Science of Reading in the Classroom:

HQIM Assessment and Writing Implementation

mdek12.org

Office of Elementary Education and Reading

Division of Literacy

MISSISSIPPI DEPARTMENT OF EDUCATION

Spring 2023

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education STRATEGIC PLAN GOALS

1. **ALL** Students Proficient and Showing Growth in All Assessed Areas
2. **EVERY** Student Graduates from High School and is Ready for College and Career
3. **EVERY** Child Has Access to a High-Quality Early Childhood Program
4. **EVERY** School Has Effective Teachers and Leaders
5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated “C” or Higher

Part 1:
Implementing HQIM

Part 2:
Assessment and Writing

Part 3:
Small-Group Instruction
(coming Fall 2023)

Scan to access the webinar:

Session Goals: Understanding Assessment and Writing with HQIM

- Review the purpose of assessments and why they are important
- Learn about assessment literacy and how it impacts daily decision making
- Examine importance of assessments within the HQIM
- Review the purpose of writing and why it is important
- Examine the Writing Rope and how it correlates with the MAAP Writing Rubric

Assessments

Why are they important?

Assessments

What are assessments?

Assessments are the **shared processes** of **gathering purposeful** and **systematic measurement** for **documentation**, **reflection**, and **improvement** of both **student learning** and **instructional practices**.

Why are assessments important?

Assessments are important because **educators** can find out **what students know**, **how well they know it,** and if they need **to adjust their instruction** to **meet the needs of the learner**.

Assessments Should NOT Be

- testing for the sake of testing
- functioning in isolation of the curriculum
- ranking children based on their performance
- grouping for classroom rosters

Assessment Literacy

Are you an assessment literate educator?

Assessment Literacy refers to the knowledge of skills **associated** with *designing, selecting, interpreting, and using high-quality assessments* to **improve** *student learning* and to **serve** other *important educational policy purposes.*

The Center for Assessment, 2019

Assessment Literacy

The purpose of Assessment Literacy is for educators to:

- develop an understanding of a variety of assessment approaches, both summative and formative, that can effectively inform instruction
- use assessments that are tightly aligned with their curriculum to understand whether students are making progress toward achieving standards and ensure equity of access to learning and content in their classrooms
- develop and refine their knowledge, skills, and practices around assessments

Learning Forward, 2023

Major Components of Assessment Literacy

1. Understand the purpose for specific assessments.

- **Classroom:** (student and teacher) to support learning during instruction and verify learning after instruction (e.g., feedback, student work, quizzes, questions, etc.)
- **School and district:** to evaluate programs for effectiveness; measure student growth; and support placement, intervention, or remediation (e.g., diagnostic assessments, interim assessments, and benchmark assessments)
- **State and federal:** to understand achievement trends, evaluate school performance, and determine access (e.g., statewide accountability tests and national assessments such as NAEP)

Kentucky Valley Educational Cooperative, 2023

2. Identify and/or select assessments that match the instruction.

- **Formative assessment** is a process that occurs during instruction to provide feedback to adjust teaching (observations, quick checks, questioning, weekly assessment).
- **Summative assessment** is used to gather students' achievement after instruction (unit test, project-based inquiry projects, end of year assessment).
- **Benchmark/Interim assessment** is used to measure students' performance on an individual standard.
- **Diagnostic assessments** are used to identify potential deficits to target instructional support.

Kentucky Valley Educational Cooperative, 2023

3. Use assessment results to plan and modify instruction.

- Assessments must be followed by **high-quality**, **relevant instruction** designed to **correct** learning errors the assessment identified (remediation guides, interventions, etc.).
- Students who have few or no learning errors to correct should receive **enrichment activities** to help broaden and expand their learning.
- Teachers should implement **aligned** resources to modify instruction. Utilize the resources within your HQIM.

Kentucky Valley Educational Cooperative, 2023

4. Provide feedback to students and their families about learning.

- All stakeholders should be aware of student learning.

- Feedback should be actionable, relevant, and timely.
  - -Explain what the students can do.
  - -Explain what the students cannot do.
  - -Show samples of students' work.
  - -Be specific about students' performance.

5. Involve students in the use of their own assessment data.

- Students use their classwork as a source for data, analyzing strengths, weaknesses, and patterns to improve their work.
- Students regularly analyze evidence of their own progress. They track their progress on assessments and assignments, analyze their errors for patterns, and describe what they see in the data about their current level of performance.
- Students use data to set goals and reflect on their progress over time and incorporate data analysis into student-led conferences.

Kentucky Valley Educational Cooperative, 2023

Balanced System of Assessments

How do we ensure our system is balanced?

Assessments at all levels, from **classroom to state,** will work together **in a system** that is **comprehensive, coherent, and continuous**. In such a system, assessments would **provide** a variety of **evidence** to support **educational decision making**. **Assessment** at **all levels** would be **linked back** to the same underlying model of **student learning** and would provide **indications** of **student growth** over time.

The Center for Assessment, 2019

Balanced System of Assessments

What makes an assessment system balanced?

- The assessment systems are coherently linked through clearly-specified learning targets.
- The assessment systems comprehensively provide multiple sources of evidence to support educational decision-making.
- The assessment systems continuously document student progress over time.

The Center for Assessment, 2019

Formative vs. Summative Assessment

	Formative	Summative
PURPOSE	To provide students with feedback on their progress, identify specific student misconceptions, and to target instruction to students' needs	To document achievement or mastery of standards at one point in time and provide large scale data regarding program success and challenges
TIMELINE	Occurs continuously during instruction	Occurs at the end of learning (unit test, end of the year state assessment, etc.
FOR WHOM	Students and teachers	Administrators, curriculum leaders, teachers, policy-makers (school board)
USAGE	To advise teachers and students of progress and inform next steps of instruction and to help parents support student learning throughout the school year	To certify mastery of academic standards or learning goals and to identify areas of strength and weakness in overall instruction

Balanced System of Assessments

- **Benchmark** assessments may **distract** educators from rich assessment opportunities and students from rich learning opportunities which could threaten system coherence.
- **Benchmark** assessments **are likely not aligned** to a district's **curriculum** so they cannot provide information about what students learned in a **unit of instruction** or identify learning gaps prior to a unit of instruction.

The Center for Assessment, 2019

ELA Benchmark vs. ELA State Assessment

BENCHMARK ASSESSMENT

DESIGN – May or may not consider district pacing; controlled by local agency

ITEMS – May be chosen based on a single, isolated standard, unknown method for item difficulty selection

FORM – Does not apply the same rigorous psychometric standards

PASSAGES – Unknown method for passage selection

MEASURES – Individual students or classes

ADMINISTERED – Intermittently, often at the end of a quarter or semester, or a midpoint of a curricular unit.

STATE ASSESSMENT

DESIGN – Guided by end of year standard expectations

ITEMS – Item selection is determined by item usability statics (performance based on gender, racial bias, point biserial correlation - high performers vs. low performers)

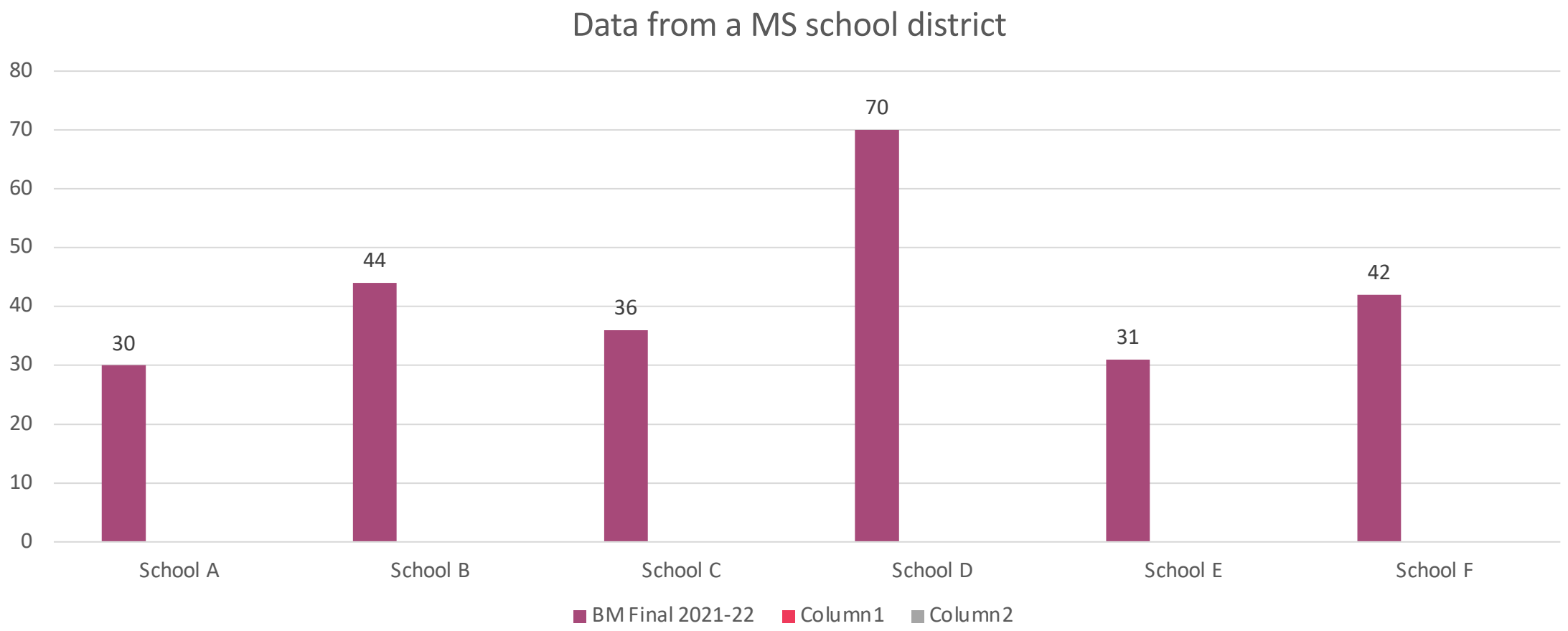
FORM – Psychometric experts equate each form to ensure comparability from year to year

PASSAGES – Represent a variety of text complexities determined by quantitative measures; Receive input from educators through qualitative rubrics and considerations of the reader and task

