Presented by: The Instructional Coaches
Annamaria Contella, Diana Kucko, Yanelis Cabaleiro,
Natalie Minichini, Anna Morella,
Melinda Troise, and Lori Whittom

Something to Consider...

"As the nation wakes up to the fact that the education millions of Americans received in the past simply isn't adequate for today, **more and more schools are realizing** that one of the most potent ways to accelerate students' progress as learners is by equipping them with first-rate-skills in writing."

- Lucy Calkins

Teaching Shifts

- Moving to process writing
- Independent writing while teacher differentiates
- NJSLS places an emphasis on skills and strategies connected to narrative, opinion/argumentative, and informational writing.
- Grading student essays on what skills you explicitly taught them.

myPerspectives Resource Guide

WHAT is the resource ?	HOW do you use it?	WHY do you use it?
myPerspectives Plus {Writing Rubrics}	• Can be used for ideas for mini lessons, conferences, strategy and teaching points. • Students can use during independent writing to self assess. • Teachers can use to score writing.	• Provides consistency when grading compositions. • Rubrics guide writers to revise their written work. • Allows writers to evaluate their work before submitting to the teacher.
myPerspectives Plus {Essay Scorer Writing Prompts}	• An online writing tool that allows students to write to myPerspectives writing prompts and receive immediate feedback. • Prompts include those aligned to the Writing Performance Tasks, plus a bank of additional prompts. • Can customize and edit pre-made, genre specific, writing prompts.	• Teacher and students receive immediate feedback on student compositions.
myPerspective Plus {Interactive Writing and Research Lessons}	• Explains each writing genre and breaks down the structure. • Reviews writing vocabulary terms within each genre • Shows written examples of each genre. • Explains each stage of the writing process with examples. • Explains primary and secondary resources as well as criteria for selecting evidence to use within a research paper.	• Good writers need to see a model while writing. • Shows how to improve the quality of their writing. • Good writers need to know how to properly cite evidence when constructing a research report.

Guiding Principles

- Writing needs to be taught like any other subject with many opportunities for practice.
- Students need to be explicitly reminded HOW to write.
- Students need to cycle through the writing process.
- Students need clear goals and frequent feedback.
- Celebrate small successes with praise and encouragement.

The Writing Process

(Immersion into the writing genre)

- Generate/Collect/Choose an idea
- Draft
- Revise
- Proofread/Edit
- Publish/Celebrate

Suggested 40 min Schedule

Suggested Time	Day 1	Day 2	Day 3	Day 4	Day 5
10 minutes	Minilesson	Minilesson	Minilesson	Minilesson	Minilesson
25 minutes	Independent Writing ● Conducting small group lessons ● Conferencing with individual students ● Choosing students for end of workshop share				
5 minutes	Share	Share	Share	Share	Share

This schedule is for the 2019-2020 School Year

Suggested 44 min Schedule

Suggested Time	Day 1	Day 2	Day 3	Day 4	Day 5
10 minutes	Minilesson	Minilesson	Minilesson	Minilesson	Minilesson
29-30 minutes	Independent Writing ● Conducting small group lessons ● Conferencing with individual students ● Choosing students for end of workshop share				
4-5 minutes	Share	Share	Share	Share	Share

This schedule is for the 2019-2020 School Year

Writing Units

Grade 9	Unit 1 American Voices	Unit 2 Survival	Unit 3 Civil Rights	Unit 4 Star-Crossed Romances	Unit 5 Journeys of Transformation	Unit 6 World's End
Writing Genre	Nonfiction Narrative	Argumentative	Informative	Argumentative	Explanatory	Narrative
Launch Text Exemplar Please note: Teacher can choose a different text as an exemplar to immerse students in the genre.	"Music for my Mother"	"The Cost of Survival"	"1963: The Year That Changed Everything"	"Romeo and Juliet: A Tragedy or a Misunderstanding?"	"Gone and Back Again: A Traveler's Advice"	"Dream's Winter"
Essential Question Throughout the unit, students will be exposed to various texts that relate to the essential question.	What does it mean to be "American"?	What does it take to survive?	How can words inspire change?	Do we determine our own destinies?	What can we learn from a journey?	Why do we try to imagine the future?
Performance-Based Assessment This is the same prompt as the Quick Write. This is an option to use as a pre-assessment at the beginning of the unit.	How is an American identity created?	Should people in life-or-death situations be held accountable for their actions?	How do words have the power to provoke, calm, or inspire?	Should the opinions of others affect our own choices or destinies?	When does the journey matter more than the destination?	Which matters more-the present or the future?
Performance Task Writing Focus Models the writing process. It shows elements for each writing genre. Teacher can get ideas for mini lessons.	How does your generation define what it means to be an American today?	Should the narrator of "The Seventh Man" forgive himself for his failure to save K.?	How did the selections in this section affect those who first heard them or read them?	Which has a greater impact on the characters in these texts: destiny or personal choice?	How are personal strengths and weaknesses magnified during the course of a journey at sea?	After the end of the world, how do we begin again?

