

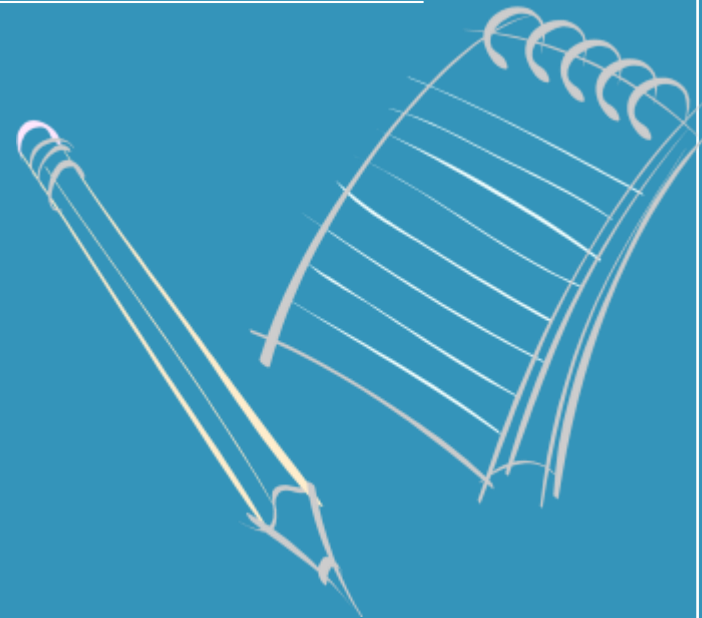
WRITER'S WORKSHOP & THE COMMON CORE REVOLUTION

Common Ground 2014

May 1, 2014

Beth Anne Burke, NBCT

baburke.edublogs.org



Why sound the writing alarm?

True or False

- On the National Assessment for Education Progress (NAEP)—only 49% of students in grades 8-12 write at a proficient level

F

- Almost 40% of first year college students are unable to produce papers relatively free from errors

F

- Students in grades 4-6 receive less than fifteen minutes of writing instruction a day

T

Why sound the writing alarm?

True or False

- Writing tests during hiring are becoming more commonplace (60% in some job fields) **F**
- One half of salaried employees in large American companies have some writing responsibility **F**
- Half of all companies take writing into account when making promotion decisions **T**



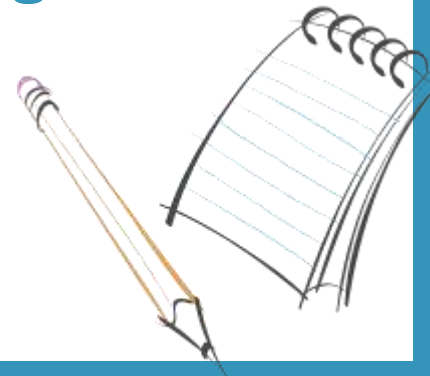
Writing Test & the California Highway Patrol

Who knew?



Writing today is not a frill for the few, but an essential skill for the many.

The National Commission on Writing
for America's Families, Schools, and Colleges



THE COMMON CORE STATE STANDARDS ARE DRIVING A WRITING REVOLUTION.



Outcomes

- Review a Common Core-friendly Writer's Workshop model
- Explore how the Common Core State Standards are positively impacting writing instruction
- Examine methods for assessment and motivating struggling writers

Name

Date

Draw and write an opinion (likes or dislikes) about a topic.

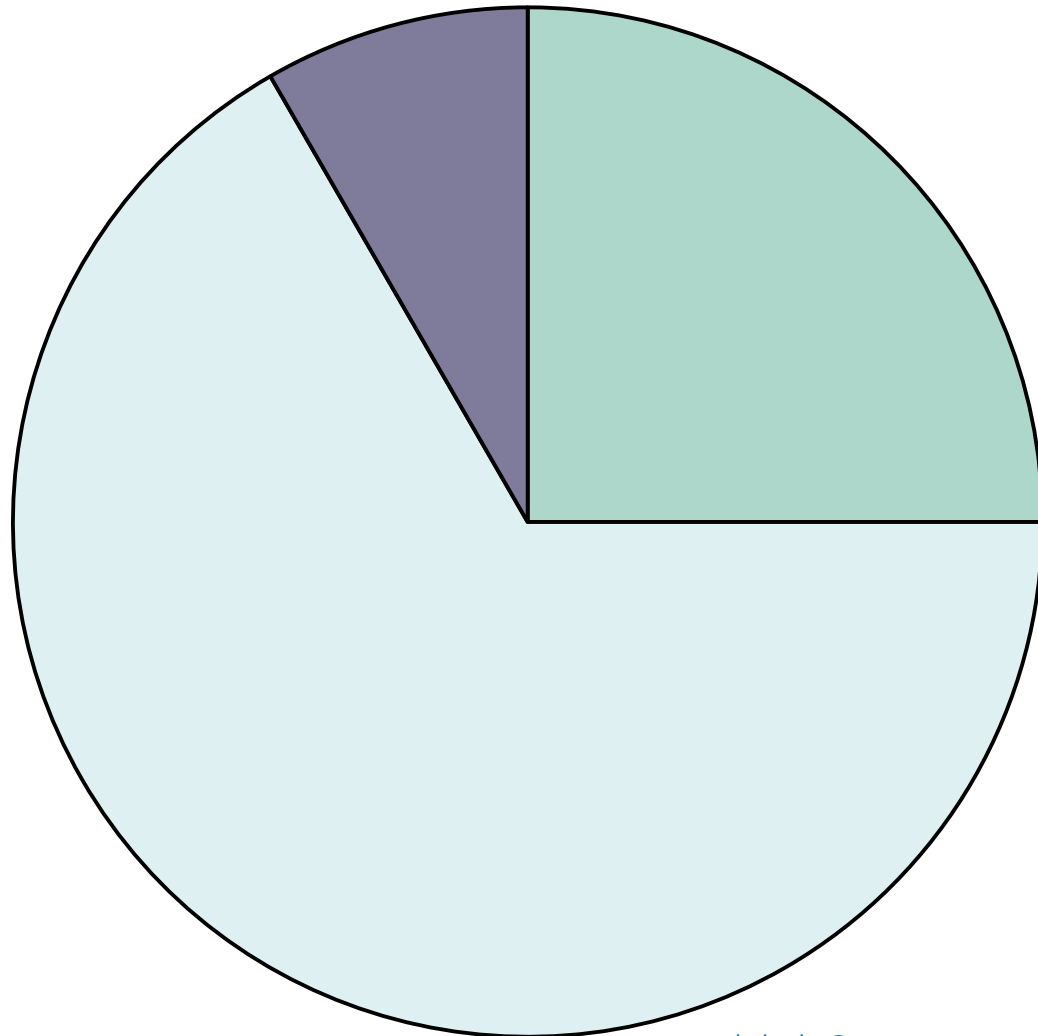


I like Assam.
ice cream

Lots of people

I like Assam
ice cream.

