

Night at the Writing Gallery

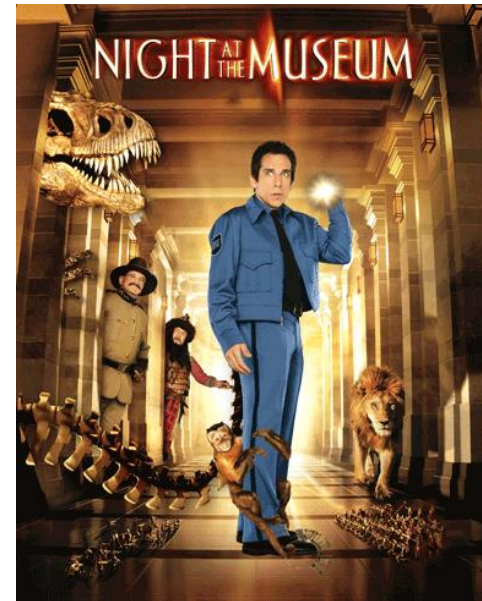
Where the criterion of writing comes to life

Mackenzie Allred

Literacy Coach

Melissa Hinton

Literacy Coach



mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

December 9, 2022



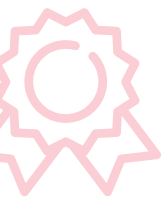
VISION

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



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

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

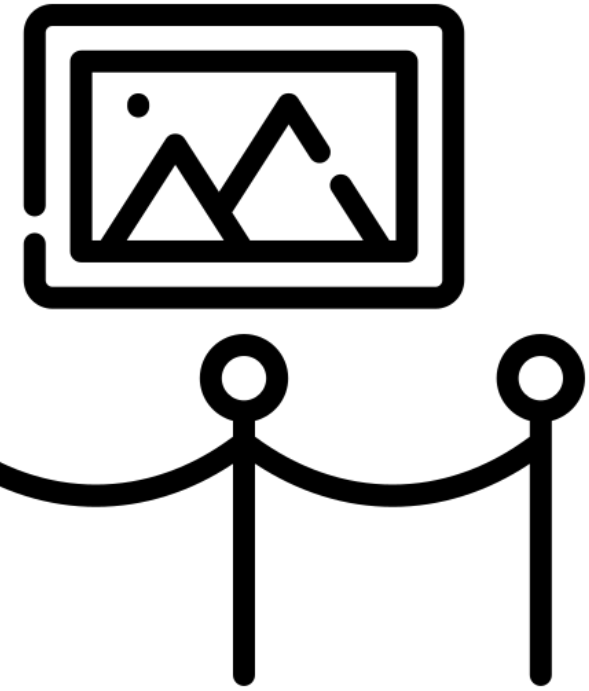
5



EVERY School and District is Rated "C" or Higher

6





- Silence your cell phones.
- Respond to emails and texts after the presentation
- Be an active participant
- Do not hesitate to ask questions

Discuss what makes a writing gallery

Examine how to transition to a new kind of writing gallery

Review look-fors for each grade level

Complete a writing gallery activity





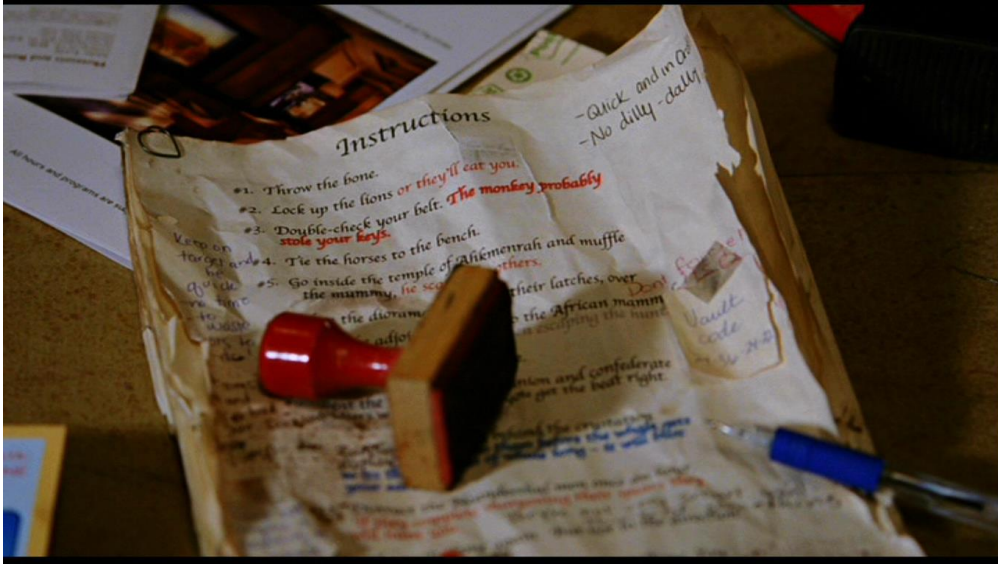
Directions:

1. Scan the QR code with your device
2. Follow the directions on the screen to answer the survey

Writing Gallery Purpose

"I take it you have a plan?"

