



*Bethel's Instructional Mission: Develop and operate an aligned K-12 system driven on graduating every student with a diploma and the clear opportunity to continue their education or enter the work force.*

## The Essential Skills of Writing: Creating Systems of Support

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April 8, 2011



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### Pre Test

Please rank each item below on a scale of 1 – 4

- How well do you understand the new Essential Skills Requirements for the diploma?
- How knowledgeable are you about assessing student proficiency in the Essential Skills?
- How frequently do you provide opportunities for students to learn and practice the required skills?
- How prepared do you think your organization is to implement the Essential Skills assessment options?

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### Agenda

- The Essential Skills and Our Current Status  
We are not in Kansas anymore! Timeline not Seat time!
- Providing Professional Development in the Essential Skills of Writing  
Leading the way
- Break
- Writing Instruction Recommendations and Resources  
Every teacher, every day
- The Plan for Your School or District  
Ready, set, go!
- Closure

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## ESSENTIAL SKILLS IMPLEMENTATION:

Class of 2012 and beyond:  
*Reading*

Class of 2013 and beyond:  
*Reading and Writing*

Class of 2014 and beyond:  
*Reading, Writing and Mathematics*

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## Current Status

2009-10 OAKS Passing Rates for 10<sup>th</sup> grade:

State Averages

Reading 71.3%  
Writing 53.1%  
Math 56.3%

State Level Estimate of passing all 3 Essential Skills Assessments is less than 40%

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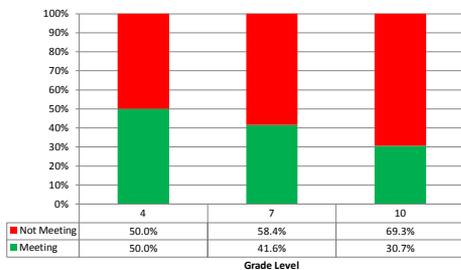
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## Bethel Students Meeting Essential Skills



Meeting Essential Skills are those students that Passed the OAKS Reading, Writing and Mathematics Assessments

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## The Essential Skills of Writing

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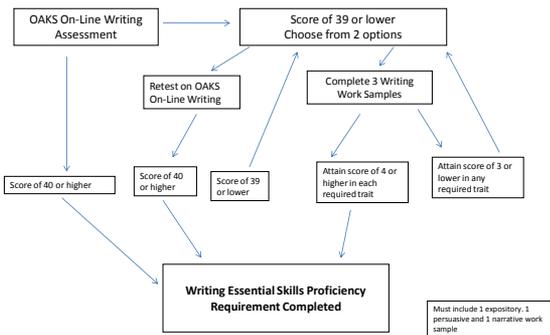
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### Options for Demonstrating Proficiency in the Essential Skills of Writing



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### Writing Requirements:

- Three Writing Work Samples
  - One of each:*
    - Expository
    - Persuasive
    - Narrative
- With a score of at least a '4' in each required trait

Three times the work if a student doesn't pass  
OAKS Writing

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- Writing Assessment  
<http://www.ode.state.or.us/search/results/?id=238>
- Scoring Guides  
<http://www.ode.state.or.us/search/page/?id=32>

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### Professional Development

- Assessment
  - Train Administrators
  - Train Teachers
    - Pre-test
    - Assessment Options
    - Task Requirements
    - Scoring & Reliability
  - Plan for District Assessment System

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### ODE Essential Skills Toolkit: Steps to developing assessments

- [Step 1: Review Essential Skills Requirements](#)
- [Step 2: Establish Local Goals and Timelines](#)
- [Step 3: Survey Existing Resources](#)
- [Step 4: Plan for Special Needs Populations](#)
- [Step 5: Plan for Professional Development](#)
- [Step 6: Develop Support Structures](#)
- [Step 7: Build Your Local Assessment Plans](#)
- [Step 8: Develop Record-Keeping and Progress Tracking Systems](#)
- [Step 9: Review Local Policies and Procedures](#)
- [Step 10: Review and Assemble Plans](#)

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## ODE Essential Skills Toolkit Step 5 – Professional Development

- **Assessment**
  - Train Administrators
  - Train Teachers
    - Pre-test
    - Assessment Options
    - Task Requirements
    - Scoring & Reliability
  - Plan for District Assessment System
- **Instructional Implications**
  - We want ALL students to read, write and think critically
    - Read and respond in writing
    - Practice and complete similar tasks
    - Receive feedback for revision
    - Provide opportunities to learn the needed skills (starting in HS is too late!)

