STRENGTHENING WRITING THROUGH COMMON LANGUAGE AND PRACTICE

mdek12.org

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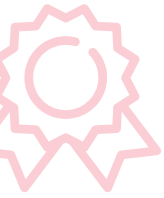
MISSISSIPPI
DEPARTMENT OF
EDUCATION

Winter 2026

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

2 **EVERY** 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

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

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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.

Questions

Writing Training Questions

https://tinyurl.com/4rbspz4m

- Discover the importance of **managing cognitive load**

- Discuss **writing updates**

- Examine **new rubrics and checklists**

- Preview **new writing prompts**

You will need

- paper

- pen or pencil

Single Task	Split Attention	Rapid Switch	Overload Mode
• Planet	• River	• Mailbox	• Magnet
• Chair	• Paper	• Mirror	• Bread
• Lemon	• Engine	• Cookie	• Whistle
• Guitar	• Onion	• Flag	• Comb
• Snow	• Ladder	• Candle	• Carpet
• Wallet	• Pillow	• Scissors	• Cup
• Torch	• Cloud	• Sponge	• Star
• Camera	• Pencil	• Shoes	• Phone
• Window	• Scarf	• Orange	• Train
• Tiger	• Bicycle	• Bottle	• Key

The idea that **"less is more"** is rooted in the principle that **simplicity enhances clarity, efficiency, and focus**.
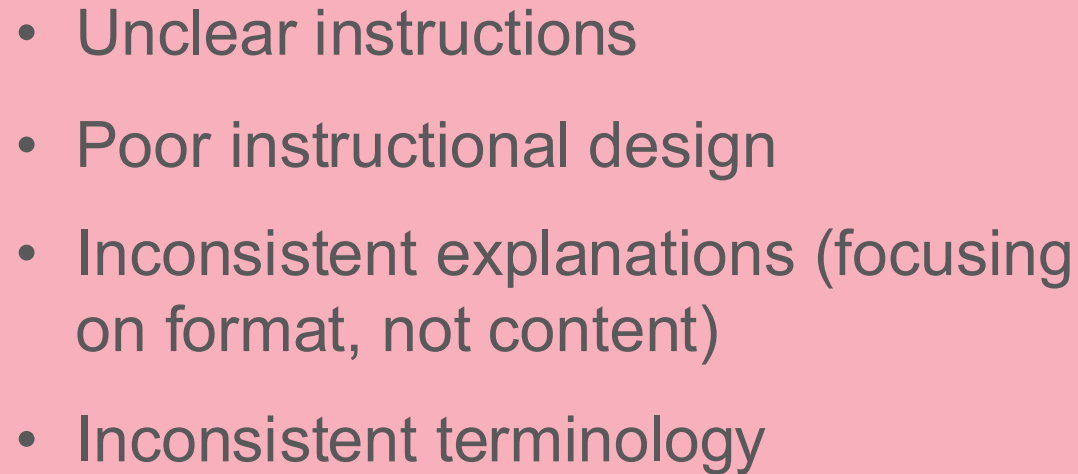
In cognitive science, this ties directly to the concept of **cognitive load— the amount of mental effort being used in working memory.** When cognitive load is too high, learning, decision-making, and comprehension suffer.

In what area(s) does reducing clutter seem beneficial? Why?

- Donating or selling clothes you have not worn in a year
- Unsubscribing from email lists you never read
- Deleting unused apps on your phone
- Tossing expired spices or duplicates
- Limiting exposure to news or social media that cause anxiety

Decluttering does not mean getting rid of everything. It is about **removing the non-essential to make space for what truly adds value**. Small steps can lead to powerful change.

Working memory is limited (3-5 skills) so introducing three (3) or more new skills at once results in cognitive **overload.**

- Unclear instructions
- Poor instructional design
- Inconsistent explanations (focusing on format, not content)
- Inconsistent terminology

- Insufficient prior knowledge
- Presenting too much information at once
- Visual clutter

**The Literacy Blog:
Cognitive load theory, element interactivity and phonics teaching**

Effective instruction for elementary and secondary students:

- Manages **intrinsic load** by breaking tasks into manageable chunks

- Minimizes **extraneous load** through clear, consistent routines

- Increases **germane load** by focusing student effort on schema-building

High-Quality Instructional Materials (HQIM) play a **critical role** in managing **cognitive load** effectively in classrooms. When designed and implemented well, HQIM help reduce unnecessary mental effort and enhance students' ability to process, understand, and retain new information.

WITH ONE CURRICULUM

Consistent lesson formats

Shared vocabulary routines

Clear instructional sequence

Repetition builds automaticity

Schema formation is accelerated

Prevents instructional fragmentation

Better transfer and generalization

Simplifies planning and differentiation

WITH MULTIPLE CURRICULA

Mental Juggling

Split attention

Conflicting Rules

Fragmented learning

Missed logical progressions

Consider cognitive load when determining curriculum across all tiers of support.

Using **one comprehensive, well-designed curriculum** aligns with Cognitive Load Theory, accelerates learning, supports teachers, and provides the structure students need to thrive.

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Feature of HQIM	Impact on Cognitive Load	Classroom Implication
Clear learning goals: Materials are clearly organized, developmentally appropriate, and intentionally structured	Reduces extraneous load	Students know what to focus on
Embedded scaffolds: HQIM sequence content from simple to complex, scaffolding skills and concepts appropriately	Manages intrinsic load	Gradual release of responsibility
Modeling & exemplars: Materials are designed to encourage productive thinking, connections, and metacognition (e.g., reflection questions, concept maps, modeled thinking)	Enhances germane load	Students internalize strategies
Visuals and manipulatives: Turns abstract ideas into concrete, visual experiences that deepen understanding	Reduces extraneous load	Multimodal learning pathways
Built-in formative checks: Offloads cognitive load for students by providing low-stakes, real-time feedback and data to guide learning and inform instruction	Prevents overload	Adjust pacing and instruction

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The Future of MAAP Writing

Rubrics

https://tinyurl.com/yetxetnu

TQRCG

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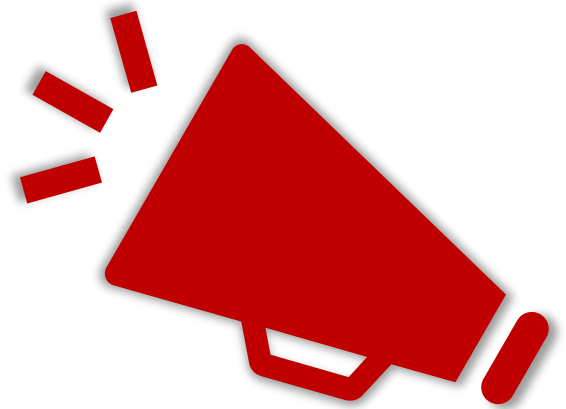**Grade band by mode, will not be given to students during testing**

Grades 3-5

- Opinion

- Informative/Expository

- Narrative

Grades 6-English II

- Argumentative

- Informative/Expository

- Narrative
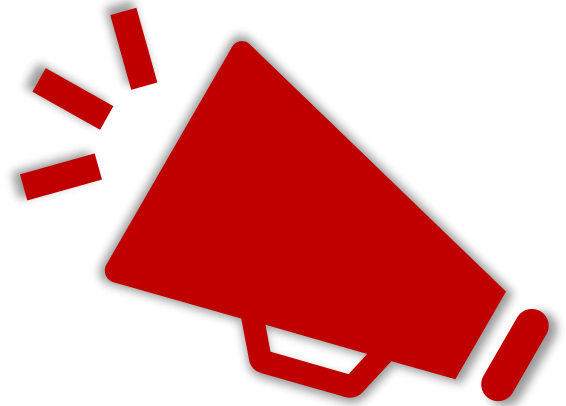
Use to score writing BOY, MOY and EOY

Components and Points

- Purpose, Organization, and Evidence
  - ○ Covers writing standard (W1, W2, **or** W3)
  - ○ Worth 4 points

- Language Usage
  - ○ Covers language standards (L1, L2, **and** L3)
  - ○ Worth 2 points

Grades 3-5

Grades 6-EOC

Writing Rubric Standards (Domains)

Purpose, Organization, and Evidence

Content of the writing.

What* *the student writes.

- Does this essay/response answer the question/prompt? How well?

- Does the student understand the task?

- Does the student pull relevant information (evidence/***reasoning***) from the passage?

    -*Reasoning*: Own original ideas or explanation of the cited evidence

How the student writes.

- Evidence of planning and progression of ideas

- Transitions: How do students connect their sentences and paragraphs (frequent and effective OR lacking)?

