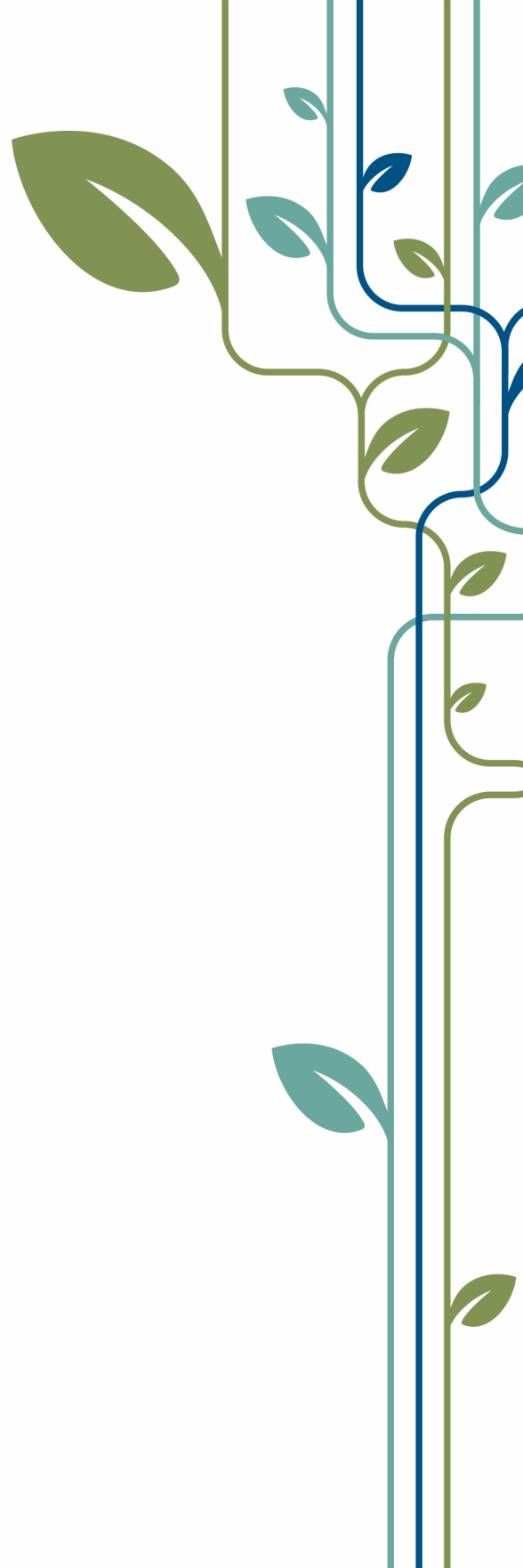




Georgia Association of Educational Leaders

# Literacy Leadership Institute I Day Five



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## Day Five Agenda

9:00-9:10-Welcome

9:10-9:30-Coaching Writing Instruction

9:30-9:55-Whole-Class Writing Instruction

9:55-10:30-Small-Group Writing

10:30-10:45-Break

10:45-11:25-Collaborative Writing

11:25-12:00-Independent Writing

12:00-12:45-Lunch

12:45-1:00-Updates from GADOE

1:00-2:15-Revising and Publishing Writing

2:15-2:30-Closing/Questions



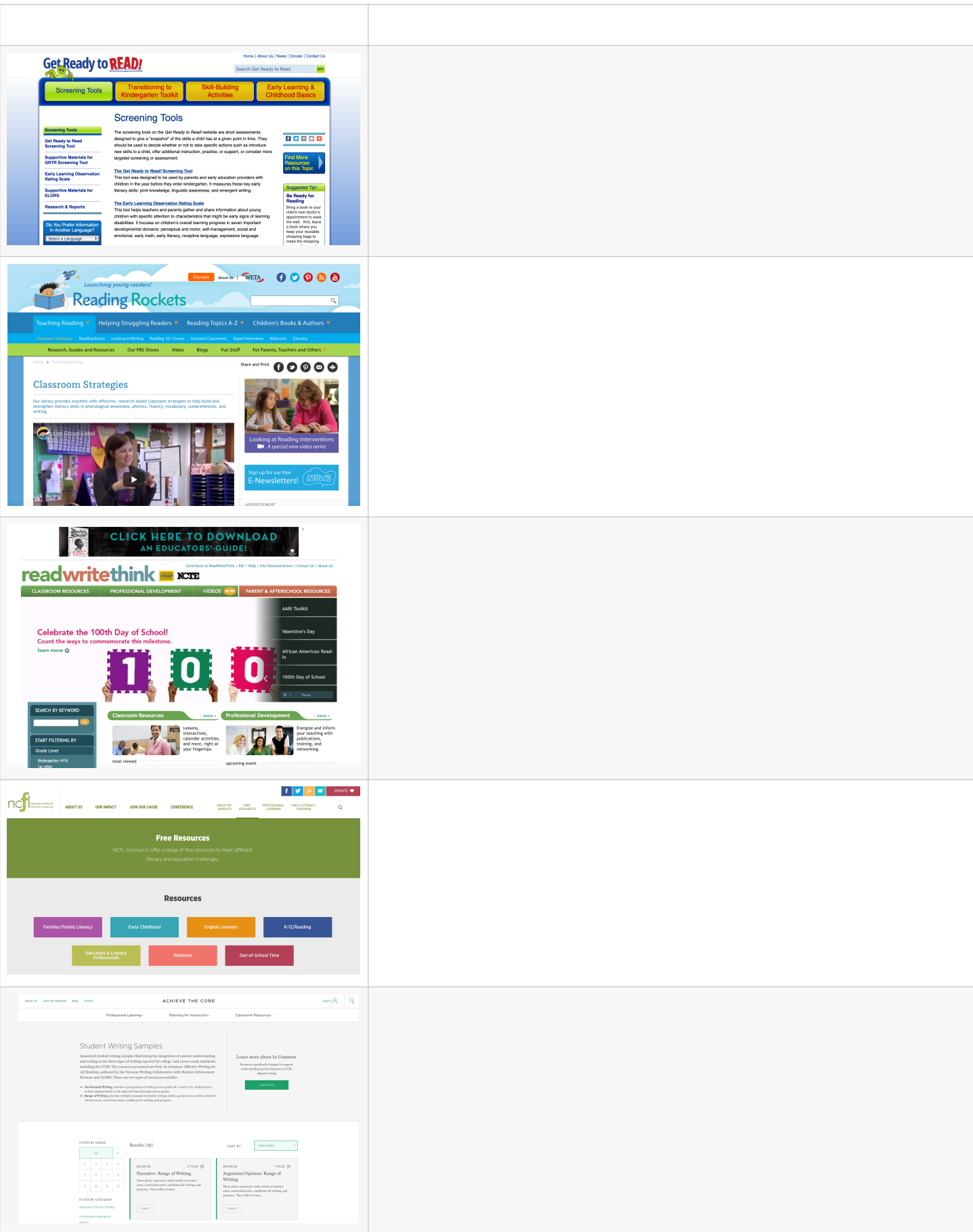
# HESS COGNITIVE RIGOR MATRIX (WRITING/SPEAKING CRM):



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
Use these Hess CRM curricular examples with most writing and oral communication assignments or assessments in any content area.				
<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>	<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>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 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>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 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>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	<ul style="list-style-type: none"> <li>o "UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!</li> </ul>		<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	



## Analysis of Writing Protocol

**Source:** This protocol is based on the protocol Save the Last Word for Me

**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.

**File Name: N4R Finding Rosalita**

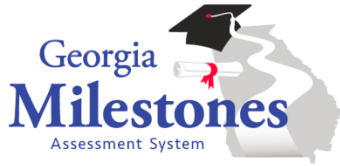