The Writer's Workshop



■ Mini-Lesson

■ Writing Time

■ Sharing



MINI-LESSON

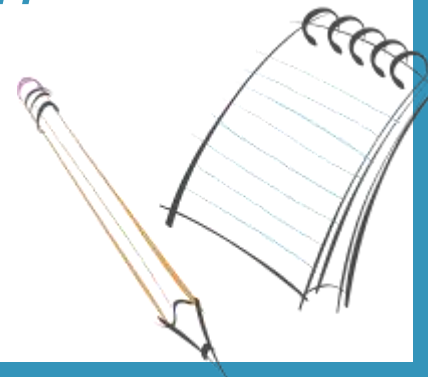
*Today you will learn something that
good writers do*





WRITING TIME

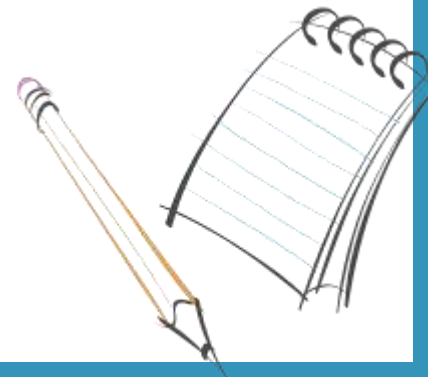
*Guided and Independent Practice
Applying Skills in Students' Own
Writing*





SHARING

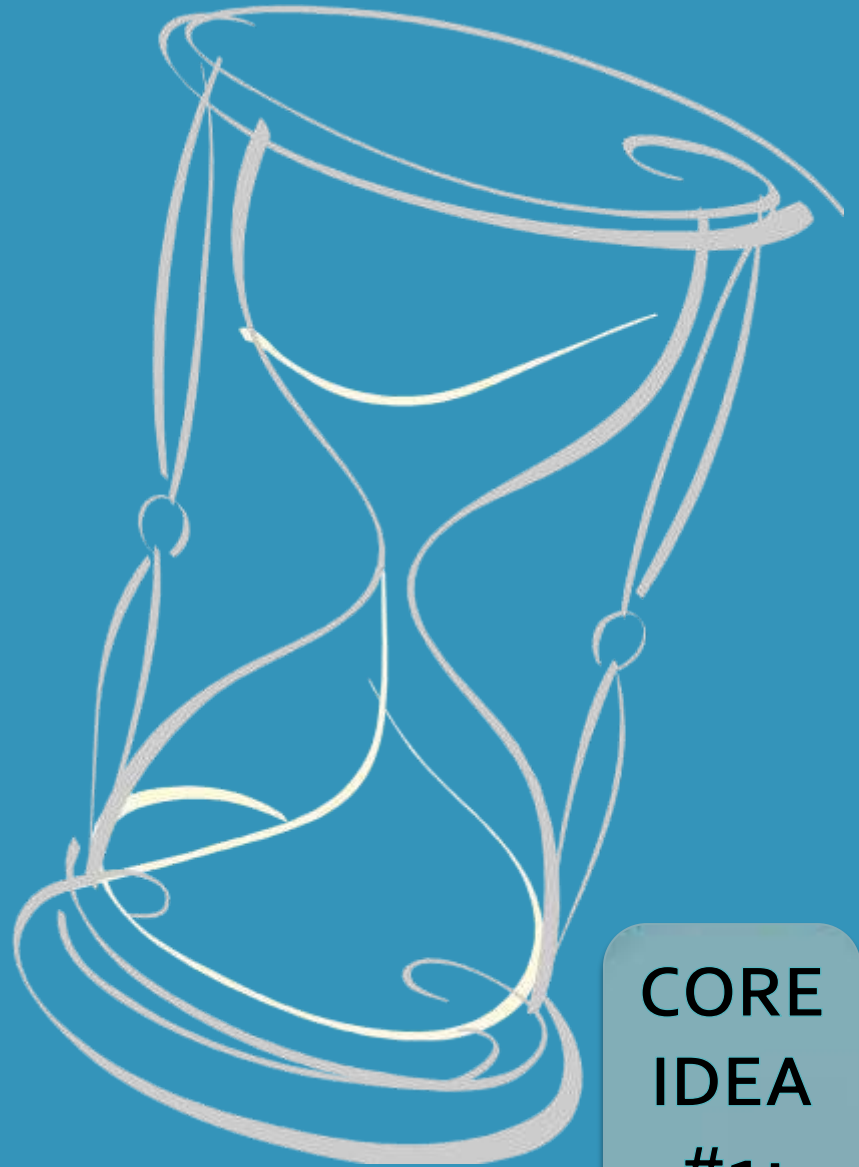
Learning from Peers



CORE IDEAS FOR WRITING INSTRUCTION



**Allow
60
minutes
daily
for
writing**



**CORE
IDEA
#1:**

Writing & Reading Get Equal Billing



Educator's Practice Guide

What Works
Clearinghouse

EDUCATOR'S PRACTICE GUIDE

WHAT WORKS CLEARINGHOUSE

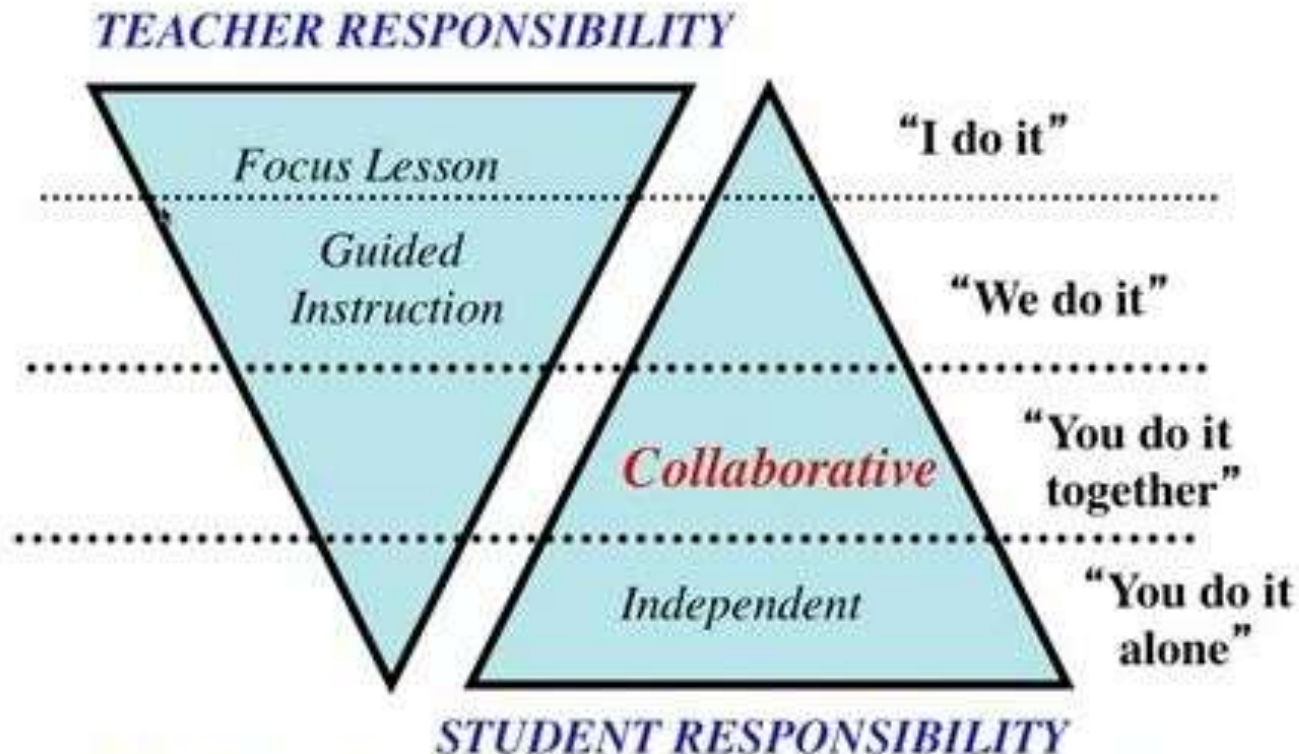
Teaching Elementary School Students to Be Effective Writers



NCEE 2012-4058
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Sciences

The Gradual Release of Responsibility



A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Model and Guide

- You have to write too!
- Use a think-aloud to show writer's angst
- Model and guide in small chunks
- Step in and provide support as needed



Sentence Combining Mini-Lesson

The boy was very small. He wore a red hat.
He had a baseball.

The small boy with the red hat had played with
his baseball.