- Introduction and conclusion

- Different ways to organize a response: Is the organization effective?

  o Introduction, body, conclusion

  o Thesis may be stated in conclusion

Standard	Score of				
	4 points	**3 points**	**2 points**	**1 point**	**0 points**
Purpose, Organization, and Evidence W,1	The writing is clear and consistently focused and shows a complete understanding of the given task. The writing demonstrates a purposeful, logical progression of ideas that allows the reader to easily follow the writer's thoughts. Ideas are effectively elaborated using relevant, appropriate, and accurate evidence and details from the source material(s). Words, clauses, and transitions are used effectively to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing maintains an effective organizational structure appropriate to the task that contributes to the cohesiveness and clarity of the response. • Opinion is effectively introduced, clearly communicated, and consistently supported with specific reasons and/or examples. • Relationships among ideas are clear, consistent, and effective. Effective evidence (facts, details) from source material(s) is integrated, relevant, and specific to the stated opinion. • Introduction and conclusion effectively state the writer's viewpoint. • Logically ordered reasons and evidence are effectively supported by facts and details. • Linking words and phrases are effectively used. • Vocabulary is effective and appropriate for the audience and purpose. • Style is consistent to effectively present the opinion with stated reasons.	The writing is generally clear and focused and shows a general understanding of the given task. The writing demonstrates a progression of ideas that allows the reader to follow the writer's thoughts. Ideas are adequately elaborated using appropriate and accurate evidence and details from the source material(s). Words, clauses, and transitions are used generally to clarify the relationships among characters, events, reasons, details, and/or evidence. The writing maintains an adequate organizational structure that contributes to the cohesiveness and clarity of the response. • Opinion is clear and adequately supported with some specific reasons and/or examples. • Relationships among ideas are adequately clear and consistent. • Adequate evidence (facts, details) from source material(s) is integrated and relevant yet may be general. • Introduction and conclusion are adequate. • Logically ordered reasons and evidence are adequately supported by facts and details. • Linking words and phrases are adequately used. • Vocabulary is adequate and mostly appropriate for the audience and purpose. • Style is used appropriately to adequately present the opinion and stated reasons.	The writing is vague and shows only partial understanding of the given task. The writing demonstrates some progression of ideas that allows the reader to follow the writer's thoughts. Ideas are somewhat developed using some evidence from the source material(s). Words, clauses, and transitions are used somewhat consistently to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing contains a basic beginning and ending that contribute to the cohesiveness but may result in a formulaic structure. • Opinion may be somewhat unclear with partial or incomplete support provided; some reasons may be somewhat unclear or unrelated to issues and details. • Relationships among ideas are vague, inconsistent, or unclear at times. • Some evidence (facts, details) from source material(s) may be weakly integrated, imprecise, repetitive, vague, and/or copied. • Introduction or conclusion, if present, may be weak. • Reasons and evidence are somewhat supported by facts and details. • Linking words and phrases are occasionally used. • Vocabulary is uneven or somewhat ineffective for the audience and purpose. • Style is somewhat inconsistent and may interfere with the presentation of the opinion and stated reasons.	The writing is unclear and shows a lack of understanding of the given task. The writing shows an attempt at organizing, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or thoughts. Ideas are developed with little to no evidence from the source material(s), and descriptions and details are irrelevant and/or inaccurate. Words, clauses, and transitions are used minimally and sometimes ineffectively to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing contains a beginning and ending that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity. • Opinion may be unclear with minimal support provided; focus may drift. • Frequent extraneous ideas may be evident; ideas display an unclear progression. • Evidence (facts, details) from the source material(s) is minimal, irrelevant, and/or incorrectly used. • Introduction and/or conclusion is attempted but may be lacking or unclear. • Weak reasons and evidence are supported only by limited facts and details. • Linking words and phrases are attempted but confusing. • Vocabulary is unclear and limited for the audience and purpose. • Style is lacking or inconsistent and interferes with the presentation of the opinion and stated reasons.	The writing is unclear, shows no understanding of the given task, and uses no reasoning and no evidence from the source material(s). The writing lacks a progression of ideas, making it difficult for the reader to follow the writer's thoughts. Facts and details are irrelevant, inaccurate, or missing. Words, clauses, and transitions are lacking or used ineffectively and confuse the relationships among characters, events, claims, reasons, details, and/or evidence. The writing lacks a beginning and ending, resulting in a loss of cohesiveness and clarity. • Opinion may be confusing, with no support provided; response may be too brief. • Evidence (facts, details) from the source material(s) is absent or predominantly copied. • Introduction and/or conclusion is missing. • Ideas may be randomly ordered. • Linking words and phrases are missing. • Vocabulary is ineffective or inappropriate for the audience and purpose. • Style is inconsistent and interferes with the presentation of the opinion and stated reasons.

The writing rubric is *holistic* in nature.

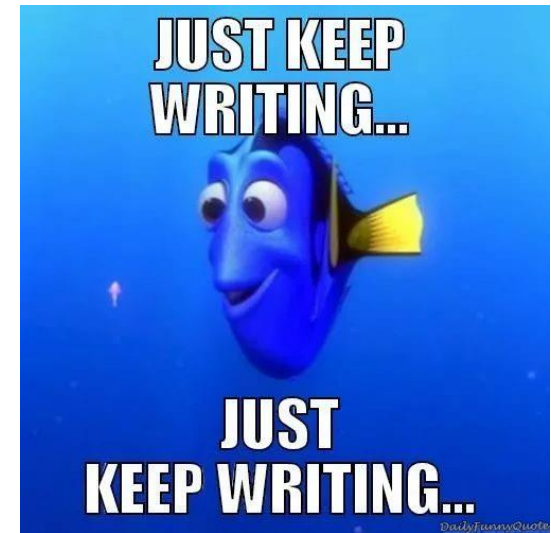When assigning a 3 in Purpose, Organization, and Evidence, the response does not need to do everything in the "3 box." **Remember, the rubric IS NOT a checklist.** The response may fit some items in the "4 box" and some in the "2 box," but it may "fit best" in the "3 box."

The scorer must determine in which value the student's response best fits *overall*.

Not all (4s, 3s, 2s, 1s, 0s) responses will look alike.

What does the following statement mean?

"There are many rooms in a house. Each room looks different. For example, a '3' has a basement and a master bedroom."

Mississippi Academic Assessment Program: English Language Arts Grades 3–5
Draft Short-Response Writing Task Rubric—Opinion

25

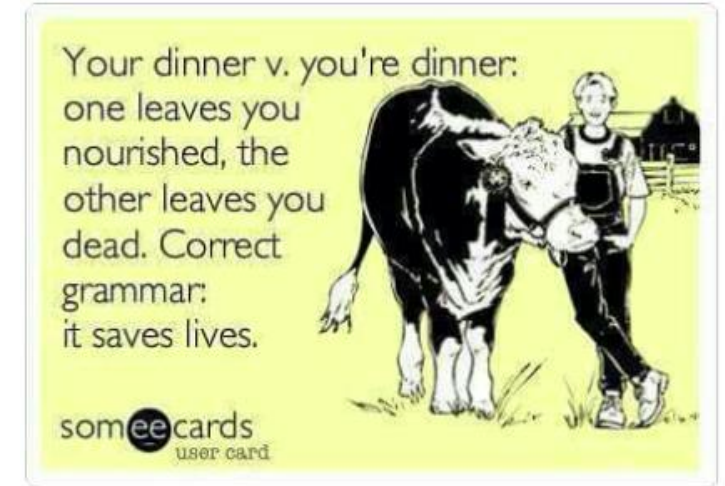| Standard	Score of		
	4 points	**3 points**	**2 points**
Purpose, Organization, and Evidence W,1	The writing is clear and consistently focused and shows a complete understanding of the given task. The writing demonstrates a purposeful, logical progression of ideas that allows the reader to easily follow the writer's thoughts. Ideas are effectively elaborated using relevant, appropriate, and accurate evidence and details from the source material(s). Words, clauses, and transitions are used effectively to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing maintains an effective organizational structure appropriate to the task that contributes to the cohesiveness and clarity of the response. • Opinion is effectively introduced, clearly communicated, and consistently supported with specific reasons and/or examples. • Relationships among ideas are clear, consistent, and effective. Effective evidence (facts, details) from source material(s) is integrated, relevant, and specific to the stated opinion. • Introduction and conclusion effectively state the writer's viewpoint. • Logically ordered reasons and evidence are effectively supported by facts and details. • Linking words and phrases are effectively used. • Vocabulary is effective and appropriate for the audience and purpose. • Style is consistent to effectively present the opinion with stated reasons.	The writing is generally clear and focused and shows a general understanding of the given task. The writing demonstrates a progression of ideas that allows the reader to follow the writer's thoughts. Ideas are adequately elaborated using appropriate and accurate evidence and details from the source material(s). Words, clauses, and transitions are used generally to clarify the relationships among characters, events, reasons, details, and/or evidence. The writing maintains an adequate organizational structure that contributes to the cohesiveness and clarity of the response. • Opinion is clear and adequately supported with some specific reasons and/or examples. • Relationships among ideas are adequately clear and consistent. • Adequate evidence (facts, details) from source material(s) is integrated and relevant yet may be general. • Introduction and conclusion are adequate. • Logically ordered reasons and evidence are adequately supported by facts and details. • Linking words and phrases are adequately used. • Vocabulary is adequate and mostly appropriate for the audience and purpose. • Style is used appropriately to adequately present the opinion and stated reasons.	The writing is vague and shows only partial understanding of the given task. The writing demonstrates some progression of ideas that allows the reader to follow the writer's thoughts. Ideas are somewhat developed using some evidence from the source material(s). Words, clauses, and transitions are used somewhat consistently to clarify the relationships among characters, events, claims, reasons, details, and/or evidence. The writing contains a basic beginning and ending that contribute to the cohesiveness but may result in a formulaic structure. • Opinion may be somewhat unclear with partial or incomplete support provided; some reasons may be somewhat unclear or unrelated to issues and details. • Relationships among ideas are vague, inconsistent, or unclear at times. • Some evidence (facts, details) from source material(s) may be weakly integrated, imprecise, repetitive, vague, and/or copied. • Introduction or conclusion, if present, may be weak. • Reasons and evidence are somewhat supported by facts and details. • Linking words and phrases are occasionally used. • Vocabulary is uneven or somewhat ineffective for the audience and purpose. • Style is somewhat inconsistent and may interfere with the presentation of the opinion and stated reasons.

Writing Rubric Standards (Domains)

Language Usage

Grammar

• Tone, word choice, sentence structure, grammar

• Appropriate to audience and purpose (voice)

• Wrong word, missing word, extra word

• Tense and agreement errors

• Homonyms – to/too/two or there/their/they're

• Run-on sentences, awkward sentences, fragments

Your dinner v. you're dinner: one leaves you nourished, the other leaves you dead. Correct grammar: it saves lives.

someecards
user card

Mechanics (from grade level standards)

- Punctuation
- Capitalization
- Spelling

Additional Notes

- Do not use the symbol "&" instead of "and"
- Do not use text speech: "U" instead of "you"

LET'S EAT GRANDMA
LET'S EAT, GRANDMA

PUNCTUATION
SAVES LIVES.

