



*Read, Write, Collaborate, Accelerate*

# PONTOTOC COUNTY SCHOOL DISTRICT

BY ASHLEY COLEMAN AND HARLEY GONZALES

[www.pcsd.ms](http://www.pcsd.ms)



# Ashley Coleman

- Wife, mother of 2 boys, worship leader
- ELA Curriculum Specialist/ MTSS Director- Pontotoc County School District, Mississippi
- Ed.D. -Educational Leadership- student at Freed-Hardeman University
- Master's degree in Educational Leadership- Belhaven University
- MSU Writing Institute Consultant
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**PONTOTOC  
COUNTY SCHOOL  
DISTRICT**

**ELA CURRICULUM  
SPECIALIST/  
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# Harley Gonzales

- Wife to Brandon and Dog mom to a Shih-Tzu, Lucy and Golden Retriever, Lady
- ELA Lead teacher/ interventionist at North Pontotoc Upper Elementary School
- Ed. S. – Educational Leadership – William Carey University
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**NORTH PONTOTOC  
UPPER  
ELEMENTARY  
SCHOOL**

**LEAD ELA  
TEACHER  
READING  
INTERVENTIONIST**





**ON A SCALE FROM 1-4 HOW CONFIDENT ARE YOU WITH WRITING INSTRUCTION?**

**1- NOT AT ALL CONFIDENT**

**2- LITTLE CONFIDENCE**

**3- MOSTLY CONFIDENT**

**4- CONFIDENT**



## Just for the Thrill of It *by Ken Moreno*

1 Your heart races. Your blood is pumping. Every nerve feels alive. For thrill-seekers, the charge of extreme sports keeps them coming back for more. And, of course, along with the excitement there's the breathtaking rush of danger and risk. It's an almost irresistible combination!

2 Extreme sports enthusiasts are always aware of the dangers. Most would agree that proper training and the right equipment are absolutely necessary to help minimize the risk. Yet even the most experienced participants will admit that training and equipment provide no guarantees when it comes to safety, so it's important to know what you're getting into.

3 Take whitewater rafting, for example. The raft is an inflatable boat designed to float down a rapidly flowing river. Split decisions must be made as rushing water shoots the raft past boulders, toward hidden snags, and over waterfalls. Controlling a raft's course can be exhausting. Still, rafting provides thrills at every turn and a wild ride!

4 Bungee jumping is another high-risk activity. Attached to a long, stretchy elastic cord, bungee daredevils jump from a high location, such as a bridge. They experience the thrill of freefall until the cord suddenly jerks them skyward again.

5 So what is it that attracts people to extreme sports? Most people have few chances in their daily lives to feel the rush that comes from pushing themselves to their limits and winning against great odds. Extreme sports can fulfill the need for that adrenaline rush and the satisfaction that comes from meeting a personal challenge.



## **W.1: WRITING PROMPT EXAMPLES**

### **5TH GRADE**

You have read, "Just for the Thrill of it" by Ken Moreno. Do the thrill outweigh the dangers of extreme sports? Support your response with details and evidence from the text. Your writing will be scored on the development of ideas, writing organization, grammar, and usage of mechanics. (12 points)

### **6TH GRADE**

You have read, "Just for the Thrill of it" by Ken Moreno. Trace and evaluate the authors claim that excitement from extreme sports outweigh the dangers. Support your response with details and relevant evidence from the text. Your writing will be scored on the development of ideas, writing organization, grammar, and usage of mechanics. (12 points)

## 5TH GRADE

You have read, "Just for the Thrill of it" by Ken Moreno. Do the thrill outweigh the dangers of extreme sports? Support your response with details and evidence from the text. Your writing will be scored on the development of ideas, writing organization, grammar, and usage of mechanics. (12 points)

## 6TH GRADE

You have read, "Just for the Thrill of it" by Ken Moreno. Trace and evaluate the authors claim that excitement from extreme sports outweigh the dangers. Support your response with details and relevant evidence from the text. Your writing will be scored on the development of ideas, writing organization, grammar, and usage of mechanics. (12 points)

