



Georgia Association of Educational Leaders



# GAEL Literacy Leadership Institute II Day Four



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## Day Four Agenda

9:00-9:10-Welcome

9:10-9:55-Analysis of Writing Instruction

9:55–10:30-Effective Prewriting Strategies

10:30-10:45-Break

10:45-11:25-Drafting Writing

11:25-12:00-Proofreading Strategies

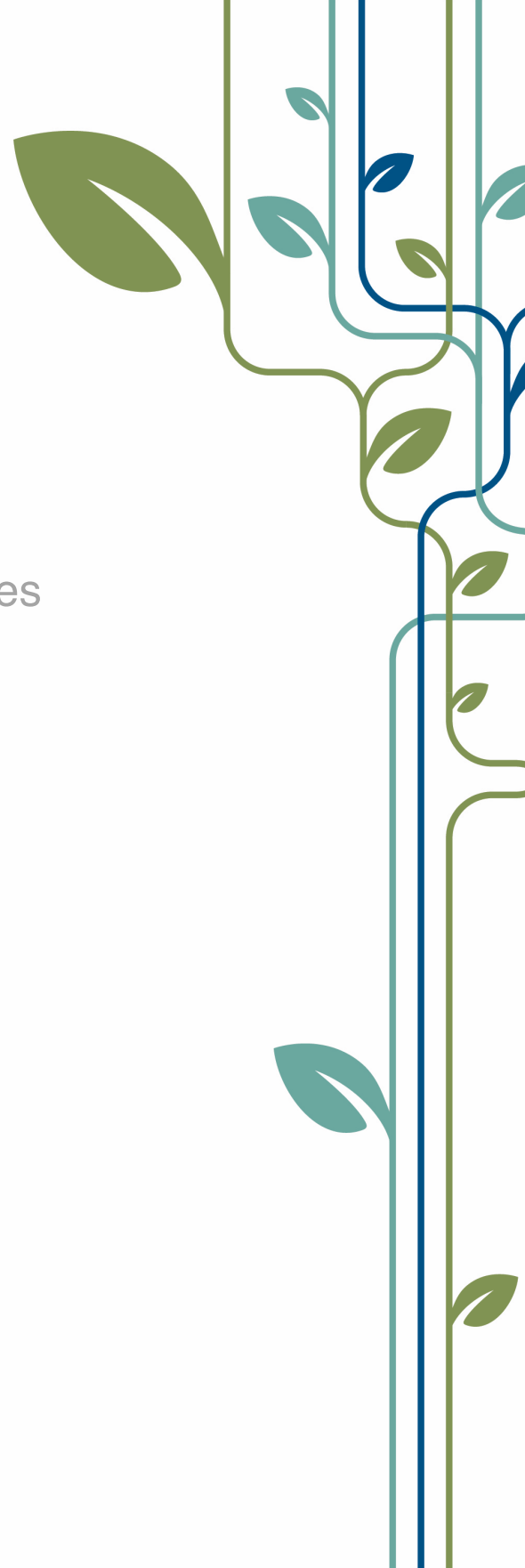
12:00-1:00-Lunch

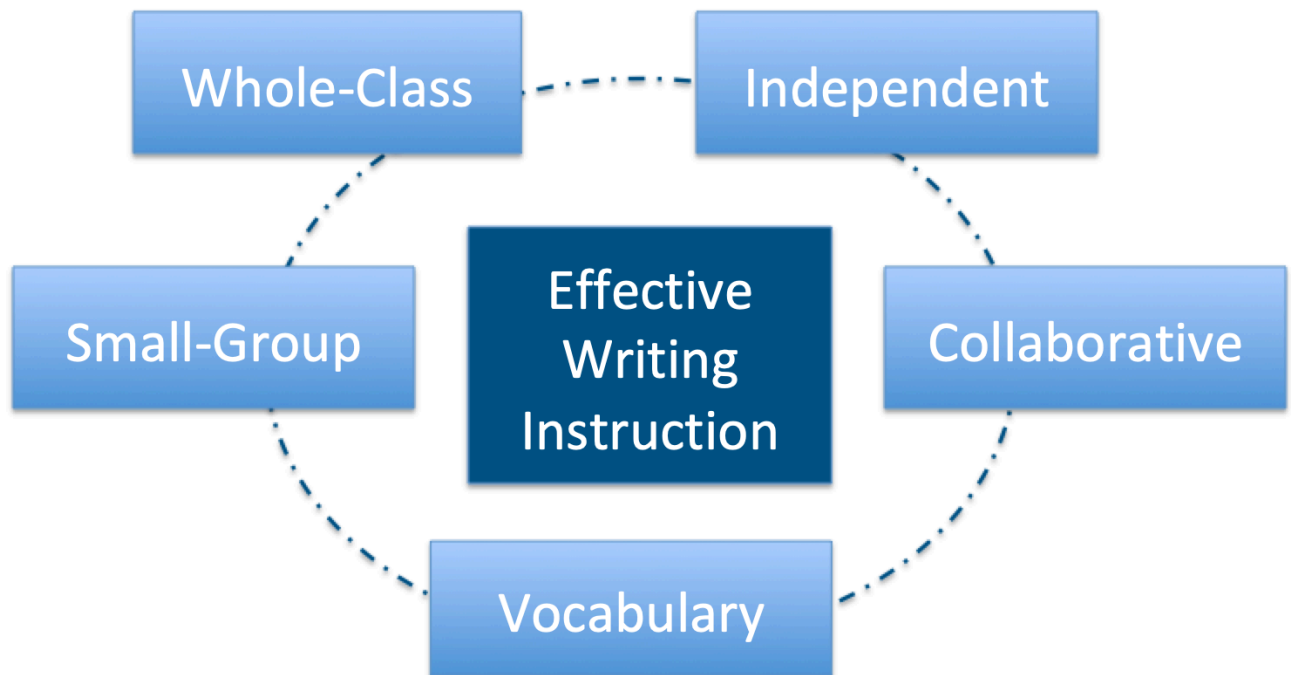
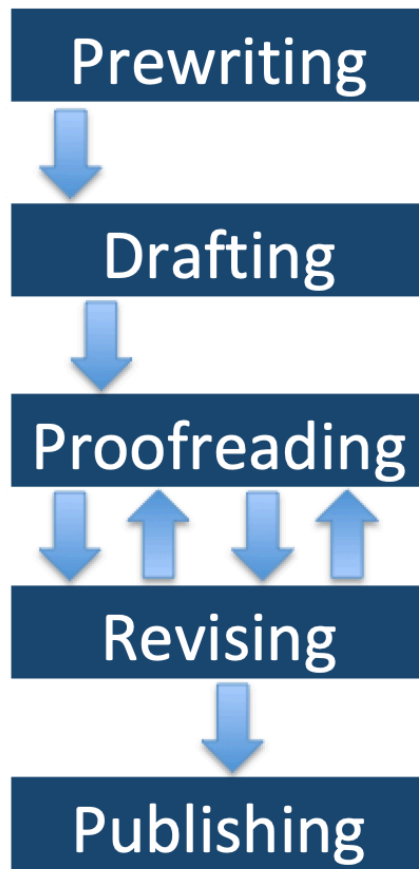
1:00-1:45-Revision Techniques