Mississippi Academic Assessment Program: English Language Arts Grades 6–English II

Draft Short-Response Writing Task Rubric—Narrative

Standard	Score of				
	4 points	3 points	2 points	1 point	0 points
Language and Usage L.1, L.2, L.3			Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning. The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in mechanics, but they do not interfere with meaning. • Contains few, if any, errors in usage and conventions; does not contain errors that interfere with meaning • Displays adequate use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling • Uses mostly correct verb tense • Uses mostly correct subject and verb agreement	Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward, leading to monotonous reading. The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning. The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in mechanics that occasionally impedes meaning. • Contains errors in usage and conventions that sometimes interfere with meaning • Displays limited use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling • Uses some correct verb tense • Uses some correct subject and verb agreement	Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. The writing may contain egregious errors in grammar and usage that impede meaning. The writing demonstrates limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain frequent errors in mechanics that impede meaning. • Contains frequent errors in usage and conventions that often interfere with meaning • Displays infrequent use of correct sentence formation, punctuation, capitalization, grammar, usage, and spelling • Uses little or no correct verb tense

Grades 3-5

- Narrative style

- Opinion style

- Informative/explanatory style

Grades 6-End of Course (EOC)

- Narrative style

- Argumentative style

- Expository style

- Emotional appeal

- Elaborative techniques

- Linear (chronological order)

- Nonlinear (flashbacks, flashforwards)

- Viewpoint (Who is telling the story?)

- Descriptive details (setting, characters)

- Character development (dialogue, internal thoughts, interactions with other characters)

- Plot and conflict (problem, solution, resolution, lesson/moral)

- Expresses a personal viewpoint (opinion statement)

- Supports with reasons and evidence (text based)

- Linking words/phrases (connect the opinion with reasons)

- Objective and respectful tone (audience and task)

- Clear claim or thesis (position taken)

- Text-based evidence (to support equally)

- Opposing/counter claims (8th-EOC)

- Cohesion among claims (relationship among claims through organization)

- Concluding statement (that follows the argument presented)

- Informs or explains

- Answers questions such as what, how, and why

- Develops the topic (relevant, concrete details)

- Uses facts (text based)

- Organized logically (connect information)

- Topic appropriate language (domain specific)

- Inform with insight and facts (text based)

- Explain or describe (using concrete details, relevant facts, and/or definitions)

- Answers questions such as what, how, and why

- Logical organization (clarify relationships among ideas)

- Objective tone (neutral)

- Topic appropriate language (domain specific)

- Targets feelings (happiness, fear, pride, urgency)

- Connects personally (involved or affected by the issue)

- Uses vivid language (descriptive words that create strong mental images)

- Appears in persuasive contexts (paired with logical reasoning)

- Adding descriptive details (adjectives, sensory language)

- Explaining evidence (say, mean, matter)

- Providing reasons and rationale (why is it important and how it connects?)

- Using comparisons and analogies (relate new ideas to familiar concepts)

- Including examples and connecting ideas (give illustrations and show relationships between points)

The Future of MAAP Writing

Checklists

Grade by mode

Grades 3, 4, and 5
- o Opinion
- o Informative/Explanatory
- o Narrative

Grades 6, 7, 8, and English II
- o Argumentative
- o Informative/Expository
- o Narrative

- Specific to the prompt

- Embedded in the writing assessment (will not be printed)

- Interactive

- Student friendly terms

- Create an anchor chart

- Use frequently with students

G5_Informative_Explanatory

Writer's Checklist

In my response, I made sure to:

- ☐ introduce and explain a topic or an idea.
- ☐ use vocabulary and organization that makes sense for my audience and purpose.
- ☐ develop my topic with relevant and specific details and facts from the provided source(s) to develop my topic.
- ☐ use linking words and phrases (in contrast, especially) to connect related ideas.
- ☐ provide an effective concluding statement or section related to my topic.
- ☐ use precise language to inform my audience and clearly explain the topic.
- ☐ use an appropriate style that fits my audience and purpose.
- ☐ use complete sentences and a variety of sentence types.
- ☐ use correct verb tense and subject-verb agreement.
- ☐ check my work and correct any errors in spelling, capitalization, and punctuation.

G5_Narrative

Writer's Checklist

In my response, I made sure to:

- ☑ introduce a narrator and/or characters.
- ☑ develop a clear plot, characters, and setting.
- ☑ include specific and relevant details from the source(s).
- ☐ use dialogue, descriptions, thoughts, and/or feelings to show how characters respond to situations.
- ☐ use concrete words, phrases, and sensory details to describe events precisely.
- ☑ use a variety of transitional words and phrases (first, next, then, after that, finally) to show a logical sequence of events.
- ☐ provide an effective conclusion or ending.
- ☐ use complete sentences and a variety of sentence types.
- ☐ use an appropriate style for my audience and purpose.
- ☐ use correct verb tense and subject-verb agreement.
- ☐ check my work and correct any errors in spelling, capitalization, and punctuation.

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Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8
	End of Course	

What are differences among checklists?

How can you use these next week?

The Future of MAAP Writing

Prompts

- Specific and condensed

- More similar to quick writes or written responses in HQIM

- 45 minutes per passage

Read the following prompt and write your complete response in the space provided. *Grade 5 example*

Write at least one paragraph telling a story about what Jordana does next by following the advice of the "Be Kind!" rock. Be sure to use what you learned about the characters and key details from the passage to support your writing.

Use the Writer's Checklist to review your response.

19px

- 5,000-character count max
  - including spaces is roughly **750 to 1,000 words**
- Can only hit enter 150 times

Read the following prompt and write your complete response in the space provided.

Write at least one paragraph telling a story about what Jordana does next by following the advice of the "Be Kind!" rock. Be sure to use what you learned about the characters and key details from the passage to support your writing.

Use the Writer's Checklist to review your response.

Response Space

Question: 1 ▾

(*Practice Hint: Use the Magnifier tool to make the passage and question larger. Choose the Magnifier tool to return to regular view.*)

Read the following passage. Write a response to the prompt that follows the passage.

Be Kind

1   After a huge wave crashed onto the shore and receded, Jordana saw it, a small rock glinting in the sunshine. She bent down to pick it up. Admiring its silvery sheen and smooth texture, she turned it over in her hands and saw that it carried a message written in hot-pink paint. "Be Kind!"

2   "I am kind!" she said aloud. "Aren't I?"

3   Jordana immediately looked around to see whether anyone had overheard her conversation with the rock. Thankfully, the roar of the ocean must have drowned it out. But it didn't drown out the question in her own mind. Was she as kind as she could be?

4   She decided to put herself to the test. Today she would be kind at every opportunity.

5   Craving the turkey sandwich Mom had packed for her, Jordana started back toward the beach blanket

↓ More ↓

Read the following prompt and write your complete response in the space provided.

Write at least one paragraph telling a story about what Jordana does next by following the advice of the "Be Kind!" rock. Be sure to use what you learned about the characters and key details from the passage to support your writing.

Use the Writer's Checklist to review your response.

↶ ↷ | B *I* U ≡ | 16px ⌄ | ≣ ≣ A̠ | ⓐ ✓≡ | ❓

- Select **Undo** to undo previous actions.

- Select **Redo** to redo actions that have been undone.

- Select **Bold** to make your chosen text bold or turn the Bold tool on or off.

- Select **Italics** to make the chosen text italicized or turn the Italic tool on or off.

- Select **Underline** to underline the chosen text or turn the Underline tool on or off.

- Select **Unordered List** to make the text an unordered list or to turn the Unordered List tool on or off.

- Select the **Font Size** drop down to adjust the font size of your response.

- Select **Indent** to indent your chosen text.

- Select **Outdent** to remove the chosen indented text.

- Select **Spell Check** to check for misspelled words.

- Select **Dictionary / Thesaurus** to look up words.

- Select the **Writer's Checklist** to access the Writer's Checklist. You can move the window around the screen by dragging the blue bar at the top of the response area window to keep open while you write.

- Select **Spell Check** to check for misspelled words
  - o function like normal spell check with a squiggly line
  - o students will click the spell check button to get a list of words from which to choose
  - o students must have an idea of how the word is spelled to get the correct word in the list (like Microsoft Word spell check)
  - o real-world skill that anyone with digital access has the choice to use
- Select **Dictionary / Thesaurus** to look up words
  - o type word and click dictionary button to look up the definition
  - o open dictionary and search for a definition or synonym
  - o thesaurus is a drop down within the dictionary function

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Text Length Guidelines

Grade Band	Total Word Counts Per Writing Passage/Paired	Total Word Counts per Short Reading Passage	Total Word Counts per Long Reading Passage/Paired
2 – 3	200-450	200 – 650	600 – 800
4 – 5	200-450	300 – 650	600 – 800
6 – 8	300-550	400 – 800	750 – 1000
9 – 10	600-750	750 – 1000	1000 – 1500
11 – CCR	600-750	750 – 1000	1000 – 1500

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Grade 3

WBTE Preview
Albert Einstein Item ID: 1300073 / -- / --

DRC INSIGHT

Question: 1 ▾

The Polar Bear

The polar bear makes its home in the Arctic. In the winter, temperatures can drop to 50 degrees below zero. Strong winds whip the snow across the frozen seas. The sun disappears for months. Still, polar bears thrive. They have everything they need to survive in the Arctic.

Staying Warm

Polar bears are built for cold weather. For example, they have black skin. The dark color of their skin absorbs sunlight. Polar bears also have two thick layers of white fur. The inner layer of fur is soft and woolly like a cozy sweater. The outer layer of fur is long guard hairs. These hairs are hollow and fill with warm air to block out the cold. Plus, polar bear fur is waterproof.