**Narrative**

**Grade 4**

**Range of Writing**

### Finding Rosalita

It was Sunday. My family and I were in France. I was as happy as a bee. We were driving along the road when my Daddy stopped the car. He told my brother and sister to get out of the car to see what the furry lump on the side of the road was. They got out of the car. 10 seconds later, they got back in the car with a very small kitten in their hands. She was about the size of a very, very, very, very small baby bottle. My stomach went into my throat when I saw it actually was a kitten. She was meowing as loud as a fog horn. It was so horrible, I couldn't think. Mreow. I felt horrible. I knew that I hadn't done anything bad to her, but I just couldn't help it. She was so cold. I was worried. Her claws were as sharp as sewing needles being pricked into your skin. I shuddered. She had crusts over her eyes, from infections, that looked like they hurt. We were headed into the village. Madame Sanz was there. We asked her what to do. I was afraid that she wouldn't have any advice. Thankfully, she told us what to do. She told us to boil rose petals in water 'till they were warm and wet. Then we should pour them into a bowl with some water and keep on rubbing them over her eyes. After that, we decided to call the little kitten, **Rosalita**. We also call her other things that sound like **Rosalita**, but I won't mention that. We prayed. Luckily, she is still with us now. Hopefully, She will be with us much, much, much, much longer.



