your table
- **S**tate three details that support your introduction
- **I**nclude information in your own words using inferencing
- **C**ollect crucial evidence from the text that supports your information

Week 5 - Transferring Body into Essay Form

- Model how to transfer each box of the graphic organizer into essay form
 - Model how to restate the introduction to create a closing statement
 - Give the students time to practice independently
- *Remember to stay away from teaching formulaic writing



We Do: Transferring Body into Essay Form

State what the text says about your introduction	Include information in the text and write in your own words using inferencing	Collect crucial evidence from the text that supports your information
Lives on other plants	If the mistletoe lives on other plants that means it kills the other plants it lives on	According to the text the mistletoe takes water and nutrients from other plants
It takes over other plants	The mistletoe smothers other plants which makes it difficult for those other plants to grow	The author says that the mistletoe starts growing through the roots of other trees and plants
Mistletoe is spread by birds and other animals	Mistletoe is a hazard that is easily spread	The text states that the seeds from mistletoe sticks to birds and other animals which spreads the plant from place to place

I believe all Mistletoe should be removed from all forests. Mistletoe lives on other plants. If the mistletoe lives on other plants it will kill the other plants that it lives on. According to the the mistletoe takes water and nutrients from other plants. It takes over other plants. The mistletoe smothers other plants which makes it difficult for the other plants to grow. The author says that the plants grow through the roots of other trees and plants. Mistletoe is spread by birds and other animals. Mistletoe is a hazard that is easily spread. The text states that the seeds from mistletoe sticks to birds and other animals which spreads the plant from place to place. In conclusion, Mistletoe should be removed from all forest because it is a parasite.



Week 6 - Revising and Editing

- Model how to add transitional words and phrases to the piece of writing (see list provided)
- Model how to reread passages to make revisions
- Model how to edit writing for correct capitalization and punctuation



Question/Answer Session



Contact Information

Kimberly Petermann,
Literacy Coach K-3

kimberly.petermann@mdek12.org



The Reading-Writing Connection



Nicole Hunter
Literacy Coach, MDE

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Session Goals

- Examine the importance and challenges of writing
- Examine how to prepare students for writing
- Discover practical ways to support the various modes of writing
- Discover ways to assess students progress in writing
- Discuss ways to create a writing environment

Table Talk Activity

- How do you teach writing currently?
- Do you have students who are learning to read but who struggle with some or all aspects of writing?
- What aspects in particular do they struggle with?



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West



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Writing Challenges

Only a generation of readers will spawn a generation of writers.

-Steven Spielberg



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Why is writing so important?

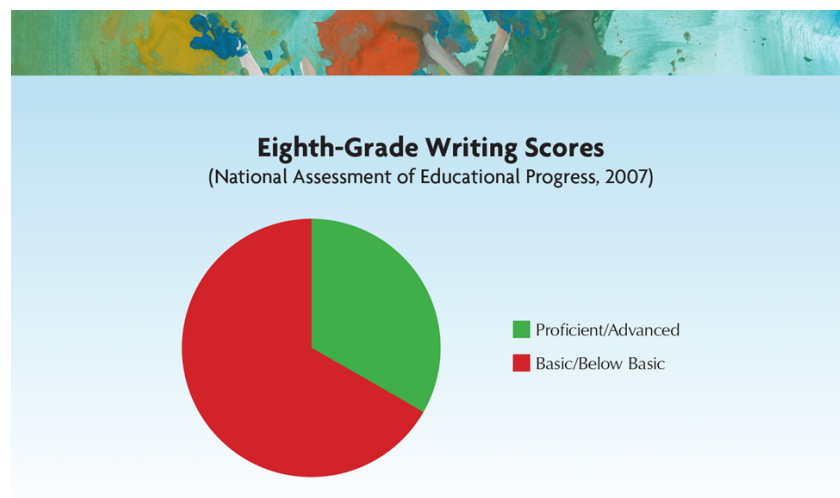
- Writing is essential for academic success in all content areas.
- Employment in today's society is dependent on the ability to communicate through writing.
- Social communication demands knowledge of writing and reading for connections to the world.
- Writing benefits reading by improving comprehension and nurtures a command of language.