Arctic Traveler

Polar bears are well suited for traveling in their icy home. Their large paws measure 12 inches. As the bear hikes across the thin ice, its large paws hold it up like snowshoes.

Its paws have other helpful traits. On their bottoms, there are little round bumps that stick to the ice to stop the paws from slipping. Fur grows around these bumps and provides additional grip. Finally, each paw has thick, sharp claws that grab the ice.

↓ More ↓

Read the following prompt and write your complete response in the space provided.

Write at least one paragraph telling a story about a polar bear living in the Arctic. Be sure to include what the polar bear does when it wakes up in the morning and key details from the passage in your writing.

Use the Writer's Checklist to review your response.

Prompt Example

Grade 4

WBTE Preview
Albert Einstein Item ID: 1300072 / -- / --

DRC INSIGHT

Question: 1

The Future of the Car Is Now

You're waiting at the bus stop, watching the cars go by. Suddenly, a car zooms past without a driver! You wonder if you're dreaming or if you really saw a car driving itself. You might be surprised to know that self-driving cars are no longer just a feature of science fiction movies.

There are now ten cars that are "almost" self-driving. In a few years, self-driving cars and trucks will be an everyday sight on America's highways. The same might be true for flying cars. Seven companies are now designing and testing flying cars. Imagine seeing a flying car soar overhead—or better yet, imagine being a person inside of one! Are these good ideas, or will self-driving and flying cars cause serious problems?

Self-Driving Cars

Self-driving cars have many advantages. Self-driving cars can be used as public transportation. People can sleep or work in their cars on the way to and from work without worrying about driving. Self-driving trucks can transport supplies long distances without stopping to rest like a human driver must do. Many experts also believe that there will be fewer car accidents without human drivers because computers can respond and make adjustments faster than a human can.

However, there are also possible problems. Self-driving

↓ More ↓

Read the following prompt and write your complete response in the space provided.

Write at least one paragraph about why you think self-driving or flying cars will be a good thing or not. Be sure to state your opinion and use key details and examples from the passage to support your opinion.

Use the Writer's Checklist to review your response.

Grade 5

WBTE Preview
Albert Einstein Item ID: 1300074 / -- / --

DRC INSIGHT

Question: 1

It's Not So Easy

Manny gathered his notes and bag of props. Then he walked briskly to the front of the class. He turned and looked at his fellow students, who watched him expectantly as his social studies teacher, Ms. Hargrove, smiled at him reassuringly.

Social studies was Manny's favorite subject, and this "Could This Be Your Career?" project had been one of the most interesting experiences during the school year. Each student had chosen a career and was asked to create a presentation in which the student would demonstrate a task required of that job. Now it was Manny's turn. He'd chosen teaching for his career. His teacher suggested that he take her place for one class instead of giving a presentation. Manny thought it was a great idea, but now, staring at his classmates, he began to wonder if he'd made a mistake.

Quickly, Manny glanced at his notes. He had always thought teaching was a pretty easy job. Teachers simply did some research and then talked for an hour. In an effort to copy this routine, Manny had invested some time preparing his lesson and was ready to begin.

"I'm excited to be your teacher today," Manny said with a grin. "I'm going to teach you how the United States began traveling into outer space and ended up reaching the moon itself!"

↓ More ↓

Read the following prompt and write your complete response in the space provided.

Write at least one paragraph explaining what Manny could have done differently to keep the class's attention during his lesson. Be sure to provide key details and examples from the passage to support your writing.

Use the Writer's Checklist to review your response.

B I U   19px

Grade 6

WBTE Preview
Albert Einstein Item ID: 1300075 / -- / --

DRC INSIGHT

Question: 1 ▾

Finding Her Game

On Saturday morning, Yolanda joined her friend Marcus at the park next to her home. Eagerly, they dribbled the soccer ball across the grassy field, attempting different passes and kicks. Yolanda loved playing soccer, and she was constantly recruiting her friends to practice with her. Finally, Marcus collapsed on a bench to rest and grabbed his water bottle. Breathless, Yolanda sat down next to him.

"You're awesome at long passes," Marcus complimented Yolanda. "I wish you were on my soccer team."

"I wish I could be on any team," Yolanda replied as she wiped her sweaty face with the bottom of her T-shirt.

"What's stopping you?" Marcus asked.

"Our school only has a boys' team, remember?" Yolanda said. She had discovered that several schools in nearby towns had girls' soccer teams, but continually traveling to them for daily practices would be too difficult.

"Someone should change that," Marcus replied as they stood to play more soccer.

For the rest of the weekend, Marcus's words echoed through Yolanda's mind. He was right—someone needed to start a girls' soccer team at her school. However, that would not happen unless one person was willing to step forward.

↓ More ↓

Read the following prompt and write your complete response in the space provided.

Write at least one paragraph explaining why Yolanda was successful in convincing the principal to create a girls' soccer team. Be sure to provide key details and examples from the passage to support your explanation.

Use the Writer's Checklist to review your response.

19px

Prompt Example

Grade 7

WBTE Preview
Albert Einstein Item ID: 1300076 / -- / --

DRC INSIGHT™

Question: 1 ▼

Talking in Code

In wartime, military leaders often need to send secret messages. They need to tell troops where to go, what to do, and where the enemy is located. To do that, they need a secret code, but secret codes can be easily broken.

During World War I (1914–1918), U.S. military leaders came up with a new idea. Why not use Native American languages to send secret messages? It was unlikely that German forces would know these languages, and it turned out they didn't. Teams of Native American men became code talkers. They came from different tribes, including the Choctaw, Ho-Chunk, Cherokee, Comanche, Cheyenne, Yankton Sioux, and Osage. Each team used its own language, and the teams' messages helped U.S. forces defeat the enemy.

Code talkers were also used in World War II (1939–1945). The most famous code talkers during World War II were men from the Navajo tribe. Philip Johnston, who was not Navajo but had lived among them and spoke their language, suggested the idea to the U.S. Navy. The Navajo language is very difficult. It is not a written language and does not have an alphabet or symbols. It is only spoken among Navajo people in the American Southwest. It seemed highly unlikely that Japanese forces in the Pacific area would understand a Navajo code.

Eventually, two hundred Navajo men became code talkers.

Read the following prompt and write your complete response in the space provided.

Write at least one paragraph explaining why it was a smart idea to use Native American languages to send secret messages during World War I and World War II. Be sure to use key details and examples from the passage to support your explanation.

Use the Writer's Checklist to review your response.

19px

Prompt Example

Grade 8

WBTE Preview
Albert Einstein Item ID: 1300077 / -- / --

DRC INSIGHT

Question: 1 ▾

Taking on Water

Emma and her father watched their neighbors slowly drive their pickup truck into the lake across the street. The front of the truck resembled the bow of a boat, and a propeller on its rear churned through the water. "What is that crazy-looking thing?" asked Emma.

"It's a homemade amphibious vehicle," said Dad. "It can drive on land and in water, just like an amphibian lives both on land and in water."

"Do you think we could make my go-kart into an amphibious vehicle?" asked Emma.

"If you research how to make an amphibious vehicle and write up a plan, I bet we could do it," said Dad.

Emma watched several online videos that showed people transforming go-karts into amphibious vehicles and took notes as they explained each step. Then she wrote out a plan to change her go-kart into a floating, driving vehicle.

"A boat is made to be buoyant," Emma explained to Dad the following night. "If we attach a small boat to the go-kart's frame, it should float. I have already talked to Mr. Jackson. He said we could have his old boat. I think it will fit."

Dad said, "We can cut out wheel wells in the bottom of the

⇣ More ⇣

Read the following prompt and write your complete response in the space provided.

Write a short response arguing which step in the process of building the amphibious go-kart is most important and why. Be sure to state your claim, respond to counterclaims, and use key details and examples from the article to support your argument.

Use the Writer's Checklist to review your response.

B I U | 19px ▾

EOC

Read the following passage. Write a response to the prompt that follows the passage.

Emojis: More Important Than You Think

1   For many people, emojis have become as common in text communication as text itself. In fact, 92% of all online communicators use emojis on a daily basis. These colorful little icons mimic facial expressions and hand gestures that people use as an important part of face-to-face communication. Emojis can also include symbols that enhance the emotional impact of a message.

2   Critics warn that Emojis might harm a writer's ability to communicate with words. They are also easy for readers to misinterpret. However, research shows that emojis provide richer emotional context and content for written communication. In fact, in most cases, emojis help make the intended message clearer.

The Rise of Emojis

3   To understand why emojis have become so prominent in culture, we need to look at their origin. Long before the development of picture icons, people used emoticons, or symbols made of text figures, in text communication. For example, the emoticon ;) symbolizes a winking surface and is made with a

More

Read the following prompt and write your complete response in the space provided.

Write a short argument about whether people should or should not use emojis in their writing. Be sure to state your claim, respond to counterclaims, and use key details and examples from the article to support your writing.

Use the Writer's Checklist to review your response.

0/5000

- Mimicked from Wisconsin Department of Public Instruction
  - Text dependent only

- https://portal.te.drcedirect.com/WI/wiott

- Two prompts – 6 points each for a total of 12 points

- On-demand writing: quick, first draft

- Holistic: look for what students do well

- Compare one response to the rubric not to another response

- A 5-day range finding meeting, which is the process of calibrating scoring rubrics for assessments by analyzing student work and establishing the scoring boundaries for a prompt, (June 8th-12th) will be conducted in person with Mississippi educators.

    OSA will recruit educators via survey around April 2026.

- The field test responses will be scored after range finding (in July). DRC will begin building the training models for AI scoring, which will be available starting with the Spring 2027 administration.