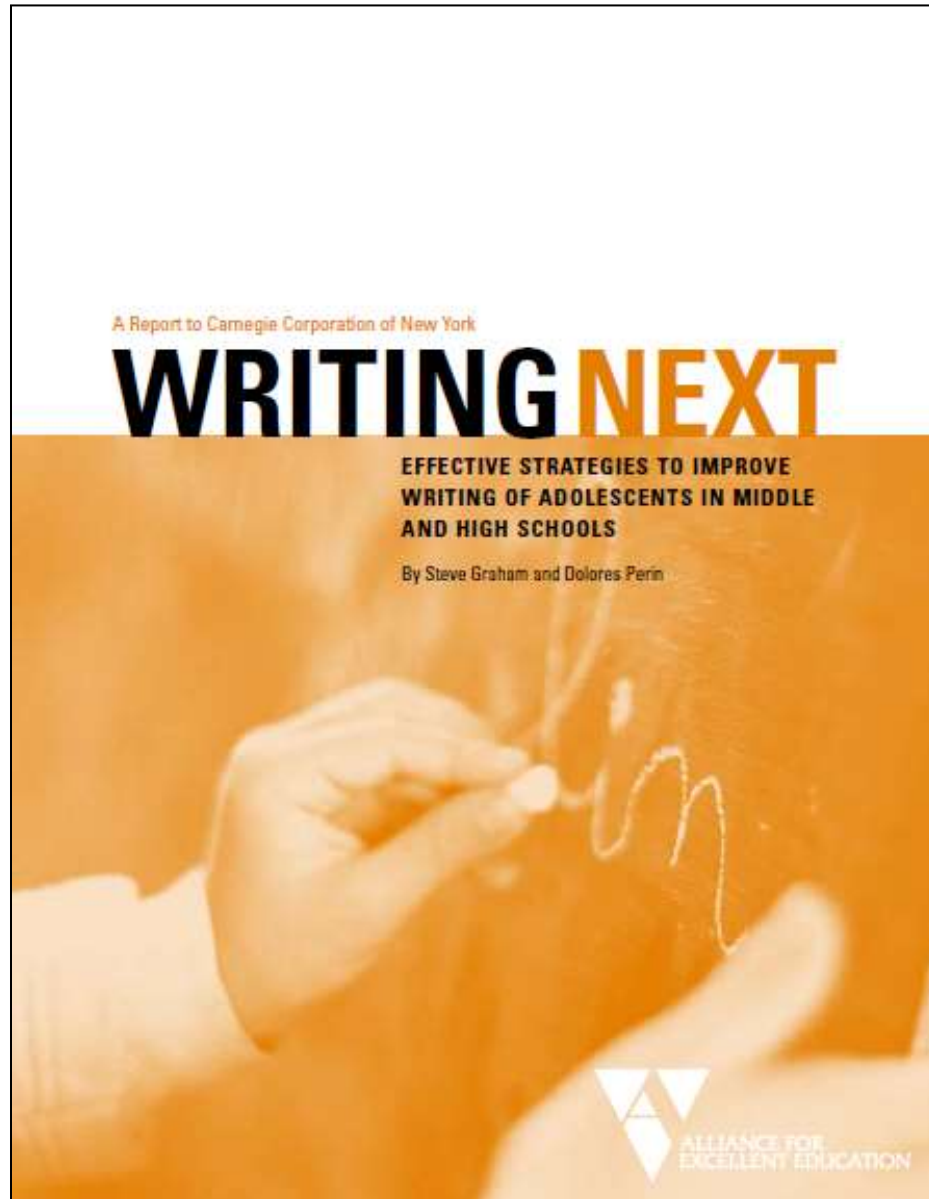
Guided Practice

The family went to the zoo. They saw the
lions. They saw the tigers. They saw monkeys
at the zoo.

Using Mentor Texts = Close Reading



CORE
IDEA
#3:



WRITING NEXT: Meta-analysis of Effective Strategies to Improve Writing

Why use mentor texts?

- Fosters deeper understanding of nuances of text
- Encourages high level thinking, connecting ideas
- Develops decision making as students interact with text
- Improves word recognition, fluency, & comprehension

Reading Like an Author



- Emphasize author's craft in read-alouds
 - What did the author do to hook your attention?
 - How did the author organize the text?
 - What words and/or phrases caught your interest?
- Explicitly connect the dots between reading and writing
- Close reading of texts for emulating or research
 - *Analyze, Assess, Delineate, Interpret, Integrate*

Sentence Imitation Mini-Lesson

Her father, the king, hired all the princes he could find to protect the ponies, but night after night another pony was stolen away.

Once Upon a Cool Motorcycle Dude by Kevin O'Malley



His teacher, Mrs. Burke, gathered all the books she could find, but day after day the boy read them all.

Write in twin Sentences

Dogs like biscuits. Biscuits are like cookies.



Cats eat wet and dry food. They like the wet food the best.

Teaching Narrative Writing



**Mentor
Text**



**Mentor
Dog**

Dog Training
by Mrs. Burke

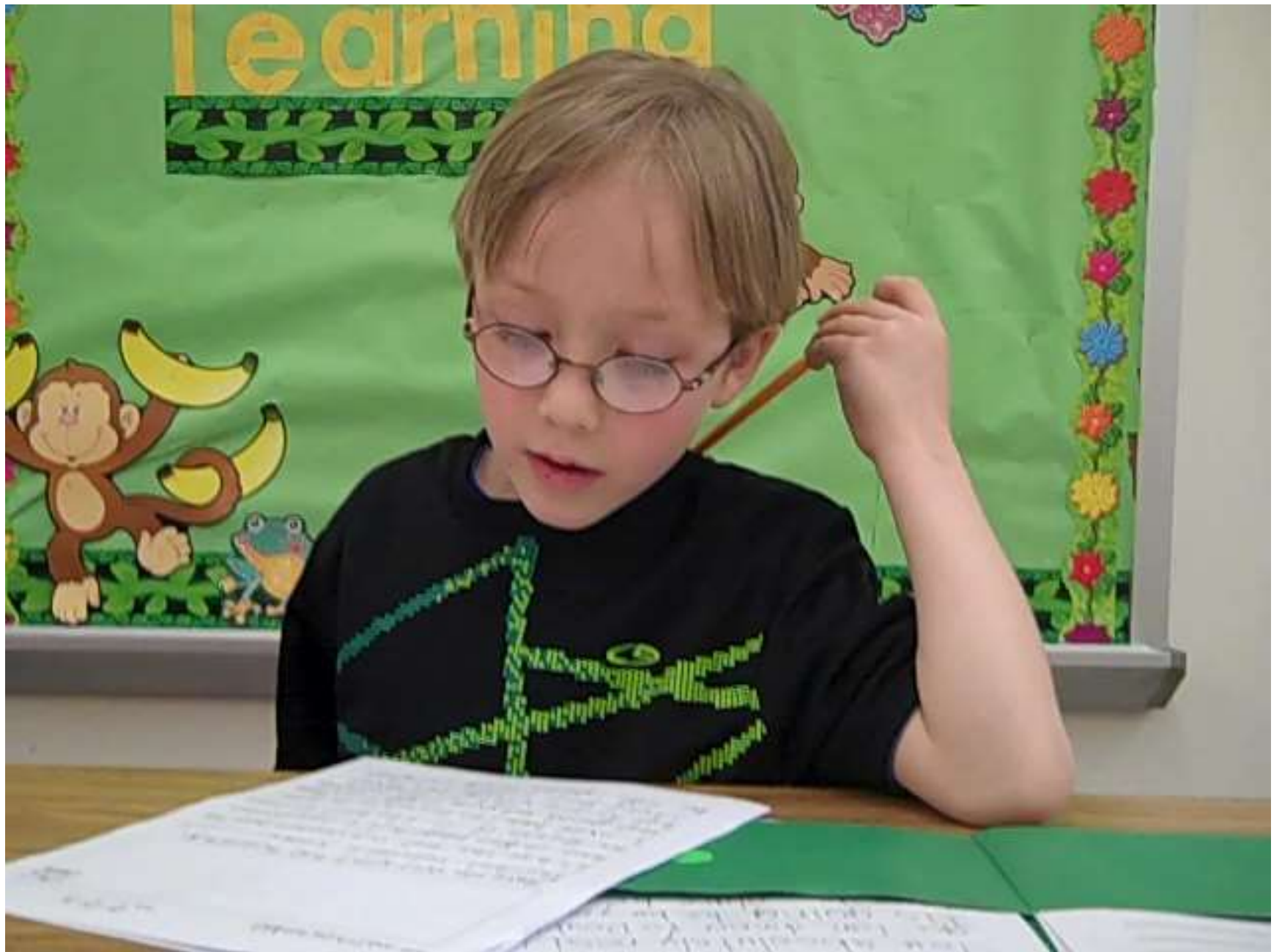
When we first got my dog, we got her from an animal shelter. Her name was Daisy. She was a nice dog, but wasn't trained. So I decided to train her. I took her to a dog training school. She really wanted to please me, so it was easy. I had to practice every day. I would walk around on the deck and give her treats when she would sit or lie down. The day came for her big test. We would find out if she would graduate. I was very nervous. Would Daisy pass? We started out with sit. She could sit. Daisy kept looking up at me with sad eyes. Then we had to do "down." She is funny because she rolls over on her back when she lies down. Finally we had to do the hardest time. It was stay. Daisy always wants to be near me so I was nervous she wouldn't stay. I told her "sit," and Daisy sat. I told her "stay," and Daisy stayed. I slowly moved away. Daisy started twitching. I said, "Stay," again. Daisy stayed. I walked all the way across the room. Daisy started stretching like she was going to get up. I said "Stay" in a really firm voice. She stayed! I waited for 10 seconds. It was like a lifetime! Whew! I said come and Daisy ran to me, wagging her tail. Daisy did it! She graduated!