## Georgia Milestones Assessment System

### Grade 4

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

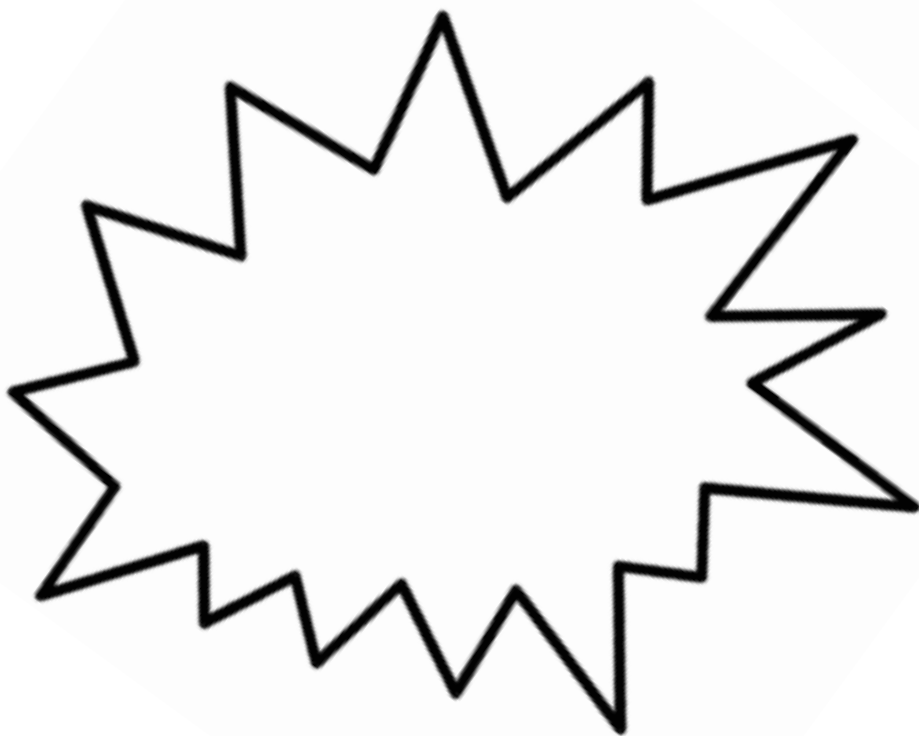
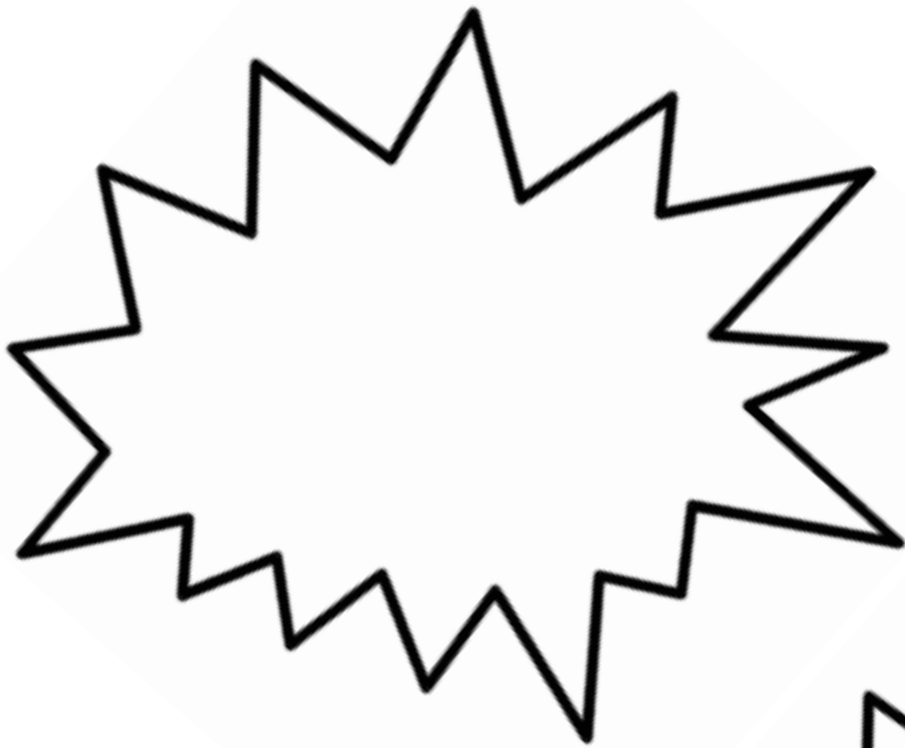
Writing Trait	Points	Criteria
This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	4	<p><i>The student's response is a well-developed narrative 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 rich, interesting experiences and events or show the responses of characters to situations</li> <li>Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely</li> <li>Provides a conclusion 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 responses of characters to situations</li> <li>Uses words and/or phrases to indicate sequence</li> <li>Uses words, phrases, and details to convey experiences and events</li> <li>Provides an appropriate conclusion</li> <li>Integrates some ideas and/or details from source material</li> <li>Has a few minor errors in usage and/or conventions that interfere with 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 responses of characters to situations</li> <li>Uses occasional signal words to indicate sequence</li> <li>Uses some words or phrases inconsistently to convey experiences and events</li> <li>Provides a weak or ambiguous conclusion</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>