1:45-2:00-Break

2:00-2:45-Publishing Ideas

2:45-3:00—Closing/Questions







# HESS COGNITIVE RIGOR MATRIX (WRITING/SPEAKING CRM):

Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions



Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>o Complete short answer questions with facts, details, terms, principles, etc. (e.g., label parts of diagram)</li> </ul>	Use these Hess CRM curricular examples with most writing and oral communication assignments or assessments in any content area.		
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>o Describe or define facts, details, terms, principles, etc.</li> <li>o Select appropriate word/phrase to use when intended meaning/definition is clearly evident</li> <li>o Write simple complete sentences</li> <li>o Add an appropriate caption to a photo or illustration</li> <li>o Write "fact statements" on a topic (e.g., spiders build webs)</li> </ul>	<ul style="list-style-type: none"> <li>o Specify, explain, show relationships; explain why, cause-effect</li> <li>o Provide and explain non-examples and examples</li> <li>o Take notes; organize ideas/data (e.g., relevance, trends, perspectives)</li> <li>o Summarize results, key concepts, ideas</li> <li>o Explain central ideas or accurate generalizations of texts or topics</li> <li>o Describe steps in a process (e.g., science procedure, how to and why control variables)</li> </ul>	<ul style="list-style-type: none"> <li>o Write a multi-paragraph composition for specific purpose, focus, voice, tone, &amp; audience</li> <li>o Develop and explain opposing perspectives or connect ideas, principles, or concepts using supporting evidence (quote, example, text reference, etc.)</li> <li>o Develop arguments of fact (e.g., Are these criticisms supported by the historical facts? Is this claim or equation true?)</li> </ul>	<ul style="list-style-type: none"> <li>o Use multiple sources to elaborate on how concepts or ideas specifically draw from other content domains or differing concepts (e.g., research paper, arguments of policy – should this law be passed? What will be the impact of this change?)</li> <li>o Develop generalizations about the results obtained or strategies used and apply them to a new problem or contextual scenario</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>o Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, or word use</li> <li>o Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>o Use context to identify/infer the intended meaning of words/phrases</li> <li>o Obtain, interpret, &amp; explain information using text features (table, diagram, etc.)</li> <li>o Develop a (brief) text that may be limited to one paragraph, précis</li> <li>o Apply basic organizational structures (paragraph, sentence types, topic sentence, introduction, etc.) in writing</li> </ul>	<ul style="list-style-type: none"> <li>o Revise final draft for meaning, progression of ideas, or logic chain</li> <li>o Apply internal consistency of text organization and structure to a full composition or oral communication</li> <li>o Apply a concept in a new context</li> <li>o Apply word choice, point of view, style, rhetorical devices to impact readers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>o Select or devise an approach among many alternatives to research and present a novel problem or issue</li> <li>o Illustrate how multiple themes (historical, geographic, social) may be interrelated within a text or topic</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> <li>o Decide which text structure is appropriate to audience and purpose (e.g., compare-contrast, proposition-support)</li> <li>o Determine appropriate, relevant key words for conducting an Internet search or researching a topic</li> </ul>	<ul style="list-style-type: none"> <li>o Compare/contrast perspectives, events, characters, etc.</li> <li>o Analyze/revise format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different print and non-print texts</li> <li>o Distinguish: relevant-irrelevant information; fact/opinion (e.g., What are the characteristics of a hero's journey?)</li> <li>o Locate evidence that supports a perspective/differing perspectives</li> </ul>	<ul style="list-style-type: none"> <li>o Analyze interrelationships among concepts/ issues/problems in a text</li> <li>o Analyze impact or use of author's craft (literary devices, viewpoint, dialogue) in a single text</li> <li>o Use reasoning and evidence to generate criteria for making and supporting an argument of judgment (Was FDR a great president? Who was the greatest ball player?)</li> <li>o Support conclusions with evidence</li> </ul>	<ul style="list-style-type: none"> <li>o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, or time periods</li> <li>o Analyze complex/abstract themes, perspectives, concepts</li> <li>o Gather, analyze, and organize multiple information sources</li> <li>o Compare and contrast conflicting judgments or policies (e.g., Supreme Court decisions)</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!		<ul style="list-style-type: none"> <li>o Evaluate validity and relevance of evidence used to develop an argument or support a perspective</li> <li>o Describe, compare, and contrast solution methods</li> <li>o Verify or critique the accuracy, logic, and reasonableness of stated conclusions or assumptions</li> </ul>	<ul style="list-style-type: none"> <li>o Evaluate relevancy, accuracy, &amp; completeness of information across multiple sources</li> <li>o Apply understanding in a novel way, provide argument or justification for the application</li> <li>o Critique the historical impact (policy, writings, discoveries, etc.)</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> <li>o Brainstorm facts, ideas, concepts, problems, or perspectives related to a topic, text, idea, issue, or concept</li> </ul>	<ul style="list-style-type: none"> <li>o Generate conjectures, hypotheses, or predictions based on facts, observations, evidence/observations, or prior knowledge and experience</li> <li>o Generate believable "grounds" (reasons) for an opinion-argument</li> </ul>	<ul style="list-style-type: none"> <li>o Develop a complex model for a given situation or problem</li> <li>o Develop an alternative solution or perspective to one proposed (e.g., debate)</li> </ul>	<ul style="list-style-type: none"> <li>o Synthesize information across multiple sources or texts in order to articulate a new voice, alternate theme, new knowledge or nuanced perspective</li> </ul>