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Writing Research

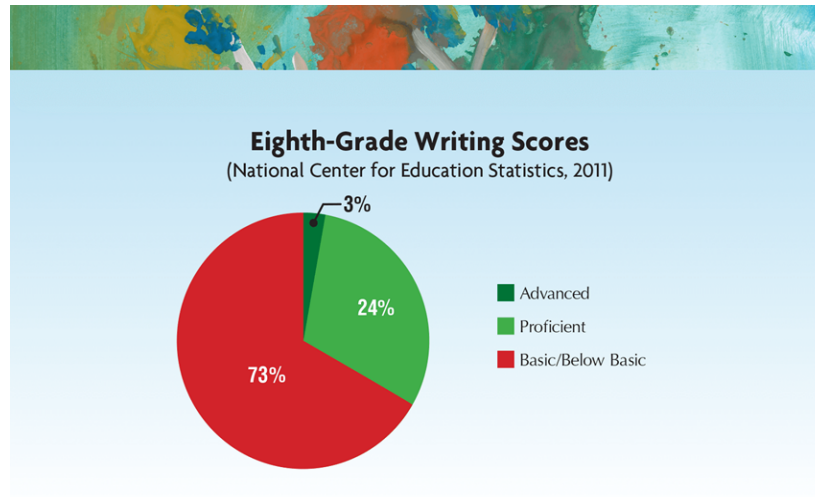


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Writing Research



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Writing Research

- The National Commission of Writing for America's Families, Schools, and Colleges (2005) estimated that \$250 million annually to address writing deficiencies among government workers.

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Why is writing difficult?

- Writing is the latest and most complex language skill and requires the integration of mechanical skills and higher-level conceptual skills.
- It takes longer to learn than reading.
- It requires the integration of several component skills.



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West



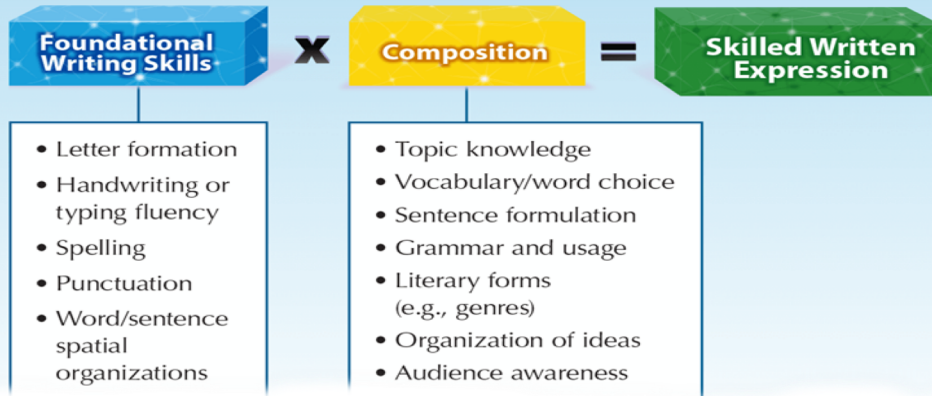
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Preparing Students to Write



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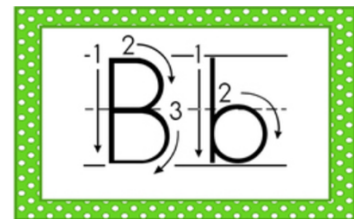
The Simple View of Writing





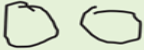



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How Writing Develops



Teaching Letter Formation

Age	Drawing Skill	Example
2	Vertical strokes	
2½	Horizontal strokes	
3	Circles	
4	Cross	
5	Square	
5½	Triangle	

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Teaching Letter Formation

- Establishing proficiency with correct strokes is essential for handwriting.
- Rehearse basic strokes.
 - ❖ Straight lines (right to left, left to right, top to bottom)
 - ❖ Circles (counterclockwise and clockwise)
 - ❖ Geometric forms (tracing forms through a series of dots)
- Use picture card letters that use numbered arrows to indicate the order and direction of pencil strokes used to write.