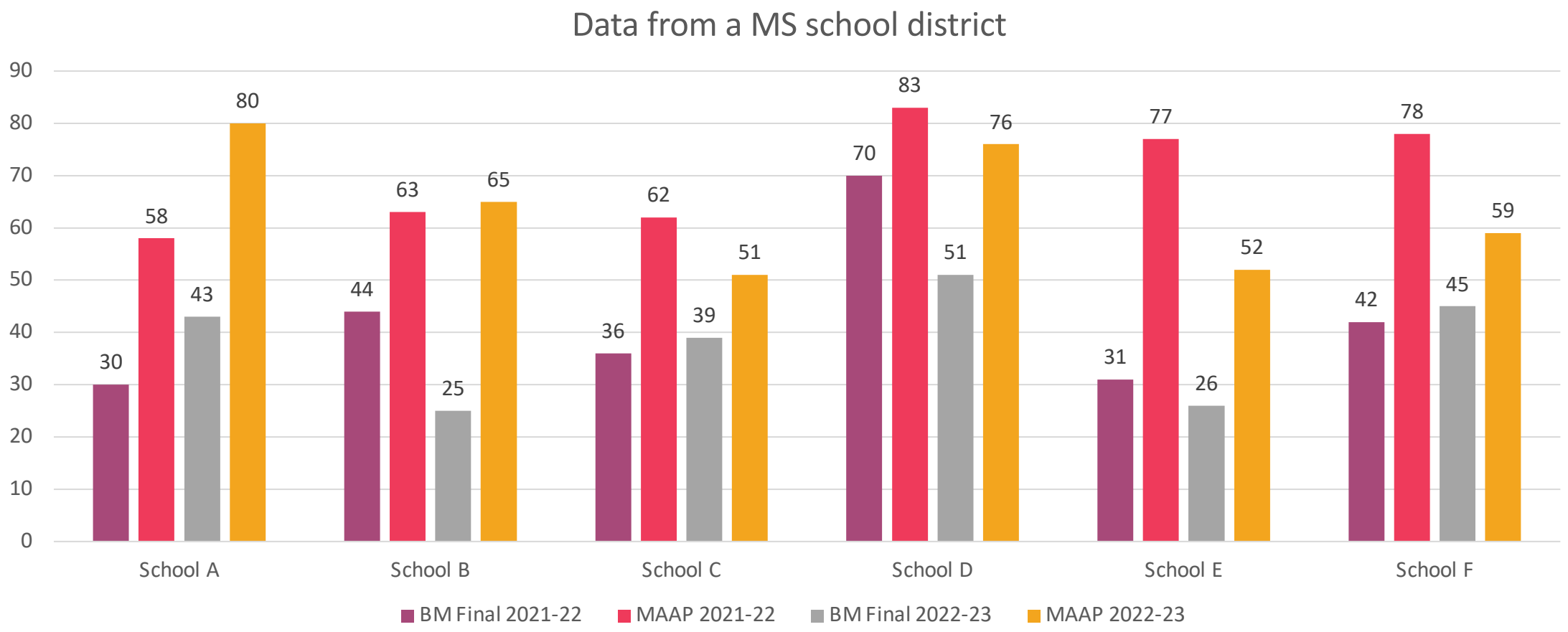
MEASURES – The educational environment: teachers, curricula, education systems, programs, etc.

ADMINISTERED – Annually

Benchmark Results vs. MAAP



Benchmark Results vs. MAAP



Assessment Literate Educators in a Balanced System

School Leader	Teacher
• understands and **advocates** for the development of **balanced assessment systems** • establishes the expectation that faculty members will **continuously develop** and **hone their assessment literacy** • promotes **effective communication** of results, both in **formative and summative** contexts	• knows how **instructional decision-making fits** into a **balanced system of assessment** • identifies **clear and appropriate purposes** for each **assessment** • implements assessments **equitably**, making appropriate **modifications** based on **student need**

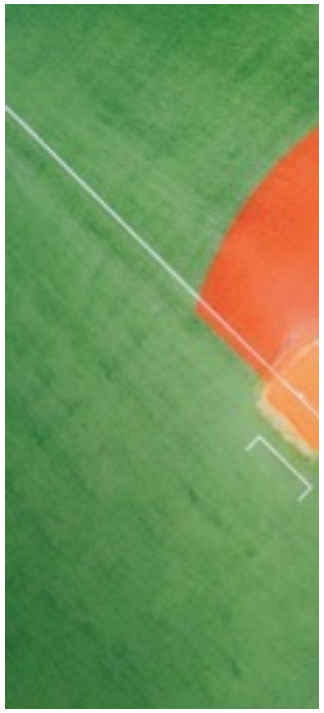
The Center for Assessment, 2019

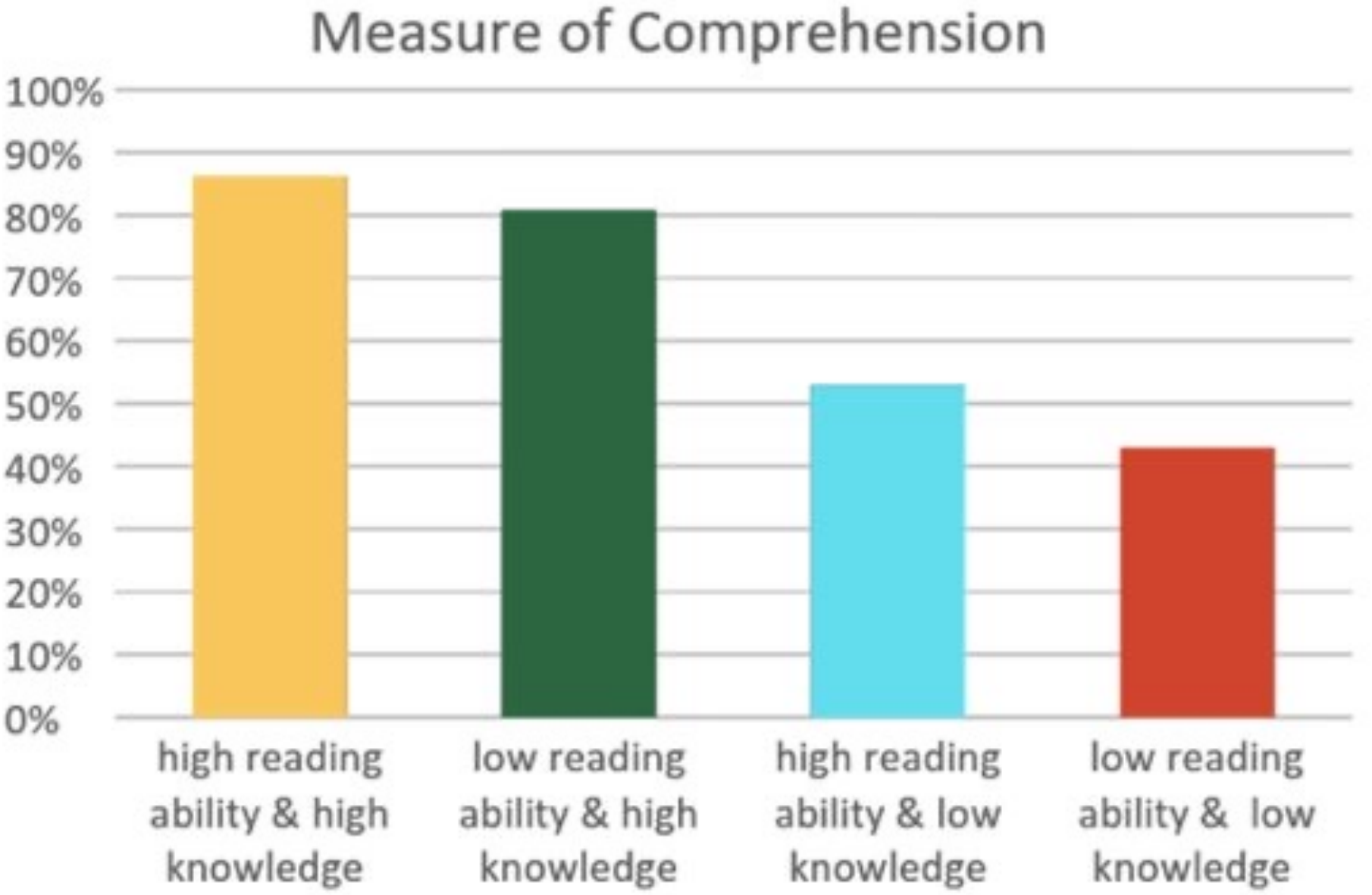
Assessment Literate Educators in a Balanced System

Do not	Do
use Benchmark Assessments for weekly tests	use the assessments in their curriculum to assess students
limit students' opportunities to deeply learn content by pausing classroom instruction for test prep	provide quality instruction throughout the year to deepen students' understanding of the content by asking "why" questions and having students explain their reasoning.
administer portions of the practice test over a given time to prepare for the state assessment	administer at least one full-length practice test to help students tackle test anxiety and become "test wise"

Instruction Partners, 2017

Importance of Assessment in HQIM





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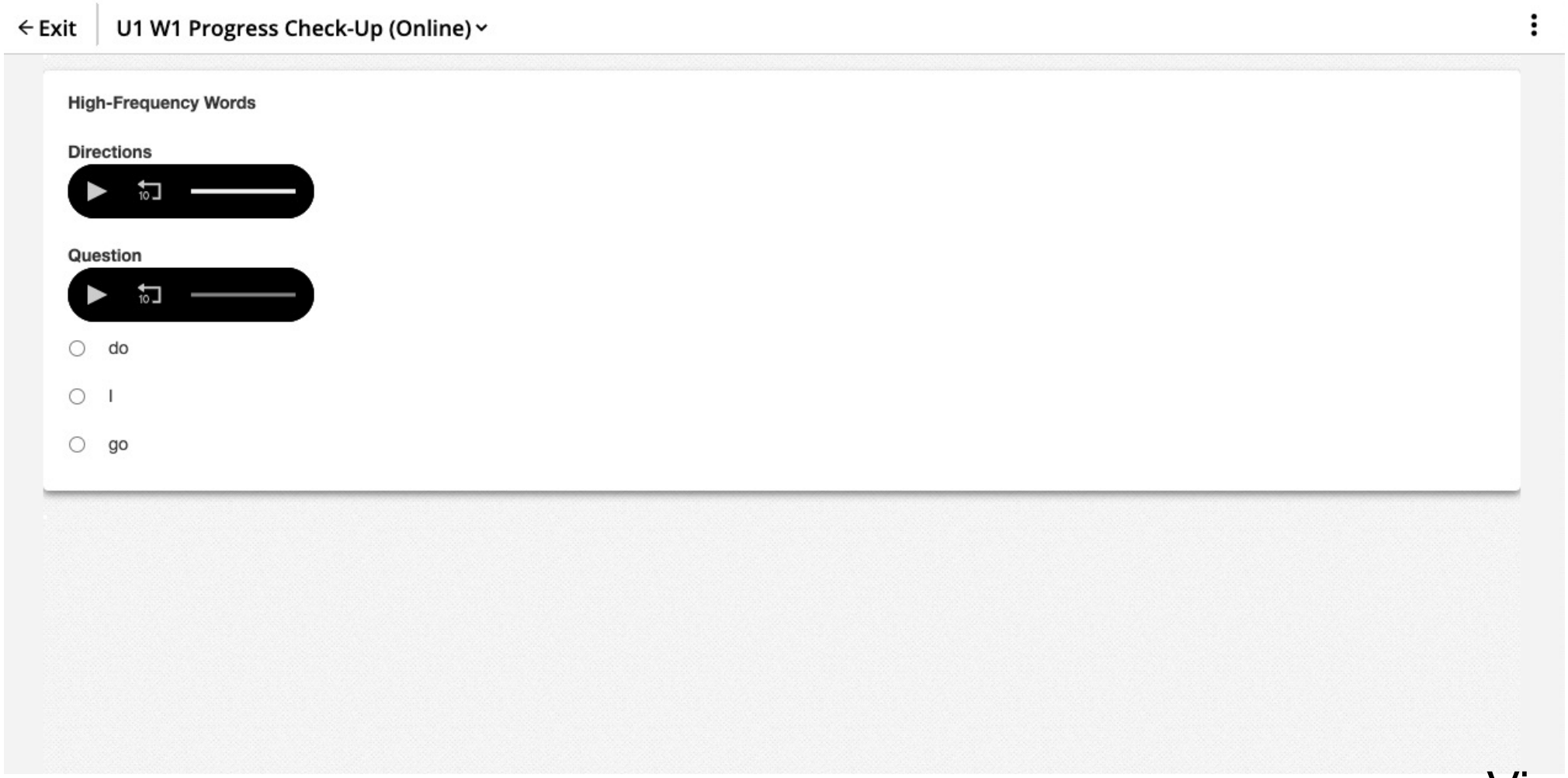
The ***purpose*** of HQIM is to have a ***cohesive*** Tier 1 program to ensure ***all students*** are receiving high-quality Tier 1 instruction.

