



Writing Gallery Guidelines Document – Informative Writing

Explanation	
Purpose	<p>A writing gallery should increase the importance/focus and consistency of writing in kindergarten through 5th grade classrooms and increase teacher knowledge and understanding in the specific area of writing.</p> <p>The general purpose for a writing gallery walk is to view student writing and offer specific feedback, similarly to the way art is viewed in an art gallery. A writing gallery (walk) allows participants to view students' writing and make constructive, specific, and helpful comments about the writing. The culture of a gallery walk experience is non-evaluative in nature. It is meant to increase the importance and consistency of writing in kindergarten through 5th grade classrooms and to increase teacher knowledge and understanding of the writing types (<i>narrative, opinion, informative</i>).</p>
Goals	<ul style="list-style-type: none"> • Provide opportunities for students to develop authentic writing pieces • Learn to develop a writing piece based on a text or a topic appropriate to each specific grade level • Complete the writing process from planning to publishing as addressed by each grade level standard • Purposefully organize and display students' writing products to celebrate and provide feedback that will impact future writing instruction
Timeline	<ul style="list-style-type: none"> <input type="checkbox"/> Overall suggested timeframe is 4-6 weeks <input type="checkbox"/> Planning: (includes creating scope and sequence of writing) 1-2 weeks <input type="checkbox"/> Instruction: 2-3 weeks <ul style="list-style-type: none"> <input type="checkbox"/> Introduction of writing <input type="checkbox"/> Understanding writing to a topic <input type="checkbox"/> Understanding writing to a text <ul style="list-style-type: none"> <input type="checkbox"/> Present multiple prompts related to varied texts and topics <input type="checkbox"/> Organization and display: 1 week
Who is Involved?	<p>Gallery Walk team</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suggested Team Members: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional and/ or Literacy Coach <input type="checkbox"/> Curriculum and Instruction personnel <input type="checkbox"/> Lead teacher <input type="checkbox"/> Teacher representative <input type="checkbox"/> Parent

Explanation

Next Steps

- Debriefing to develop next steps such as:
 - Future professional development/ PLC needs
 - Suggestions for instructional changes/ improvements

Writing Gallery Procedures

When: Upon completion of the writing timeline (*narrative, opinion, informative*)

Where: Possible locations may include: hallways, gymnasium, multipurpose room, or libraries

General Details: Conduct a gallery walk where the team views authentic writing pieces and debriefs to determine next steps

How: Set a date for the writing gallery. Meet with the teachers to outline procedures and expectations. Notify members of the writing gallery team. Create folders for each member of the team. The folders should include copies of the protocol, rubrics, and an agenda with a schedule and map of the school. Meet with the team before the gallery begins to explain the protocol and contents of the folder. Conduct the writing gallery. Meet with the team after the writing gallery to debrief to determine next steps.

Kindergarten Specifics:

Writing could include a combination of pictures, writing, and/or dictation as indicated by MS-CCRSS. Writing may be depicted with a selected graphic organizer or a labelled single picture with a simple sentence(s). Writing may include inventive spelling with teacher dictation explaining student's thought. Writing will be reflective of each student's developmental stage of writing.

1st Grade Specifics:

Writing will be reflective of each student's developmental stage based on the stages of writing development.

2nd Grade Specifics:

Writing should be developed into a paragraph or longer essay depending on the academic ability of each student.

3rd Grade Specifics:

Writing should be clearly developed and organized into a paragraph or essay depending on the academic ability of each student.

4th Grade Specifics:

Writing should be clearly developed and organized into essays of varying length depending on the academic ability of each student.

5th Grade Specifics:

Writing should be clearly developed and organized into essays of varying length depending on the academic ability of each student.