## Coaching Conversation

Teacher Name	
Goal	
Observation Day and Time	
Summary of Collaborative Conversation	
Resources Shared	
Action Steps	



## Literary Mentor Text Reflection

<b>Summarize the text</b>	
<b>Point of View</b>	What point of view was used by the writer? Why do you feel the author used that point of view? How would the piece of writing change if the author used a different point of view?
<b>Narrative Structure</b>	Describe the narrative structure. How did the author use setting, plot, character development, foreshadowing, etc.? Why do you think the writer chose that particular narrative structure?
<b>Word Choice</b>	What do you notice about the writer's word choice? What are some words and/or phrases they have used effectively? Why do you think they chose these words?
<b>Writing Technique</b>	What is another writing technique used by the writer? Some techniques to consider: metaphor, simile, rhetorical questions, emotive language, hyperbole, personification, colloquial language. How did the writer effectively use this technique?
<b>Lead</b>	How did the writer capture the attention of the audience in the first part of the text? Why do you think the writer chose that technique? Was it effective?
<b>Ending</b>	What technique did the writer use at the end of the text? Why do you think the writer chose that technique? Was it effective?
Consider the entire piece of writing. What techniques have you successfully used in your own writing? Additionally, how can you apply some of the new techniques to your writing?	

## Informational Mentor Text Reflection

<b>Summarize the text</b>	
<b>Perspective</b>	From what perspective is the text written? How might the text change if it were written from a different perspective?
<b>Text Structure</b>	Describe the text structure. Some text structures to consider: description, cause and effect, comparison and contrast, problem and solution, order and sequence. Why do you think the writer chose that particular text structure?
<b>Word Choice</b>	What do you notice about the writer's word choice? What are some words and/or phrases they have used effectively? Why do you think they chose these words?
<b>Writing Technique</b>	What is another writing technique used by the writer? Some techniques to consider: factual information, formal tone, technical vocabulary, diagrams, etc. How did the writer effectively use this technique?
<b>Lead</b>	How did the writer capture the attention of the audience in the first part of the text? Why do you think the writer chose that technique? Was it effective?
<b>Ending</b>	What technique did the writer use at the end of the text? Why do you think the writer chose that technique? Was it effective?
Consider the entire piece of writing. What techniques have you successfully used in your own writing? Additionally, how can you apply some of the new techniques to your writing?	

## The Zebra and the Giraffe

by Shreya Sharma

Once upon a time, there was a zebra and a giraffe who were best of friends. Both of them had unique qualities. The giraffe was showing off to the zebra because he had a long neck and he could eat the leaves off the trees. So, the zebra got mad and tried to eat the leaves off the trees, too. But he was too short.

One day, the giraffe challenged the zebra. The giraffe was showing off to the zebra because he had a long neck and he could eat the leaves off the trees. The zebra thought that there was nothing that he could not do. But at the same time, he was jealous of his dear friend. So, the zebra got mad and tried to eat the leaves off the trees, too. But he was too short.