- Will be updated with new writing sample (1) in February 2026

- Should be used to familiarize students with the online testing platform

  The OTTs are designed to be used for functionality purposes by students and, as such, it may have overlapping items/shared texts in other grades. The OTTs represent the item types and functionality that a student could interact with on the summative assessments. The OTTs are not meant to be used for alignment/content assessments.

- Use to instruct students how to use spell check and the dictionary feature **https://portal.te.drcedirect.com/MS**

- Practice the checklist

- Will be updated with new writing samples (2) in February 2026

- Should be used to familiarize students with item types and content expectations

- Will score writing through AI in Fall 2026

Spring 2026 Administration: The writing prompts will be field tested, and responses will be human-scored with a percent receiving a second read (a representative sample of 2,500 responses for each prompt would be human-scored with a 100% second read). The remaining responses will be human-scored with a 10% second read. Spring writing scores will not be counted in accountability, but quality responses from the students are extremely important since these responses will train the AI scoring engine for all future administrations.

Summer 2026: The field test responses will be scored after range finding (in July). DRC will begin building the training models for AI scoring, which will be available starting with the Spring 2027 administration.

Fall 2026 Administration: Writing prompts will be human-scored (with a 10% second read), and therefore, the Fall 2026 English II results will include the raw scores for the writing prompts.

Spring 2027 Administration: Writing prompts will be AI scored with a 10% second human read behind. All non-scoreable responses (ones that will get a non-score code) will have a 100% human read behind.

Since students have always had the rubric available during testing, we are assuming that will continue. The question is will they be given all three rubrics or only the rubric needed for the particular prompt (e.g., only narrative rubric if prompt is narrative)?

The MDE encourages teachers to use the rubrics for instruction and grading. Students will not receive the rubric during the test, only the checklist.

Will students be given all three checklists or only the checklist needed for the particular prompt (e.g., only narrative checklist if prompt is narrative)?

These checklists will be assigned to the passage/prompt, so students will receive the checklist that corresponds to the mode of the prompt during testing. Students will only receive the interactive checklist digitally and will only receive the needed mode.

Will checklists be printed?
Beginning in Spring 2026, the checklists will be digitally embedded in the test. They will not be printed.

Will the writing be graded out of 6 points in the future and not the original 12 points since they are grouped into categories?
There will be two writing prompts (different modes) that will count for 6 points a piece for a total of 12 points.

Is the character count the same?
No, the character count will be 5,000 characters. That is equivalent to roughly 750-1,000 words depending on word length and punctuation.

Will students be prompted to begin their second writing, or will they need to manage their own time? There will be two separate sections. The testing administrator will instruct when it is time to end prompt 1 and begin prompt 2.

Will the passages be related by topic? No

How will the EOC test be graded differently than 6-8 on the rubric? Will the details on the checklist (i.e. develop a counterclaim- EOC vs include a counterclaim- 7th) be used when scoring EOC? How the responses are scored will be determined in range finding, but the expectation is for the checklists to guide the response. Therefore, the range finding committee will use the checklists to help make those decisions along with the standards.

Next Steps for Schools and Districts

Common Writing Language
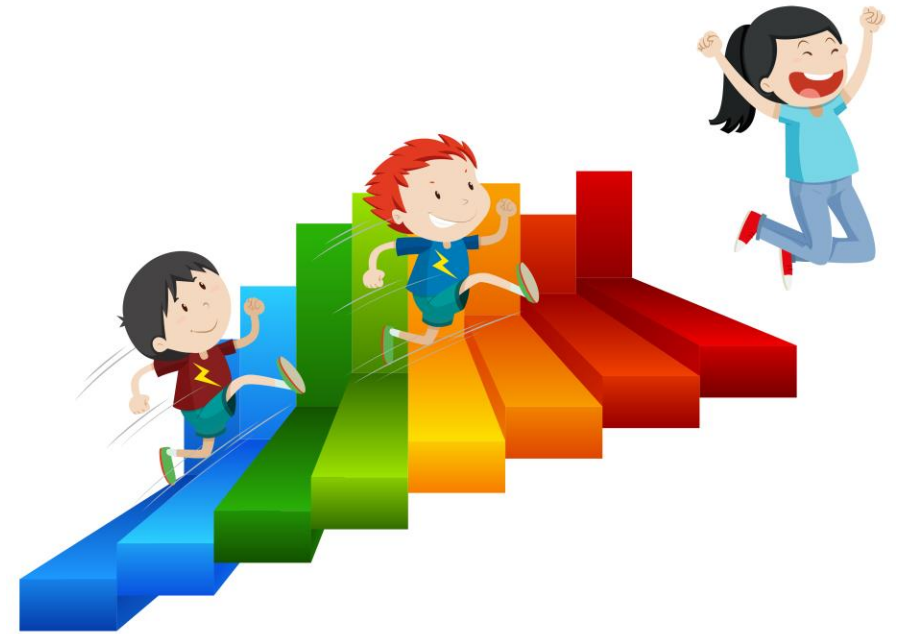
- Ensure vertical alignment through common writing language
  - School Level: Grade-to-Grade
  - District Level: School-to-School
- Use the writing components in adopted High-Quality Instructional Materials (HQIM)

- Gather a group of educators

- Select approximately 10 student papers

- Calibrate the scoring rubric by analyzing the student work and establishing scoring boundaries

- Score student responses from another teacher

- Discuss what is evident in student responses

- Create next steps

Next Steps in the Classroom

Effective Writing Strategies
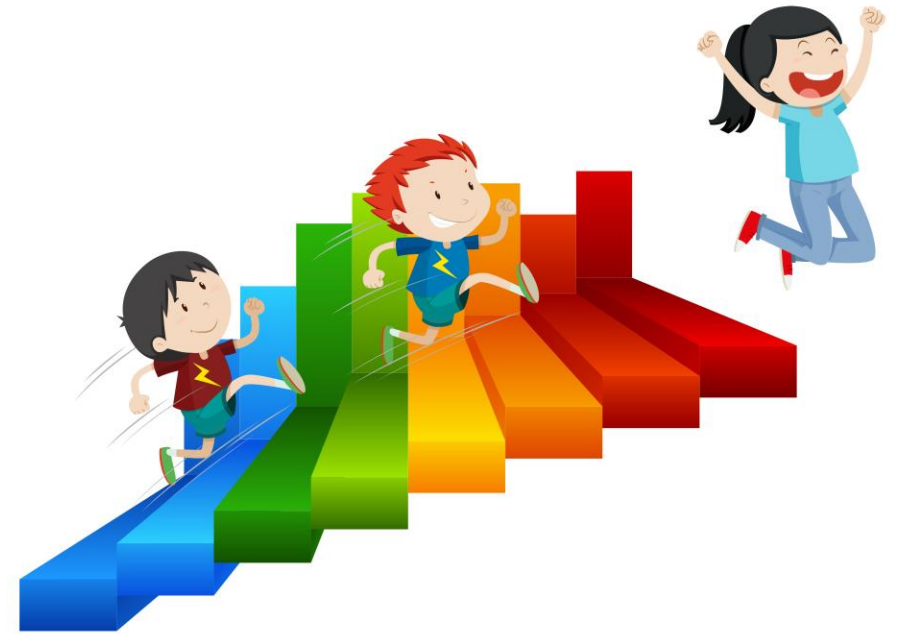
Use Data to Guide Instruction!

- Familiarize students with the rubric expectations

- Score writing regularly

- Based on scoring data, make instructional decisions for upcoming weeks

- Provide mini-lessons that address skill gaps identified within student writing samples

- Use rubrics to conference with students

- Teach *how* to deconstruct a prompt and synthesize what is being asked (identify key verbs, nouns, and the mode of writing)

- Model how to address the question within a prompt

- Demonstrate strategies to ensure students use **evidence** and explain their **reasoning** in own words (i.e., elevate HQIM lesson using *Say, Mean, Matter*)

- Use student dialogue to discuss responses guided by the teacher, a partner, or in collaborative groups **prior** to writing (helps develop reasoning, prevents quote stacking and irrelevant evidence)

- Utilize graphic organizers that fit each mode of writing

- Introduce different types of transition words and phrases; show *when, how,* and *why* we use them

- Teach a variety of introductions and conclusions

- Analyze text structures in informational and narrative text within HQIM, then use additional HQIM texts as exemplars to demonstrate a variety of introductions and conclusions

- Encourage pre-planning to ensure flowing, fluid responses

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?

- Provide **revising** and **editing opportunities** using current student work (focusing on one specific skill)

- Provide **mini-lessons** on reoccurring grammatical and mechanical errors

- Model how to **identify errors** and **self-correct** writing

- Reference sentences and paragraphs during reading lessons to demonstrate **usage of grammar**

- Do **sentence expansion** and **combining activities** to improve varied sentence structure

- Teach literary techniques: figurative language, tone, foreshadowing, and symbolism

- Use opportunities during reading lessons to make connections to writing (text structure, development, language)
- Prioritize oral language in classroom (oral language and writing are closely linked)
- Utilize the writing process (planning, drafting, revising, editing)
- Develop background knowledge where needed
- Require writing in ALL subject areas

Remember writing is a *process!*

Questions

Writing Training Questions

https://tinyurl.com/4rbspz4m

- Fall scoring trainings
  - Student examples
  - Scoring notes

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Elevation Strategies within HQIM Writing

Office of Curriculum and Instruction

Division of Literacy
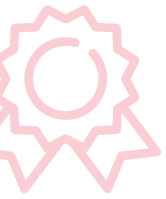
mdek12.org

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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

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

2 **EVERY** 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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- Understand the importance of writing instruction

- Explain elevation strategies and their benefits

- Explore how oral language supports writing skill development

- Discover strategies to strengthen students' writing

- Examine the Self-Regulated Strategy Development for teaching writing

1. Fold a blank sheet of paper into thirds.
2. Label the sections:
   - Oral Language and Writing
   - Writing Strategies
   - Self-Regulated Strategy Development
3. Throughout the remainder of the presentation, jot down notes:
   - Aha moments
   - Lingering questions