Mississippi Academic Assessment Program (MAAP)
and the Mississippi Kindergarten Assessment System (KRA)
are not aligned to any curriculum.

HQIM, MAAP, and the KRA
are aligned to the MS-CCRS.

KRA Example



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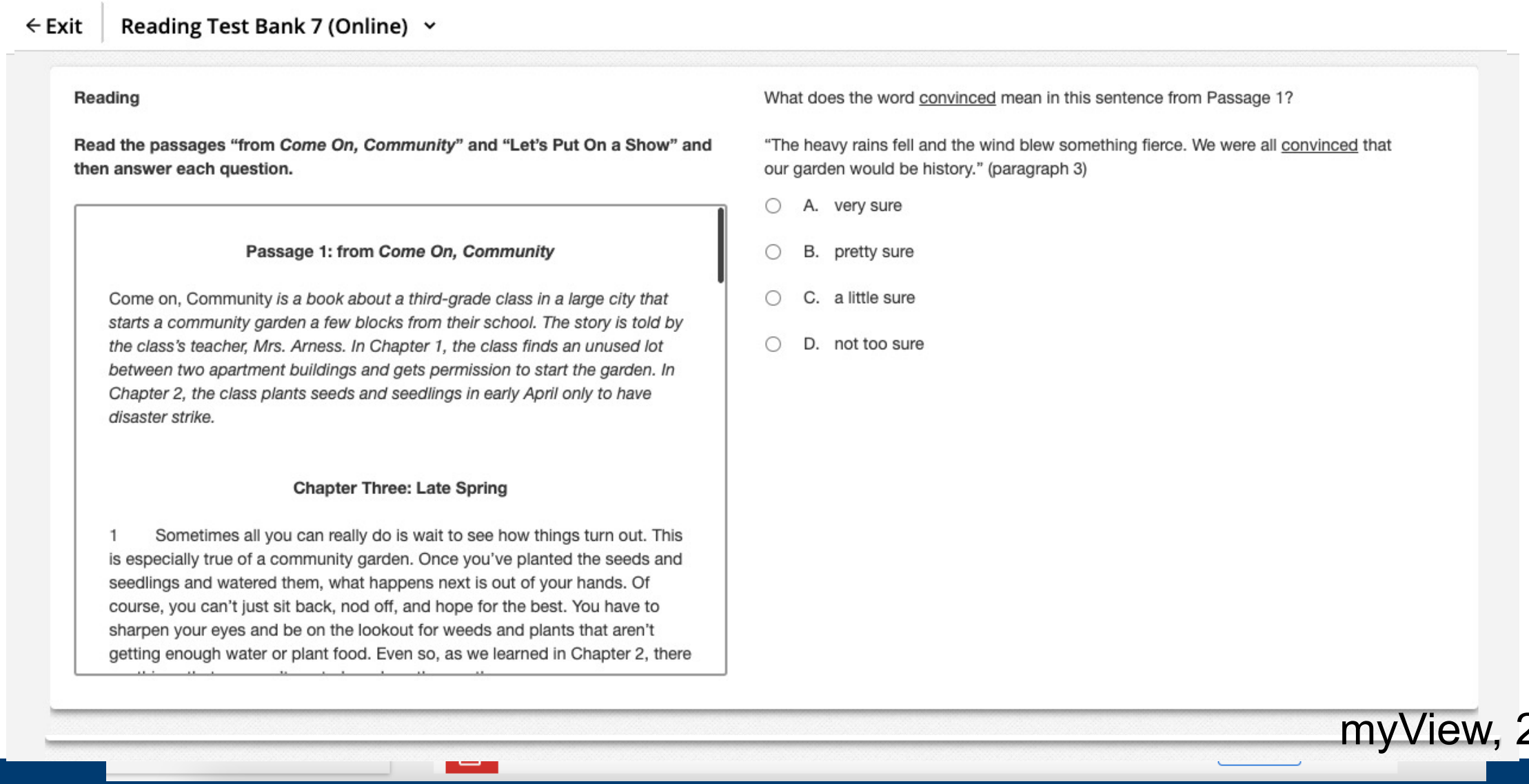
MAAP Examples



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May vary slightly with each HQIM – DIG IN!

- BOY, MOY, EOY assessments to determine growth towards standards
- Weekly assessments to gauge student learning
- Summative assessments to determine mastery after a unit
- Cold Reads to measure fluency
- Online components to allow for ease of tracking

Assessment and the HQIM Rubric

Criterion 3.2 Assessment	Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.	
Indicator * denotes priority indicators	Guiding Questions	Scoring
*3g. Assessment information is included in the materials to indicate which standards are assessed.	Do the materials identify the standards being assessed for all assessment types?	0 2 4
*3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 2 4
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	What assessment accommodations are available?	Narrative Evidence Only
*3k. Assessments provide a system including multiple opportunities throughout the grade, course, and/or series to determine what students are learning and what they have learned.	How is the system of assessments constructed to identify what students are learning or have learned? How do the assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 2 4
Total Available Points in Criterion 3.2	16	Meets: 14-16 Partially Meets: 8-13 Does Not Meet: < 8

Gateway 3 examines assessment

- 3g: Indicates which standards are assessed
- 3h: Provides aligned rubrics and scoring guidelines
- 3i: Includes item types that measure the depth and rigor or the expectations of the standard
- 3k: Provides a system to determine what students are learning and what they have learned

3g: Indicates which standards are assessed

UNIT	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
5	Reading Comprehension	1–2	Find Text Structure	Items 1–2 DOK 2	RI.1.2
		3–4	Use Text Features	Items 3–4 DOK 2	RI.1.7
		5–6	Identify Persuasive Text	Items 5–6 DOK 2	RI.1.8
		7–8	Use Pictures and Text	Items 7–8 DOK 2	Item 7 RI.1.6 Item 8 RI.1.7
		9–10	Determine Theme	Items 9–10 DOK 2	RL.1.2
	High-Frequency Words	11–15	High-Frequency Words	Items 11–15 DOK 1	RF.1.3.g
	Phonics	16	Long o Spelled oa, ow, oe	Item 16 DOK 2	RF.1.3.c
		17	Consonant Blends and Trigraphs	Item 17 DOK 2	RF.1.3.a
		18	Long i Spelled igh	Item 18 DOK 2	RF.1.3.b
		19	Suffixes -er, -or	Item 19 DOK 2	RF.1.3.b
		20	Vowel Teams ue, ew, ui	Item 20 DOK 2	RF.1.3.c
		21	Prefixes re-, un-	Item 21 DOK 2	L.1.4.b
		22	Long i, Long o	Item 22 DOK 2	RF.1.3.b
		23	Suffixes -ly, -ful	Item 23 DOK 2	RF.1.3.f
		24	Open and Closed Syllables	Item 24 DOK 2	RF.1.3.b
		25	Vowel Teams oo, ou	Item 25 DOK 2	RF.1.3.b
	Conventions	26	Adverbs	Item 26 DOK 2	L.1.1
		27	Transitions and Conjunctions	Item 27 DOK 2	L.1.1.g
		28	Prepositions	Item 28 DOK 2	L.1.1
		29	Prepositional Phrases	Item 29 DOK 2	L.1.1
		30	Commas in Dates and Sentences	Item 30 DOK 2	L.1.2.c
	Writing	Prompt	How-to Book	Writing DOK 3	W.1.2

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3i: Includes item types that measure the depth and rigor or the expectations of the standard

Assessment 10A: New-Read Assessment 1

Directions: Read chapter 4, "Drumbeats and Bullets," from *The Boys' War*. Then, answer the questions that follow in PARTS 1, 2, and 3.

PART 1: Use Context to Understand Vocabulary

Directions: Use your knowledge of context clues to answer the following questions about words found in chapter 4.

1. Read the following sentence from page 40.

> Drummers were such a vital part of battle **communication** that they often found themselves the target of enemy fire.

What is the meaning of the word **communication** in this sentence? Use your knowledge of the affix *–ation* to determine the meaning.

a. It is a noun meaning "the sharing of messages, information, or ideas."
b. It is a verb meaning "to exchange messages, information, or ideas."
c. It is a noun meaning "someone who shares messages, information, or ideas."

2. Read the following sentence from page 40, and then answer PART A and PART B.

> Drummers were such a **vital** part of battle communication that they often found themselves the target of enemy fire.

PART A

What is the meaning of the word **vital** in the context of the sentence?

a. exciting
b. obvious
c. important
d. small

PART B

Which detail from the text provides context for the meaning of the word *vital*?

a. "Drummers"
b. "battle communication"
c. "found themselves"
d. "target of enemy fire"

3. Read the following excerpt from page 43, and then answer PART A and PART B.

> Even as their role in the fighting was changing, Civil War drummers stayed at their positions signaling orders to the troops. Hundreds were killed and thousands more were wounded. "A cannon ball came bouncing across the corn field," a drummer boy recalled, "kicking up dirt and dust each time it struck the earth. Many of the men in our company took shelter behind a stone wall, but I stood where I was and never stopped drumming. An officer came by on horseback and **chastised** the men, saying 'this boy puts you all to shame. Get up and move forward.' We all began moving across the cornfield.

PART A

What is the meaning of the word **chastised** in the context of the sentence?

a. to scold
b. to physically hurt
c. to act superior to
d. to compare to

PART B

Which detail from the text provides context for the meaning of the word **chastised**?

a. "Civil War drummers stayed at their positions signaling orders to the troops."
b. "'Many of the men in our company took shelter behind a stone wall'"
c. "'but I stood where I was and never stopped drumming.'"
d. "'this boy puts you all to shame. Get up and move forward.'"