Then, the zebra remembered that he could do things that the giraffe could not do. So, he started to show off in front of the giraffe and was showing him how fast he could run. This made the giraffe jealous. Then the giraffe tried to run as fast as the zebra but all his efforts were in vain. The giraffe and the zebra remembered that they were two different animals and both of them could do things that the other could not. So, then the giraffe and the zebra came to an agreement and they stopped trying to do things they knew they could not do. Then, they became best friends all over again.

Retrieved from <https://www.bedtimeshortstories.com>



## Analysis of Writing Protocol

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**Overview:** This protocol has multiple users. It is great for processing ideas.

**Number of Participants:** The ideal group size is 3-5. If there are a large number of participants, you may want to consider breaking into two smaller groups.

**Time Required:** One group can complete this protocol in 30 minutes; larger groups may take more time.

### **Steps (suggested time based on a 30---minute session):**

*Step 1: Identifying Significant Ideas (3 minutes).* Each participant silently reads writing rubric and analyzes the writing piece for the specific rubric item.

*Step 2: Sharing, Round 1 (4 minutes)*

- In a minute or less, one member shares his or her significant thought but does not elaborate on it. Complete this until everyone has a chance to share.
- The other participants have one minute to respond to the thoughts of others.
- The first participant (owner of the writing piece) has two or three minutes to respond to and build on what the others in the group said.
- Complete until all areas of the rubric have been discussed.

*Step 3 (Optional): Open Discussion.* If participants wish, they can have an open discussion about what came up during step 2.

*Step 4: Debriefing (5 minutes).* Participants discuss how well the protocol worked.

## Engagement Strategies

Strategy	Description
Line Up	Students stand in two parallel lines, facing each other. The teacher gives them a prompt and a certain amount of time to share their answer. Teacher cues students to move down the line to another partner.
Chalkboard Splash	Students read a prompt. Then they move around the room and write their answer to promote on a whiteboard or poster paper.
Ranking	Give students certain criteria prior to reading material. Students share how they ranked the material and why.
Write-Pair-Share	Students quickly write their response to a question. After a certain amount of time, they share it with a partner.
Numbered Heads	Students in a group number off. When a questions is asked, the teacher asked a certain number in the group to respond.
Quick Draw	Teacher chooses a major concept from reading and gives students a small amount of time to illustrate a connection to that concept. Students share their drawings with a partner.
Stand Up, Hand Up, Pair Up	Students stand, hold their hand in the air, pair up with another student, and share their response to a prompt. After a short period of time, the teacher cues students to move to a different student.
Networking Sessions	Students work in groups of four to brainstorm answers to prompts. Then, half of one group moves to work with half of another group to see how their thoughts differ, Students bring ideas back to their original groups,.
Boards Up!	Students write their answers to a certain prompt on a whiteboard. When time is up, students share their responses with others in their groups. The group decides which response is the best and why. Then, students share their best response with the class.
Chunking	Teacher chunks reading material, giving students stopping points in a text they are to read. At those stopping points, students summarize their thinking.
Let's Talk	Students use sentence starters as they build on a conversation with each other,

## Prewriting Strategies

Strategy	Explanation
Freewriting	-Students write freely about whatever comes to mind without regard during the flow for punctuation, spelling, mechanics, grammar, or usage.
Cubing	-Students quickly shift perspectives on a topic, usually a thing, by describing it; associating it with an experience, person or event; applying it in some way; analyzing it by breaking it into parts; comparing to and/or contrasting with something; arguing for or against it.
Trigger Words	-Teacher calls out a word and everyone writes words, phrases, sentences or anything else that comes to mind. -The idea is to jog the memory with carefully chosen words. -Can serve as both a warm-up strategy and a strategy for finding an idea
Dialogue	-Students take an assigned topic and create a hypothetical conversation between two or more people about the topic.
Writing Roulette	-Students work in a group to complete prewriting together. -Usually used to focus on a certain element of writing such as voice, tone, style, etc
Sentence Stubs	-Students finish open-ended pieces of sentences. -These sentence stubs are meant to spark enough interests so that more writing follows. -Should be used sparingly
Journal Writing	-Used as a spot for students to share their thoughts about writing -Allows for students authentic voice when implemented correctly. -To be successful, the purpose for journals and journal writing need to be well-established.
Webbing	-A versatile strategy that helps students organize their thoughts by connecting all ideas to a core idea
Brainstorming	-A collaborative prewriting strategy -Students call out what they associate with the prompt. -Students build on the thoughts of their classmates
Listing	-Students make several list associated with the writing topic and then study their compilations in search of connections
Drawing/Doodling	-Students create visual images associated with their views of a prompt



**File Name: N3R My Lost Kittens**

**Narrative**

**Grade 3**

**Revised and Edited for Student Use**

### **My Lost Kittens**

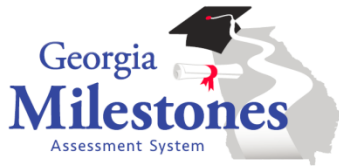
One sunny day, my mom and I took our kittens for a walk around our house. The kittens were very excited because it was their first time. My kittens' names are Flounder and Aerial. Aerial is a girl and Flounder is a boy with a circle on his side. They are both the colors yellow and white.