This document was created in January of 2020. The organization of the Writing Units above is subject to change.

Structure of Writers Workshop

Minilesson

- 10 minutes (whole group)
- Focuses on a specific strategy, skill, or procedure.

Independent Writing

- 25 minutes Middle School / 29 - 30 minutes High School
- Conferring with students individually or small group.

Share

- 5 minutes Middle School / 4 - 5 minutes High School (whole group)
- Sharing work, reflection, clearing up misconceptions

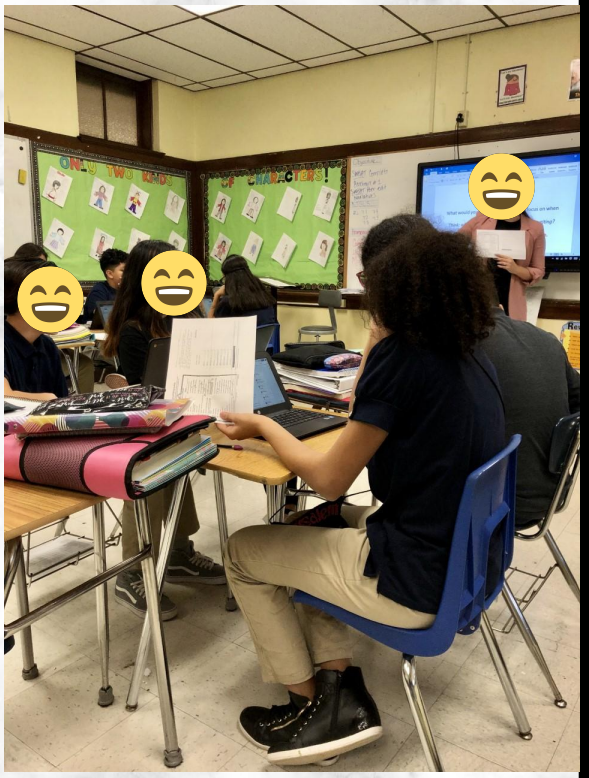
Minilesson Structure

Minilesson should be about 10 minutes in length

- Connection (1 minute)
- Teaching (5 minutes)
- Active Engagement (3 minutes)
- Link (1 minute)

Minilesson

- Minilessons occur every day during writing instruction.
- Teacher models the whole process of writing.
- Purpose is to teach the writer, focusing on a skill.
  (i.e. leads/hook, sensory words, etc.)



Mentor Texts & Modeled Writing

- Teachers are encouraged to write in front of their students, thinking aloud as they compose.
- Teachers can also show students what strategies look like in published books.
- Can use student examples as a model.

myPerspectives Anchor Papers

MODEL

INFORMATIVE: SCORE 2

How Technology is Changing the Way We Work

Technology affects the way we work, in every kind of job and industry. Each different job has its own gadgets and programs and apps that you have to learn. Every day there are more new apps and devices that can do all kinds of things.

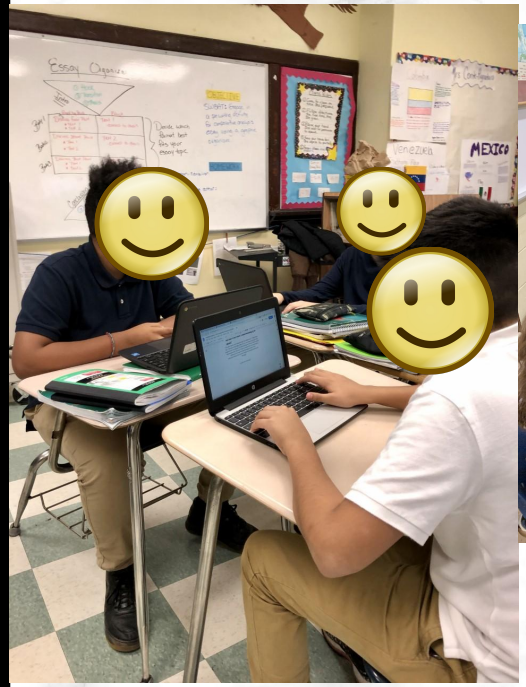
The writer's opening does not clearly introduce the thesis.