PART 2: Support an Author's Points

Directions: Use your knowledge of reasons and evidence to answer the following questions about an author's points.

1. Use pages 39 through the first two paragraphs on page 41 to answer PART A and PART B.

PART A

What evidence from the text supports the author's point that Civil War drummer boys were a necessary and helpful part of the army? Select **two**.

a. "Soldiers probably came to hate the sound of the drums, especially when they heard them on a drizzly, cold morning."
b. "Most likely, he saw himself always drumming in parades or in the safety of camp."
c. "The beat of the drum was one of the most important means of communicating orders to soldiers in the Civil War."
d. "While in camp, they would carry water, rub down horses, gather wood, or cook for the soldiers."

PART B

How does the author use evidence to support the point that drummer boys were a necessary and helpful part of an army? Select **two**.

a. He uses firsthand accounts from drummer boys themselves to describe their importance in the Civil War.
b. He provides quotations from other historians to describe how drummer boys were used in the Civil War.
c. He uses letters from boy soldiers describing the importance of drummer boys in the Civil War.
d. He provides examples of ways drummer boys were used in the Civil War.

3k: Provides a system to determine what students are learning and what they have learned

STANDARDS	PAGE REFERENCES
Reading Literature	
Key Ideas and Details	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Teacher's Edition:** **Unit 1**: T124-T129, T133, T138-T139, T140-T141, T145D, T145F, T146-T147, T184-T185, T307-T308 **Unit 2**: T124-T129, T138-T139, T145I, T146-T147, T193, T204-T205 ,T294, T308-T309 **Unit 3**: T124-T129, T138-T139, T140-T141, T145G, T145K, T145S, T145T, T146-T147, T181, T308-T309 **Unit 4**: T25, T26, T30-T31, T36-T37, T43D, T43F, T43G, T43J, T43K, T43O, T45D, T45E, T80-T81, T85, T91, T93, T100, T103, T143B, T230-T231, T239A, T239B, T304-T305 **Unit 5**: T136-T137, T141H, T141L, T142-T143, T304-T305 **Unit 6**: T122-T125, T134-T135, T141G, T141H, T141L, T142-T143, T144, T230-T231, T281, T304-T305 **Reading/Writing Companion:** **Unit 1-2**: 37-41, 48, 50-53, 93-95, 139-143, 152, 155, 179, 195-197 **Unit 3-4**: 105, 106, 110, 111, 114, 116-119, 191-193 **Unit 5-6**: 35-37, 46-49, 142, 143,144-147,157-159,191-193 **Leveled Readers:** ***Unit 4****: The Weaver of Rugs: A Navajo Folktale (A), Why the Sea is Salty: A Scandinavian Folktale (O, EL), Finn MacCool and the Salmon of Knowledge: An Irish Folktale (B); Every Picture Tells a Story (A), A Chef in the Family (O, EL), Stepping Forward (B)* **Reading Workstation Activity Cards:** 19

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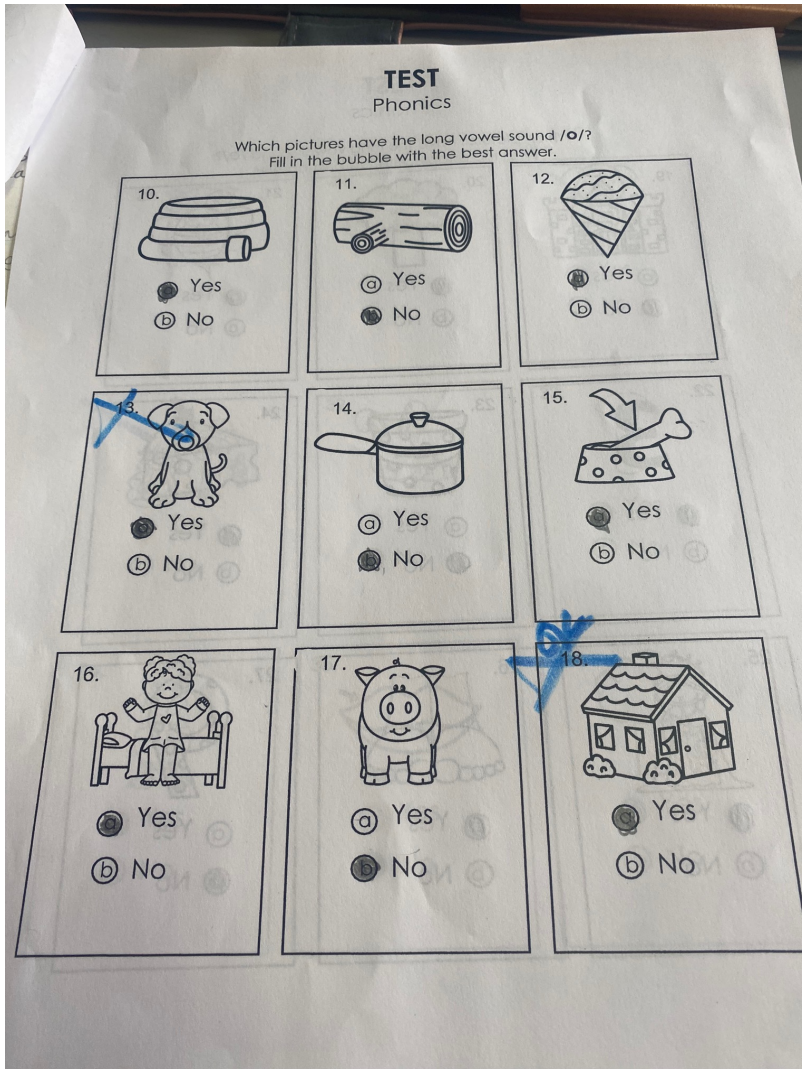
Teacher-Created Assessments vs. HQIM-Created Assessments



TEST

Phonics

Which pictures have the long vowel sound /o/?
Fill in the bubble with the best answer.

10. ● Yes ⓑ No

11. ⓐ Yes ● No

12. ● Yes ⓑ No

13. ● Yes ⓑ No

14. ⓐ Yes ● No

15. ● Yes ⓑ No

16. ● Yes ⓑ No

17. ⓐ Yes ● No

18. ● Yes ⓑ No

Name_____

26 *The spider made a web.*

Which word has the same beginning sound as web?

- ○ rack
- ● well
- ○ jug

27 *Leah put her juice in a mug.*

Which word has the same middle sound as mug?

- ○ cute
- ○ wet
- ● nut

28 *The baby can clap her hands.*

Which word has an initial consonant blend?

- ○ baby
- ● clap
- ○ hands

29 *The sun is big.*

Which word has the same ending sound as is?

- ○ rocks
- ● has
- ○ sets

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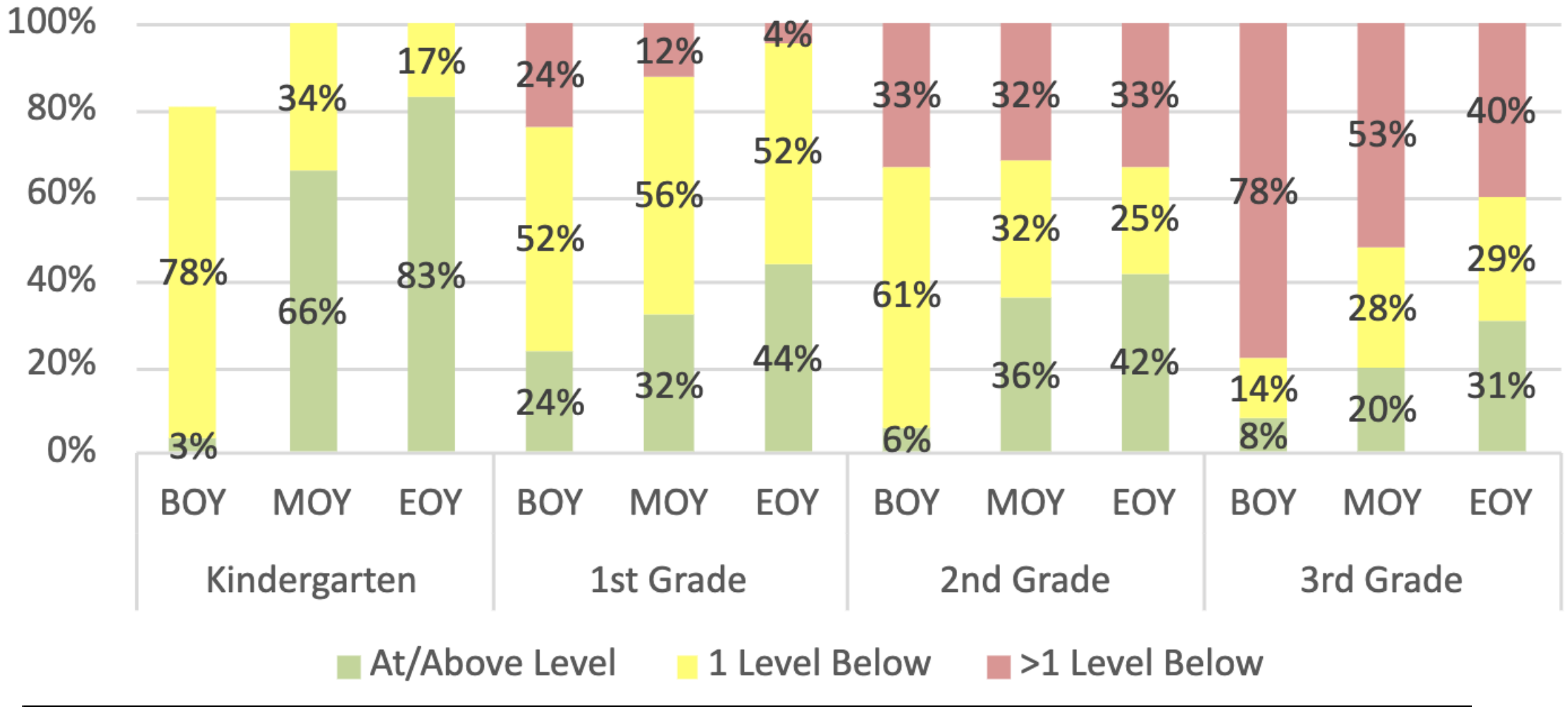
myView, 2020