When we took the kittens outside, we had to be very careful so they would not get loose. Then a car drove by. It scared them and they ran. Their harnesses got loose and they went into the woods. We went inside to put away the harnesses and the leashes. Then we went back outside to look for them in the woods. We looked left and right, but we couldn't find them. We went back home to make signs to put up that said: LOST KITTENS: yellow and white, call 569-9823. We were very sad.

After a few months, still no one could find them. But, when we were looking for them, the kittens were looking for us! They really wanted to find their way home. The kitten asked a cat named Shadow for help. Shadow said, "Your family lives next door, but they are not home they are on vacation." Shadow brought them inside to Theresa. When Theresa saw them, she knew who they lived with. Theresa took care of them until

we came home. She called us and said, "I have a surprise for you!!" I thought that she had found our kittens!

When we went over to her house, we followed her up to the bedroom and saw a cage. When she opened the door, we saw our kittens in it. We were so happy that we went right over and unlocked it. The kittens ran out of the cage and over to us. We took them home and thanked Theresa. We were very happy to see them, and they were happy to see us too!



## Georgia Milestones Assessment System

### Grade 3

#### FOUR-POINT HOLISTIC RUBRIC: NARRATIVE GENRE

Writing Trait	Points	Criteria
<p><i>This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student’s response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally</li> <li>• Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations</li> <li>• Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>• Provides a sense of closure that follows from the narrated experiences or events</li> <li>• Integrates ideas and details from source material effectively</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning*</li> </ul>
	3	<p><i>The student’s response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters</li> <li>• Organizes events in a clear, logical order</li> <li>• Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations</li> <li>• Uses words and/or phrases to indicate sequence</li> <li>• Provides an appropriate sense of closure</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has a few minor errors in usage and/or conventions with no significant effect on meaning*</li> </ul>
	2	<p><i>The student’s response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character</li> <li>• Organizes events in a sequence but with some gaps or ambiguity</li> <li>• Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations</li> <li>• Uses occasional signal words to indicate sequence</li> <li>• Provides a weak or ambiguous sense of closure</li> <li>• Attempts to integrate ideas or details from source material</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning*</li> </ul>

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Response is a summary of the story</li> <li>• Provides a weak or minimal introduction of a situation or a character</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations</li> <li>• Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order</li> <li>• Provides a minimal or no sense of closure</li> <li>• May use few, if any, ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