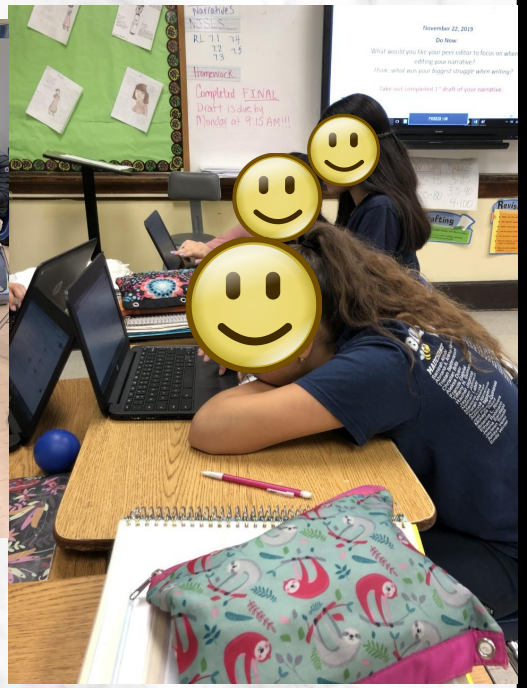
In the past, people went to the office to work. That's not always true today. Now if you have a smart phone, you can check your email wherever you are. You can work at home on a desktop computer. You can work on a laptop in a café or wherever. Or a tablet. Technology makes it so people can work all the time.

It doesn't matter whether the person is on the other side of the world—technology brings you together. Theirs email. Theirs text messaging. You have conference calls. You've got video calling. All these things let people work together wherever they are. And don't forget, today people can access files from the cloud. That helps them work from whatever device they want. More than one person can work on the same file.

The essay is somewhat lacking in organizational structure.

Independent Writing





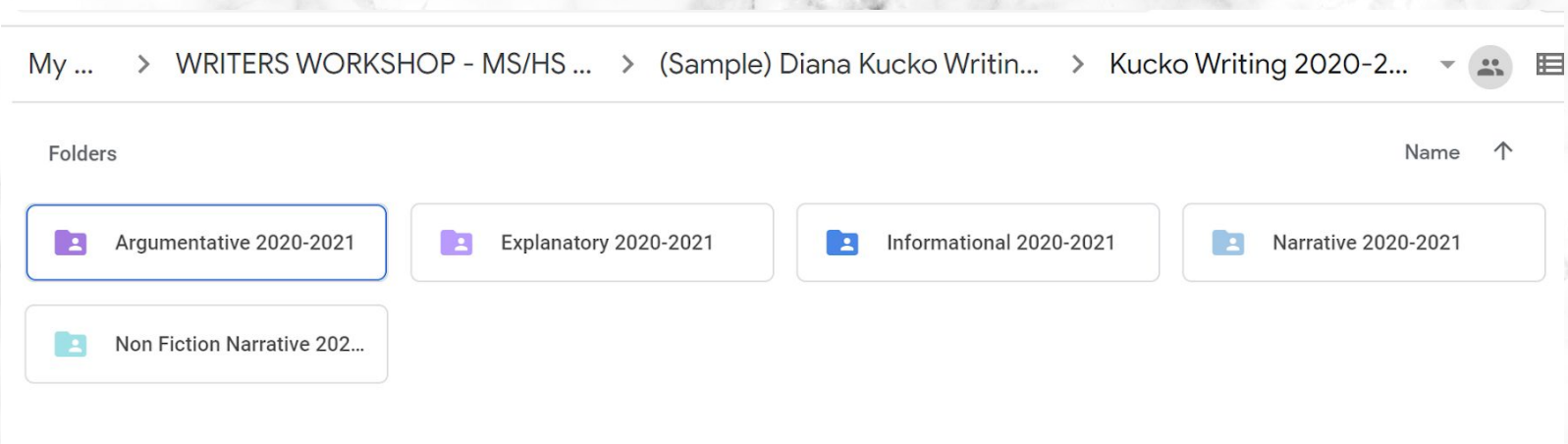
Writers Workshop Video

Turn and Talk

Writer's Digital Notebook

- A collection of writing pieces and a safe place to try out different skills.
- Continual improvement.
- Published piece on Google Drive.
  (and then can be applied and viewed year to year as a reference.)