The Role of the Reader, the Text, the Task, and the Context

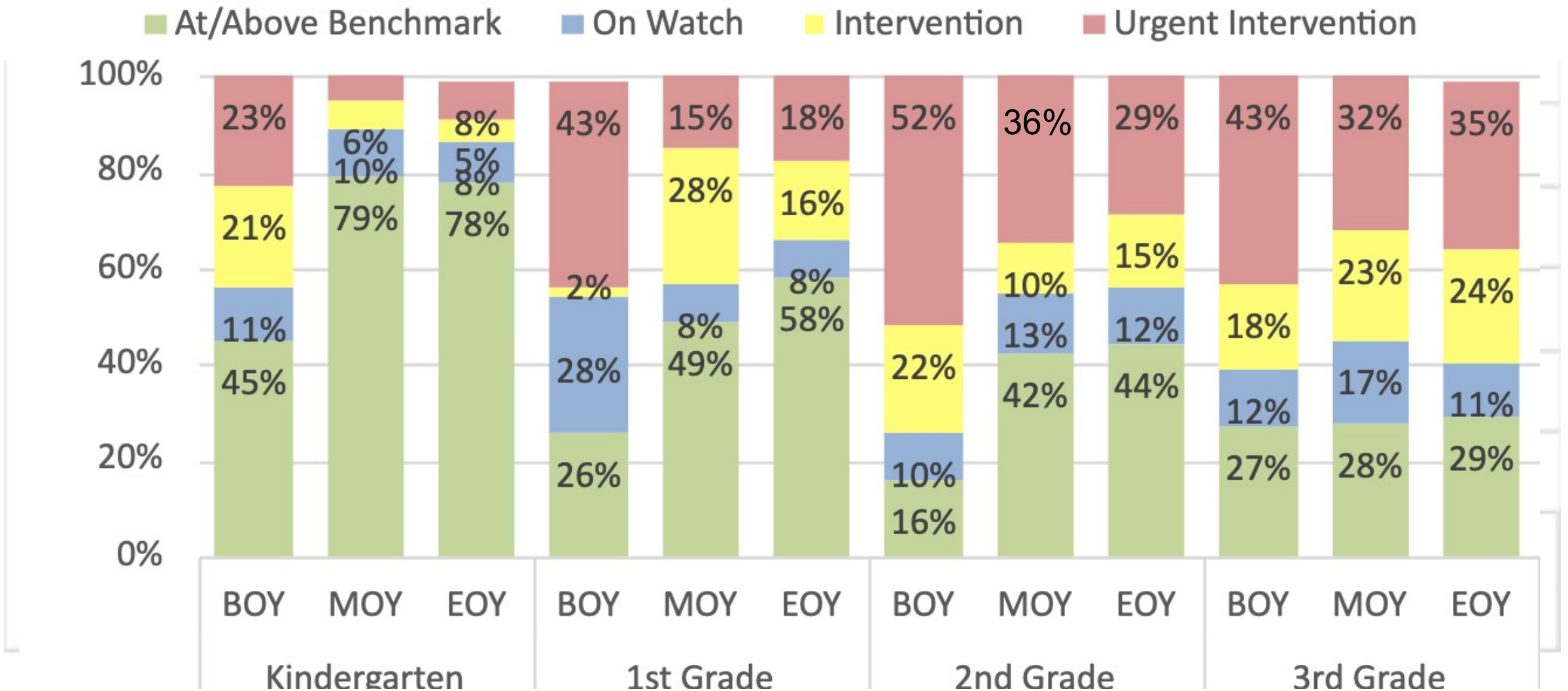
Task Development

Tasks within HQIM are specifically designed to allow the teacher to gauge student understanding and mastery of the standards. HQIM provides opportunities to complete these tasks throughout the lessons.

The Evidence: i-Ready Universal Screener Data



The Evidence: STAR Universal Screener Data

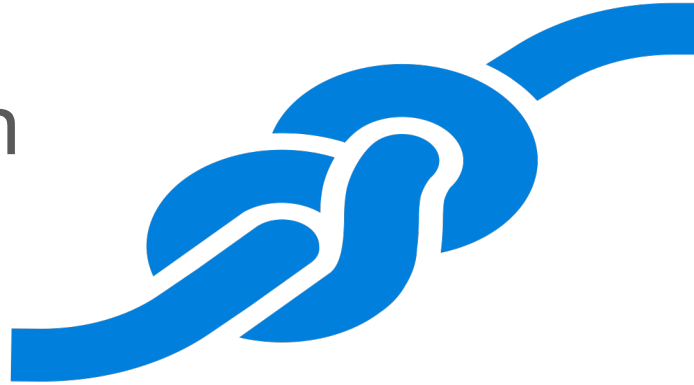


Lingering Bad Habits	Building Data-Driven Instruction
Stopping instruction for tri-weekly, bi-weekly and other assessments that are teacher- or district-created	Using the HQIM Assessment materials the way the HQIM intended them to be used
Creating assessments based on specific standards	Implementing instructional units (HQIM) that build background knowledge and allow students to demonstrate knowledge of the standards
Focusing on "Power Standards" and skipping culminating tasks associated with HQIM	Ensuring HQIM implementation with fidelity by utilizing all components of the HQIM and following the HQIM scope and sequence
Giving students multiple assessments that provide the same or similar data	Training teachers on the purpose of each assessment type and timeline for completion

Writing

"**Explicitly** teaching students to write about the content they are learning **can** build and **expand** students' knowledge and familiarity with the topic, which supports their comprehension."

-International Dyslexia Association



Explicit writing instruction supports teachers and students in:

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

The Writing Revolution by Judith C. Hochman and Natalie Wexler

Six Basic Principles of Writing Instruction

1. Explicit instruction is needed beginning in kindergarten.
2. Sentences are the building blocks for all writing.
3. It is a powerful teaching tool when embedded in content.

4. The driving force is the content of the curriculum.
5. Grammar is taught within writing instruction.
6. Planning and revising are the most important phases of instruction.

The Writing Revolution by Judith C. Hochman and Natalie Wexler

Text-Connected and Text-Dependent

CHARACTERISTICS

- Related to a unit of study or a text
- Dependent on increased content knowledge from a unit of study or text
- Requires inferencing, synthesizing, applying, and including textual evidence

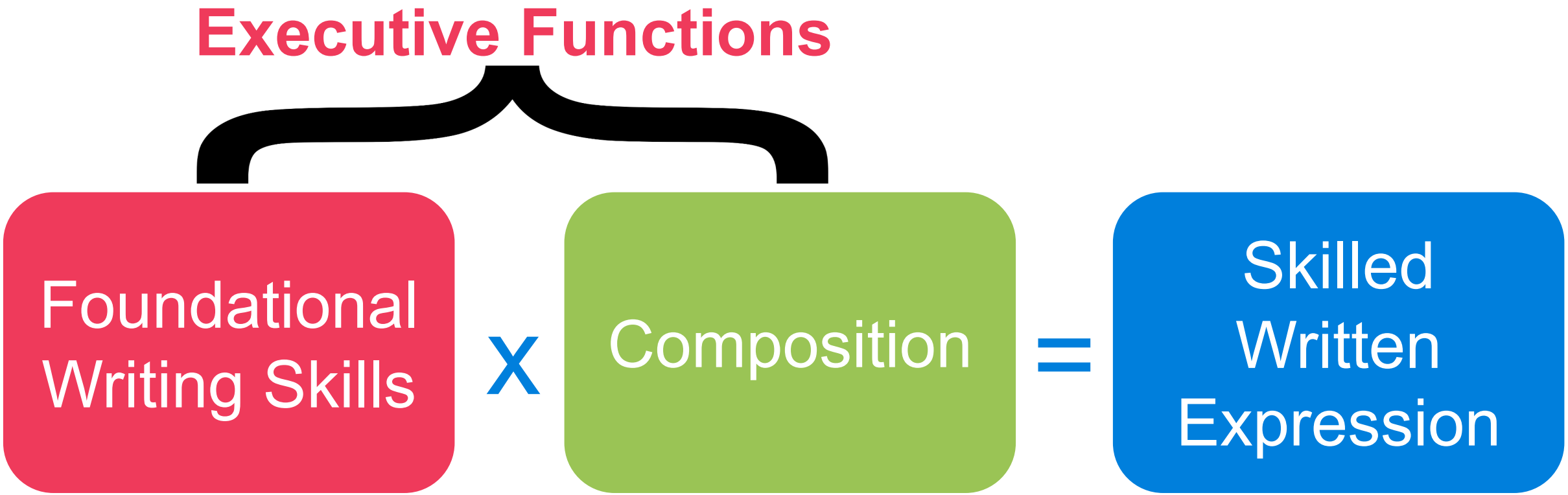
PURPOSE

- To demonstrate understanding and mastery of content knowledge built through a text or volume of texts (Unit of Study)
- To increase grammar skills, vocabulary usage, use of sentence structure, etc.

EXAMPLES

1. After completing a unit on *Animals as Pets*, students write a letter to the teacher requesting a class pet including knowledge learned throughout the unit.
2. After reading *I Wanna Iguana* by K. K. Orloff, students write an opinion telling whether they agree/disagree that Alex needs an Iguana.

The Simple View of Writing



(Paulson, 2022)

The Components of the Simple View of Writing

Foundational Writing Skills

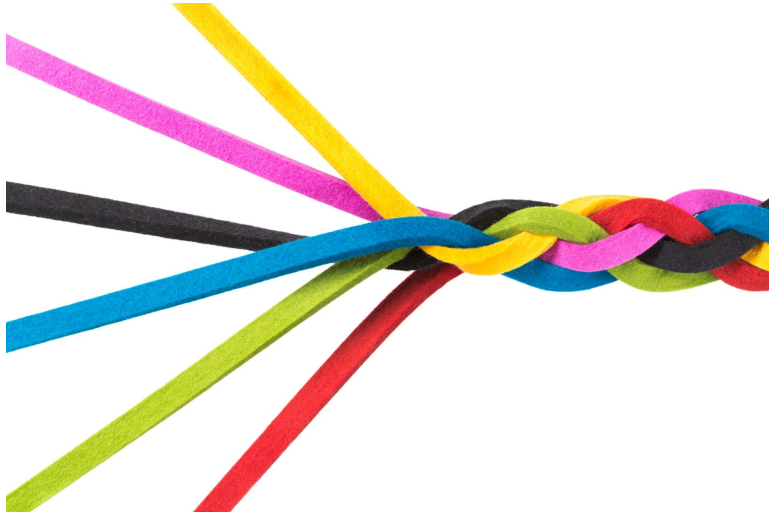
- Letter formation
- Handwriting or typing fluency
- Spelling
- Punctuation
- Word/sentence spatial organizations

Composition

- Topic knowledge
- Vocabulary/word choice
- Sentence formulation
- Grammar and usage
- Literary forms
- Organization of ideas
- Audience awareness

The Writing Rope

Five Strands of Writing



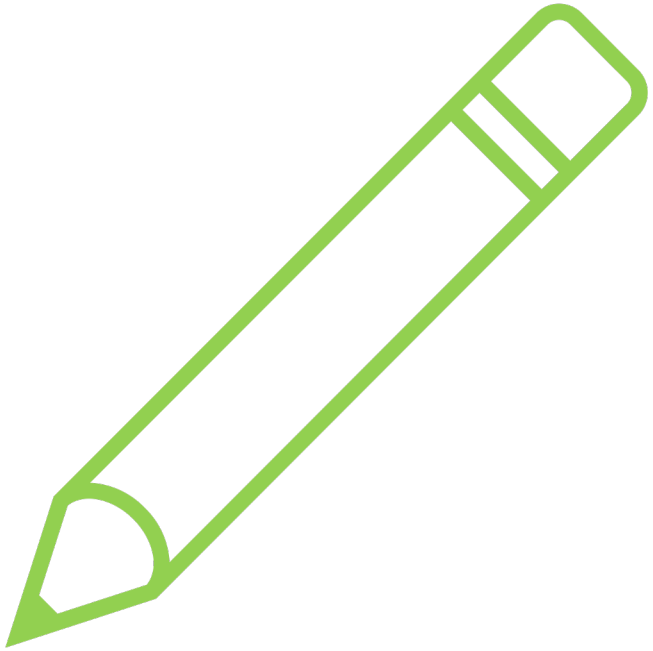
Activity: Turn and Talk

Discuss with your elbow-partner:

Why is writing so hard

…to do

…and to teach?