Write from Sources: *Think Outside The Book*



CORE
IDEA
#4:



Infuse Listening & Speaking

CORE
IDEA
#5:



College & Career Readiness

- RL.1 range of L & S
- RL.2 evaluate
- RL.3 ask & answer
- RL.4 audience appropriate
- RL.5 use media
- RL.6 formal/informal

Listening & Speaking in Writer's Workshop

Turn & Talk
Collaborate
with partners or
groups

Peer Sharing
Author's Chair





Writing Fluency: Handwriting

CORE
IDEA
#6:



Writing Fluency: Keyboarding

CORE
IDEA
#6:

Build Writing Stamina

- QUESTION: How much writing is a fifth grade student expected to produce to meet the demands of Common Core State Standards?

ANSWER: The standards specifically list **two full typed pages** in a sitting

- QUESTION: How much is a sitting?

ANSWER: About 45-60 minutes

CORE
IDEA
#7:

Range & Complexity of Writing

[Students are expected to] write routinely over **extended time frames** (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Range & Complexity of Writing

[Students are expected to] write routinely over extended time frames (time for research, reflection, and revision) and **shorter time frames (a single sitting or a day or two)** for a range of discipline specific tasks, purposes, and audiences.

Train for the writing marathon!



- Offering multiple opportunities to write each day
- POWER WRITING—Doug Fisher
 - Not your Grandma's Power Writing!*

Crack! Time To Hatch

By Yiggi

Boing, boing, boing went the ball as it hit the ground several times as me and Ava were playing catch. Then, suddenly we heard a 'crack!'

Ava suddenly shouted "Crim an egg is hatching!"

She pulled me threw the yard and into the chicken coop.

We looked around the chicken coop excited to find the egg.

Then, we saw all the chickens gathered around antiny egg that was snow white and perfectly round and then we noticed a tiny crack in it.

"Can I hold it while it hatches?" I asked.

"Of course you can, I means when do you get to hold an egg when it hatches." Ava replied excitedly.

I carefully picked up the egg and placed it into my hand.

Then suddenly a chilly breeze blew and the sun went out. The next thing I knew my hand started vibrate and shake. It felt like a wild ball was rolling crazily in my hand and would never stop.

"I don't like this!" Ava stattered with fear.

"Now this is weird!" I told Ava.

Then, I felt a bump in my hand, and suddenly CRACK!
A tiny chick then hopped out of the egg.

"It's so cute!" Ava said as it got out.

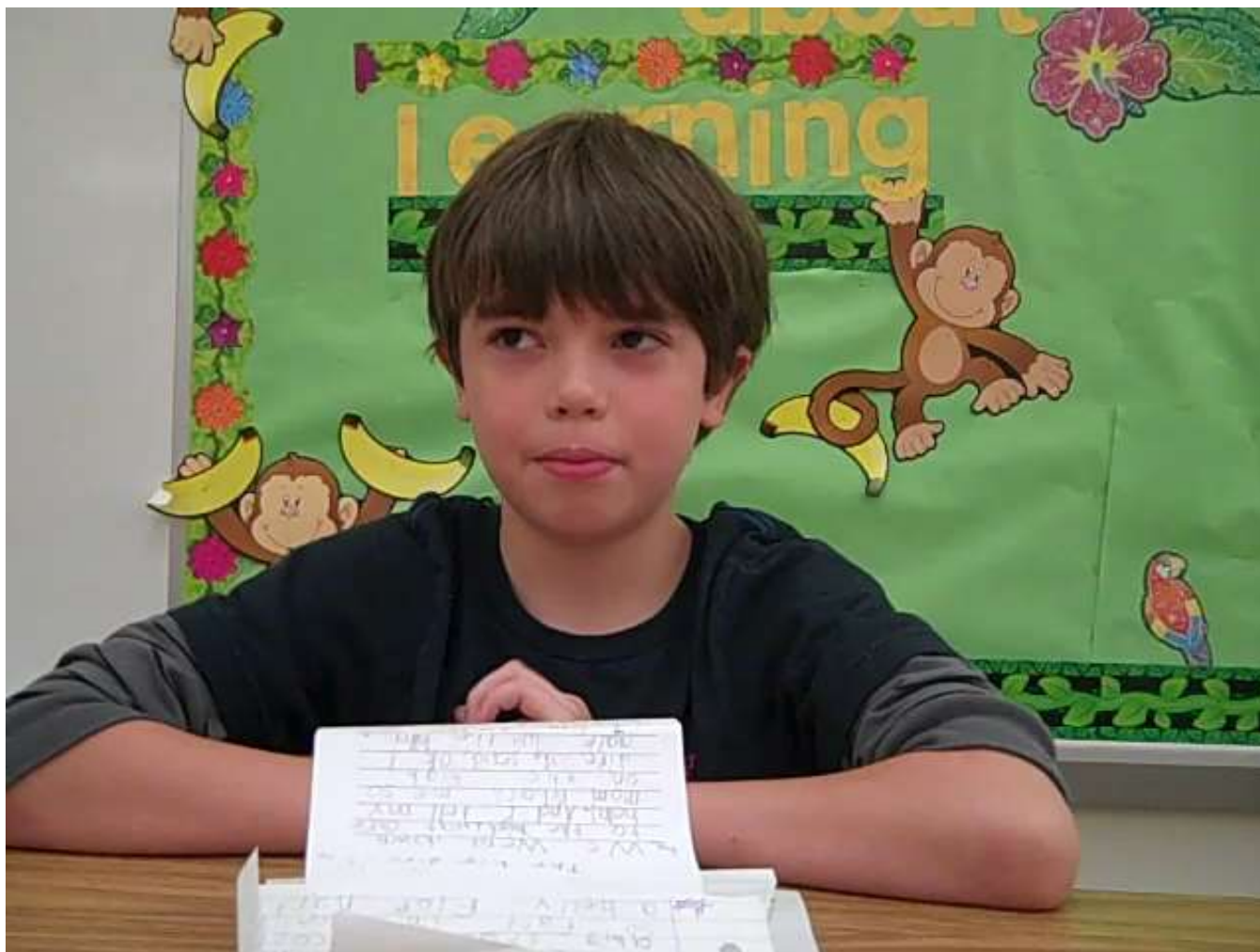
"Let's name it!" I told Ava.
"How about Cutie?" I offered.

"That's a great name!" Ava said.

After a few minutes Ava

told me we should play with the chick for the rest of the day and we did.

How much can you write?