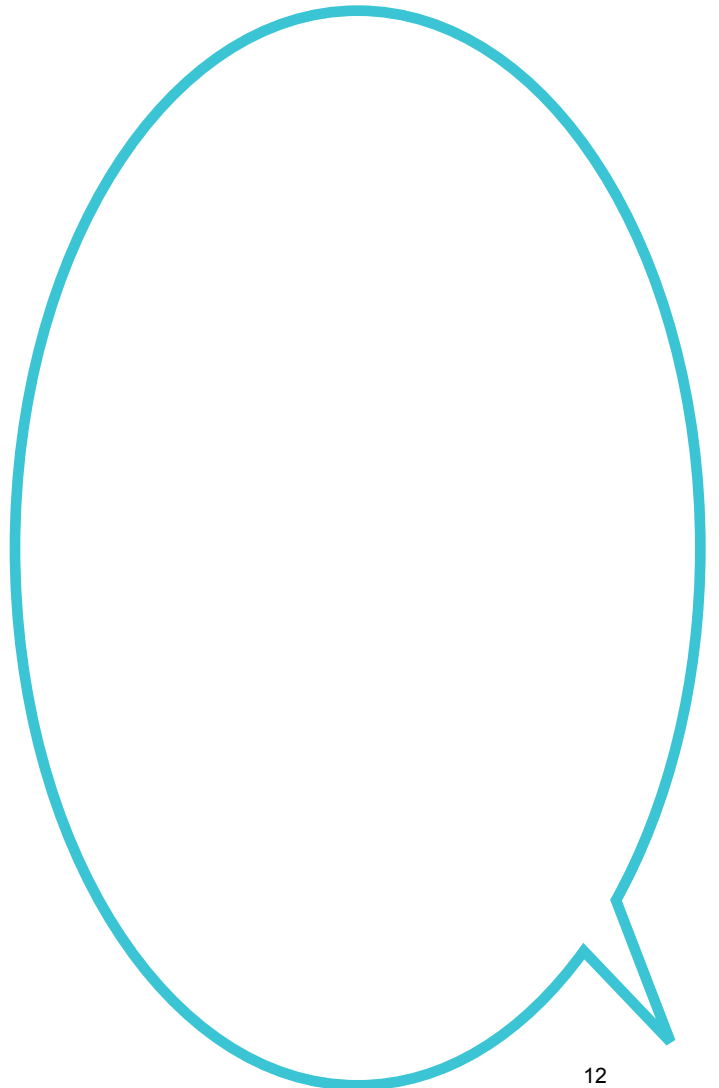
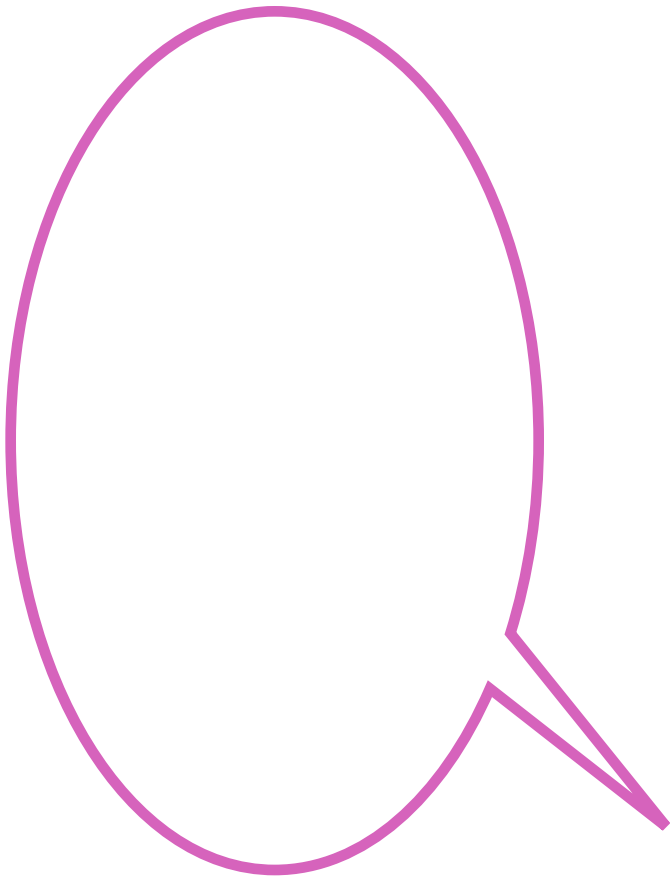
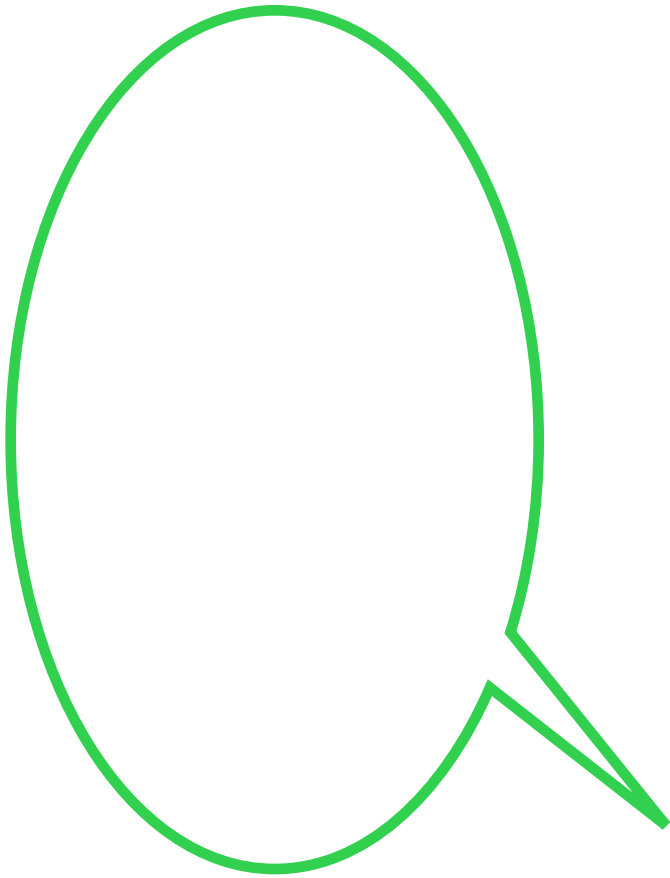