In Sedita's words, " … significant attention is paid to the multi-component nature of skilled reading, while writing tends to be referred to as a single, monolithic skill. I'd like to suggest a model that identifies the **multiple** components that are necessary for **skilled** writing—a similar 'rope' metaphor can be used to depict the many strands that contribute to **fluent, skilled** writing. It should be noted that instruction for many skills that **support** writing also **support** reading comprehension."

The Writing Rope

CRITICAL THINKING

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

WRITING CRAFT

- Awareness of task, audience, purpose
- Word choice
- Literary devices

TRANSCRIPTION

- Spelling
- Handwriting, keyboarding

Sedita, 2022

Critical Thinking

Critical Thinking

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

The Critical Thinking Strand

- Draws significantly on both executive function and critical thinking skills, as well as the ability to develop background knowledge about a writing topic
- Includes awareness of the writing process
- Contains 4 stages: Think, Plan, Write, Revise (Sedita, 2013)

Four Stages of Writing:

- Think: identify audience and purpose, brainstorm topic, gather information, and note taking
- Plan: organize ideas, use a planning guide
- Write: follow the guide, translate ideas into sentences and paragraphs
- Revise: review content, proofread for conventions, rewrite

Wit and Wisdom Grade 1 Task and Evidence Organizer

Assessment 8A:
Focusing Question Task 1

Task: What do you most admire about Cinderella?

First, read the evidence on the Cinderella Traits Chart.

Next, choose a trait you most admire about Cinderella.

Then, write an opinion paragraph explaining what you most admire about Cinderella.

Support your response using evidence from the following text:

- *Cinderella*, Marcia Brown

Checklist for Success:

Be sure to include all of the following in your response:

____ All parts of an opinion paragraph.

O	Opinion Statement	
Re	Reasons	
O	Opinion Conclusion	That is why she is _____ .

Syntax

Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

The Syntax Strand

- Builds understanding of grammar (the system and arrangement of words, phrases, and clauses that make up a sentence)
- Develops as students learn the correct use and relationship of words in sentences and that individual sentences communicate ideas that combined to make meaning
- Begins with exposure to Standard English by listening to people speak and by reading or listening to written text
- Instructs students on explicitly building sentence skills, including activities such as sentence elaboration and sentence combining

Parts of a Sentence

Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1

Spiral Review: Compound Subjects and Predicates

FOCUS ON STRATEGIES Review the language and conventions topic compound subjects and predicates. See p. 168 in Unit 1 of the *Student Interactive*.

MODEL AND PRACTICE Display the following sentence: *The mothers and fathers washed and swept the floors*. Help students to identify the compound subject (*The mothers and fathers*) and the compound predicate (*washed and swept*) of the sentence. Then have students discuss how both subjects are completing both actions.

APPLY Have students write one sentence with a compound subject and one sentence with a compound predicate. Have them exchange sentences with a partner. Have partners circle the compound subjects and underline the compound predicates.

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

myView, 2020

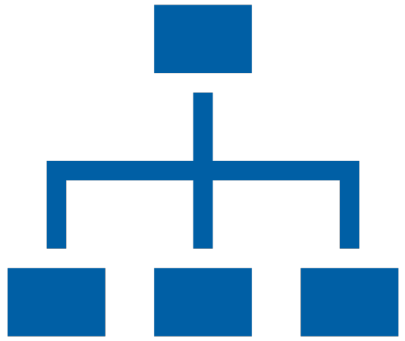
Text Structure

Text Structure

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

The Text Structure Strand

- Unique to written language
- Awareness of text structure supports both writing and reading comprehension
- Explicitly instruct students for several levels of text structure



Explicit Instruction for Levels of Text Structure

Informational, opinion and narrative text structure

Knowledge of different organizational structures for these 3 types of writing, to include introductions, body paragraphs, and conclusions

Paragraph Structure

Understand how written paragraphs group text into manageable units or how they are organized around a main idea and supporting details

Explicit Instruction for Levels of Text Structure

Patterns of Organization

Understand sentences and paragraphs can be organized to convey a specific purpose

- Description
- Sequence
- Cause/Effect
- Compare/Contrast
- Problem/Solution

Transition Words or Phrases

Use of words or phrases to link sentences, paragraphs, or sections of text, including knowledge of transitions associated with specific patterns of organization

Writing Craft

Writing Craft

- Word choice
- Awareness of task, audience, and purpose
- Literary devices

The Writing Craft Strand

Students need explicit instruction on:

- writer's voice: techniques and style of writing used to show emotion, personality, or point of view

- literary devices: understanding and use of common literary elements (e.g., plot, setting, narrative, characters, theme); and literary techniques included in narrative and expository text (e.g., imagery, dialogue, personification, figurative language, allegory)

- word choice: purposeful use of specific vocabulary and word placement to convey meaning and create an effect on the reader

Show Not Tell

W.3.3b

Name: _____ **Date:** _____

Writers use dialogue and description to show, not tell. This encourages readers to use their imagination to think about how the scene looks, or sounds, or smells and makes the writing more interesting and helps readers to feel as though they are actually there.

- Descriptions of his thoughts
- Descriptions of actions
- Descriptions of facial expressions and body movements
- Dialogue that doesn't tell but suggests how a character is feeling.

Transcription

- Spelling
- Handwriting, keyboarding

Transcription

The Transcription Strand

- Addresses spelling and handwriting/keyboarding skills
  - Basic skills that transcribe words a writer wants to put into writing
  - Once automatic and fluent, students focus attention on other strands

- Constrains writing development as students move into later grades if not developed by third grade

Examples from *Wonders* Grades 1, 2, and 3

Letter Ii

Objectives
- To identify capital **I** and small **i**
- To trace and copy capital **I** and small **i**

Materials: oaktag patterns of **I** and **i**, assorted art materials, paste, scissors

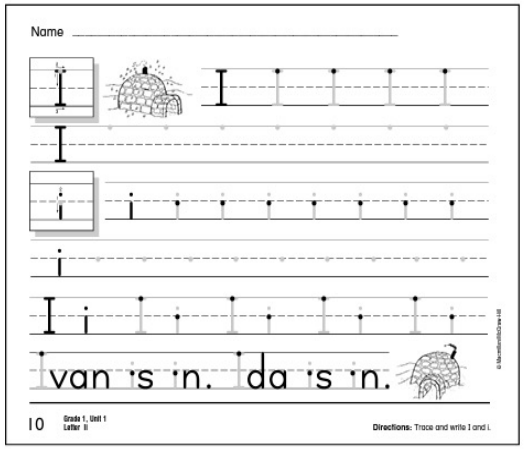
Getting Started: Write **Ii** on the chalkboard and have the letter names identified as capital **I** and small **i**. Then write **I** on guidelines as you say stroke directions:
- *Begin at the top line and move straight down to the bottom line. Lift.*
- *At the top line, move across from the left of the starting point to the right. Lift.*
- *At the bottom line, move across left to right.*

Repeat with small **i**:
- *Begin at the middle line and move straight down to the bottom line. Lift.*
- *Put a dot above the letter.*

Using the Page: Have children point to the capital **I** at the top of the page. Ask: "What's the name of a house that is built from blocks of snow and begins with the letter **i**?" (igloo)

Ask children to point to the first dot in row 1. Explain that this dot shows where to begin tracing the capital letter **I**. Have children trace and write **I** and **i**. Then read the sentences and have them trace **I** and **i**.

10



Extension: Make oaktag patterns for the letters **I** and **i**. Have children cut out and make textured capital **I**'s and small **i**'s with the materials (sandpaper, felt). The letters can be pasted onto construction paper. Allow time for children to share their work.

The textured letters might be used as the beginning of a textured letter book. Encourage children to make textured letters to add to the book after the other letters in the program are introduced.

Evaluate: Help children evaluate their writing by asking these questions:
Did you begin at the dot?
*Are your down and across strokes on the capital **I** straight?*
Did you remember to dot the small i?

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BLEND WORDS WITH SILENT LETTERS *WR, KN, GN, MB, SC*

1 Model Display **Word-Building Cards** *s, c, e, n, t*. Model how to blend the sounds. *This is the letter* s. *This is the letter* c. *Together, the letters* sc *can stand for /s/. The letter* c *is silent. This is the letter* e. *It stands for /e/. This is the letter* n. *It stands for /n/. This is the letter* t. *It stands for /t/. Listen as I blend these sounds together: /sss/ /eee/ /nnn/ /t/, /ssseeennnt/:* scent. *The word is* scent.

Continue by modeling the words *wreck, gnat, climb*, and *knife*.

2 Guided Practice/Practice Display the Phonics/Fluency Practice chart. Read each word in the first row, blending the sounds—for example, say: */thuuummm/. The word is* thumb. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words. Give children corrective feedback as necessary.

thumb	wreck	kneel	gnat	knock	gnu
comb	wrist	scent	knit	scene	lamb
knee	crumb	write	sign	knot	wrong
mute	crew	huge	know	music	hue

Do you know how to write a play?

The cat climbs out on the tree limb.

Ted cuts the cake with a knife.

5 mins Use Digital Writing Tools

Digital tools for writing have many benefits. Word-processing programs allow writers to quickly type and edit their work. Writers can also access online reference tools to improve their word choice. Students can use the **Online Writer's Notebook** to write their extended writing projects and guide them through each step of the writing process.

Model Demonstrate how to use the Online Writer's Notebook or any other word-processing program. Talk about the other digital writing tools that students are currently using. Encourage questions about the tools, and find answers.

Guide Ask students to share their experiences using digital writing tools, such as a spell checker and/or other features or programs.

Apply Have partners work together to use a digital tool, like the Online Writer's Notebook, to help proofread or publish their opinion writing.