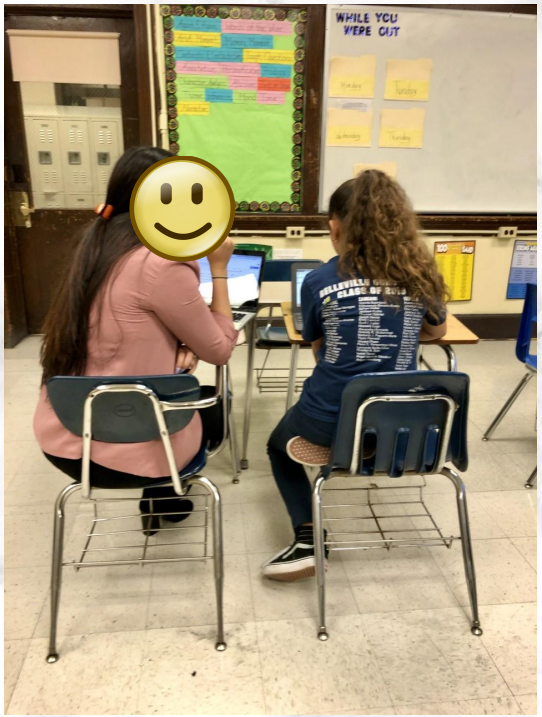
Writer's Digital Notebook

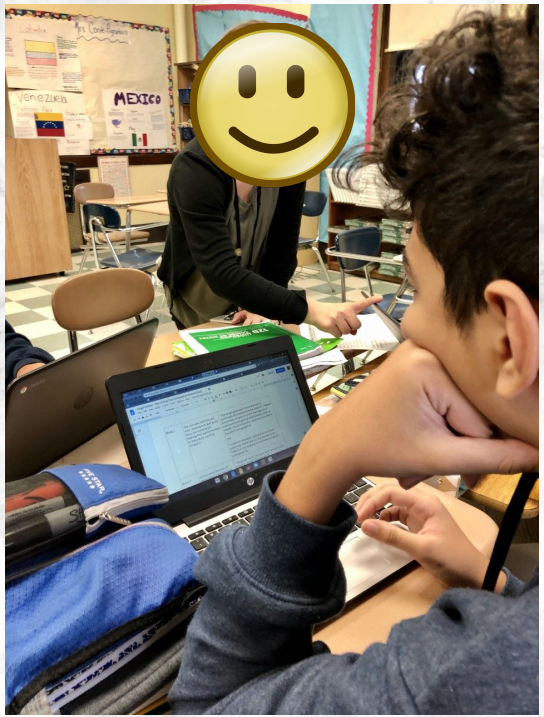


Conferencing

- Goal: individualize instruction
- Meet with all students
- Focus: One skill/strategy deficit
- Assess students' writing development.
- Anecdotal records encouraged