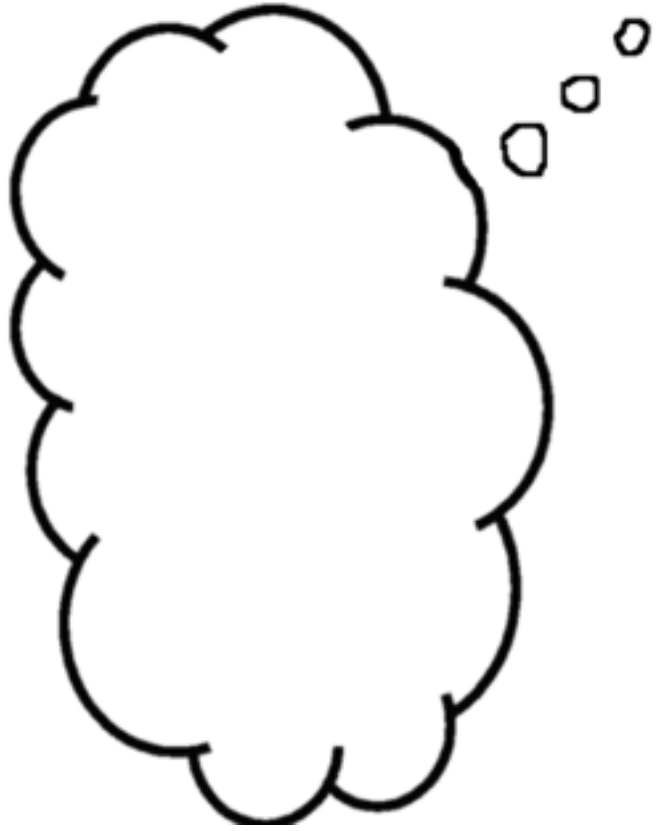
Writing Trait	Points	Criteria
<i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i>	1	<i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i> <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 responses of characters to situations</li> <li>• Uses words that are inappropriate, overly simple, or unclear</li> <li>• Provides few, if any, words that convey events</li> <li>• Provides a minimal or no conclusion</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	<i>The student will receive a condition code for various reasons:</i> <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>