Wonders, 2020

MAAP Writing Rubric

How HQIM Writing Aligns to MAAP Expectations

Writing Composition Instruction

Strategy instruction is effective in increasing overall quality of students' writing (Graham, 2006) and has a long-term impact (Fidalgo, Torrance, & Garcia, 2008).

Instruction should include:

- task- specific strategies (e.g., using graphic organizers)

  and

- metacognitive strategies (e.g., using a rubric to evaluate your draft)

MAAP Writing Rubric

Mississippi Academic Assessment Program
English Language Arts Writing Rubric

Performance Range		Advanced	Proficient	Basic	Minimal	
		12	11-9	8-5	4-1	0

Standard ID	Standard	Score of				
		4 points	3 points	2 points	1 point	0 points
W.1-3	Development of Ideas	The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.	The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text.	The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that may be irrelevant, may be merely listed, and may or may not be found in the text.	The writing is unclear, and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate.	The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.
W.1-3	Writing Organization	The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.	The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.	The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.	The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.	The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.
L.1 and .3	Language Conventions of Grammar and Usage	[redacted]	[redacted]	The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. *The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.*	The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning	The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. The writing may contain egregious errors in grammar and usage that impede meaning.
L.2	Language Conventions of Mechanics	[redacted]	[redacted]	The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in *mechanics* but they do not interfere with meaning.	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in *mechanics* that occasionally impedes meaning.	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in *mechanics* that impede meaning.

The MAAP Rubric can be used to show students how writing is scored.

MAAP Writing Rubric

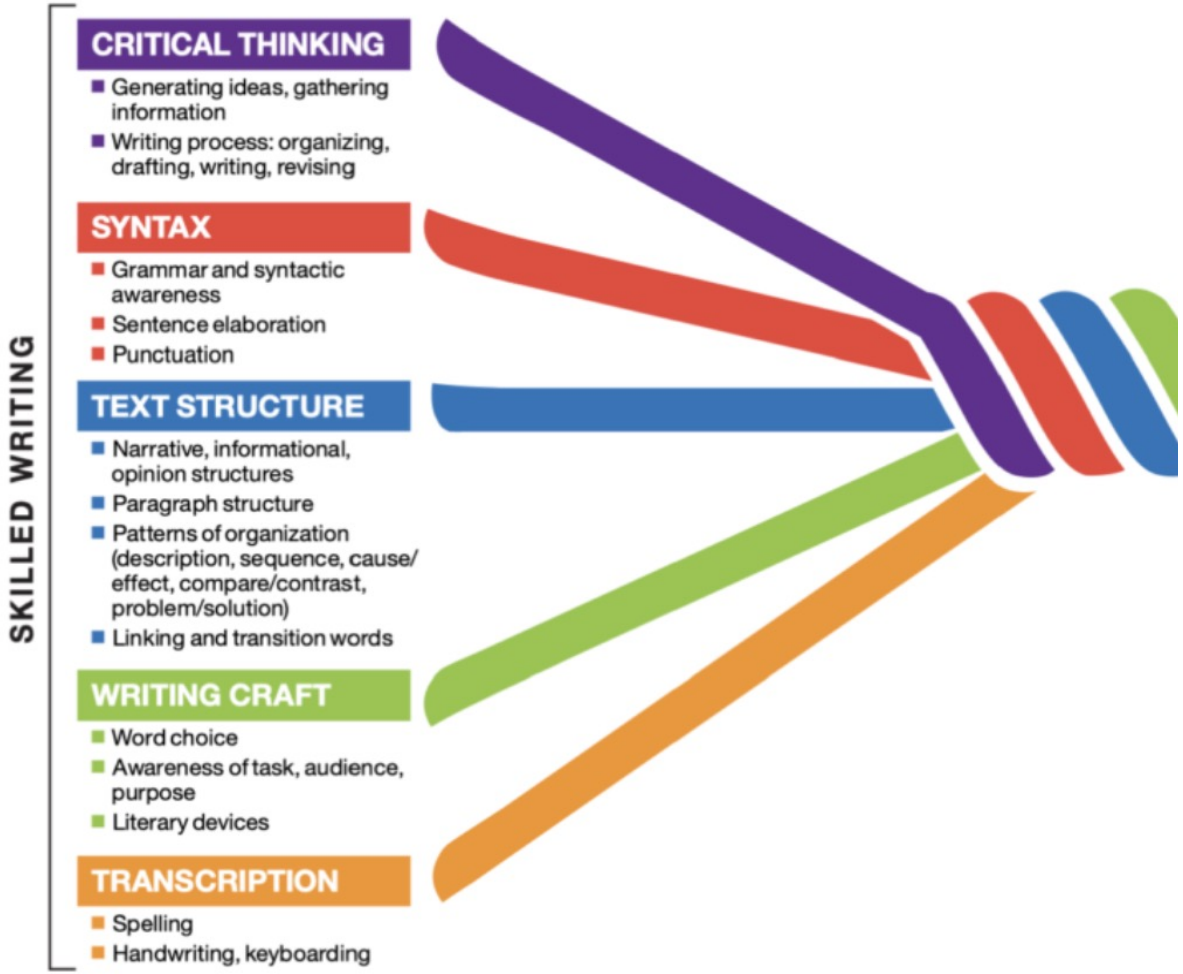
Development and Organization

Grammar and Mechanics

Organization

Grammar and Usage

Mechanics



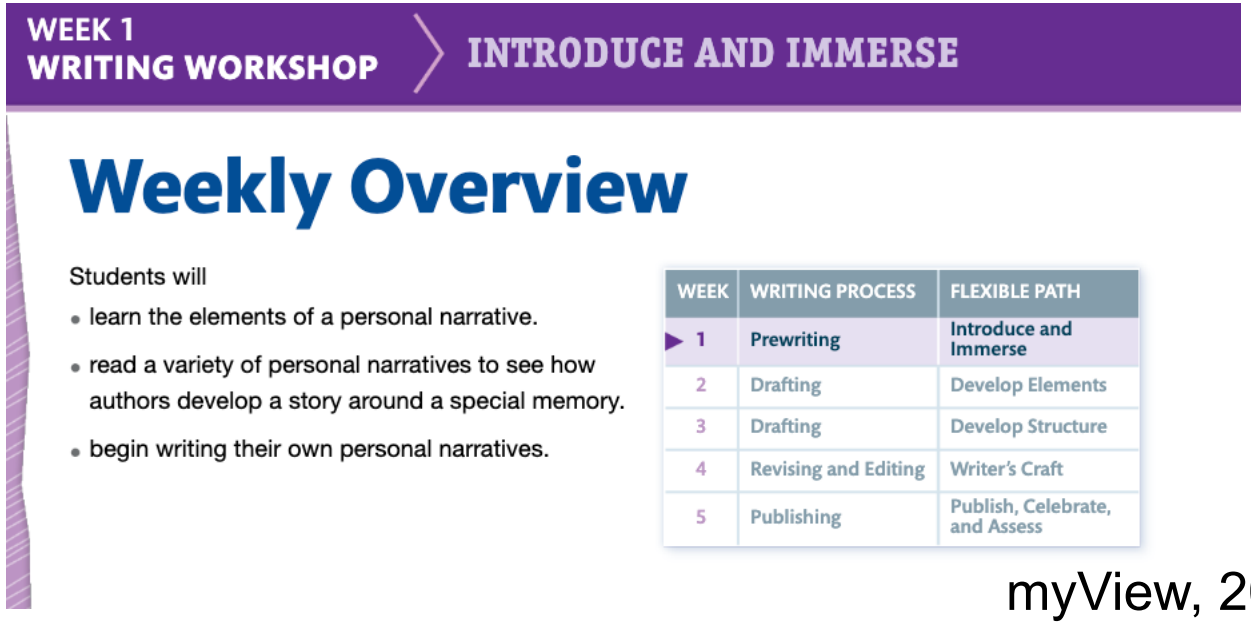
The Writing Process

Writing Rope

- Critical Thinking – Generating ideas, gathering information; writing process

Writing Rubric Component

- Development of Ideas



WEEK 1
WRITING WORKSHOP

INTRODUCE AND IMMERSE

Weekly Overview

Students will

- learn the elements of a personal narrative.
- read a variety of personal narratives to see how authors develop a story around a special memory.
- begin writing their own personal narratives.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

myView, 2020

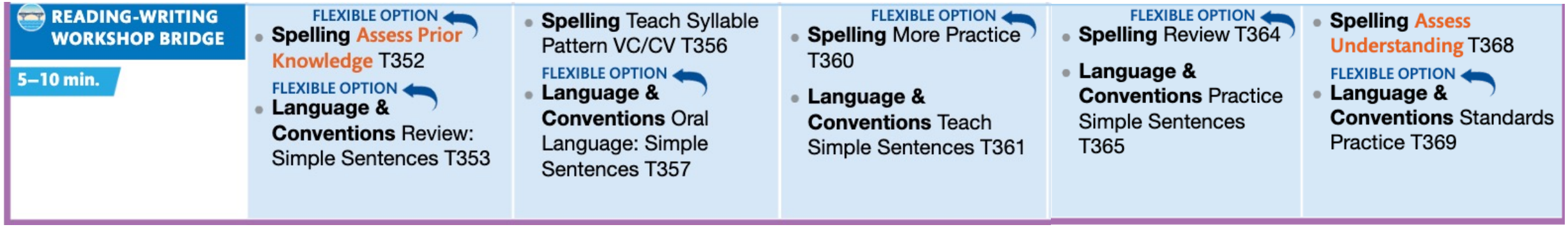
Example of HQIM Weekly Writing Instruction - Syntax