**WRITE ON YOUR STICKY NOTE A DIFFERENCE BETWEEN GRADE LEVEL PROMPTS**

# VERTICAL ALIGNMENT WITHIN A STANDARD

## **A student should be able to do (Evidence of Knowledge)**

- Identify the author's key points.
- Identify reasons or evidences that support the author's key points.
- Determine which reasons support which key points made by the author.
- Determine which evidences support which key points made by the author.
- Evaluate and explain, orally or in writing, the connection between reasons and key points in an informational text.
- Evaluate and explain, orally or in writing, the connection between evidences and key points in an informational text.

## **A student should be able to do (Evidence of Knowledge)**

- Closely read, analyze, and annotate a text for evidence of claims that are supported by reasons and evidence and claims that are not.
- Trace the argument and/or specific claims in a text.
- Evaluate the argument and/or specific claims in a text.
- Provide a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported.
- Trace the author's argument and evaluate whether it is convincing based on its use of reasoning and evidence.



# DECODE THE PROMPTS: WHAT ARE WE GOING TO WRITE ABOUT?

Directions: Highlight the “Meat” of the prompt and decode each prompt.

**Prompt:**

You have read, "Just for the Thrill of It" by Ken Moreno. In your opinion, do you think the thrill outweighs the dangers of extreme sports? Support your response with details and evidence from the text. Your writing will be scored on the development of ideas, writing organization, grammar, and usage of mechanics. (12 points)