Why Writing Instruction Matters

The Key to Elevating Student Learning

"

There is no reading without writing, and no purpose for writing without reading.
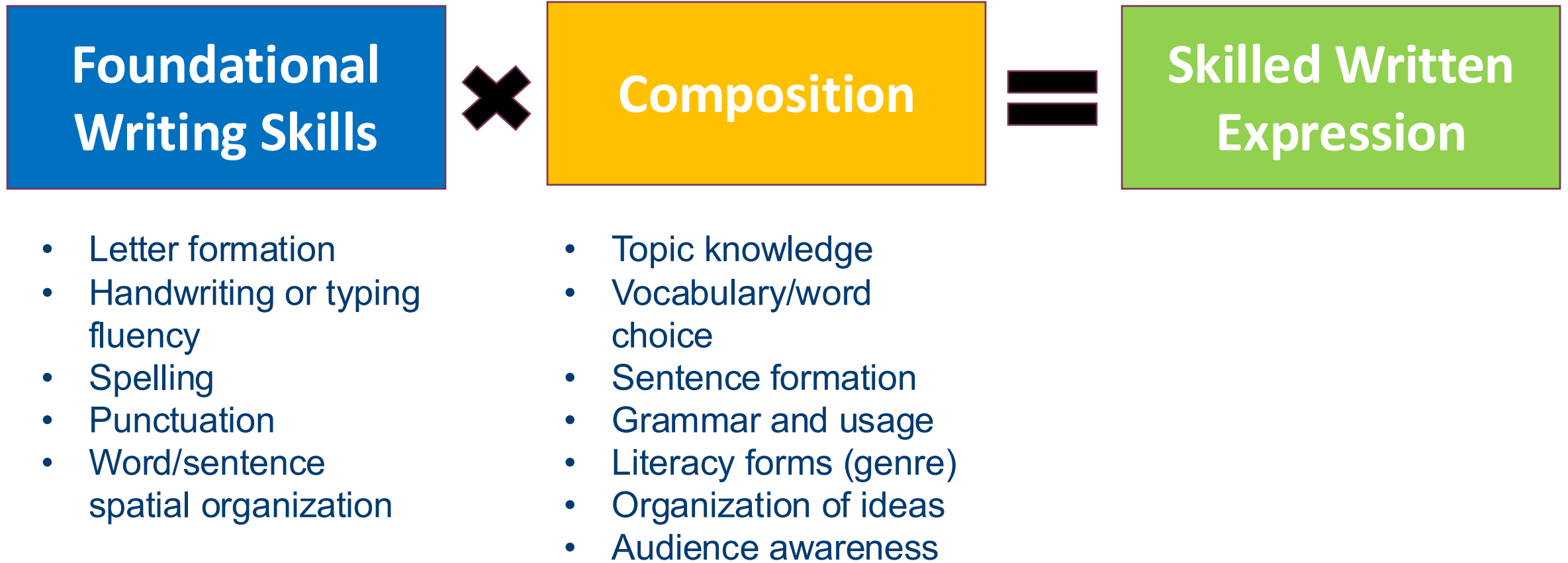
Steve Graham

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Every aspect of writing is demanding. It is the latest developing and most complex language skill. -Gilbert and Graham, 2010

Foundational Writing Skills ✖ **Composition** = **Skilled Written Expression**

- Letter formation
- Handwriting or typing fluency
- Spelling
- Punctuation
- Word/sentence spatial organization

- Topic knowledge
- Vocabulary/word choice
- Sentence formation
- Grammar and usage
- Literacy forms (genre)
- Organization of ideas
- Audience awareness
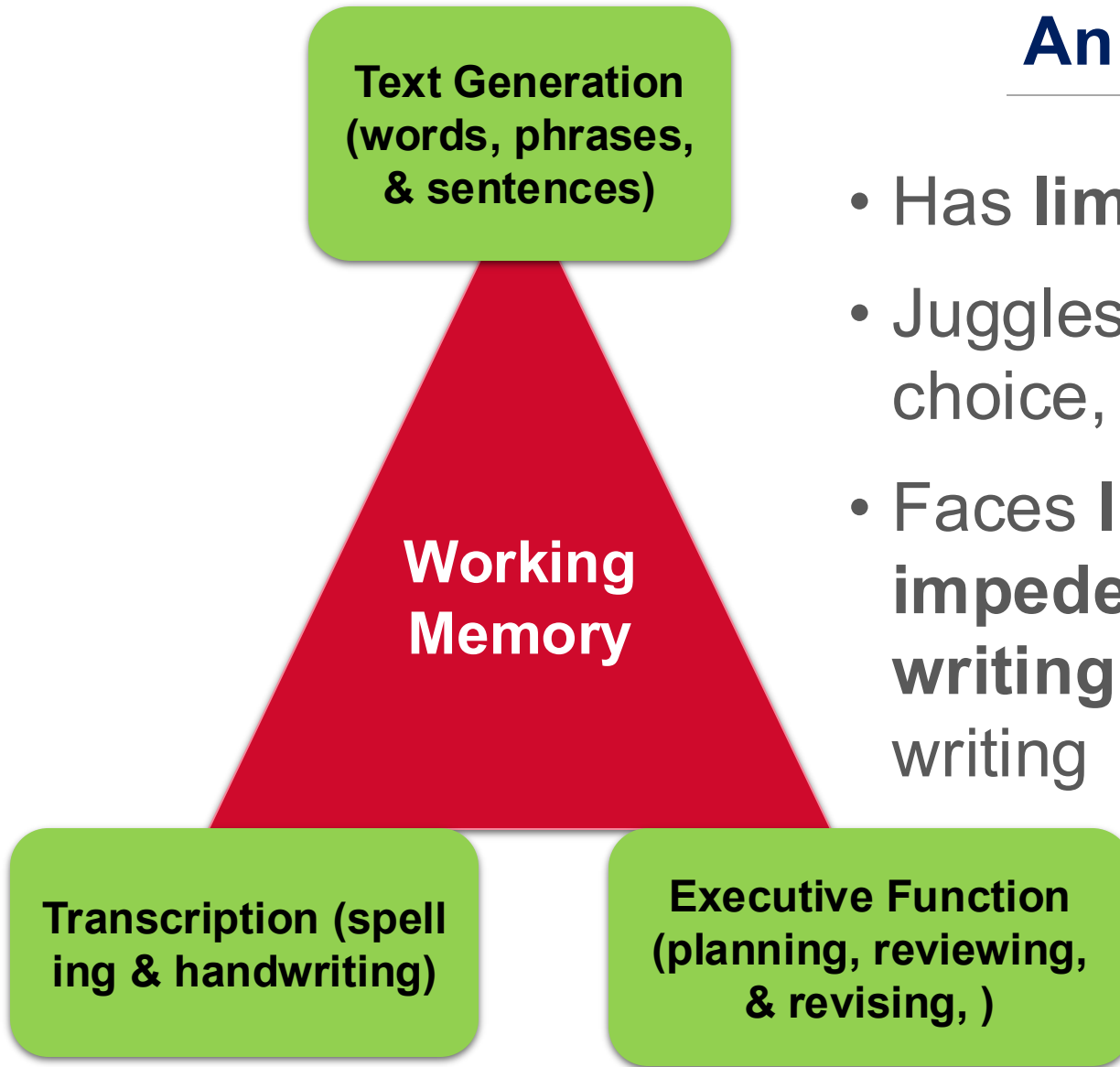
Moats, L., & Tolman, C. A. (2019). LETRS 3rd Edition: Language essentials for teachers of reading and spelling. Boston, MA: Sopris West

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Text Generation (words, phrases, & sentences)

Working Memory

Transcription (spelling & handwriting)

Executive Function (planning, reviewing, & revising,)

- Has **limited working memory**

- Juggles letter formation, spelling, word choice, organization, and the content

- Faces **limited cognitive capacity** that can **impede** the development of **proficient writing** *OR* knowledge-building potential of writing

Explicit writing instruction supports teachers and students in:

- identifying comprehension gaps
- boosting reading comprehension
- enhancing speaking abilities
- improving organizational and study skills
- developing analytical capabilities

The Writing Revolution by Judith C. Hochman and Natalie Wexler

Elevation Strategies

Elevating Achievement Through the Power of Writing

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Elevate key lesson elements while **keeping** core content, structure, and sequence intact

Deepen student engagement and understanding **without adding** new material

Level up your lesson experience without **reinventing** the wheel

Boosts student engagement through relevant challenges

Promotes deeper understanding by adding meaningful layers like discussion, visuals, and applications

Maintain coherency by transforming existing lessons rather than abandoning what is already there

Embed jigsaw discussions, think-pair-share, or gallery walk stations

Use **small group tasks** such as graphic organizer, cut and paste, vocabulary sorting, etc.