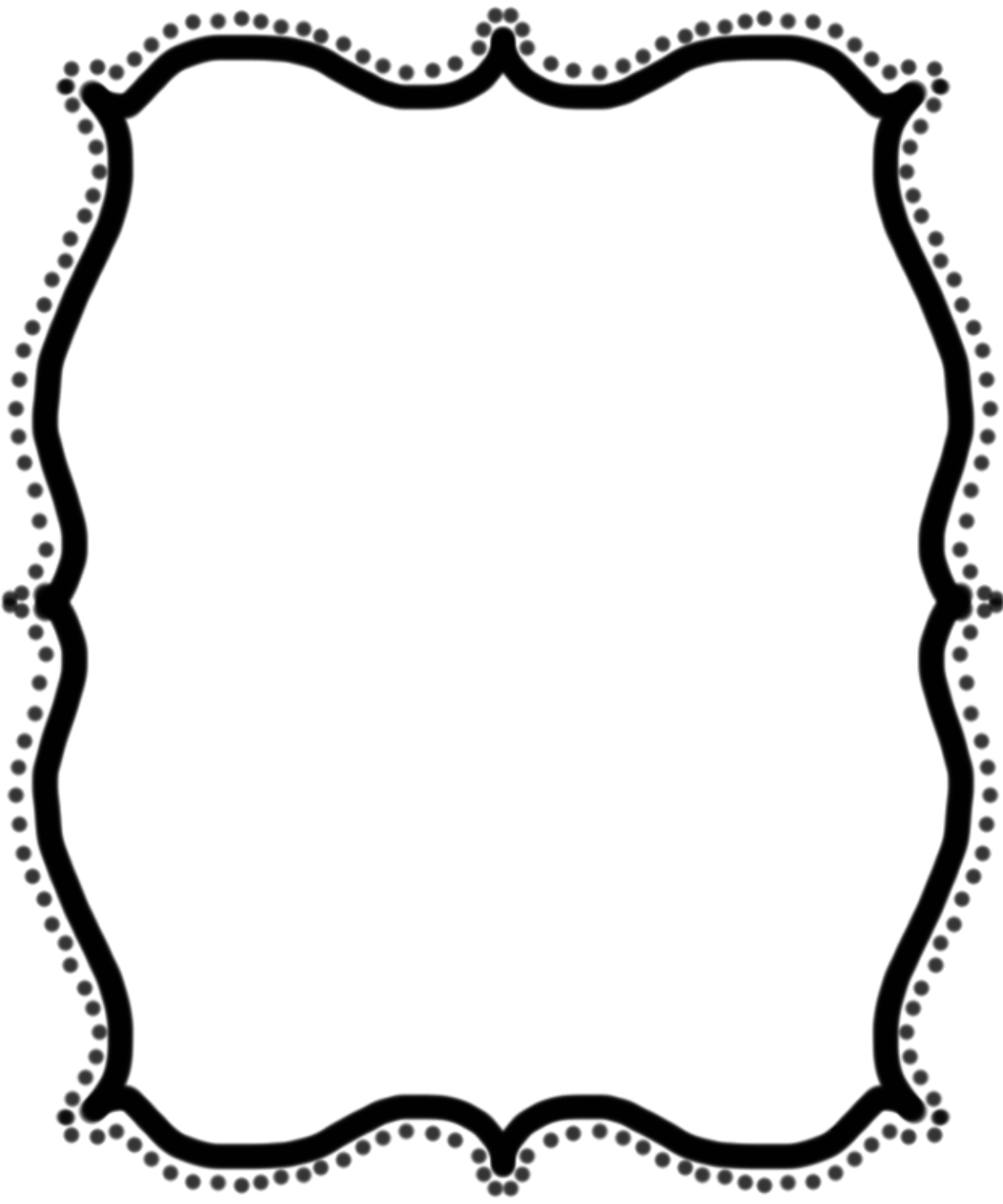
\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive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