**Writing Mode:**

\_\_\_\_\_

**Decoding:**

Q1: \_\_\_\_\_

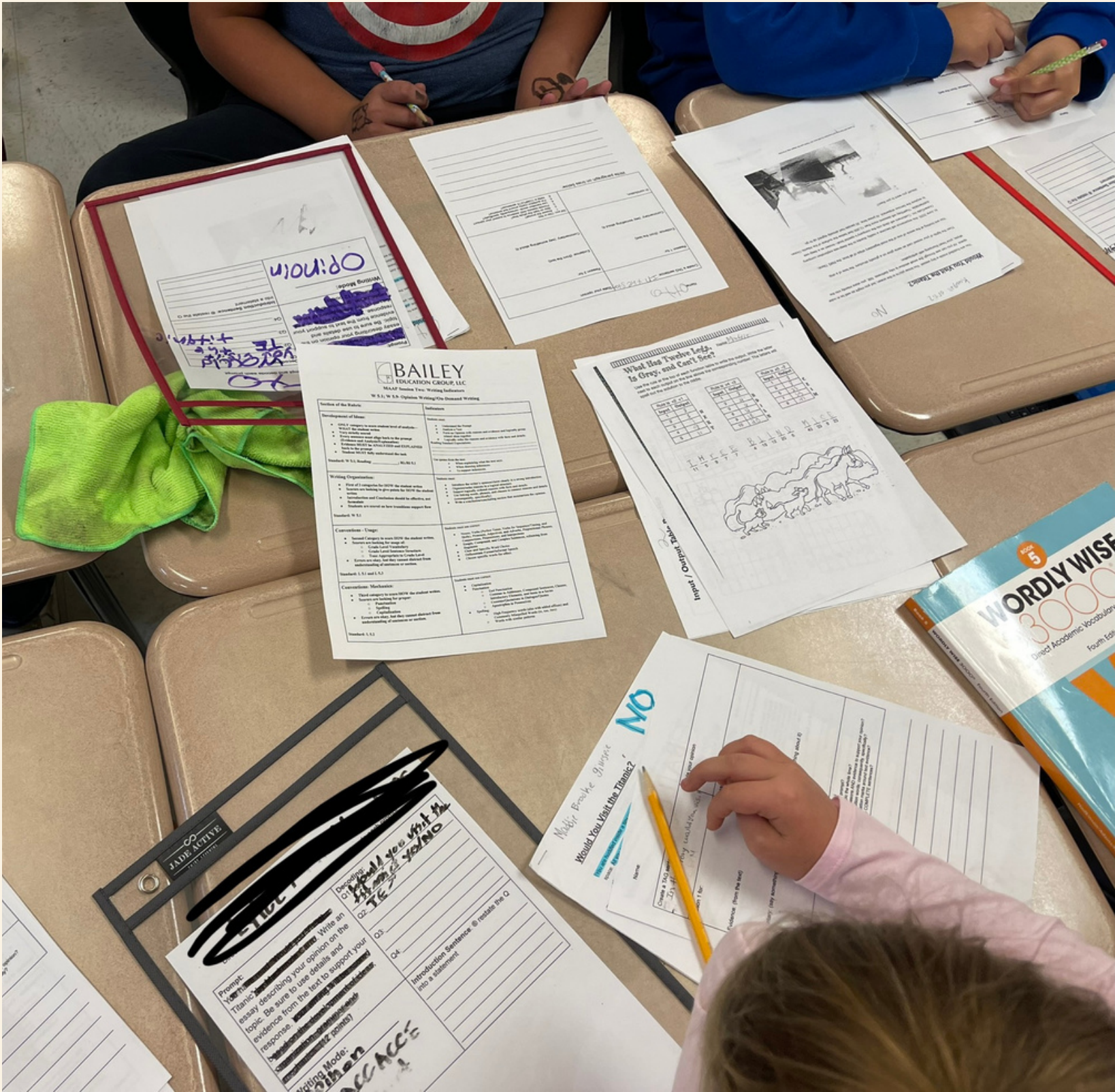
Q2: \_\_\_\_\_

Q3: \_\_\_\_\_

Q4: \_\_\_\_\_

**Introduction Sentence:** ® restate the Q into a statement

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# STUDENT FRIENDLY WRITING RUBRIC (3RD-5TH GRADES)

- SELF REFLECTION/ASSESSMENT
- ENSURES ALL COMPONENTS ARE INCLUDED IN WRITING
- STUDENTS NEED TO BE EXPOSED TO THIS AND HAVE IT AVAILABLE WHEN WRITING



Student Friendly Writing Rubric (grades 5-6)

Development of Ideas (4)	Writing Organization (4)	Grammar (2)	Mechanics (2)
<p>Understands what the prompt is asking and addresses the prompt completely (answers every part of prompt) Fully developed Ideas Well chosen text evidence (directly quoted and paraphrased) Teacher does not have to infer</p> <p><b>Stays on topic</b> Consistent, clear, convinced reasoning Fully explain reasoning and claims (commentary)</p>	<p>Introduces your topic</p> <p>Well planned</p> <p>Uses <b>transition</b> words (check transitions for each mode of writing)</p> <p>Has a clear introduction, body, and conclusion</p>	<p>Uses appropriate tone</p> <p>Good word choice</p> <p><b>Varied sentence structure</b> (variety of simple, compound, complex)</p> <p>6th: compound-complex sentence</p> <p>(FEW ERRORS)</p>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>• Commas</li> <li>• Periods</li> <li>• Question marks</li> <li>• Exclamation points</li> <li>• Quotation marks</li> </ul> <p>Capitalization</p> <ul style="list-style-type: none"> <li>• first word of every sentence</li> <li>• The letter I</li> <li>• Proper nouns</li> </ul> <p>Spelling (FEW ERRORS)- doesn't change the meaning of your thoughts</p>

## Writing Modes:

1. Narrative (Literary Analysis)- RL standards
2. Informative/Explanatory- RI standards
3. Opinion(5th)    Argument(6th)

## Transitions: 5th grade

**Opinion:** consequently, specifically

**Informative:** in contrast, especially, another, for example, also, because

**Narrative:** First, next, then, finally, last, after, afterwards, following

**Temporal phrases:** A long time ago, one day, in the morning, after several minutes

## Transitions: 6th grade

**Argument: AGREEMENT:** as a matter of fact, equally, furthermore, of course, by the same token **EXAMPLES:** in other words, to put it differently, on the positive side, on the negative side, chiefly, notably, most compelling evidence