Conferencing





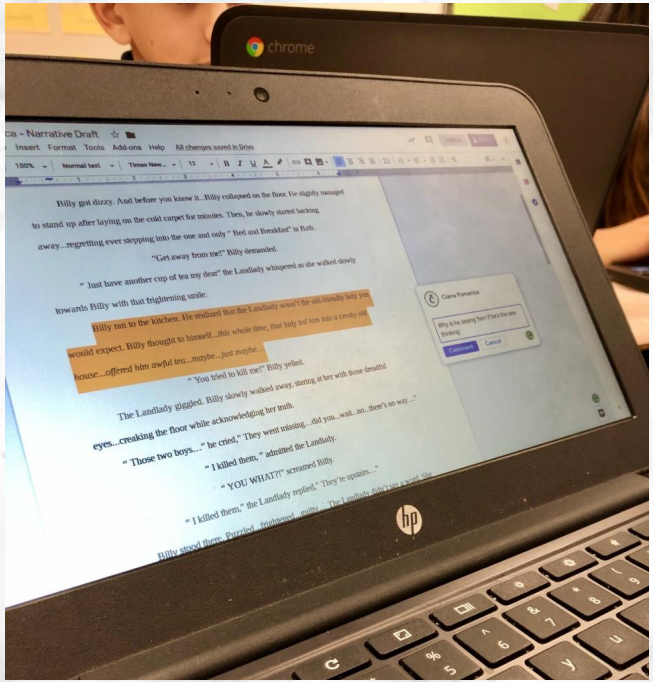
Student Mindset Shift

It's been hopeless. I've never been a good writer. Why bother?	"It might be a rough start, but I can make this writing better by rereading it and thinking about it."
Tell me what to fix.	"This is not clear--yet. I can read it, think about it, and work to make it better writing."

Conferencing Video

Conferencing & Immediate Feedback

- Comments on Google Docs
- Voice Comments
- Still meet with students one-on-one when possible.
- Quick and Quiet feedback



Strategy Groups

- Goal: strengthen skill/strategy students are lacking in to advance their writing
- Grouped by similar skill/strategy needs
- Conference time saver
- Anecdotal Records

Rubrics

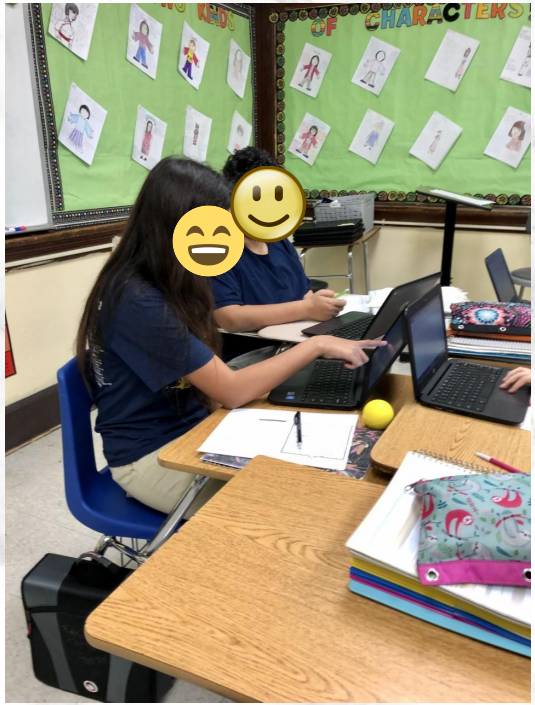
Writing Process Rubric

	4 (10 points)	**3** (9 points)	**2** (8 points)	**1** (7 points)
Generating and Collecting Ideas	Student actively participates in the process of generating and collecting ideas by creating a list of potential writing topics	Student chooses one idea and refuses to explore other options	Student chooses one idea and is not open exploring other options. Student expresses disinterest in the process	Student does not complete the process of generating own ideas. Student has to be assigned an idea for writing
Prewriting	Student completed all components of the brainstorming and planning part of the writing process with attention to detail	Student completed all components of the brainstorming and planning part of the writing process with little attention to detail	Student completed some of the components of the brainstorming and planning part of the writing process with some attention to detail	Student did not complete components of the brainstorming and planning part of the writing process
Drafting	Student completed a well written rough draft that reflected what was completed in the prewriting stage	Students rough draft was completed, only parts of the draft reflected what was completed in the prewriting stage	Student's rough draft was incomplete/ did not reflect what was completed in the prewriting stage	Student did not complete a rough draft/draft was not turned in
Revising and Editing	Student participated in a revision conference by asking questions and discussing suggestions as well as edited for all components. Changes are visible on rough draft and reflected on final draft	Student sat with a peer for a conference and listened to feedback. Student edited for most components, changes are visible on rough draft and reflected on final draft	Student sat next to a peer, but did not have a conference engaging a peer in a discussion. Student edited for a few components, some changes are visible on rough draft and reflected on final draft	Student did not participate in a conference. Student did not edit or revise changes are not visible on rough draft or reflected on final draft
Publishing	Student's final draft reflects the edits made in the editing/revising stage. Final Copy includes title and is neatly typed/written	Student's final draft reflects some of the edits made in the editing/revising stage. Final Copy includes title and is neatly typed/written	Student's final draft does not reflect the edits made in the editing/revising stage. Final Copy includes title and is neatly typed/written	Student's final draft has many editing/revising mistakes. Final may or may not include title and is messy

A quote from Jim Mahoney

"Once the grade is given **'the game is over'** so students don't look at comments."