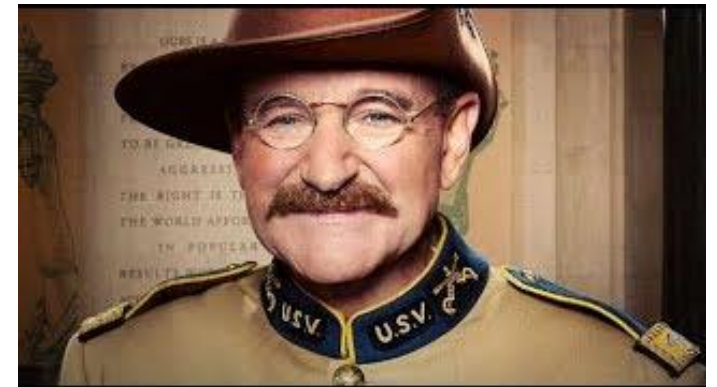




- Connect to text
- Increase the importance and consistency of writing in kindergarten-fifth grade classrooms
- Increase teacher knowledge and understanding in the different areas of the writing rubric
- Allow for specific and constructive feedback for classroom teachers to strengthen student writing

Writing Gallery Goals

"If it can be dreamed, it can be done."



- Provide opportunities for students to develop authentic writing pieces
- Learn to develop a writing piece based on a text that is specific to each grade level
- Complete the writing process from planning to publishing as addressed by each grade level standard
- Purposefully organize and display students' writing products to celebrate and provide feedback that will impact future writing instruction



Writing Gallery Timeline

"We're too old for surprises."



First 9 Weeks: Development of Ideas

Second 9 Weeks: Organization of Writing

Third 9 Weeks: Language Conventions of Grammar, Usage, and Mechanics

Fourth 9 Weeks: Review of all Writing Rubric Criteria

Overall suggested timeframe: 6-8 weeks

1-2 weeks:	Planning: <ul style="list-style-type: none">• includes creating scope and sequence of writing
3-5 weeks:	Instruction: <ul style="list-style-type: none">• Introduce and expose students to all modes of writing• Practice all modes of writing focusing on: Development of Ideas, Organization of Writing, or Language Conventions• Understand writing to text by presenting multiple prompts in various modes
1 week:	Organization and display

Writing Gallery Team

"Some men are born great; others have greatness thrust upon them."





- Principal
- Assistant Principal
- School Wide Instructional Coach
- Literacy Coach
- Curriculum Personnel
- Lead Teacher
- Classroom Teacher
- Grade Level Representative

Grade Level Specifics

"We may be small, but our hearts are large... metaphorically speaking."



	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science & Technical Subjects</i>
Grade K	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Embedded within the K-5 standards.	Embedded within the K-5 standards.
Grade 1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
Grade 2	With opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		
Grade 3	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
Grade 4	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
Grade 5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		

(MDE, 2019)

	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science & Technical Subjects</i>
Grade K	Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
Grade 1	Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
Grade 2	Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
Grade 3	Write informative/explanatory text to examine a topic and convey ideas and information clearly.		
Grade 4	Write informative/explanatory text to examine a topic and convey ideas and information clearly.		
Grade 5	Write informative/explanatory text to examine a topic and convey ideas and information clearly.		

(MDE, 2019)

	W	RH	RST
		<i>Literacy in History/Social Studies</i>	<i>Literacy in Science & Technical Subjects</i>
Grade K	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Embedded within the K-5 standards.	Embedded within the K-5 standards.
Grade 1	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
Grade 2	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
Grade 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequence.		
Grade 4	Write narratives to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequence.		
Grade 5	Write narratives to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequence.		

(MDE, 2019)

Kindergarten	1st Grade
<p>Writing:</p> <ul style="list-style-type: none">• can include a combination of pictures, writing, and/or dictation• may be depicted with a selected graphic organizer or labeled single picture with a simple sentence(s).• may include inventive spelling with teacher dictation explaining a student's thoughts• will be reflective of each student's developmental stage	<p>Writing:</p> <ul style="list-style-type: none">• will be reflective of each student's developmental stage based on the stages of writing development.