**AFFECTS:** thus, accordingly, hence, in that case, for this reason, under those circumstances

**OPPOSITION:** although this may be true, in contrast **CAUSE:** on the condition that, with this in mind **TIME:** at the present time, in due time **Conclusions:**

generally speaking, all things considered, given these points, as has been noted, in summary, on the whole, in either case, overall

**Narrative:** after, as soon as, before, initially, now, immediately, meanwhile, when we finished, soon after, before long, suddenly, later on



# STRATEGIES TO GET STUDENTS ENGAGED IN WRITING

Theme(s):  
Just because someone is nice to you does not mean they have your best interest in mind.

Major Theme:  
People are not always who they seem.

Minor Themes:  
• Trust can be hard to achieve.  
• Trust can easily be broken with one wrong move.

PLOT diagram labeled with events:  
Mr. Kowalski & Holling's father were creating a model for the new Junior High.  
Mr. Kowalski reveals his plan and it is the same as Holling's father's.  
The school board loved Mr. K's design.  
Mr. Kowalski gets up to present, looks at Holling and announces he changed his design.  
Holling realizes he had been fooled/deceived by Meryl Lee.

How is this theme conveyed through particular details:  
• In #4 when Mr. K turns and looks at Holling, Holling realizes he had been tricked.  
• In #18 when hanging out with Meryl Lee acted like she liked Holling but was tricking him to get his father's idea.

Using information above, write an objective summary of the text:  
Mr. Kowalski and Holling's father created models to present to the board for the new junior high. When Mr. Kowalski got up to present he looked at Holling and announced he had changed his plans. When he revealed his model it was the same as Holling's father's. When Mr. Kowalski was done presenting, the school board was impressed by his work. Holling thought he could trust Meryl Lee but realized he had been tricked.

VOCA

Supporting Author's Claim

Relevant TE

Irrelevant TE

ket  
ice

code

Billions  
Ten Billions  
Billions  
Hundred Millions  
Ten Millions  
Millions  
Hundred Thousands  
Ten Thousands  
Thousands  
Units  
Tens  
Tenths  
Hundredths  
Thousandths

3 Challenging problems help our brains grow stronger.

5 Good mathematicians are brave and try new things.

6 There are different strategies for solving a problem.

4 Mistakes are great!

Questions from the teacher help us learn and grow.

"Let Wild Animals be Wild"

Author's claim: (perspective)  
The author prioritizes freedom over captivity.

"Don't Release Animals into the Wild"

Author's claim: (perspective)  
The author prioritizes captivity over freedom.

SEQUENCING  
Flow Map

CLASSIFYING  
Tree Map

DESCRIBING  
Bubble Map

COMPARING & CONTRASTING  
Double Bubble Map



022

I, me, my

analyze  
contribute  
develop  
structure  
analysis  
sentence  
chapter

Section fits into

In the debate, "Should you give up your summer vacation?" Laura Kelsey wrote about pros and cons of students getting a summer vacation. The author claims people should have a summer vacation.

One reason the author claims people need a summer vacation is so they can rest and recover from school. In the section "more breaks, less stress" it states, "Everyone thinks year-round school is hard," says Simon, "but the little breaks take a lot of pressure off." Because people get a break during the school year, it gives relief to our bodies and takes the pressure of tests and grades off people's minds.

Another reason the author claims people need a summer vacation is time to travel and do as they please. The text states, "Activities like making vines, taking family trips, ~~shots~~ hoops, and reading can be enriching." Because summer vacation allows people to travel and do as they please, it is a positive of why people should have a summer vacation.

On the other hand, some experts say people do not need a summer vacation. Learning loss and making up absences can be a result if people do not have a summer vacation. The text states, "it can mitigate summer learning loss, forgetting what you learned over the school year." If people get a summer vacation, they will lose all material they learned throughout school year.

In conclusion, the author claims summer vacations are necessary for many reasons.