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









## 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



## My Cats

I have three cats. My dad thinks I should only have two cats but I think I have the perfect amount. Alex is the name of my oldest cat. Sometimes he can be grumpy. Bubbles really likes to stay outside and chase mice. Bubbles is the name of my youngest cat. Cookie is the name of my middle cat. Cookie looks like an chocolate chip cookie, brown with black dots. I really like Bubbles the best. Cookie and Alex just want to lay around the house and sleep all day. Cookie only gets up to eat. Bubbles will go outside and play with me. I chase Bubbles around the yard and up the tree. Sometimes I think he wants to play Hide-and-Seek because I see him hiding from me in the yard. Maybe one day I will get a fourth cat if my dad lets me.

### Student Sample One

Andrea said let's go to the store to look at the kittens. I thought it was a great idea so I asked my mom. Mom can Andrea and I go to the store to look at the new kittens? Mom seemed to love the idea too. She said yes I think that would be a great idea. Do you want to walk to the store or should I drive you?

### Student Sample Two

"Sandra exclaimed boy it's a beautiful day outside" I think we should go outside and play. She and I "both loved to play under in the park." She liked the swings and I liked the slide. "Okay I said I will go outside with you if you let me decided what to do first." "Sandra exclaimed sure I don't mind. I just want to go play."

### Student Sample Three

Felix said, "I am happy for the weekend." His friend Carl said, "I am too." Felix said, "What should we do?" Carl said, "I think we should play ball." Felix said, "We played ball last weekend." Carl said, "Then maybe we can ride bikes." Felix said, "My bike is broken." Carl said, "Maybe we can play with my puppy." Felix said, "Okay."

## Andrea's Story

Andrea took her time picking out one because she wanted to make the best choice.

Often dogs don't like cats.

Fast-forward to today.

She decided on a small, brown dog with lot of energy.

Andrea had wanted a dog since she was a little girl.

Andrea sometimes wonders if she made the right choice when she asked her mom for a dog.

Andrea still loves her dog but she isn't as excited to feed and take care of it.

Dogs sometimes bark in the middle o the night.

Some dogs are big and some dogs are small.

Her mom has to constantly ask her to take it outside, to fill its food bowl and to play with it.

A pet store might sell both cats and dogs.

She asked and asked her mom for one until finally her mom agreed to allow it.

## Simon at the Sea

### Student One

Simon stepped into the blue water and tears filled his eyes. He couldn't believe he had finally made it to the beach. Since he was a little boy, he had dreamt of this moment but he never imagined his dream would ever come true. The water was warmer than he had expected. Simon wondered if it always stayed that warm.

### Student Two

Simon slowly dipped his toe into the warm, turquoise-blue ocean water. *Wow* he thought. *It's absolutely magnificent.* Tears of joy began to fall down his wrinkled face. He couldn't believe he had finally made it to the ocean. Since he was a small child, he had dreamt of this moment. "Maybe one day," his dad would gently whisper whenever Simon asked him to go. Simon had waited 65 long years for that "one day" to arrive. "I finally made it Dad," he whispered as he stood in awe.