All teachers should:

- Plan and carry out writing instruction using the allotted time frame
- Display students' writing products in an organized manner including a note explaining the writing piece and how the piece meets the standard
- Execute any applicable next steps provided as a result of the gallery walk

Kindergarten Informative/Explanatory

W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Use a combination of drawing, dictating, and writing				
Inform the reader in which the topic they are writing about				
Print upper and lowercase letters correctly				
Use nouns and verbs correctly				
Capitalize the first word in sentences				
Capitalize the word I				
Spell words phonetically				

Kindergarten Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Use a combination of drawing, dictating, and writing
- Inform the reader of the topic
- Print upper and lowercase letters correctly
- Use nouns and verbs correctly
- Capitalize the first word in sentences
- Capitalize the word I
- Spell words phonetically

Choose one "Exemplary" product – what makes it "Exemplary"?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

First Grade Informative/Explanatory

W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Name a topic				
Supply facts about the topic				
Provide some sense of closure or concluding statement				
Use common, proper, and possessive nouns				
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)				
Capitalize dates and names of people				
Use end punctuation for sentences				
Use commas in dates and to separate single words in a series.				
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words				
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions				

First Grade Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Name the topic
- Supply facts about the topic
- Provide some sense of closure or concluding statement
- Use common, proper, and possessive nouns
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
- Capitalize dates and names of people
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Choose one "Exemplary" product – what makes it "Exemplary"?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

Second Grade Informative/Explanatory

W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Introduce the topic or book				
Use facts and/or definitions to develop points				
Provide a concluding statement or section				
Use correct grammar such as; complete, simple, and compound sentences, irregular past tense verbs, irregular plural nouns, irregular verbs, adjectives, and adverbs				
Use correct capitalization, punctuation, and spelling such as; capitalize holidays, product names, geographic names, and use an apostrophe to form contractions and possessives				

Second Grade Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Introduce the topic or book
- Use facts and/or definitions from the text
- Provide a concluding statement or section
- Use correct grammar such as; complete, simple, and compound sentences, irregular past tense verbs, irregular plural nouns, irregular verbs, adjectives, and adverbs
- Use correct capitalization, punctuation, and spelling such as; capitalize holidays, product names, geographic names, and use an apostrophe to form contractions and possessives

Choose one "Exemplary" product – what makes it "Exemplary"?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

Third Grade Informative/Explanatory

W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Introduce the topic or text				
Include illustrations when useful to aiding comprehension				
Develop the topic with facts, definitions, and details				
Use linking words and phrases (e.g., also, another, and, more, but) to connect opinion and reasons				
Provide a concluding statement or section				
Use sentences that are fluent and varied in length and structure with effective word choice				
Use correct and consistent punctuation, capitalization and spelling				

Third Grade Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

- Introduce the topic or text and state an opinion and create an organizational structure that lists reasons
- Use facts, definitions, and details from the text
- Use linking words and phrases (e.g., also, another, and, more, but) to connect opinion and reasons
- Provide a concluding statement or section
- Use sentences that are fluent and varied in length and structure with effective word choice
- Use correct and consistent punctuation, capitalization and spelling

Choose one “Exemplary” product – what makes it “Exemplary”?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

Fourth Grade Informative/Explanatory

W.4.1 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Introduce the topic clearly and uses one or more of the following formatting (e.g. headings), illustrations, and multimedia				
Use facts, definitions, details, quotations, and other examples from the text				
Use linking ideas words and phrases (e.g., another, for example, also, because)				
Use domain-specific vocabulary to explain the topic				
Provide a concluding statement or section related to the opinion presented				
Use sentences that are fluent and varied in length and structure with effective word choice				
Use correct and consistent punctuation, capitalization and spelling				

Fourth Grade Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Introduce a topic or text, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose
- Provide reasons that are supported by facts and details
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
- Provide a concluding statement or section related to the opinion presented
- Use sentences that are fluent and varied in length and structure with effective word choice
- Use correct and consistent punctuation, capitalization and spelling

Choose one "Exemplary" product – what makes it "Exemplary"?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

Fifth Grade Informative/Explanatory

W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Introduce a topic or text clearly				
Provide a general observation or focus				
Include formatting (e.g., headings), illustrations, and multimedia when useful				
Use facts, definitions, details, quotations, and examples related to the topic				
Use linking words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>)				
Use precise language and domain specific vocabulary to inform/explain the topic				
Provide a concluding statement or section related to the opinion presented				
Use sentences that are fluent and varied in length and structure with effective word choice				
Use correct and consistent punctuation, capitalization and spelling				

Fifth Grade Teacher Reflection Form:

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose
- Provide logically ordered reasons that are supported by facts and details
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- Provide a concluding statement or section related to the opinion presented
- Use sentences that are fluent and varied in length and structure with effective word choice
- Use correct and consistent punctuation, capitalization and spelling

Choose one "Exemplary" product – what makes it "Exemplary"?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?