

DECEMBER
JANUARY

"MS SMITH, WHAT SHOULD I PUT FIRST? CAN I CONFERENCE WITH JAIME TO HELP ME WRITE MY TOPIC SENTENCE AND ORGANIZE MY IDEAS?"

TAYLOR IS ONE OF FOUR STUDENTS WHOM I'LL GROUP FOR EXPLICIT INSTRUCTION DURING THE WRITING PROCESS. SHE CONSTANTLY ASKS HER PEERS AND ME FOR GUIDANCE. SHE SEEMS TO BENEFIT FROM SMALL GROUP AND INDIVIDUAL INSTRUCTION. I THINK IF I OFFER EXTRA SUPPORT DURING REVISING, SHE WILL BE ABLE TO DEVELOP INDEPENDENT WRITING SKILLS AND HABITS.

EXPLORING A VARIETY OF FORMS

MY NEXT STEP WILL BE TO HAVE THE STUDENTS EXPLORE WRITING VARIOUS FORMS OF EXPOSITORY TEXT FOR A VARIETY OF AUDIENCES: RAFT, BIOGRAPHY, POSTERS, DIARIES...

WHAT'S A CONCLUSION?

I WANT YOU TO HELP ME MAKE THIS PARAGRAPH BETTER.

LOOK AT THE CRITERIA. YOU USE DIFFERENT KINDS OF SENTENCES.

I NEED TO SHARE THIS AT AUTHOR'S CHAIR AND GET SOME FEEDBACK.

Teacher Planner - December - January
of their expository writing skills and strategies throughout the writing process and introduce new strategies/forms - RAFT, biography, poster, diary....

Goal/purpose - to guide students in their self-assessment (reflections, revision of goals ...) of their expository writing skills and strategies throughout the writing process and introduce new strategies/forms - RAFT, biography, poster, diary....

Criteria

Plan for writing for a purpose and audience.

Develop key ideas and supporting details.

Revise draft using criteria with peers.

Criteria	Met (M)	Not Yet Met (NY)
Plan for writing for a purpose and audience.		
Develop key ideas and supporting details.		
Revise draft using criteria with peers.		

Focused Observation

Learning Experience / Targeted Learning Outcome

[New Forms and Strategies] Draft, Revise, and Edit [ELA] Targeted Outcomes: 3.3.3; 4.1.2; 4.4.2; 5.1.5; 5.2.5; 5.3.4; 6.1.1; 4.4.2.1; 4.2.3; 4.2.4; 4.3.1; 4.3.2; 4.3.3; 5.2

Observation date	Dec 5	Dec 10	Dec 20	Jan 10
Student name	RAFT	Biography	Roman Civilization Poster	Diary

NOTE: THIS PLANNER IS CONDENSED OVER FOUR WEEKS, SHOWING A VARIETY OF EXPOSITORY WRITING LEARNING TEACHING EXPERIENCES

ELA	SCIENCE	SOCIAL STUDIES	TEACHER REFLECTIONS
<p>ELA - Portfolios (FFI) 8-191; 8-248-313 - reflect on writing goals and evidence of expository writing in journals</p> <p>SCIENCE - Introduce RAFT: (FFI) 8-284 - write a drop of water water cycle</p> <p>SOCIAL STUDIES - Poster: Roman civilization. In cooperative groups, begin constructing criteria for a quality poster</p>	<p>SCIENCE - RAFT cont. - planning with a partner, choose a role, audience, forum, to show you understanding of the water cycle.</p> <p>SCIENCE - RAFT cont. - Peer conferencing and revision</p>	<p>SOCIAL STUDIES - ELA - Writer's Workshop (FFI) 8-282 - Biographical Map, continued - Review and revise criteria</p> <p>SOCIAL STUDIES - ELA - Peer assess using criteria: Met/Not Met (FFI) 8-284 - 3 - Peer assess using criteria: Met/Not Met (FFI) 8-284 - 3</p>	<p>November 30-1 will continue to use the Focused Observation Form (FFI) to monitor Taylor's group. This is an important time to revisit the expository writing continuum. I will visit each student on the continuum to assess the evidence of student hearing, my focused observations, conference notes, reflections, the students' work samples in their portfolios, and their writing goals and...</p>

Taylor

"I am a drop of water. I like my first line in my poem: 'Falling and drifting from the clouds...'. The diagram in my science book helps me check to have all of the facts in order for the water cycle."