Set goals

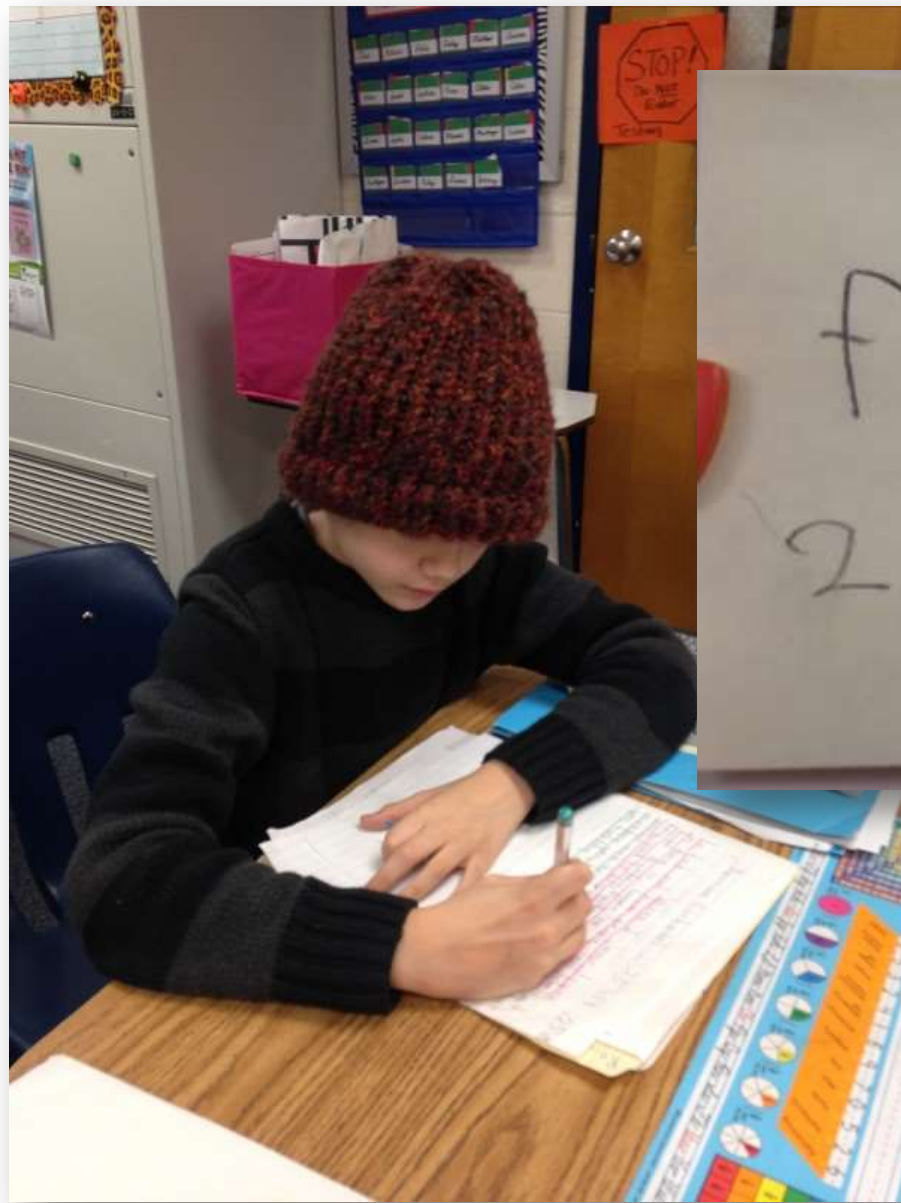


baburke@aacrc.net

**CORE
IDEA
#8:**



RESOLUTIONS? ME??
JUST WHAT ARE YOU
IMPLYING? THAT I NEED
TO *CHANGE*?? WELL, BUDDY,
AS FAR AS *I'M* CONCERNED,
I'M PERFECT THE WAY
I AM!



~~De~~ parrian. C
fish resen
2 and 3

“Now that I have taught you to do this, I expect you to do it from now on.”

--Lucy Calkins

From now on...

- Spell these words correctly.
- Use a capital letter to start each sentence.
- Use periods and punctuation at the end of all sentences.
- Include million dollar words.
- Hook your reader.
- **YOUR PET PEEVE HERE!**



Due to his grammar mistake, Wilbur found a position. It just wasn't the one he wanted.

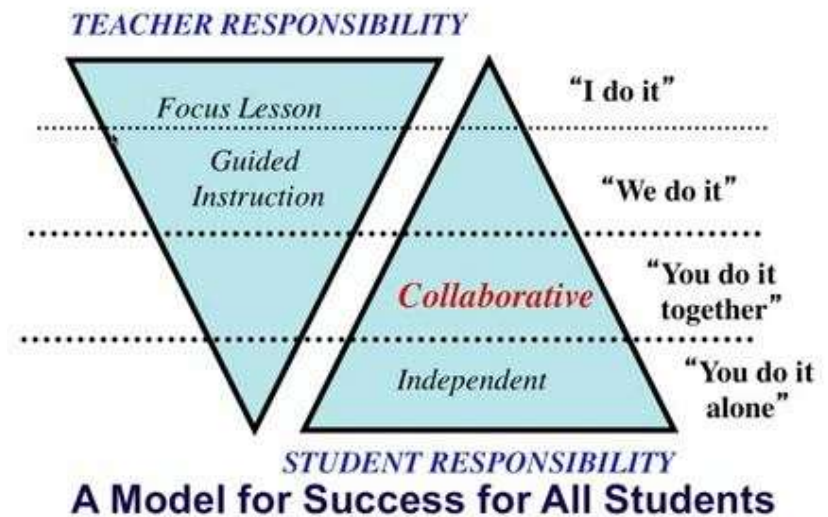
Research on Grammar

According to research, traditional grammar instruction has a negative effect size on writing.

**This means that worksheets
DO NOT IMPROVE
the quality of students' writing.
In fact, they can actually make
students' writing worse!**

So, how do I teach grammar?

- Use a mini-lesson!
- Daily Language Activities
- Infuse into writing process instruction



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

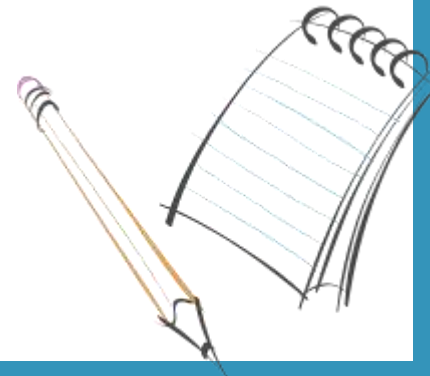
come on, snow Collin
shouted as he jumped out
of bed in the morning no
snow yet mom said sadly.
then mom said to get
ready for school