Make learning fun through collaboration and engagement strategies

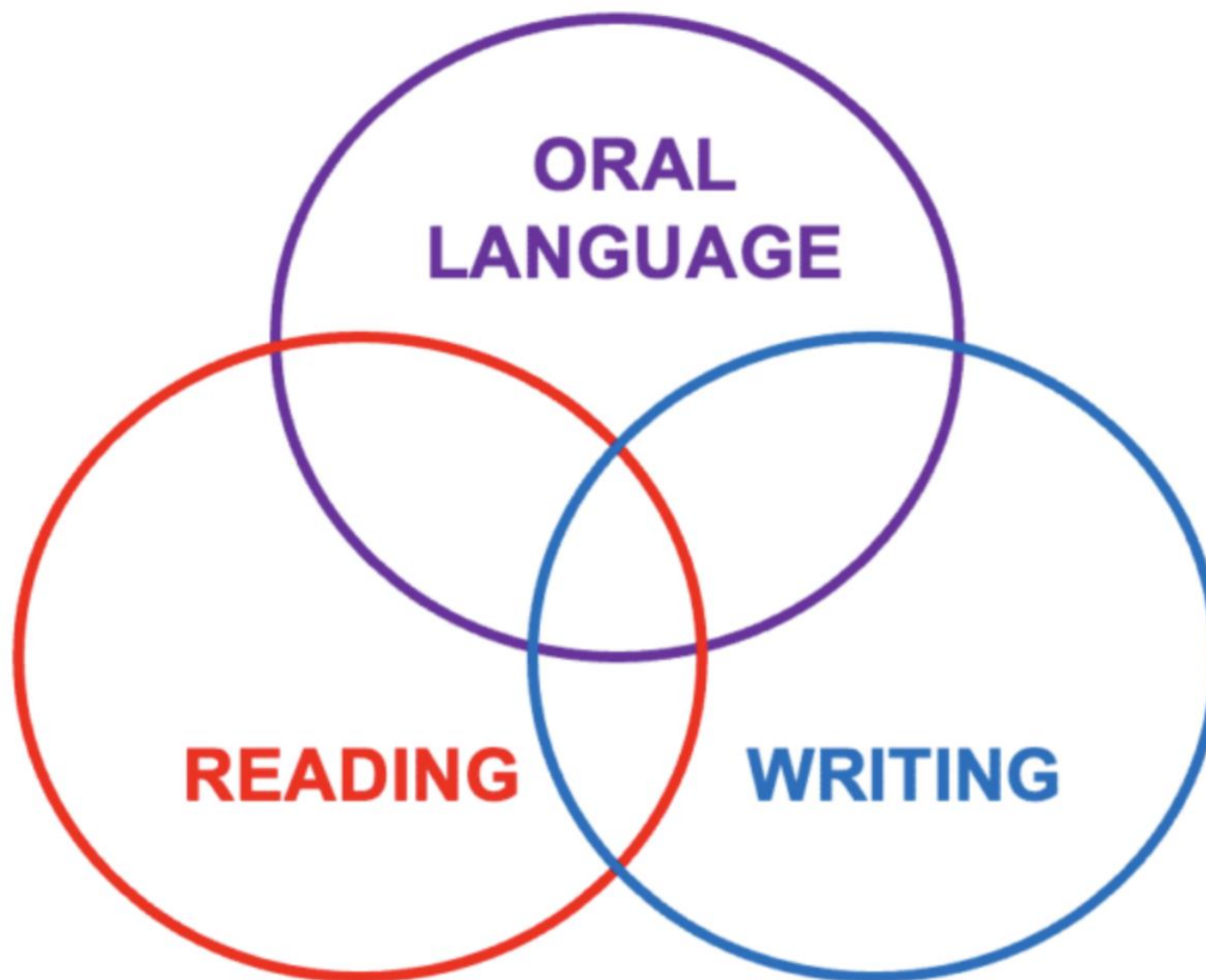MISSISSIPPI DEPARTMENT OF EDUCATION

Oral Language

The Foundation of Strong Writing

"

Reading and writing float on a sea of talk.

James Britton

Use *Think-Pair-Share* to let students verbalize ideas before writing

Model **"oral rehearsal"** by speaking sentences aloud before writing

Encourage **storytelling** to build **narrative structure** and **sequencing**

Introduce academic vocabulary in discussion before writing tasks

Facilitate structured conversa- tions using word banks or word walls

Create word walls that students use in both talk and writing

Provide sentence stems to scaffold academic talk and writing

Prompt students to use new words in oral responses and written drafts

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Have students turn **partner talk** into simple sentences on paper

Guide students to create **class stories** by sharing ideas aloud first

Encourage students to **label pictures** after describing them orally

Invite students to **act out a scene** and then write about what happened

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Remember to add the following to your note-catcher:
    -Aha moments
    -Lingering questions

Reflection question: How might giving students more opportunities to **talk before writing** change the way they approach and succeed with writing tasks? Jot your reflection on your note-catcher.

Writing Strategies

Sentence building activities

Why Sentence Building Matters?

- Helps students understand the concept of a complete sentence and discern sentence boundaries

- Forms the foundation for clear writing

- Helps students express complete thoughts

- Supports reading comprehension

- Builds confidence in writing across subjects

Fragment vs. Sentence

- A fragment is missing a subject, verb, or complete thought.

- A sentence has a subject and predicate and expresses a complete idea.

Example:

- Fragment: Running down the street.

- Sentence: The boy was running down the street.

Activity: Fragment vs. Sentence

- In the middle of the night. **Fragment**

- She finished her homework. **Sentence**

- Jumped over the fence. **Fragment**

- The dog barked loudly. **Sentence**

Sentence Expansion

- Start with a kernel sentence (subject + verb).
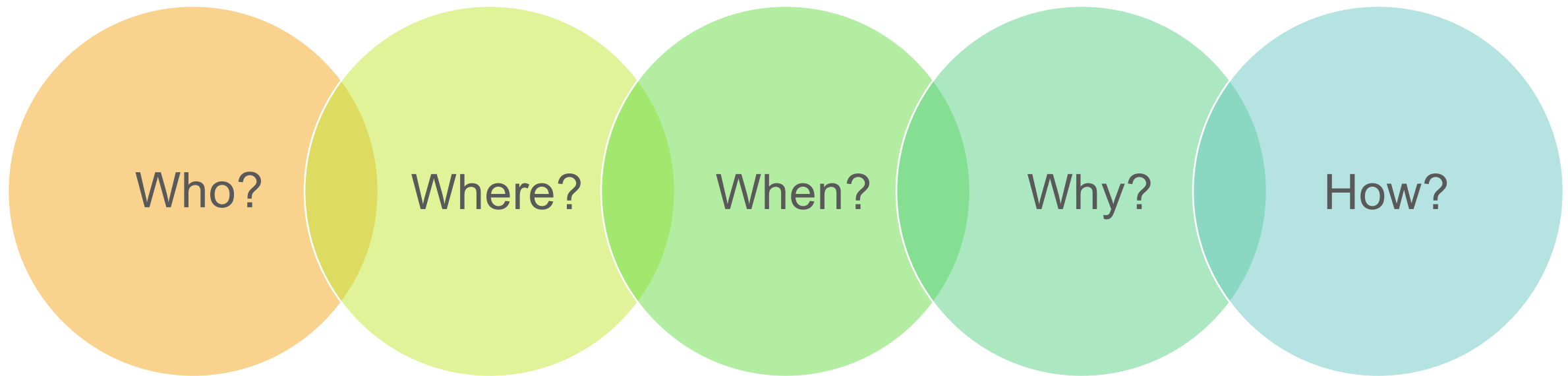- Expand by adding who, what, where, when, why, or how.

Example:

- Kernel: The dog barked.
- Expanded: The big brown dog barked loudly in the backyard when he saw a squirrel.

Activity: Sentence Expansion

Kernel sentence: The girl ran.

Try expanding by adding:

Who?   Where?   When?   Why?   How?

Because, But, So

- Because – gives a reason
- But – shows contrast
- So – shows cause/effect

Example:
- I like reading because it helps me learn.
- I wanted to play, but it started raining.
- I studied hard, so I passed the test.

Activity: Because, But, So

- I was excited to go outside because...

- I wanted to join the game, but...

- She worked carefully, so...

Remember to add the following to your note-catcher:
    -Aha moments
    -Lingering questions

Reflection question: What **barriers** do your students face when writing and how could these **writing strategies** reduce that cognitive load? Jot your reflection on your note-catcher.

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Self-Regulated Strategy Development (SRSD)

A Proven Path to Writing Success

- Combines **explicit writing strategy instruction** with teaching students how to self-monitor, set goals, and reflect on their progress.

- Uses **six structured stages**: Develop Background Knowledge, Discuss It, Model It, Memorize It, Support It, and Independent Performance.

- Improve **writing quality, organization, and student confidence** across multiple genres

- Flexible and adaptable for **all grade levels and content areas**, including integration with **High-Quality Instructional Materials (HQIM)**

- **SRSD** provides the *how* of writing instruction through explicit, research-based strategies students can follow step-by-step

- **HQIM** delivers the *what* through rigorous, standards-aligned content and authentic writing opportunities

- **SRSD and HQIM** together ensure both skill development and meaningful, real-world writing practice

- Develop Background Knowledge
- Discuss It
- Model It
- Memorize It
- Support It
- Independent Performance
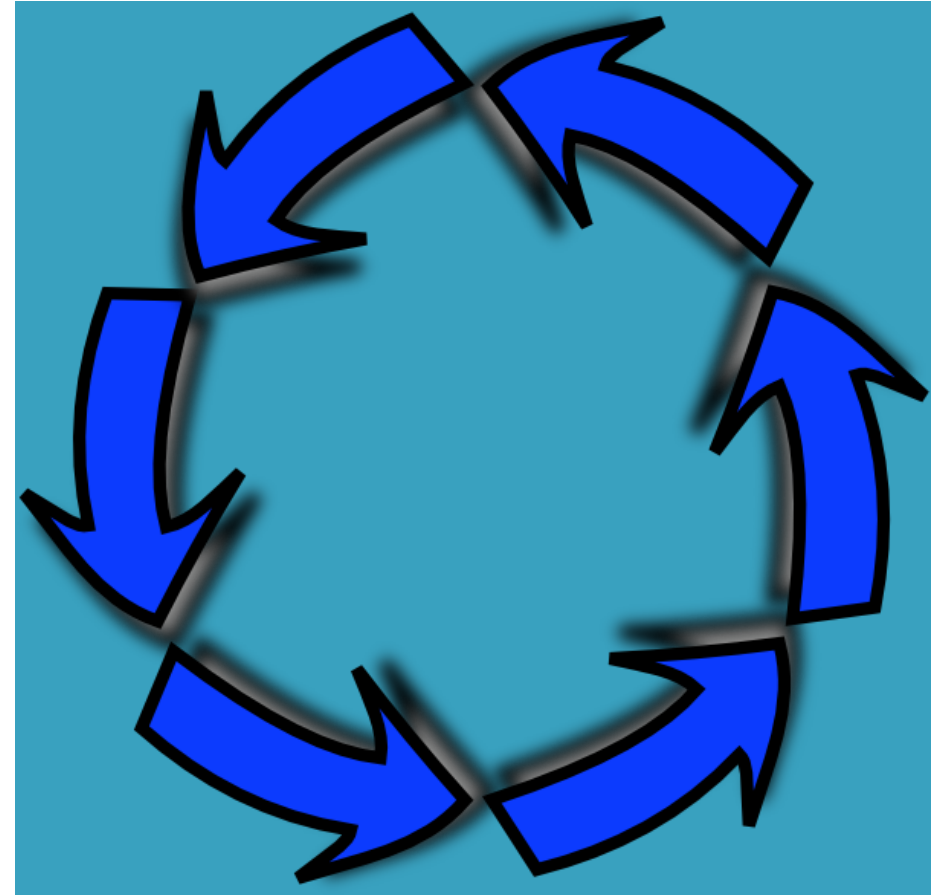
- Teach **prerequisite** skills (e.g., genre knowledge, vocabulary)