Reading the Diary of Anne Frank. "I am sketching a timeline to help me plan for writing a quality biography."

Sharing with principal - "Writing every day about a living through a flood helped me keep the events in order. Dale helped me add details about the flood. I was able to tell what caused it, what happened during it, and how it ended."

I'M NOTICING THREE STUDENTS (JESSE, BRIAN, AND TAYLOR) WHOM I MUST WATCH CAREFULLY IN SOME DIFFERENT WRITING CONTEXTS. THEY SEEM TO BE INCONSISTENT IN ORGANIZING THEIR IDEAS...

PREPARING

I'M GOING TO KEEP USING THE FOCUSED OBSERVATION FORM FOR RECORDING MY OBSERVATIONS AT CONFERENCES AND DURING WRITER'S WORKSHOP. WHAT I SEE AND HEAR IS IMPORTANT EVIDENCE OF STUDENT LEARNING.

THIS IS AN IMPORTANT TIME TO RE-VISIT THE EXPOSITORY WRITING CONTINUUM. I WILL PLOT EACH STUDENT ON THE CONTINUUM TO LEARN: FOCUSED OBSERVATIONS, CONFERENCE NOTES, REFLECTIONS, THEIR STUDENTS' WORK SAMPLES IN WRITING PORTFOLIOS, AND THEIR GOALS AND REFLECTIONS. WHAT DO I AND MY STUDENTS NEED TO HAVE MORE EVIDENCE OF TO COMPLETE THE STUDENT REPORTS?

FOR

EXCERPTS FROM TAYLOR'S REFLECTIVE JOURNAL: NOVEMBER 10 - JANUARY 15

Nov. 10/05
I have checked my Reflection and Goal Setting I did on Sept 26/05. I have learned a lot about writing. Our new class criteria for quality writing is challenging. I will need to change my writing goal. Now I want to pay closer attention to our class criteria. We are using a Met/Not Yet Met strategy for quality writing. My new goal is to use a Met/Not Yet Met strategy to help me plan for writing.

Nov. 30/05
"I can see that I am a writer when I look at the Student Expository Writing Continuum for Students. I have a MET on using new information and organizing my ideas. My West Nile report is evidence of this. I still need to improve on writing different kinds of sentences. I think I need to go to the conference table during drafting to get help on writing different kinds of sentences."

Dec. 1/05
"Scott told me I had a connection between my introduction and my conclusion in my newspaper report on West Nile disease. It is"

Dec 7/05 RAFT
"Pretending to be a drop of water and writing a poem about how I went through the water cycle was fun. I read Water Dance again to help me write my poem. I could use my imagination but I had to have my facts right. This helped me tell my own thinking or opinion, and feelings, too. I used my science textbook to check the scientific words in my poem such as evaporation, precipitation and saturation."

Dec 19/05 Roman Civ. Poster
"My co-operative group told me that I have organized my information in logical order, like a timeline. They also had some ideas on how to use labels to show my ideas. Next I will add labels and specialized vocabulary. I think that this will make my poster more effective when I share it at our school's History Symposium."

Jan 13/06
"Ms Smith helped me with verb tenses in my diary writing. At the conference table Dale and Jaime read their diary writing to help me hear the proper verb tenses. I need to work on this. I'll plan a conference with Scott, too. When I read my writing out loud, it helps me hear if the verbs sound right."