Editing



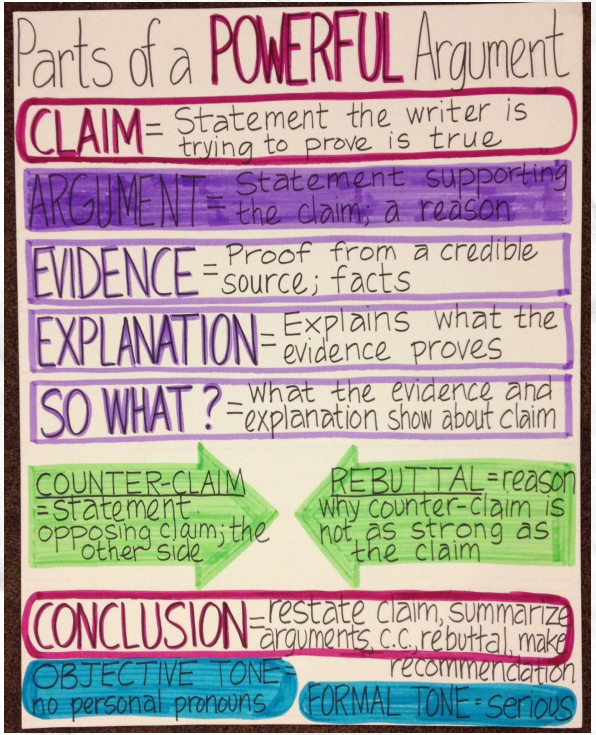
Editing can be...:

- Editing With a Peer
- Editing With a Teacher
- Self- Editing

- Rubric/Checklist Access

- Students encouraged to talk about strengths and areas of improvement

Anchor Chart



- A tool to support instruction.
- Provides a record of skills and strategies taught for reference
- Students should refer to anchor charts while independently writing on a daily basis.
- Digital anchor charts are optional.

Final Thoughts

- "Teach the writer, not the writing."
- Students need clear goals and frequent feedback.
- Use of mentored texts.
- Celebrate small successes.

A quote from Ralph Fletcher and Joann Portalupi

"Students who learn to write well truly have **one of the most powerful tools** imaginable."

Why Use Writers Workshop? - Grade 7 Data

School Evidence Statement Analysis

Grade 7

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

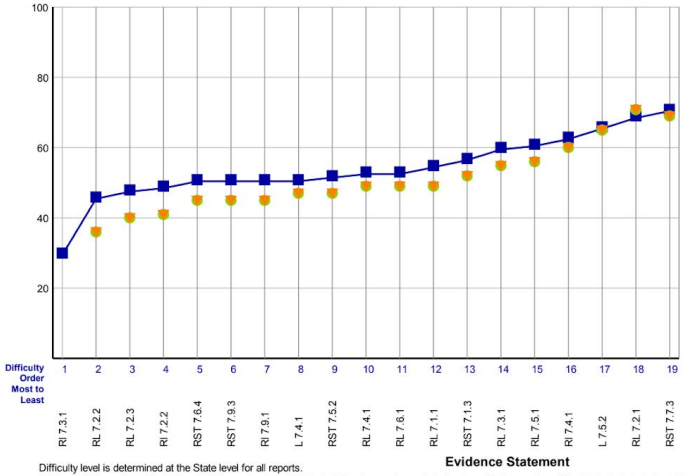
BELLEVILLE MIDDLE SCHOOL
BELLEVILLE PUBLIC SCHOOLS
NEW JERSEY
SPRING 2019

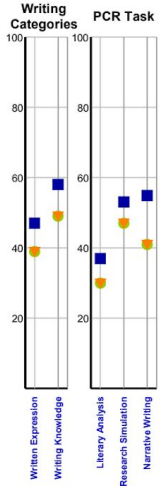
ENGLISH LANGUAGE ARTS
Grade 7 Assessment, 2018–2019

State
District
School

Students with Valid Scores (294)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.