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Teaching Letter Formation

When teaching handwriting, sequence the introduction of letter according to the groups that share the same first stroke.

Table 8.4: Groups of Lowercase Manuscript Letters for Handwriting Instruction

Group 1: Continuous movement, beginning with straight line down	h, b, m, n, r, p
Group 2: Continuous movement, beginning at 2 o'clock below the belt line, going up, back, around	a, c, d, g, o, q, s
Group 3: Letters with straight down strokes and no circles	i, l, f, k, t, j
Group 4: Letters with slanted lines (diagonals) beginning at the belt line	v, w, x, y
Group 5: Letters with horizontal lines	e, z
Group 6: Letter with a forward scoop	u

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West



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Teaching Letter Formation

- Teach lowercase letter writing first, then uppercase. (h b m n r p)
- Use lined paper with top, middle, and bottom lines. (hat line, belt line, shoe line)
- Check for good sitting posture, correct paper position, and correct pencil grip.
- Name a letter, then demonstrate its formation by describing each stroke as you write.

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West



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Teaching Letter Formation

- Have students air write, imitating the motion with their whole arm or trace the letter with index and middle finger on a rough surface.
- Have students trace a well-formed letter before they try to write the letter on their own (always say the letter name as they write).
- Ask students to write several more letters after the model and then find and circle the one that looks most like the model.

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Manuscript, cursive, or both?

- In the United States there is no agreed upon standard or practice for teaching handwriting. However, manuscript is most like the font in textbooks, where cursive links all the letters in a word and facilitates attention to spelling.
- Learning both cursive and manuscript broadens students' ability to read all kinds of fonts.



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West



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Handwriting Fluency Activities

- Have students practice tracing a set of lowercase letters, and then time them writing the lower case letters.
- Time students writing list of words.
- Observe students writing samples, and provide practice on the letters students have difficulty with and correct any production issues.



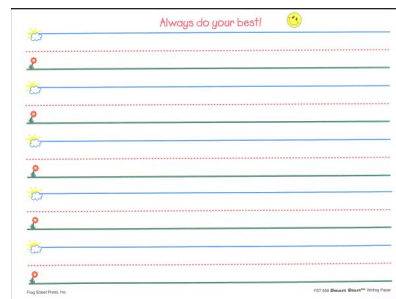
Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.



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Table Activity

- Use the materials on your table to practice correct letter formation.



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Principles of Spelling Instruction

- Use word list to illustrate spelling patterns
- Provide task to promote word analysis
- Incorporate frequent, distributed practice
- Introduce 3-5 irregular words per week
- Focus on the syllabication of longer words
- Use spelling words in meaningful contexts
- Have students sort words by spelling patterns
- Provide proofreading and rewriting practice

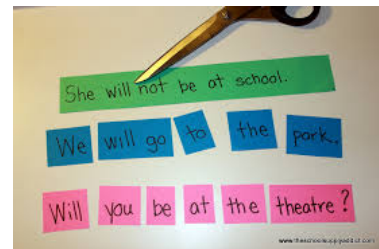


Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West



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The Skill of Writing Sentences



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What are grade-level expectations?