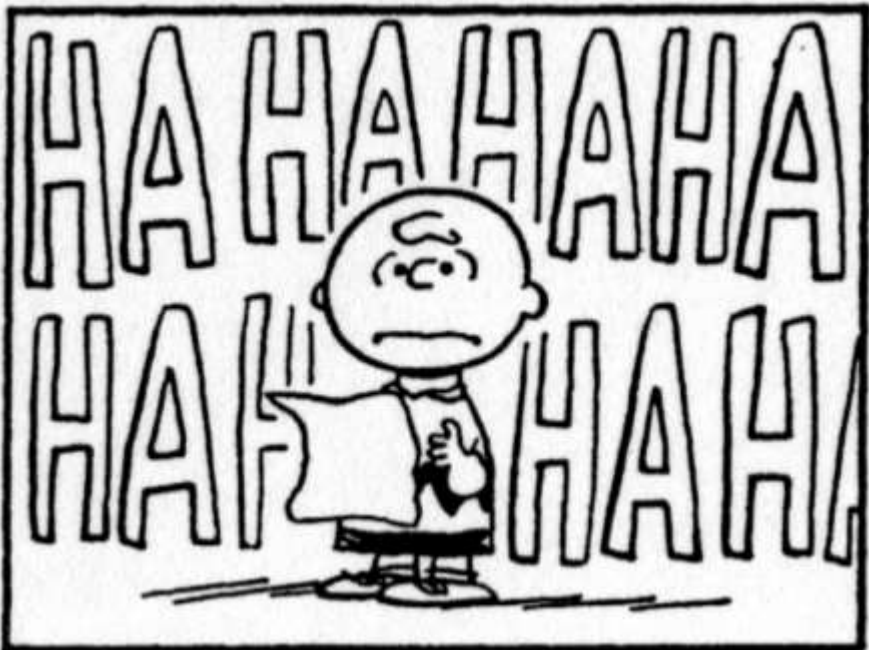
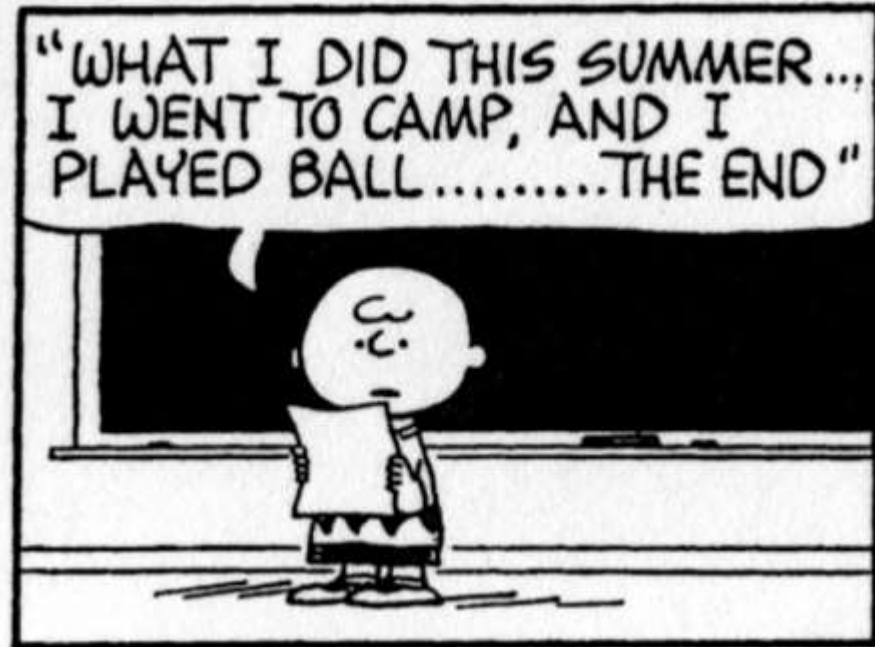
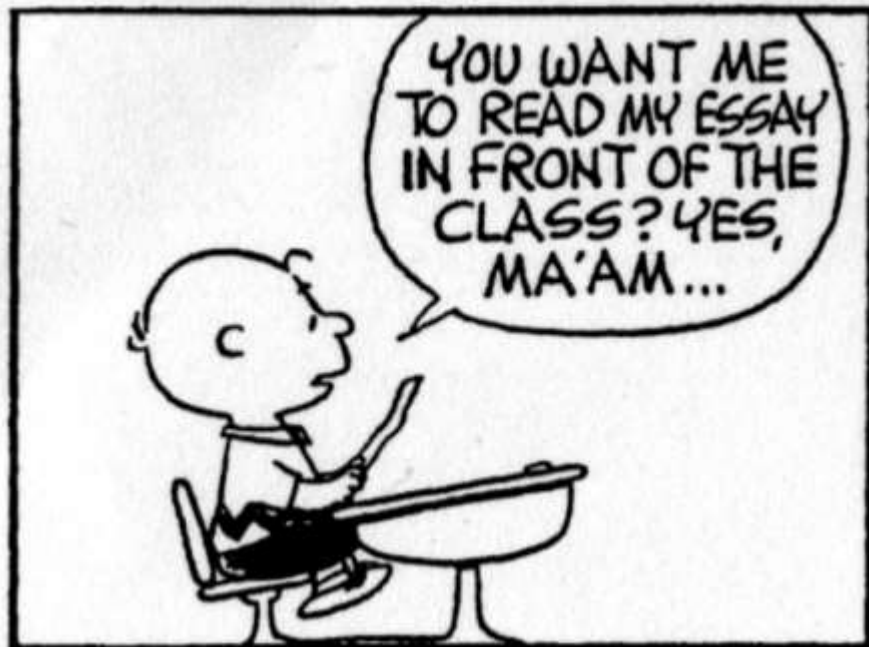
Common Core Writer's Workshop

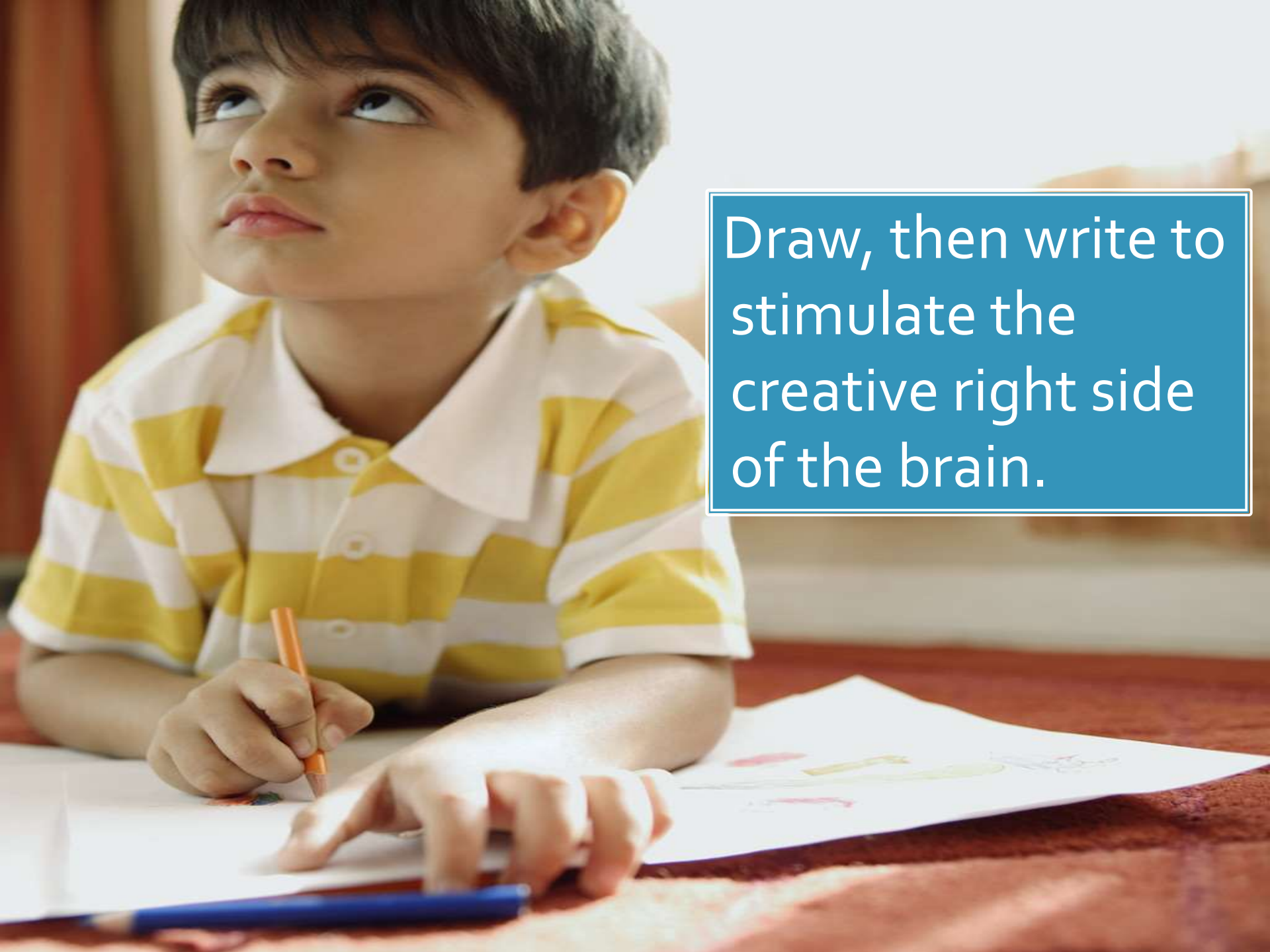
Mini-Lesson	10-20 minutes	<ul style="list-style-type: none">• Read Like an Author• Explain the lesson• Model the skill• Guide students in applying skill• Check for understanding
Writing Practice	30-45 minutes	<ul style="list-style-type: none">• Students write the whole time• Modeling and guided practice• Teacher circulates to conference, meet with small groups, provide feedback, make suggestions
Sharing	5-10 minutes	<ul style="list-style-type: none">• Students pick one small piece to share with teams• Refer back to mini-lesson

WHAT ABOUT RELUCTANT WRITERS?