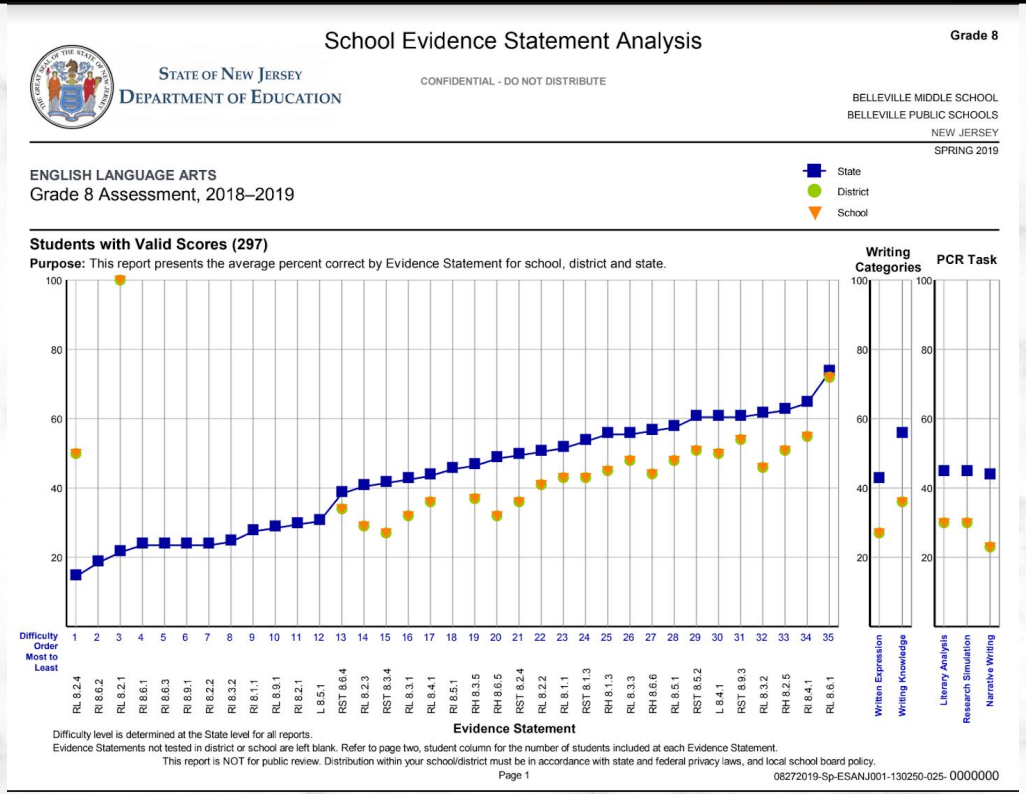




Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank. Refer to page two, student column for the number of students included at each Evidence Statement.
This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

08272019-Sp-ESANJ001-130250-025- 0000000

Why Use Writers Workshop? - Grade 8 Data



School Evidence Statement Analysis

Grade 8

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

BELLEVILLE MIDDLE SCHOOL
BELLEVILLE PUBLIC SCHOOLS
NEW JERSEY
SPRING 2019

ENGLISH LANGUAGE ARTS
Grade 8 Assessment, 2018–2019

State
District
School

Students with Valid Scores (297)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.

Writing Categories

PCR Task

100
80
60
40
20

Difficulty Order Most to Least

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35

RL 8.2.4 RI 8.6.2 RL 8.2.1 RI 8.6.1 RI 8.6.3 RI 8.9.1 RI 8.2.2 RI 8.3.2 RI 8.1.1 RL 8.9.1 RI 8.2.1 L 8.5.1 RST 8.6.4 RL 8.2.3 RST 8.3.4 RL 8.3.1 RL 8.4.1 RI 8.5.1 RH 8.3.5 RH 8.6.5 RST 8.2.4 RL 8.2.2 RL 8.1.1 RST 8.1.3 RH 8.1.3 RL 8.3.3 RH 8.6.6 RL 8.5.1 RST 8.5.2 L 8.4.1 RST 8.9.3 RL 8.3.2 RH 8.2.5 RI 8.4.1 RL 8.6.1

Written Expression
Writing Knowledge

Literary Analysis
Research Simulation
Narrative Writing

Evidence Statement

Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank. Refer to page two, student column for the number of students included at each Evidence Statement.
This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Page 1