Grade	Language Standard	Example Sentence
Kindergarten	<ul style="list-style-type: none"> Produce and expand sentences in language activities Capitalize the first word in a sentence and the pronoun I Recognize name and end punctuation 	I lik my rabt.
First Grade	<ul style="list-style-type: none"> Produce and expand complete sentences in response to prompts. Observe conventions of capitalization, punctuation, and spelling. Capitalize dates and names. Use end punctuation. Use commas in dates and to separate single words in a series 	My favorite animal hers (is) a dog. He liecks to play. He liecks to eat snow.
Second Grade	<ul style="list-style-type: none"> Produce, expand, and rearrange complete simple and compound sentences. Produce and expand sentences to provide requested detail or clarification. Capitalize holidays, product names, and geographic names. Use an apostrophe to form contractions and possessives 	Our new pet, a big rabbit,like to be cuddled and petted. If I do not clean his cage, it will start to stink and my mother will get mad at me.
Third Grade	<ul style="list-style-type: none"> Produce simple, compound, and complex sentences. Explain the function of common parts of speech. Ensure subject-verb and pronoun-antecedent agreement. Use commas and quotation marks in dialogue. Form and use possessives. 	Taking care of a pet rabbit means giving them a safe place to live, plenty of hay to eat, and lots of love.



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Writing Sentences

The words in a sentence and the syntax or structure of the sentence provide meaning. The meaning of a word often depends on the role the word plays in the sentence. For example, the word *pitch*.

Who or What	Action (Doing, Thinking, Feeling, or Being)
The pine pitch (noun)	stuck to my fingers.
(You-implied subject)	Please pitch (verb) the hay onto the truck.
The pitched (adjective) roof	shed the rain.




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Extended Sentence Builder Chart

How many? What kind? (adjective)	Who or what? (noun)	Action (Verb)	What? (object noun)	To/For whom?	When? How? Where? Why?
Wild	rivers	flooded	towns		along the riverbanks.
Lakota	babies	don't cry		for their mothers	because it is dangerous.
Smart	Venus flytrap	catch	bugs		with their nice small and bright colors.

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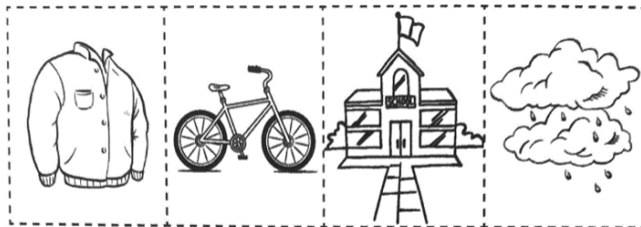


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Table Activity

Use the word or picture cards on your table to build a simple sentence. Then use your extended sentence builder chart to create an expanded sentence.



"I wore a jacket when I rode my bike to school because it was rainy."

The orange cat hissed
loudly at the big
black dog .



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The Writing Process



How do I work through the writing process?



(Three Recursive Mental Processes figure first appeared on p. 240)

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Planning

- Identify a purpose and audience
- Select a genre, organization, and format
- Generate ideas



Drafting

- Putting ideas into words, sentences, and paragraphs
- Transcribing into print: writing by hand or on the computer, spelling, punctuating, capitalizing, and managing space and layout.



Reviewing and Revising

- Compare the writing to the original plan or goal
- Modify organization as needed
- Evaluate and change word choice
- Rewrite sentences
- Edit spelling, punctuation, and capitalization
- Take the reader’s point if view

(Handwritten notes on a printed text excerpt):
 Need a Title something good/interesting
 I like this part
 I like this part
 I like this part
 I like this part
 I like this part
 I like this part



Three Types of Writing



The Three Types of Writing

	Narrative	Informational	Opinion
Fiction or Fact	Can be fiction or factual	Relays facts about a topic	Asserts an opinion about a topic for which there may be differing opinions
Purpose	Entertains or Inspires	Explains, informs or describes	Persuades
Organization	<ul style="list-style-type: none"> Includes a sequence of events; tells what happened Is structured around a problem; requires a resolution or conclusion 	<ul style="list-style-type: none"> Uses various logical formats Includes main idea and factual details Links ideas with connecting words 	<ul style="list-style-type: none"> Supports the opinion with reasons or evidence Uses casual conjunctions
Point of View	Is written in first or third person (I, me, or he, she, it, they)	Is written in third person (he, she, it, they)	Is written in first or third person (I, me, or he, she, it, they)