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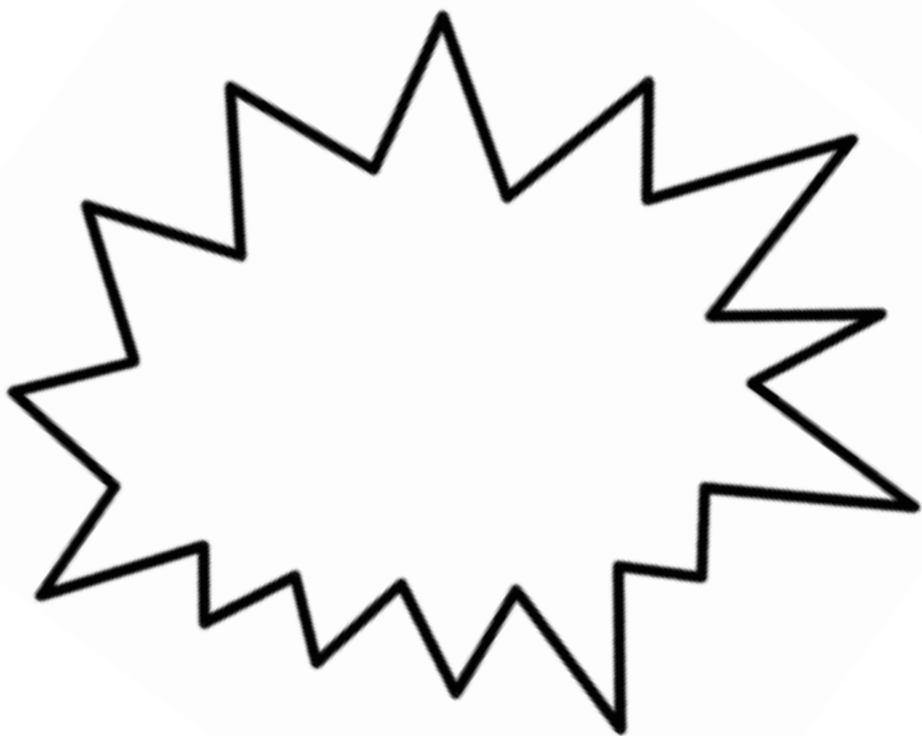
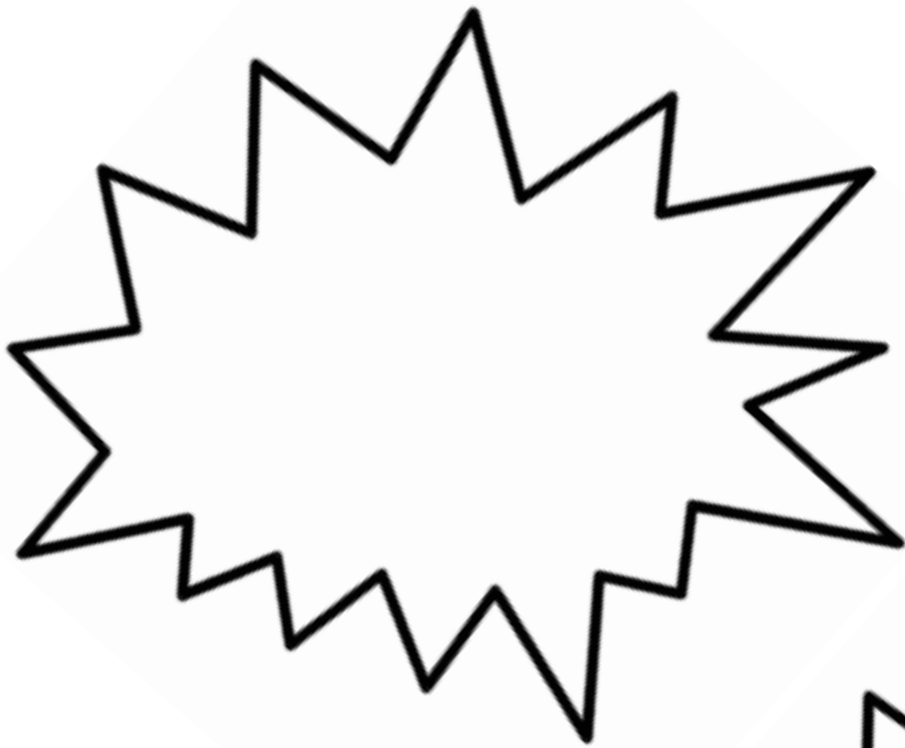
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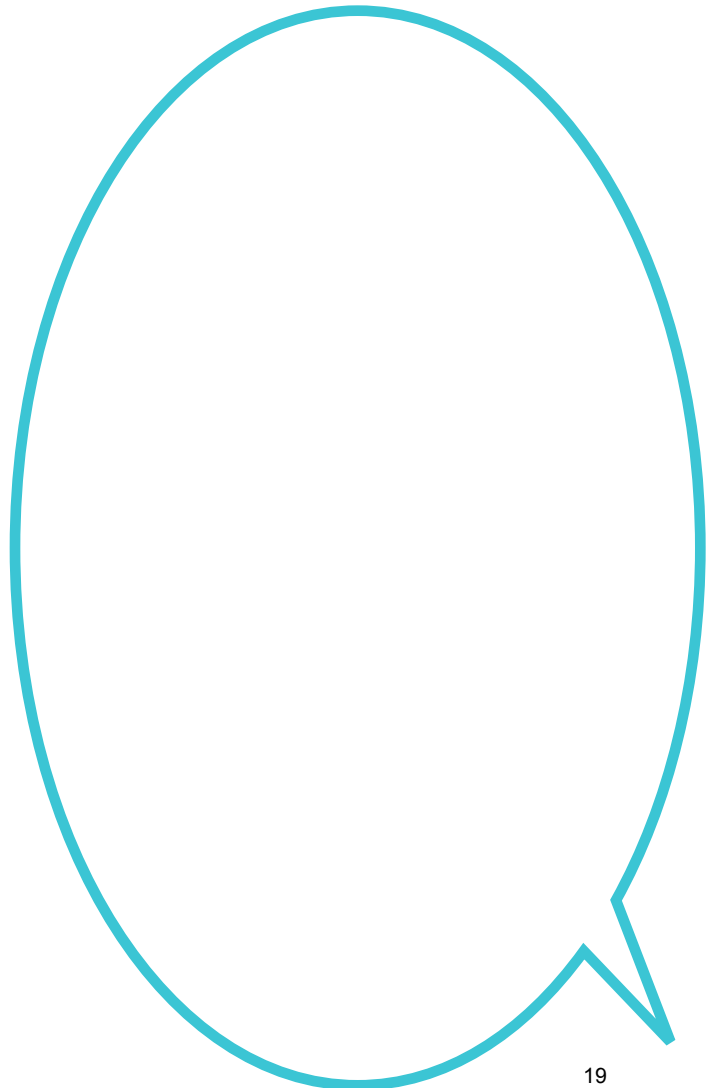