08272019-Sp-ESANJ001-130250-025- 0000000

Why Use Writers Workshop?- Grade 9 Data

School Evidence Statement Analysis

Grade 9

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

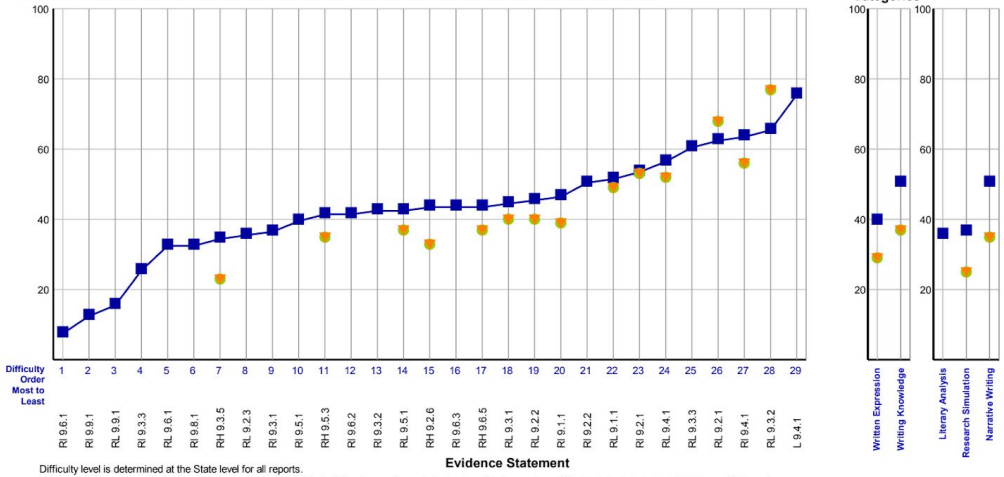
BELLEVILLE HIGH SCHOOL
BELLEVILLE PUBLIC SCHOOLS
NEW JERSEY
SPRING 2019

ENGLISH LANGUAGE ARTS
Grade 9 Assessment, 2018–2019

State
District
School

Students with Valid Scores (349)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank. Refer to page two, student column for the number of students included at each Evidence Statement.
This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

08272019-Sp-ESANJ001-130250-020- 0000000

Why Use Writers Workshop?- Grade 10 Data

School Evidence Statement Analysis

Grade 10

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

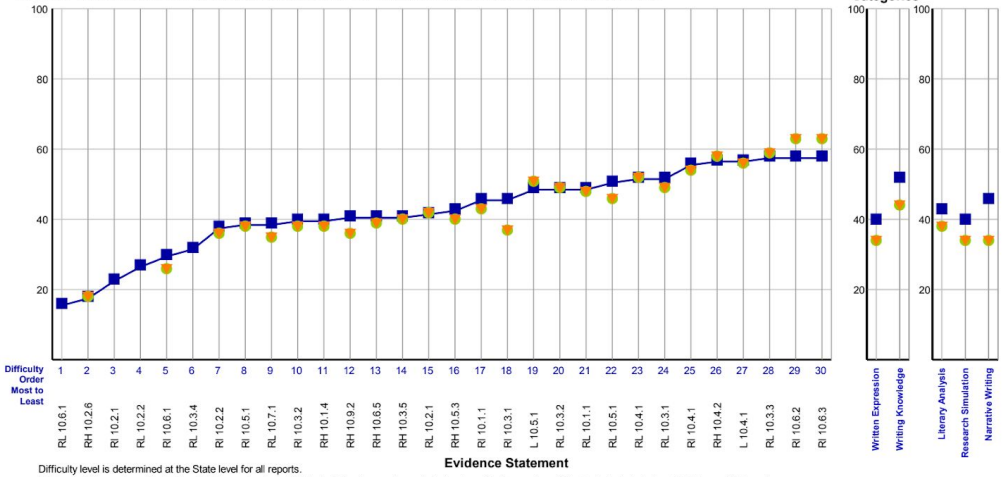
BELLEVILLE HIGH SCHOOL
BELLEVILLE PUBLIC SCHOOLS
NEW JERSEY
SPRING 2019

ENGLISH LANGUAGE ARTS
Grade 10 Assessment, 2018–2019

State
District
School

Students with Valid Scores (317)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank. Refer to page two, student column for the number of students included at each Evidence Statement.
This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

08272019-Sp-ESANJ001-130250-020- 0000000

Questions

Pop Quiz

Kahoot!

Join here:
www.kahoot.it

Thank You

Use your camera to scan
the QR Code