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Paragraph Writing

- Paragraphs are a necessary piece of informational and opinion writing. Young students should first learn to write a well-structured paragraph with a topic sentence and supporting details.
- Provide opportunities for Paragraph Writing Practice (Color coded sentences, Moveable sentences, Paragraph Frames, and Two Column notes)

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Writing Planning Checklist

Lesson Components	Notes
Task/Assignment (Narrative, Informational, Opinion)	
Specific Prompt	
Audience	
Purpose	
Scaffolds/Supports	
Language Goals	
Feedback and Revision	
Publishing or Sharing	

Task/Assignment and Specific Prompt

- When assigning a prompt it is best to align prompts with students' background knowledge and experience.
- The length of the prompt depends on the grade level and language development.

Audience and Purpose

- The purpose of narrative writing is generally to entertain or inspire others.
- Students should plan the element of their narrative composition using a story framework and grammar graphic organizer.



Scaffold and Supports

Story Framework

Name _____ Date _____

Title _____

When? Where? 	Who?
What Happened? First?	
Next? How? Why?	
Problem Solved?	
So What?	

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Supporting the Drafting Process

- Instruct students to write on every other line.
- Post word lists, letter-formation charts, and graphic organizers.
- Keep the goal of the assignment in view.
- Allow sufficient time.
- Support with sentence starters as needed.
- Work with individual students on sentence structure and grammar.
- Provide a model of a finished product when needed.



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Strategies for Reviewing and Revising

- Focus on the goal of the assignment.
- Meet with students individually to provide explicit feedback on one component at a time.
- Be generous with positive feedback.
- Have students partner read and use sentence stems guide positive feedback.
- Provide personal editing/proofreading checklists.
- Teach students to use simple editing and proofreading marks.



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Table Activity

- Read the text provided
- As a group choose a grade level this text would be suitable for
- Then work as a group to develop a plan for students at that grade level using your Writing Planning Checklist



Assessing Writing



Assessing Writing

- Writing is difficult to assess with formal tests that are meaningful, valid, and reliable.
- Classroom assessment should mainly serve to inform instruction.



Curriculum-Based Writing Assessment

- CBMs measure objective and countable aspects of performance, but simultaneously predict the more subjective or qualitative aspects of academic learning.
- CBMs require students to write for three minutes in response to a story starter already printed on the page. Students have one minute to gather their thoughts and begin writing.

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Steps for Assessing Writing

- Complete a Writing Planning Checklist to clearly define expectations, specific prompt, and purpose.
- Tell students what they are expected to do, why, how, and in what time frame.
- Tell students to write their best draft, skipping lines.
- Do not give a topic sentence, since the goal is to write one.
- Explain that the assessment is to determine what everyone has learned.



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Steps for Assessing Writing

- Lead a five-minute discussion on the topic to build confidence on the subject.
- Allow 20-30 minutes for students to write, warning them when five minutes are left.
- Evaluate writing using the checklist.



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Creating a Writing Environment



What teaching practices are supported by research?

- Provide daily time for students to write.
- Teach students to use the writing process for varied purposes.
- Teach students to become fluent with handwriting, spelling, sentence structure, typing and word processing.
- Create an engaged community of writers.



The Institute of Education Science (2012)

Creating a Writing Environment

Every primary classroom should have a writing center stocked with materials and have appropriate desk space.

Writing supplies:

- Pencils, color pencils, markers, highlighters
- Interesting prompts, pictures, paintings, etc.
- Lined paper appropriate for grade level
- Letter-formation guides
- Writing folders for individual students

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Creating a Writing Environment

- Materials for making book covers and/or binding pages
- Display area for published work
- Editing/proofreading checklists
- Spelling dictionaries
- Strategies and organization reminders (posters)



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West



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References

- Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.
- The Institute of Education Science (2012)



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Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersms.com for more information!



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Contact Information

Nicole Hunter
Literacy Coach, MDE
nicole.hunter@mdek12.org