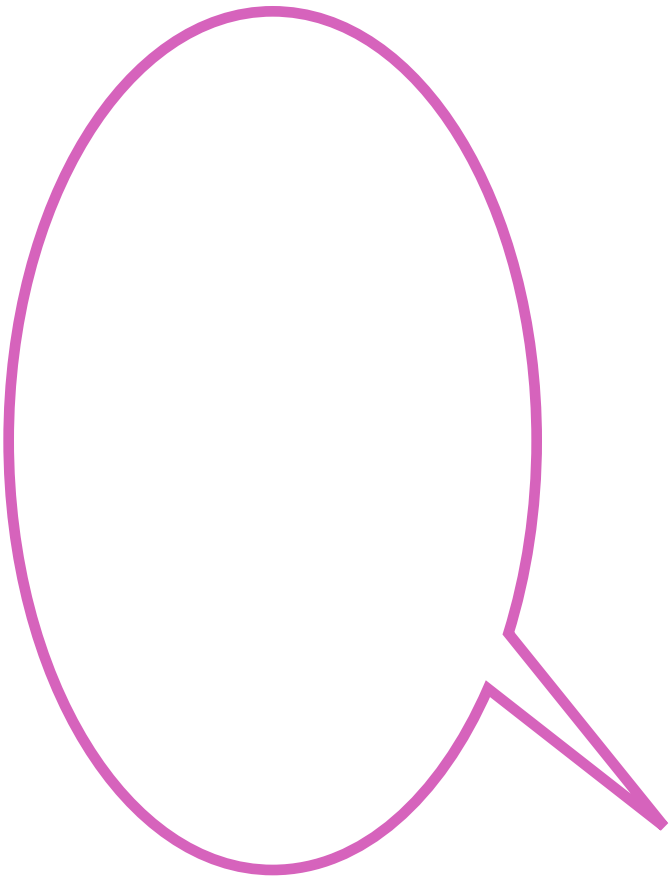
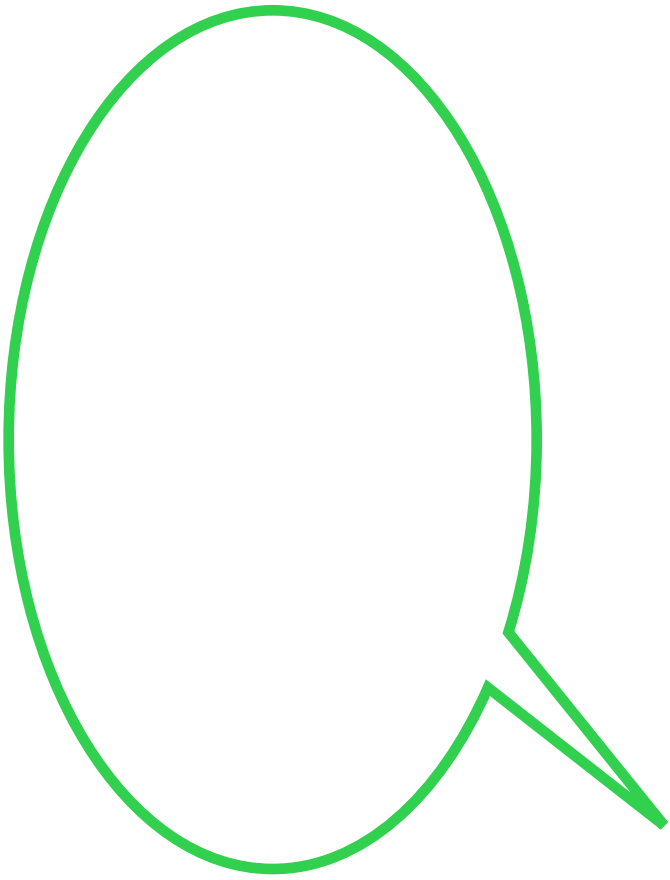
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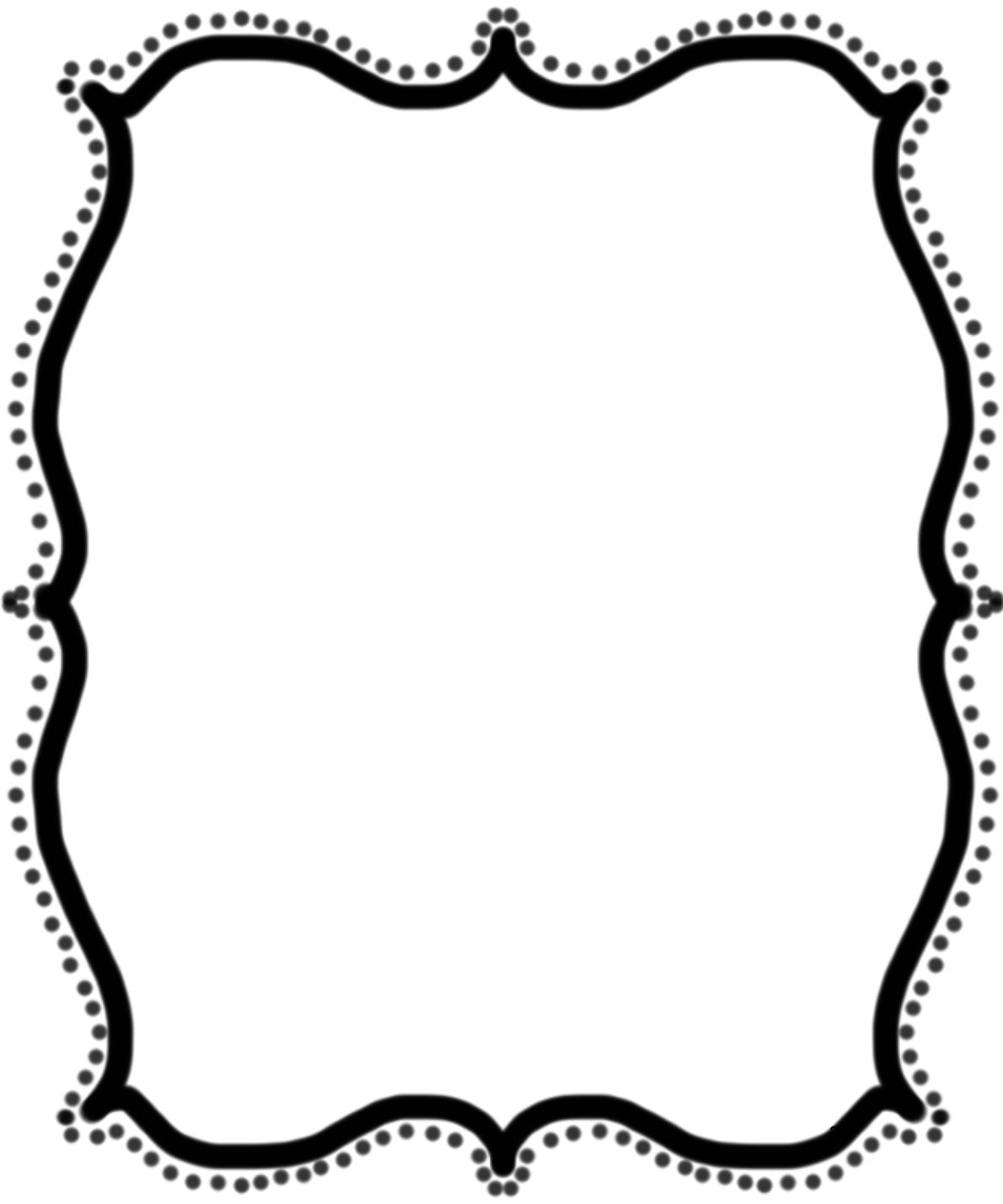