STUDENT REPORTS

EXPOSITORY WRITING CONTINUUM
EXPOSITORY WRITING: STUDENTS WILL LEARN TO...
SPECIFIC COMPETENCIES

- Knowing self as a writer 1.1.4 Express Preferences 1.1.5 Set Goals 2.2.1 Experience Various Texts 2.3.1 Forms and Genres
- Using a variety of writing strategies to communicate.
 - 1.1.1 Express Ideas
 - 1.1.2 Consider Others' Ideas
 - 1.2.2 Explain Opinions
 - 1.2.3 Combine Ideas
 - 1.2.4 Extend Understanding
 - 2.3.5 Create Original Texts
 - 3.1.1 Use Personal Knowledge
 - 3.1.2 Ask Questions
 - 3.1.4 Create and Follow a Plan
 - 3.2.1 Identify Personal and Peer Knowledge
 - 3.2.2 Identify Sources
 - 3.2.3 Assess Sources
 - 3.2.4 Access Information
 - 3.2.5 Make Sense of Information
 - 3.3.1 Organize Information
 - 3.3.2 Record Information
 - 3.3.3 Evaluate Information
 - 3.3.4 Develop New Understanding
 - 4.1.1 Generate and Focus
 - 4.1.2 Choose Forms
 - 4.1.3 Organize Ideas
 - 4.2.1 Appraise Own and Others' Work
 - 4.2.2 Revise Content
 - 4.2.3 Enhance Legibility
 - 4.2.5 Enhance Presentation
 - 4.3.1 Grammar and Usage
 - 4.3.2 Spelling
 - 4.3.3 Punctuation
 - 5.1.1; 5.1.2; 5.1.3; 5.1.4
- Talk about proficiency strengths/attainable plan, with
 - Talk about access prior knowledge and other questions, sketch Map, List, Journal frames to plan for (Maps, Venn Diagrams, Herringbones, ...) and others.
 - Gather, organize, and evaluate information from various appropriate cited sources using criteria for relevance and completeness [interviewing, viewing, LAPS, inquiry; note making, summarizing, categorize, compare-contrast...], with others.
 - Draft, read, re-read, re-write with teacher and others to maintain focus and express ideas and opinions, using criteria for quality writing.
 - Revise own and others' drafts (meaning and interest using criteria for quality writing) (considering audience, purpose, ideas, organization, word choice, images, sentences...), with teacher and others.
 - Edit for spelling, capitalization, punctuation, complete/compound sentences, verb tense, titles, using strategies and resources, with teacher and others.
- Use criteria for quality writing to complete teacher and others' drafts using criteria for quality writing.
- Revise own and others' drafts (meaning and interest using criteria for quality writing) (considering audience, purpose, ideas, organization, word choice, images, sentences...), with teacher and others.
- Edit for spelling, capitalization, punctuation, complete/compound sentences, verb tense, titles, using strategies and resources, with teacher and others.

REPORTS ARE COMPLETE
I THINK MORE TIME HAS TO BE SPENT ON THE WRITING PROCESS. I'VE NOTICED THAT MANY OF THE STUDENTS NEED MORE INSTRUCTION TO REVISE THEIR DRAFTS, THINKING ABOUT AUDIENCE AND PURPOSE. THIS WILL BE A GOOD TIME TO DO SOME MORE NARRATIVE WRITING, TOO.

MY PORTFOLIO SHOWS EVIDENCE OF QUALITY WRITING FOR OUR CLASS NEWSPAPER REPORT- A LETTER TO MR. BROWN THAT WE NEED HEALTHIER FOOD IN THE CANTEEN, AND SOME POWERFUL REFLECTIONS. MY NEW GOAL IS...

MY PARENTS ARE GOING TO NOTICE THAT I CAN WRITE PIECES THAT COMPARE AND CONTRAST, AND DESCRIBE USING VIVID LANGUAGE.

Taylor Jones Student Report

Specific Competencies
Knowing self as a writer
Using a variety of writing strategies to communicate
Using criteria for quality writing to complete teacher and others' drafts using criteria for quality writing.





MID JAN-JUNE

NEXT STEPS WILL BE TO READ VARIOUS
FICTIONAL TEXTS AROUND A HUMAN RIGHTS
THEME. I THINK THAT THE ISSUES THAT
SURFACE FROM THEIR READING WILL PROVIDE
OPPORTUNITIES FOR MINI-LESSONS ON
POINT OF VIEW AND NARRATIVE WRITING.
MAYBE THEY CAN ...