- **Connect strategy** to students' prior experiences

- Use HQIM **mentor texts** to show examples of strong writing
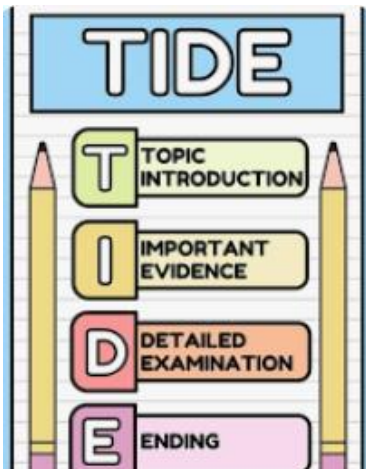
Classroom Example

Analyzing an HQIM text to identify **structure** and **purpose**

- Explain the **writing strategy** and its purpose

- Engage students in **conversations** about how, when and why to use it

- Collaboratively **set goals** for using the strategy

Classroom Example

Create a **class anchor** chart describing the **strategy** (POW +TREE, TIDE, RACE, OREO, etc.)

- Use **think-alouds** to model the strategy

- Show how to **plan, organize, and self-regulate** while writing

- Emphasize **positive self-talk** and persistence

- **Incorporate** HQIM writing task

Classroom Example

Teacher **models** writing an **introduction** using the strategy on chart paper.

- **Revisit** the strategy and memorize it using the mnemonic like POW (Pick the idea, Organize notes, Write and say more)

- **Practice** using the strategy often through **HQIM lessons**

Classroom Example

Create **personal cue** cards/individual anchor chart with the **mnemonic** and corresponding steps
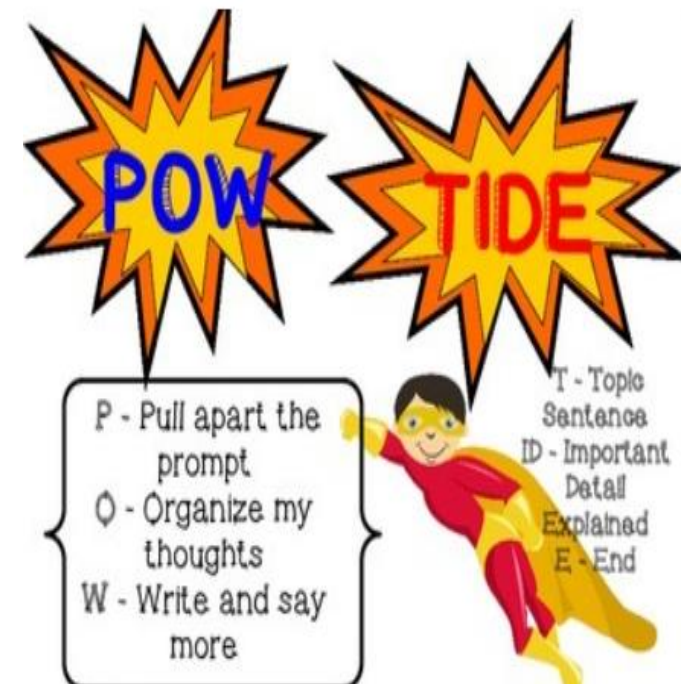
- Provide **guided practice** with **scaffolding**
- **Gradually release responsibility** as students gain **confidence**
- Encourage peer **collaboration** and **feedback**

Classroom Example

Teacher provides **sentence starters** and **graphic organizers**

R Restate the Question
Write the question in your own words to start your answer.

A Answer the Question
Give a clear and complete answer.

C Cite Evidence
Use words from the text to support your answer.
For example: "The text says..." or "According to the passage...")

E Explain Your Thinking
Tell why your evidence supports your answer. Add details or connections.

Sentence Starters
✓ I can...
👁 I see...
❤ I feel...
👍 I like...
💭 I think...

- Apply strategy **on their own** independently across **genres** and **tasks**

- Encourage **self-monitoring** and **reflection**

- Use **HQIM writing prompts** for authentic tasks

Classroom Example

The students independently write an opinion piece using HQIM prompts while self-assessing

Serve as a guideline

Adapt, Reorder, or Revisit Stages as needed

Emphasize mastery over sequence

Flexible roadmap

- Introduce one strategy at a time

- Collaborate with colleagues to plan and share resources

- Integrate SRSD during PLC annotations

- Adapt SRSD steps to fit your students' needs and HQIM pacing

HQIM prompt: Do you think schools should have longer recess?

- **Develop Background Knowledge**: Begin with a mini-lesson on opinion writing (review MDE Opinion Writing Checklist)
- **Discuss the Strategy**: Introduce OREO
- **Model It**: Use a think-aloud with a mentor text from your HQIM
- **Memorize It**: Ensure students know and understand (anchor chart or cue card)
- **Support It**: Offer sentence starters and a graphic organizer
- **Independent Practice**: Have students write their own response

Remember to add the following to your note-catcher:
     -Aha moments
     -Lingering questions

Reflection question: How can **SRSD** be meaningfully integrated into your **HQIM writing lessons**, and what **opportunities or challenges** do you see in **implementing** it with your students? **Jot** your reflection on your note-catcher.

- Developed to assist teachers in **planning** and **delivering** writing lessons **aligned** to the Mississippi College and Career Readiness Standards.

- It includes the **standards, checklist, keywords, transition phrases,** and **graphic organizers** that can be used for **each mode** of writing.
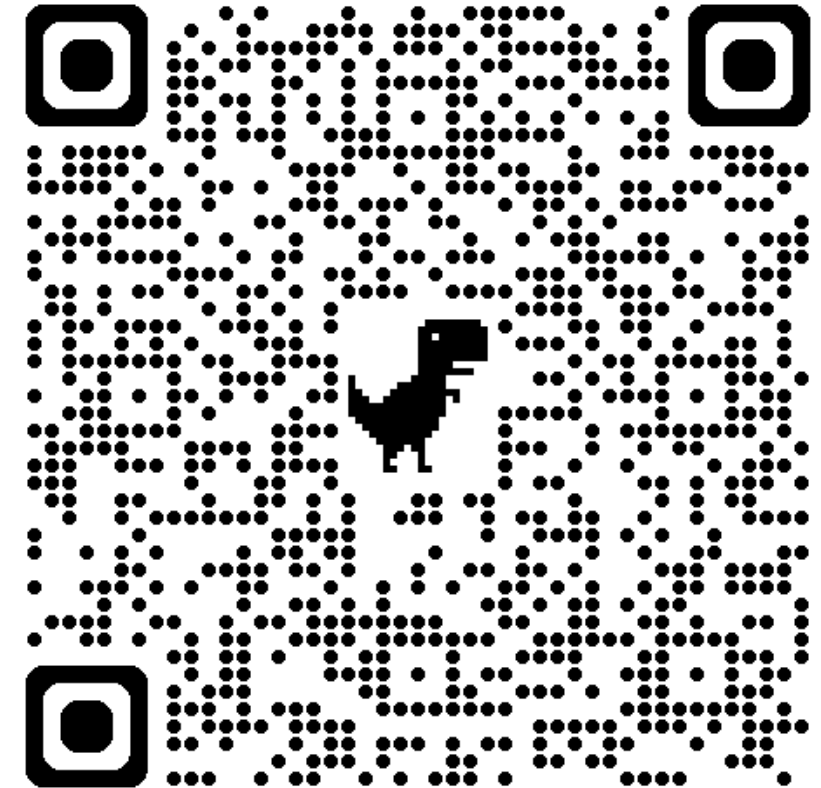
The MDE is not promoting the use of only these particular strategies; this is not meant to be an inclusive list.

- **Writing instruction** is **essential** for **student success**.
- **Elevation strategies boost** student engagement, **deepen** understanding, and **help** writers **grow** with scaffolded supports.
- **Oral language** is the **gateway** to writing because it gives students the **confidence** to **transfer** spoken thoughts into written language.
- **Sentence level** activities **lay the foundation** for successful **paragraph writing.**
- **Self-Regulated Strategy Development (SRSD)** model gives students both the **strategies** and the **self-regulation** tools to become **confident, independent writers.**

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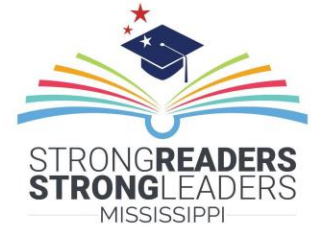
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