2nd Grade	3rd Grade	4th –5th Grade
Writing should be developed into a paragraph or longer essay depending on the academic ability of each student.	Writing should be clearly developed and organized into a paragraph or essay depending on the academic ability of each student.	Writing should be clearly developed and organized into essays of varying length depending on the academic ability of each student.

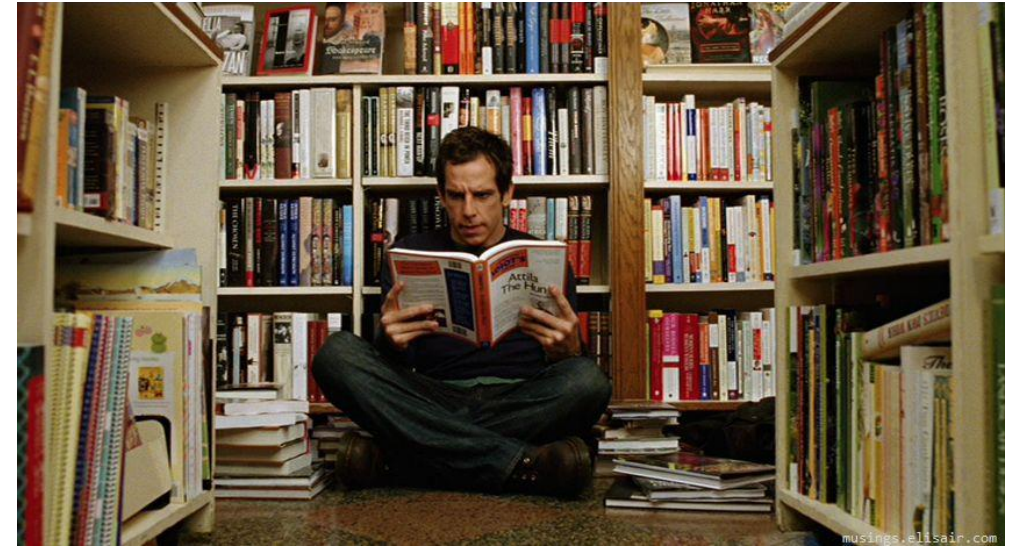
Let's Make a Shift

"I'm Larry Daley, the new night guard."



The writing rubric is ***holistic*** in nature.

- The MAAP Rubric is used to score multiple genres of writing across multiple grade levels.
- The rubric will be used to score opinion and argumentative writing, informative writing, and narrative writing of students in grades 3-8 and English II (End of Course).



The scope and sequence of each HQIM exposes students to all modes of writing throughout the different units

- My View
- Wit and Wisdom
- Wonders
- Into Reading
- EL Education

WRITING						
Unit Writing Goal: I can use elements of narrative text to write a personal narrative.						
Unit Writing Genre: Personal Narrative						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Personal Narrative	Character	Setting and Sequence of Events	Brainstorm and Set a Purpose	Plan Your Personal Narrative
Week 2	Develop Elements	Develop an Engaging Idea	Characters	Setting	Problem	Plot: Resolution
Week 3	Develop Structure	Introduction	Event Sequence	Dialogue	Describe Actions, Thoughts, and Feelings	Conclusion
Week 4	Writer's Craft	Coordinating Conjunctions	Descriptive Adjectives: Comparative and Superlative	Possessive Pronouns	Adverbs	Complete Sentences with Subject-Verb Agreement
Week 5	Publish, Celebrate, Assess	Edit for Legibility	Edit for Verbs	Publish and Celebrate	Prepare for Assessment	Assessment

WRITING						
Unit Writing Goal: I can use elements of an informational text to write a how-to article.						
Unit Writing Genre: How-To Article						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	How-to Article	Headline and Lead	Facts and Details	Brainstorm and Set a Purpose	Plan Your How-To Article
Week 2	Develop Elements	Develop an Engaging Main Idea	Develop Relevant Details	Add Facts and Definitions	Write a Command	Clarify Steps Using Strong Verbs
Week 3	Develop Structure	Introduction	Organize Ideas into Steps	Organize Steps into Sequence	Illustrations	Conclusion
Week 4	Writer's Craft	Prepositions and Prepositional Phrases	Combining Ideas for Coherence and Clarity	Nouns	Adverbs	Coordinating Conjunctions
Week 5	Publish, Assess, Celebrate	Edit for Legibility	Edit for Complete Sentences with Subject-Verb Agreement	Publish and Celebrate	Prepare for Assessment	Assessment