Struggling writers are at particular risk







Draw, then write to stimulate the creative right side of the brain.

Explicitly connect
writing to the real
world.



“We cannot teach writing well unless we trust that there is a real, human reason to write.”

Lucy Calkins





Use a bag of tricks with cool tools:
gel pens, scented markers,
scrapbook paper, post-it notes, etc.

Motivating topics really matter—have students write about their interests and passions.

TatorTots

I love tatorTots there really good and greasy. I love the first when they first come out of the fryer, I love to get them from the fryer, I love when I eat them when I eat them heaven they just ma

Basketball is a fun but dangerous sport. Some people break bones and can

Hunting

As you wake you hear the rooster's crow you open your draw. All you see is camouflage. you get dressed, pack up your guns then leave. You



Allow students to dictate or use technology to compose.

Pick a Path: The Museum Adventure Unit

- Modeled after “Choose Your Own Adventure” series and lesson on ReadWriteThink.org
- Incorporates narrative text structure with informative details
- Infuses writing from sources





Standards

• **Reading**

- RI.1—read closely/text evidence
- RI.7—interpret
- RI.9—integrate
- RI.10—read range of texts

• **Speaking & Listening**

- SL.1—collaborative discussions
- SL.4—multiple meaning words
- SL.5—vocabulary

• **Writing**

- W.2—write information
- W.4—clear & coherent
- W.5—strengthen & revise
- W.6—technology
- W.7—short research
- W.8—gather info
- W.9—draw evidence
- W.10—write routinely

• **Language**

- L.1—grammar
- L.2—conventions
- L.5—figurative language
- L.6—vocabulary



Celebrate success!



ASSESSMENT MATTERS



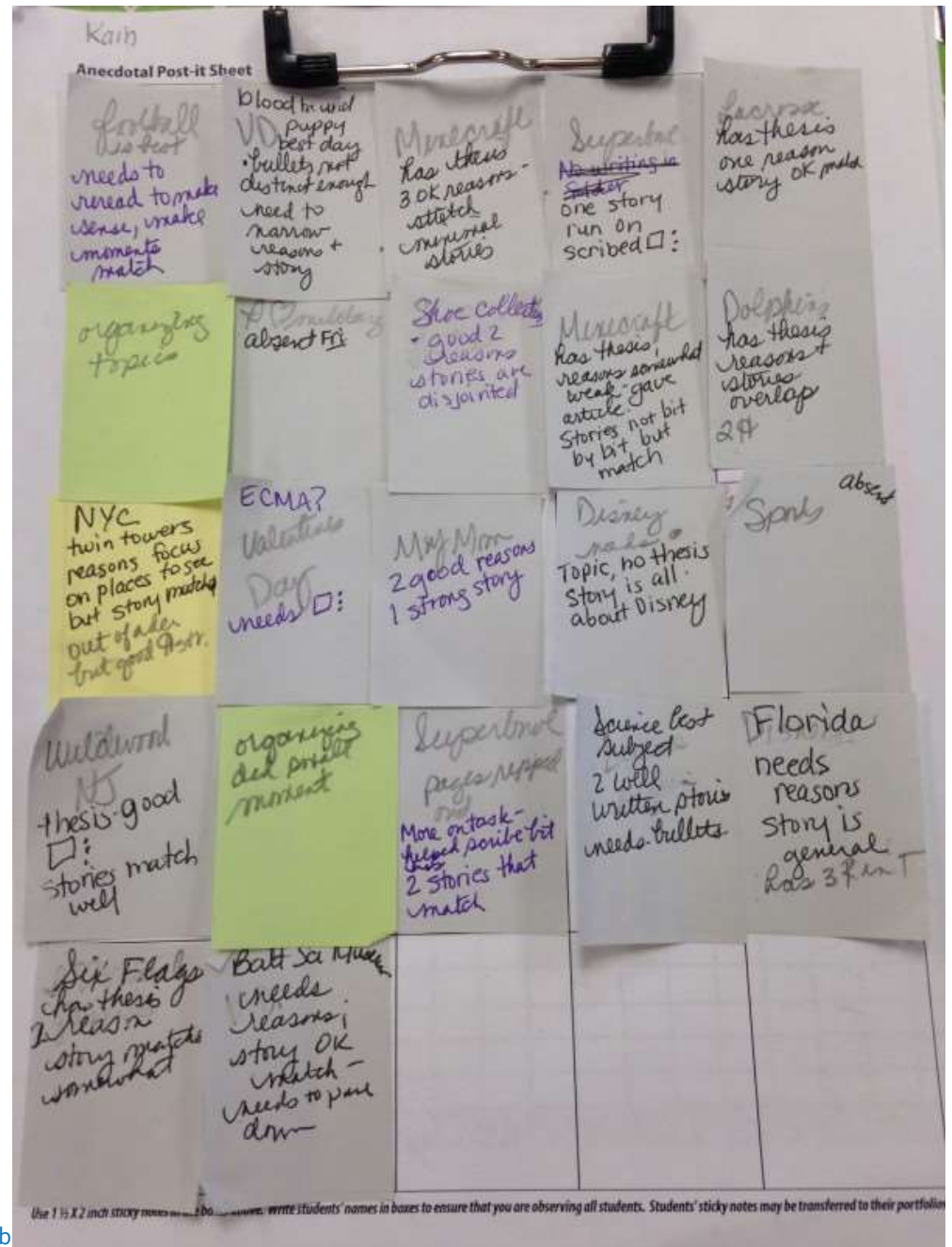
Roller Skate Conferences



- Circulate and stop at tables.
- Have student read all or piece of writing.
- Notice something good and praise!
- Offer one suggestion and job.
- Move on and circle back in a few minutes.



Post-It Conference Grid



Language Arts Assessment Grid

Students	Behaviors	Small moment	dialogue	action	descriptive details	bit by bit	writes 2-3 page or 3 pages in little books in story	story teller voice	capitals and punctuation consistent	spelling - high frequency words correct	spelling - stretches out sounds	Paragraphing				
Ethan		-	-	✓-	✓-	-	-	-	✓	-	✓	-				
Colin		✓-	-	✓-	✓-	-	✓	-	✓	-	✓	-				
Celeste		✓-	-	✓-	✓-	-	-	-	✓	-	✓-	-				
Jordan		-	✓	✓	✓	-	+	✓+	✓	✓	✓	-				
Chris B		-	-	-	✓-	-	-	-	✓	✓	✓	-				
Anthony C		-	-	✓	✓-	-	✓	-	✓-	-	✓	-				
Enk		✓	✓	+	✓	✓	+	✓-	✓	✓	+	-				
Caroline		-	-	✓-	✓	✓-	+	✓-	+	+	✓	-				
Kora		✓+	✓	✓	+	✓	-	✓-	✓-	-	✓	-				

CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS



Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p>Reading</p> <p>Comprehension of Key Ideas and Details</p> <p>Notes: The type of textual evidence required is grade and prompt specific and included in the scoring guide.</p>		<p>The student response provides an accurate analysis of what the text says explicitly and inferentially and references the text explicitly to support the analysis, showing full comprehension of complex ideas expressed in the text(s).</p>	<p>The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and references the text to support the analysis, showing extensive comprehension of ideas expressed in the text(s).</p>	<p>The student response provides a minimally accurate analysis of what the text says and may reference the text showing limited comprehension of ideas expressed in the text(s).</p>	<p>The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).</p>
<p>Writing</p> <p>Written Expression</p>		<p>–The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>–The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p> <p>–The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and</p>	<p>–The student response addresses the prompt and provides effective development of the topic and/or narrative elements by using reasoning, details, and/or description; the development is largely appropriate to the task, purpose, and audience.</p> <p>–The student response demonstrates coherence, clarity, and cohesion, and includes an introduction and conclusion.</p> <p>–The student response attends to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and</p>	<p>–The student response addresses the prompt and develops the topic and/or narrative elements minimally by using limited reasoning, details, and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.</p> <p>–The student response demonstrates limited coherence, clarity, and/or cohesion, and may or may not include a clear introduction and/or conclusion.</p> <p>–The student response shows limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking and transitional words, and/or domain-specific vocabulary needed to clarify ideas.</p>	<p>–The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.</p> <p>–The student response demonstrates a lack of coherence, clarity, and cohesion.</p> <p>–The student response shows little to no awareness of the norms of the discipline. The student response lacks the descriptions, sensory details, linking and transitional words, or domain-specific vocabulary needed to clarify ideas.</p>
<p>Writing</p> <p>Knowledge of Language and Conventions</p>	<p>The student response demonstrates command of the conventions standard English consistent with a well-edited writing. There may be a few errors in grammar usage, meaning throughout the response.</p>			<p>The student response sometimes impacts understanding.</p>	<p>grammar and usage that often impacts understanding.</p>

PCR Rubrics:

- *Reading* (3 points)
- *Writing* (3 points)
- *Conventions* (4 points)

Familiarize students with PARCC Rubric.

Kid-Friendly PARCC-based Rubric

Reading	Comprehension of Key Ideas and Details <ul style="list-style-type: none"> <input type="checkbox"/> provides an accurate analysis of what the text says explicitly and inferentially <i>correctly explains what the text says (right there and think about it)</i> <input type="checkbox"/> references the text explicitly to support the analysis <i>uses words and phrases to prove answer</i> <input type="checkbox"/> shows full comprehension of complex ideas expressed in the texts <i>shows you understand the entire texts</i> 	___/3
	Development <ul style="list-style-type: none"> <input type="checkbox"/> addresses the prompt <i>answers the question(s)</i> <input type="checkbox"/> provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description <i>clearly explains the topic using reasons, details, and descriptions</i> <input type="checkbox"/> the development is consistently appropriate to the task, purpose, and audience <i>writing is a good match for the task, purpose, and audience</i> 	___/3
Writing	Organization <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates effective coherence, clarity, and cohesion <i>organized well using a text structure with easy to follow paragraphs</i> <input type="checkbox"/> includes a strong introduction <input type="checkbox"/> includes a strong conclusion 	
	Clarity of Language <ul style="list-style-type: none"> <input type="checkbox"/> uses language well to attend to the norms and conventions of the discipline <input type="checkbox"/> includes concrete words and phrases, sensory details, linking and transitional words <i>specific verbs, adjectives, or adverbs; words to connect ideas like ASO, NEXT, FINALLY</i> <input type="checkbox"/> includes domain-specific vocabulary effectively to clarify ideas <i>Science, Social Studies, or other words</i> 	
	Knowledge of Language and Conventions <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing <ul style="list-style-type: none"> <input type="checkbox"/> correct spelling, capitalization, and punctuation <input type="checkbox"/> few minor errors in grammar and usage <input type="checkbox"/> meaning is clear throughout the response 	___/4
TOTAL		___/10

Development

- addresses the prompt
- provides effective and comprehensive **development of the topic** and/or narrative elements by using clear reasoning, details, and/or description
- the development is consistently **appropriate** to the **task, purpose, and audience**

Organization

- demonstrates effective **coherence, clarity, and cohesion**
- includes a **strong introduction**
- includes a **strong conclusion**

Clarity of Language

- **uses language well** to attend to the norms and conventions of the discipline
- includes **concrete words and phrases, sensory details, linking and transitional words**
- includes **domain-specific vocabulary** effectively to clarify ideas

Organization

- demonstrates effective **coherence, clarity, cohesion**

organized clearly and logically with easy to follow paragraphs

- includes a **strong** introduction

*has **strong** topic sentence and/or hook*

- includes a **strong** conclusion

*has **strong** conclusion that paraphrases or connects to introduction*

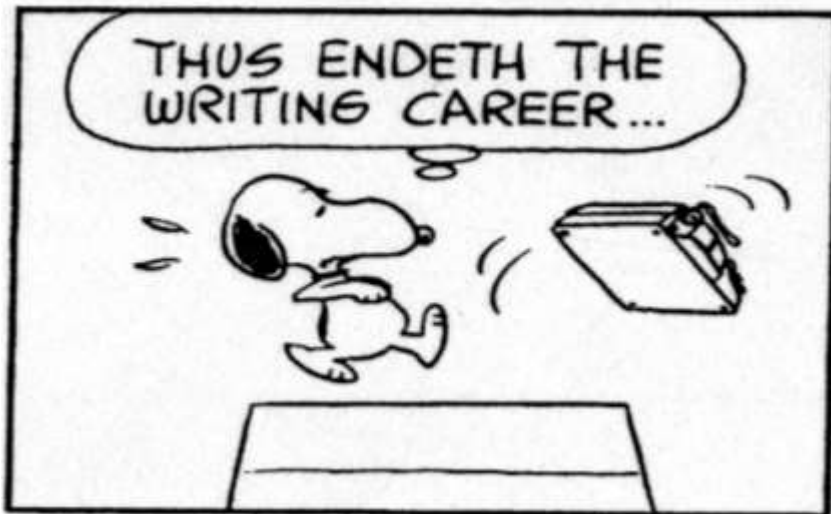
Noise in cafeteria samples

“Hey” said the angry lunch lady, “What’s all that racket”. Did you ever wonder which grade is the loudest . We did an experiment on noise levels and learned that any sound over 85dbs can damage your ears. Well if you did read this story. My three reasons are we’re loudest on Friday, we only won quiet 5 when half of us were there and we have the most kids.

A tsunami of voices blared through the cafeteria doors and enveloped the lunch monitors' ears. "Quiet!" boomed the lunch monitor. Do you think fourth grade is too loud? Do you think third and first grade is too loud? At Central Elementary School, we did an experiment to measure the sound just how loud we are. I think fourth grade is not too loud but we sound loud means we need to be quieter. Reducing extra room to prevent echoes is essential. Preventing echoes calls for a device.

Why We are Noisy

What's that racket? Did you know that if you hear loud noises that are bigger than 85 decibels you could lose your hearing? At Central Elementary School, I think 4 grade is the loudest in lunch. We never win the Quiet 5. I think we are loudest on Fridays and I think we are the noisiest in lunch. Did you know that we did an experiment and we used a noise level meter?



Final hint: Don't **bleed** all over their papers.

Questions



*Alas, there is no miracle-grow
for growing young writers. There
are no shortcuts when it comes
to learning how to write.*

Ralph Fletcher & Joann Portalupi



Helpful Resources

- <https://vimeo.com/tcrwp/videos>
- <https://www.corestandards.org/>
- <https://www.parcconline.org/>
- <https://www.teachingchannel.org/blog/2014/03/31/writing-fluency/>

To download these materials and more, visit my blog!

BaBurke.Edublogs.org

The Write Fix

[Home](#) [About Beth Anne Burke](#) [Strengthen Your Core](#) [The Write Fix Materials](#)

← [Handwriting](#)

I ♥ Writing Part 2 →



I ♥ Writing

February 1, 2014 | [Common Core](#), [Differentiation](#), [teaching](#), [Writing](#) |

How do we get students to love writing? The key to writing instruction (like anything), is the sales pitch. You have to "sell" your kids on writing. Make them believe that writing is the best time they will ever have in school. Gimmicks work; check out my bag of tricks for writing.



My Writing Bag of Tricks

When I enter the room carrying this, the kids take notice. I circulate around the room during writing time. Students are

Search

To search, type and hit enter

Write with Me!



Pages

- [About Beth Anne Burke](#)
- [Strengthen Your Core](#)