Writing Rope

- Syntax – Grammar & Syntactic Awareness; Sentence Elaboration; Punctuation

Writing Rubric Component

- Grammar & Mechanics



READING-WRITING WORKSHOP BRIDGE 5–10 min.					
	FLEXIBLE OPTION • **Spelling** Assess Prior Knowledge T352 FLEXIBLE OPTION • **Language & Conventions** Review: Simple Sentences T353	• **Spelling** Teach Syllable Pattern VC/CV T356 FLEXIBLE OPTION • **Language & Conventions** Oral Language: Simple Sentences T357	FLEXIBLE OPTION • **Spelling** More Practice T360 • **Language & Conventions** Teach Simple Sentences T361	FLEXIBLE OPTION • **Spelling** Review T364 • **Language & Conventions** Practice Simple Sentences T365	• **Spelling** Assess Understanding T368 FLEXIBLE OPTION • **Language & Conventions** Standards Practice T369

myView, 2020

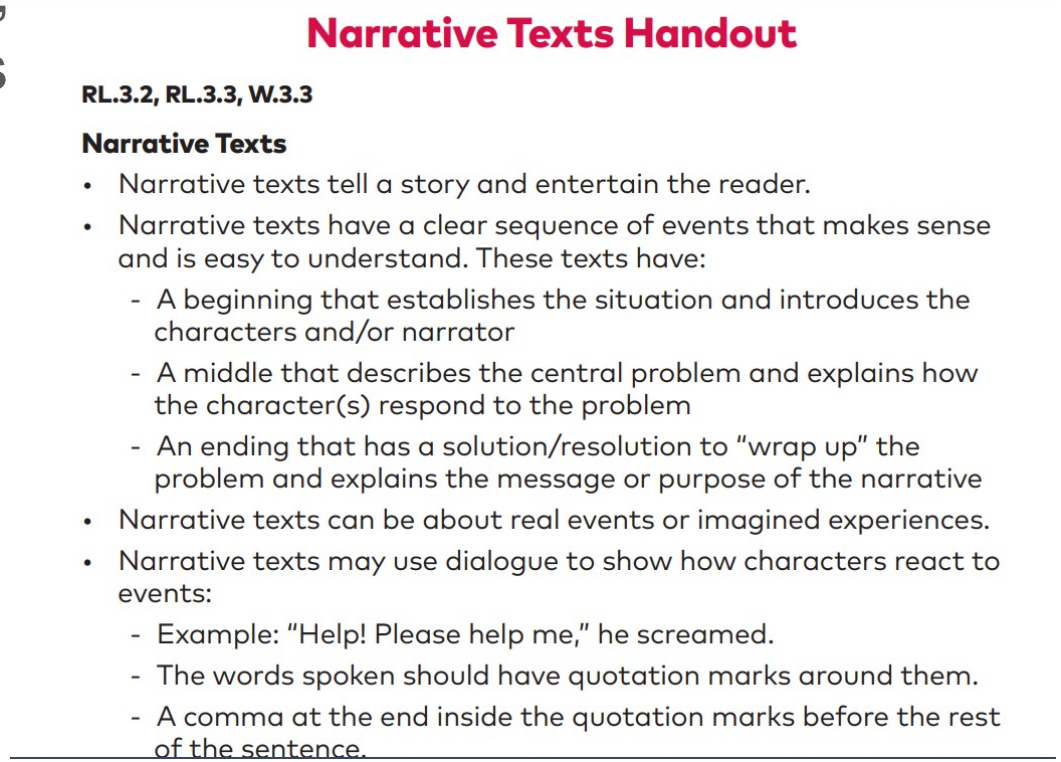
Example of HQIM Weekly Writing Instruction – Text Structure

Writing Rope

- Text Structure – narrative, informational, and opinion structures; paragraph structures patterns of organization; linking and transition words

Writing Rubric Component

- Organization



Narrative Texts Handout

RL.3.2, RL.3.3, W.3.3

Narrative Texts

- Narrative texts tell a story and entertain the reader.
- Narrative texts have a clear sequence of events that makes sense and is easy to understand. These texts have:
  - A beginning that establishes the situation and introduces the characters and/or narrator
  - A middle that describes the central problem and explains how the character(s) respond to the problem
  - An ending that has a solution/resolution to "wrap up" the problem and explains the message or purpose of the narrative
- Narrative texts can be about real events or imagined experiences.
- Narrative texts may use dialogue to show how characters react to events:
  - Example: "Help! Please help me," he screamed.
  - The words spoken should have quotation marks around them.
  - A comma at the end inside the quotation marks before the rest of the sentence.

EL Education

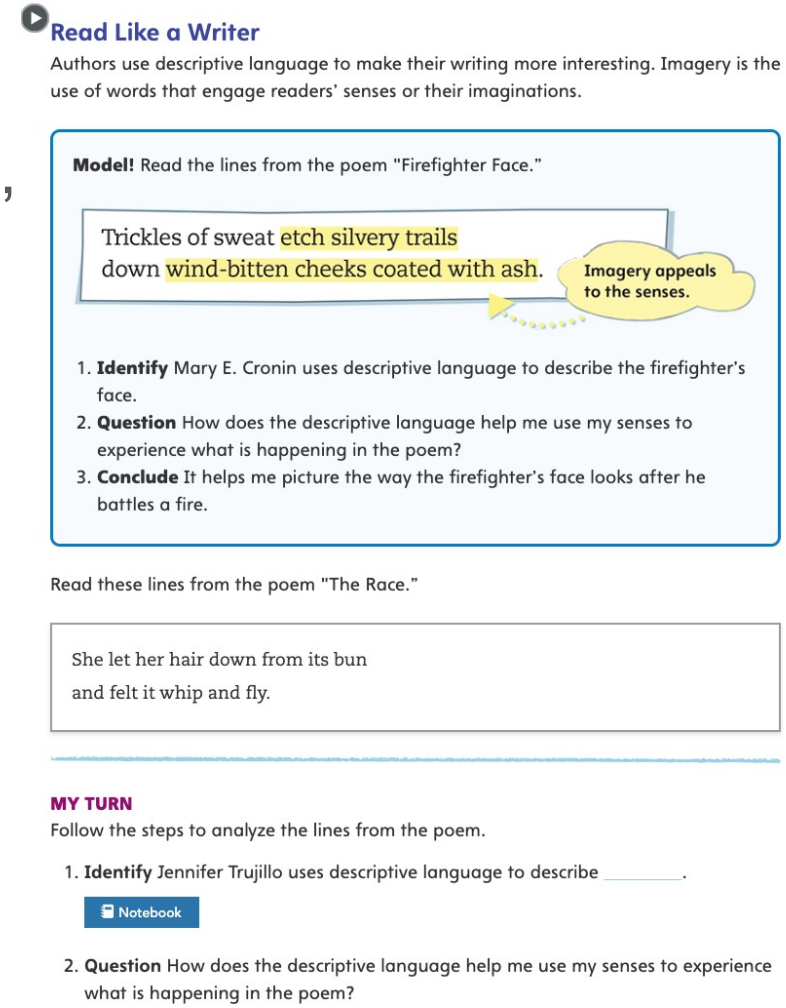
Example of HQIM Weekly Writing Instruction – Writing Craft

Writing Rope

- Writing Craft - word choice; awareness of task, audience, and purpose; literary devices

Writing Rubric Component

- Grammar & Usage



Read Like a Writer

Authors use descriptive language to make their writing more interesting. Imagery is the use of words that engage readers' senses or their imaginations.

Model! Read the lines from the poem "Firefighter Face."

Trickles of sweat etch silvery trails
down wind-bitten cheeks coated with ash.

Imagery appeals to the senses.

1. **Identify** Mary E. Cronin uses descriptive language to describe the firefighter's face.
2. **Question** How does the descriptive language help me use my senses to experience what is happening in the poem?
3. **Conclude** It helps me picture the way the firefighter's face looks after he battles a fire.

Read these lines from the poem "The Race."

She let her hair down from its bun
and felt it whip and fly.

MY TURN

Follow the steps to analyze the lines from the poem.

1. **Identify** Jennifer Trujillo uses descriptive language to describe _____.

Notebook

2. **Question** How does the descriptive language help me use my senses to experience what is happening in the poem?

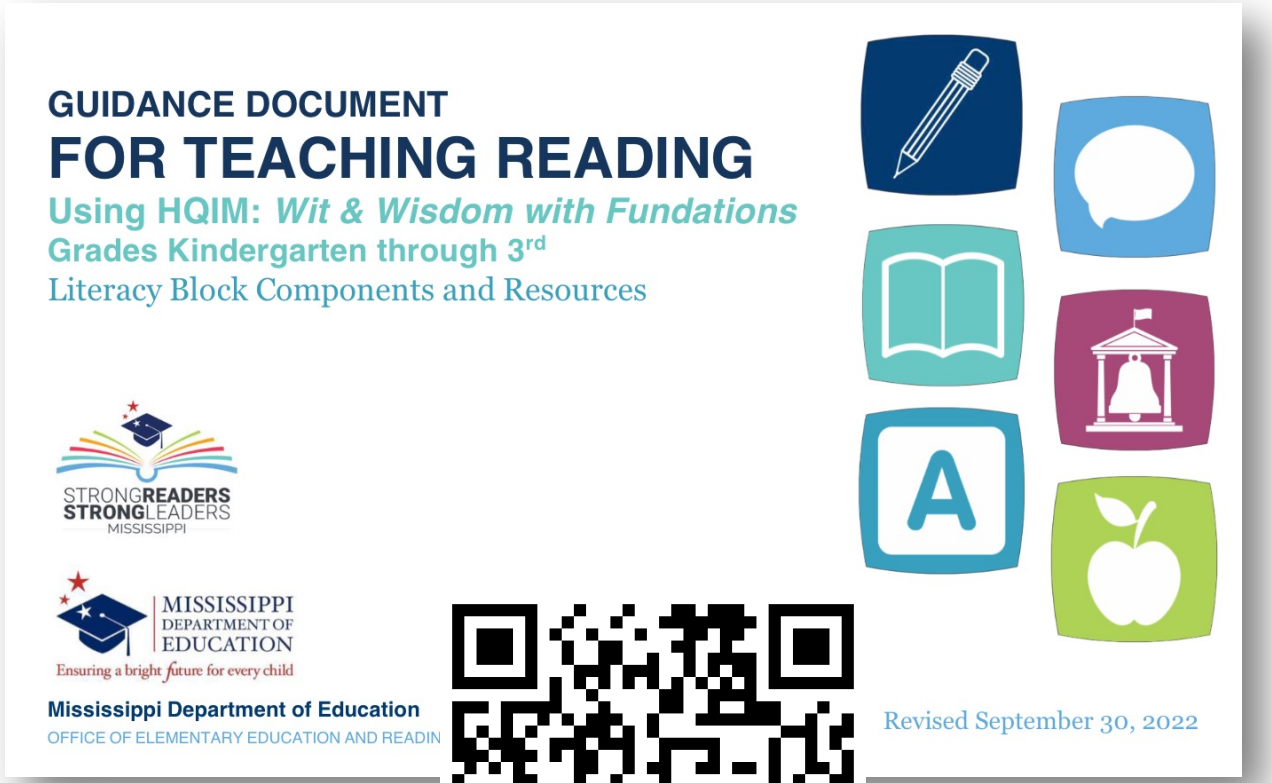
myView, 2020

HQIM Assessment & Writing Takeaways

- Assessment plays an important role in gathering evidence of student learning to inform education-related decisions.
- Assessment literate educators understand the purpose of assessments and utilize the assessments that align to their curriculum.
- Teachers should focus on text-first instruction to build background knowledge for students.
- Assessments should come from the HQIM.
- Writing reinforces knowledge and supports reading comprehension.
- Writing strands of the writing rope align to the MAAP Writing Rubric and are supported by HQIM.

HQIM Guidance Documents

- Includes a curriculum overview (per grade band)
- Provides guidance on how to use the HQIM within the 120-minute literacy block
- Are available for *Wonders 2020*, *Into Reading*, *myView*, and *Wit & Wisdom with Fundations*



Scan to access

Educators across the state of Mississippi may access a MDE literacy coach through the Ask A Coach email address.

askacoach@mdek12.org

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