WRITING						
Unit Writing Goal: I can use elements of narrative text to write a historical fiction story.						
Unit Writing Genre: Historical Fiction						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Historical Fiction	Characters and Setting	Plot	Brainstorm Ideas	Plan Your Historical Fiction Story
Week 2	Develop Elements	Characters	Setting	Plot: Establish a Problem	Plot: Plan a Resolution	Select a Genre
Week 3	Develop Structure	Introduction	Event Sequence	When to Start a New Paragraph	Dialogue	Describe Events with Details
Week 4	Writer's Craft	Capitalization	Adding Ideas for Coherence and Clarity	Deleting ideas for Coherence and Clarity	Verbs	Possessive Pronouns
Week 5	Publish, Celebrate, Assess	Edit for Punctuation Marks	Edit for Prepositions and Prepositional Phrases	Publish and Celebrate	Prepare for Assessment	Assessment

New Look-Fors

"Are you crackin' wise?"





- Specifically looks at the:
 - Focus of the writing
 - Reasoning in the writing
 - Evidence chosen to support the ideas
- Is the what that the student has written

Writing Evidence	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
Uses a combination of drawing, dictating, and writing to answer the prompt				
Student consistently has a complete understanding of the task				

Writing Evidence	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
Uses a combination of drawing, dictating, and writing to answer the prompt				
Student consistently has a clear and complete understanding of the task				
Student includes some details from the text				

Writing Evidence	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
The writing answers the writing prompt				
Student consistently has a clear and complete understanding of the task				
Details from the text help develop points				

Writing Evidence	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
The writing answers the specific writing prompt				
Student consistently has a clear and complete understanding of the task				
Ideas are fully developed				
Ideas are convincing				

Writing Evidence	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
Ideas are logical				
Evidence pulled from the text is specific				
Evidence pulled from the text is relevant				
Evidence pulled from the text is accurate				

When looking at the Development of Ideas, ask yourself:

- How focused is the writing?
- Does the writer understand the task?
- Do the ideas reflect reasoning?
- Does the writer include evidence from the text?
- Are the details relevant and accurate?





Directions:

1. Scan the QR code with your device
2. Follow the directions on the screen to answer the survey



- Specifically looks at the:
 - Planning
 - Transitions
 - Introduction and conclusion
- Is how the student writes

Writing Evidence	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
Beginning, middle, and end of writing, drawing, or dictation				
Readers can follow ideas				

Writing Evidence	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
Readers can see a beginning, middle, and end				
Readers can follow ideas in writing				
Uses temporal words to signal event order				
Provides some sense of closure				

Writing Evidence	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
Clear planning for beginning, middle, and end of writing				
Introduces the writing				
Uses temporal words to signal event order				
Has a sense of closure				

Writing Evidence	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
Evidence of planning				
Ideas progress in a purposeful and logical way				
Transitions are frequent throughout entire writing				
Transitions are effective				

Writing Evidence	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
The Introduction and Conclusion are cohesive				
The Introduction and Conclusion are clear				
Organization is effective for writing				

When looking at the Organization of Writing, ask yourself:

- Is there order to the ideas and details written by the writer?
- Are the ideas logical? Can the reader follow the ideas?
- Are there transitions present in the writing?
- Does the introduction and conclusion contribute to the cohesiveness of the writing?



Directions:

1. Scan the QR code with your device
2. Follow the directions on the screen to answer the survey



- Specifically looks at the:
 - Tone
 - Word choice
 - Sentences
 - Punctuation
 - Capitalization
 - Spelling
- Is how the student uses their words as they write

Writing Evidence	Strong Evidence	Observed	Needs Attention	Not Observed
Prints upper and lowercase letters correctly				
Uses nouns and verbs correctly				
Capitalizes the first word in the sentence				
Capitalizes the word "I"				
Phonetically spells words				

Writing Evidence	Strong Evidence	Observed	Needs Attention	Not Observed
Uses common, proper, and possessive nouns				
Uses singular and plural nouns with matching verbs in basic sentences				
Capitalizes dates and names of people				
Uses end punctuation for sentences				

Writing Evidence	Strong Evidence	Observed	Needs Attention	Not Observed
Uses commas in dates and to separate single words in a series				
Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words				
Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions				