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## LITERACY ESSENTIAL SKILLS

INDEPENDENT PROFICIENT LEARNER

READING                      WRITING                      CONTENT LITERACY




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### Bethel School District Coordinated Literacy BEFORE THE LESSON

STRATEGY	OPEN COURT (K-6)	PRENTICE HALL (6-8)	ACCESS (4-12)	WRITING (2-4)
<b>Pre-writing</b> • Encourages students to observe • Helps students anticipate • Help content	Concept/Question Board Browse, Set Purposes Clues, Problems & Wonderings	Activate Prior Knowledge Visual Summary A. Literary Analysis As You Read... tasks	F-2-3 Plan / Observe-I Wonder List-Group-Label	Planning: Set Connections (Text to Self) 1-2b
<b>Automaticity</b> • Helps students to read quickly and accurately with ease and expression • Helps students segment text into meaningful units	Automaticity with Sounds/Words			
<b>Developing Word Power</b> • Builds background knowledge • Connects to prior knowledge • Helps students practice new vocabulary frequently and in rich contexts	Word Knowledge Extending Sentences Developing Oral Language Selection Vocabulary	Vocabulary Development Footnote Definitions	Power Words New Word Meanings Quick Words	Graphic Organizers: Drawing Open Definitions (2-3c) Vocabulary Maps (2-4b) Concept Maps (2-7b) Homonyms, Homophones, Homographs (2-7a) (2-7a)
<b>Learning Words/High-Frequency Words</b> • Helps students pronounce words quickly and accurately • Helps students pronounce difficult content words quickly and accurately	Sound/Spelling Cards Blending Dictation	Reading Strategy Tasks... ...Using Word Parts ...Identifying Word Roots	Working with Words Working with Word Families	Dictionary Definitions: Practicing Using Pronunciation Key (2-2a) Breaking Words into Syllables (2-2a, 2-2a)

\*This template adapted from ACCESS Toolkit © 2008

Resources: Bringing Words to Life by Isabel Beck, Margaret G. McKeown, Linda Kucan  
Building Background Knowledge for Academic Achievement by Robert J. Marzano

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**BETHEL K-8 WRITING MATRIX  
(SCOPE & SEQUENCE)**

- **TEACHING SPECIFIC UNITS OF STUDY**
  - Teaching genres/writing process across the K-8 Writing Matrix
  - Allocate specific time for teaching writing units/5x week
    - K-2 (30 minutes)
    - 3-5 (45 minutes)
    - 6-8 (45-50 minutes in language arts and content areas)
- **WRITING ACROSS THE CURRICULUM IN ALL CONTENT AREAS**
  - Sentence structure practice
  - Guided highlighting, 2or 3 column notes/outlining
  - Summary writing
  - Response to Literature

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**COMMON AGREEMENTS AND UNDERSTANDINGS  
IN BETHEL DISTRICT**

**INSTRUCTIONAL TIME SPECIFICALLY ALLOCATED TO WRITING**

USING THE BETHEL WRITING MATRIX:

- TEACH THE WRITING PROCESS
- TEACH SPECIFIC GENRES
- TEACHER MODELS WRITING/SHARES MENTOR TEXT/REAL-WORLD MODELS
- CELEBRATE WRITING AND ACCOMPLISHMENTS
- ADMINISTER AND SCORE THREE WRITING SAMPLES YEARLY, GRADES 3-8 (FALL, WINTER, SPRING)

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**Writing Resources**

Work Sample Training Materials, including PowerPoints and webEx sessions at:

<http://www.ode.state.or.us/search/page/?id=2696>

Practice Scoring at:

<http://www.openc.k12.or.us/scoring/>

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## BENEFITS OF A SYSTEMS APPROACH

Standardized guidelines for teachers and students across the district

Ends the "start from scratch" every year and builds a common language

Ensures grade-level writing skills are taught and eliminates overlapping

Sets the stage for creating a bridge between special education and general education

Allows sharing of materials, lessons and student products

Focused trainings, expectations across the district and within a school

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Green Zone

### Grades 3-8

#### RTI Writing Plan – Universal Screening

##### Current Status:

- Universal Screening-Writing Work Samples
  - Fall, Winter, Spring/6 Trait Scored
  - Grades 4 & 7 use OAKS Score for Winter
- Scored Traits: Ideas & Content, Organization, Sentence Fluency, and Conventions
- Scores of 3 or better; on target
  - Score samples as grade level or school teams, or exchange with partner school

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Yellow Zone

### Grades 3-8

#### RTI Writing Plan – Tier 2 Interventions

##### Current Status:

- Scores of 3's and one 2 on Writing Work Sample
- Offer differentiated instruction during writing time in regular classroom
  - Writer's workshop Model-2X week/20 minutes
    - Focus on specific skills and skill deficits
    - Pre/post writing samples
    - End of unit assessment for targeted skills

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Red Zone

### Grades 3-8

#### RTI Writing Plan – Tier 3 Interventions

Current Status:

- Scores of more than one 2 or a 1 on Writing Work Sample
- Option 1 – Core writing instruction +20 minutes daily additional pullout
- Option 2 – Core writing instruction with push in support
- Option 3 – Replacement core instruction in Resource Room

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### Grades K-2

#### Identify & Help Struggling Writers

Current Status:

- Kinder: Teacher differentiates instruction
- Grade 1: Handwriting instruction/screener
- Grade 2: Teacher administers assessments:
  - Writing CBM – 3 minute sample
    - Score Total Words Written (TWW) & Words Spelled Correctly (WSC)
    - Compare scores to Bethel CBM Writing Norms
    - Handwriting Screener (looks at speed/accuracy)
    - Spelling Intervention

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### Bethel District Plan

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## DATA SHARING/PLANNING

JUST LIKE READING...

- SCORES RECORDED IN DATA BASE
  - Analyze information and share with LLT's, individual schools, district
  - Determine/design interventions
  - Establish intervention groups

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## THOUGHTS AND IDEAS IN PROGRESS...

- Share writing concerns with next grade level
- Create ideas and a skills checklist for writing workshop/could be used for fidelity check
- Review and align handwriting/spelling instruction
- Keyboarding skills
- Ongoing refinement of Bethel Writing Matrix

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## ONGOING PROFESSIONAL DEVELOPMENT

- Continue SpEd teacher writing training
- Develop Writer's Workshop Framework
  - Differentiated writing lessons for grades 3-5
  - Middle School interventions
- Decide on benchmark papers at each grade level
- Spelling - share best practices/programs possibilities

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## Tracking Student Progress

- Bethel will begin tracking student progress on the Essential Skills beginning in 3<sup>rd</sup> grade using OAKS and Writing Work Samples for grades other than 4, 7 & 11.
- Each grade level must take responsibility for students meeting the Essential Skills and for high school graduation.

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## Essential Skills Report

2009-10 Essential Skills Report

Teacher Name:

Grade: 4

Student Name	Math Score	Math PL	Read Score	Read PL	Writing Score	Writing PL
219		M	225	E	32	M
210		D	212	M	24	D
218		M	213	M	32	M
220		M	209	D	32	M
211		D	226	E	32	M
218		M	215	M	30	D
213		M	209	D	26	D
224		M	227	E	34	M
225		E	211	M	32	M

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## Closure

1. Develop a system to ensure that all students will be able to demonstrate the Essential Skills of Writing
2. Address both assessment and instruction
3. Emphasize daily instruction and practice
4. Provide ongoing and targeted professional development

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