Literacy Walk-through Tool					
Teacher:		Date:		Time:	
Standard Taught					
Students Writing		Teacher Writing		Literacy-Rich Environment	
Stage of Writing					
Pre-Writing	Drafting	Revising	Proofreading	Publishing	
Method of Teaching					
Whole-Class		Collaborative		Independent	Small-Group
Social-Emotional Learning					
Self-Awareness	Relationships	Social Awareness	Responsible Decision-Making		Self-Management
Engagement					
Cognitive		Behavioral		Emotional	
Rigor					
Task			Discussion		
Relevance					
Task			Devices		
Student Feedback			Additional Thoughts		









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Brainstorming	-A collaborative prewriting strategy -Students call out what they associate with the prompt. -Students build on the thoughts of their classmates
Listing	-Students make several list associated with the writing topic and then study their compilations in search of connections
Drawing/Doodling	-Students create visual images associated with their views of a prompt

Read the sentences from the story.

“The other windows are closed,” Carlos reported, “but I can still solve this mystery.”

“How?” asked Angela, curious about her brother’s next plan. Carlos always had imaginative ideas.

“Buddy really likes you,” Carlos stated, staring at the contented cat in Angela’s arms. “If you go inside and call him, Buddy will want to come and see you. I’ll follow him and discover his secret entrance.”

“That’s a good idea,” Angela admitted. Reluctantly, she gently placed the cat in the grass and walked inside.

Taking a deep breath, she began calling Buddy’s name.

Rewrite this part of the story using more descriptive details. Think about how Angela and Carlos felt as well as what they saw, smelled, and heard.



“The other windows are tightly closed. I can’t budge them,” Carlos reported. He tapped his foot on the ground and said, “But I can still solve this mystery.”

Angela stroked Buddy’s soft fur and felt the vibrations of his purr under her hand. “How?” she asked, curious about her brother’s next plan. Carlos always had the most imaginative ideas.

“Buddy really likes you,” Carlos stated. “If you go inside and call him sweetly, Buddy will run to come and see you. I’ll creep behind him and discover his secret entrance.”

“That’s a good idea,” Angela sadly admitted. She reluctantly set him gently in the fresh smelling grass.

She walked inside, took a deep breath, and began calling Buddy’s name.

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The windows are super closed. I can still find out what happens, Carlos said.

Angela pet the cat. How? she asked.

Carlos said for her to call Buddy and that he’d come to her.

Angela put him down and said his name.

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“The other windows are closed. I can’t move them. Buddy could not open them,” Carlos said. He thought to himself. He said, “But I can still solve this mystery.”

Angela pet Buddy. “How?” she asked. Carlos had good ideas.

“Buddy likes you,” Carlos stated. “Call him. I’ll follow him”

“That’s a good idea,” Angela said. She set Buddy down and began calling his name.

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“The other windows are tightly closed. I can’t budge them, so I doubt Buddy could have opened them,” Carlos reported. He tapped his foot on the ground and said, “But I can still solve this mystery.”

Angela stroked Buddy’s soft fur and felt the vibrations of his purr under her hand. “How?” she asked, extremely curious about her brother’s next plan. Carlos always had the most imaginative and brilliant ideas.

“Buddy really likes you,” Carlos stated, reaching out to scratch the cat behind the ears. “If you go inside and call him sweetly, Buddy will run quickly to come and see you. I’ll creep behind him and discover his secret entrance.”

“That’s a good idea,” Angela sadly admitted. She didn’t really want to find out how Buddy got in, but she reluctantly set him gently in the fresh-smelling grass. She walked inside, took a deep breath, and began calling Buddy’s name.