Writing Evidence	Strong Evidence	Observed	Needs Attention	Not Observed
Writer's sentences are complete				
Writer uses a variety of sentences effectively: simple, compound				
Corrects capitalization for holidays, product names, geographic names, proper nouns,				
Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words				

Writing Evidence	Strong Evidence	Observed	Needs Attention	Not Observed
Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions				
Writer uses correct end punctuation for sentences				
Writer uses an apostrophe to form contractions and possessives				

Writing Evidence	Strong Evidence	Observed	Needs Attention	Not Observed
Writer has set and maintained a tone throughout the entire writing				
Writer has chosen words/vocabulary to set tone and mood of writing				
Words chosen help express the idea or topic				

Writing Evidence	Strong Evidence	Observed	Needs Attention	Not Observed
Writer uses a variety of sentences effectively: simple, compound, complex, compound complex				
Writer punctuates piece of writing				
Writer has used correct capitalization				
Writer uses conventional spelling				

When looking at the Language Conventions, ask yourself:

- Are there errors in words? Omitted, extra, or wrong word choice?
- Is the verb tense correct?
- Did they use the correct homonym?
- Is there a variety of sentence types?
- Are sentences fluent, awkward, or difficult to read?
- Are grammar errors minor, pattern like, or cause disruption to meaning?





Directions:

1. Scan the QR code with your device
2. Follow the directions on the screen to answer the survey

Debriefing and Reflecting

"You've got moxie, kid!"



- The writing gallery team gathers to discuss:
 - Strengths of the writing that was observed
 - Recommendations for the class or grade level to guide instruction for the following 9 weeks.
 - Next steps for the classroom teacher to design lessons to strengthen future writing instruction



- The classroom teacher will complete this portion.
- While reflecting, the teacher will answer the following questions:
 - What are your overall thoughts of the products that were posted for the Writing Gallery?
 - What would you do differently?
 - Choose one writing sample that would be considered exemplary. What makes it exemplary?

1. Read the passage and the prompt
2. Divide into 3 groups
 - Group 1: Writing Gallery for the Development of Ideas
 - Group 2: Writing Gallery for Writing Organization
 - Group 3: Writing Gallery for Language Conventions
3. Discuss with your group and write your findings on the anchor chart paper
4. Debrief to discuss next steps for the teacher



[MAAP Scoring Guidance Document, MDE](#)

[MAAP Writing Rubric, MDE](#)

[Questar Writing Scoring Guidelines, MDE](#)

[Writing Gallery Guidelines Document, MDE](#)



Mackenzie Allred

MDE Literacy Coach
mallred@mdek12.org

Melissa Hinton

MDE Literacy Coach
Melissa.hinton@mdek12.org

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION



Prompt

You have just watched "Night at the Museum," a movie where the museum displays come to life at night thanks to an old Egyptian relic. If you were in Cecil, Gus, and Reginald's position of being replaced, would you attempt to steal the relic? Why or why not? Provide key details and examples from the movie to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

Type answer here:

Response 1

If I were in Cecil, Gus, and Reginald's position I would not steal the relic because I would give the new guy, Larry a chance. While Larry was talking to Rebecca, he told her that he wanted to learn more about what he is protecting. He is taking his job seriously. Teddy Roosevelt even encouraged him to finish the job. Even when the job was hard he kept trying.

I would give the new guy a chance because he had a rough time fitting in but he fit in at the museum. Larry was strange like the characters. He understood the animals and people in the museum. I would not have stolen the tablet.

Response 2

Who would risk stealing an ancient Egyptian relic for spite and saving their jobs? Apparently, Gus, Cecil and Reginald would, and I agree this is a fantastic plan to not only make money but to save their jobs as well. Since the museum was in financial trouble, they knew it was a cost-effective strategy to replace the three night watchmen with one. This creative plan was genius. If I were in their position, I would go after the relic, too.

The relic, also known as the tablet, is ancient and worth lots of money. They could sell the tablet and help their retirement funds. Cecil and his comrades were greedy. They tried to steal more pieces from the museum. I would not go that far. I would just take the relic. According to the movie, even if they lose their jobs, they will have a nice retirement.

The tablet is the key to the extraordinary events that happen at the museum. The relic allowed Rebecca to interview Sacagawea for her research. The monkey comes to life. Teddy Roosevelt converses with Larry and gets to spend time with Sacagawea. The cavemen get to party. The dinosaur gets to play fetch. The mini men get to battle. If this important piece is missing, their jobs might be saved. The museum would not need a younger, stronger watchman. Therefore, I would steal the relic if I was in their position.