In the article, "How to fix School Lunches", Peg Tyre and Sarah O'Carroll writes about making school lunches healthier for students. School lunches can be changed to produce healthier students in several steps. First, Jorge Collazo included several healthier alternatives into the school menu. In paragraph 2 the text states, "Beef patties are now served on whole wheat buns." Because Jorge Collazo is making healthier swaps, his efforts are encouraging students to eat healthier. \*Add sentences

In conclusion, school lunches can be changed to produce healthier students in a few ways.



## SMALL GROUP INSTRUCTION

- UNDERSTAND STUDENTS MISCONCEPTIONS IN READING STANDARDS AND WRITING
- PROVIDE TIMELY, IMMEDIATE FEEDBACK TO STUDENTS
- FACETIME WITH STUDENTS
- GROUP STUDENTS BASED ON SCORES FROM MAAP OR BENCHMARK
- COULD BE VARIOUS ACTIVITIES FROM AREAS OF THE WRITING RUBRIC

### EXAMPLES COULD INCLUDE:

- GROUP WITH CHARTS TO FULLY DEVELOP IDEAS
- SENTENCE STRUCTURE GROUP
- GROUPED BASED ON STRATEGY USED
- PEER TUTORING





# PROVIDING FEEDBACK

- **TIMELY AND EFFECTIVE**
- **CONSTRUCTIVE AND SPECIFIC**
- **BASED ON INDICATORS:**

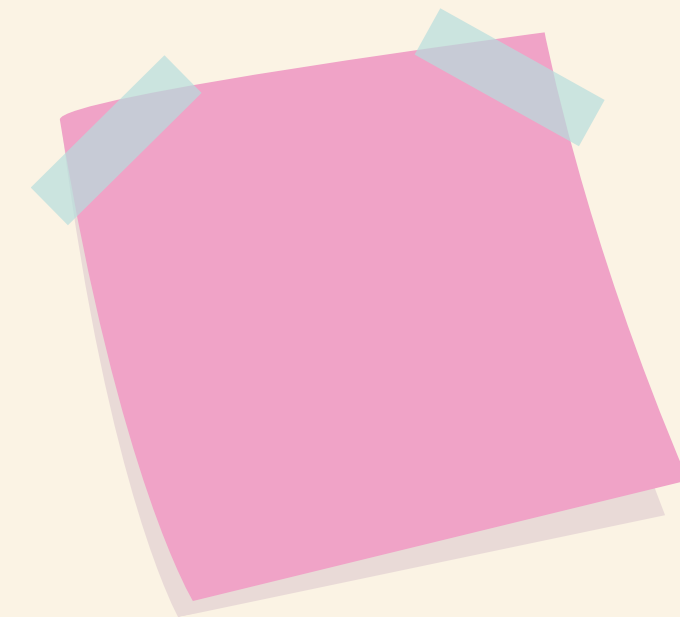


W 5.1; W 5.9- Opinion Writing//On-Demand Writing		W 6.1; W 6.9 - Argument Writing/On-Demand Writing	
Section of the Rubric	Indicators	Section of the Rubric	Indicators
<b>Development of Ideas:</b> <ul style="list-style-type: none"><li>• <b>ONLY category to score student level of analysis—WHAT the student writes</b></li><li>• <b>Very strictly scored</b></li><li>• <b>Every sentence must align back to the prompt (Evidence and Analysis/Explanation)</b></li><li>• <b>Evidence MUST be ANALYZED and EXPLAINED back to the prompt</b></li><li>• <b>Student MUST fully understand the task</b></li></ul> <b>Standard: W 5.1; Reading: _____; RL/RI 5.1</b>	<p>Students must:</p> <ul style="list-style-type: none"><li>• Understand the Prompt</li><li>• Analyze a Text</li><li>• Form an Opinion with reasons and evidence and logically group related ideas together</li><li>• Logically order the reasons and evidence with facts and details.</li></ul> <p>Reading Standard Expectations:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Use quotes from the text:</p> <ul style="list-style-type: none"><li>• When explaining what the text says.</li><li>• When drawing inferences.</li><li>• To support inferences.</li></ul>	<b>Development of Ideas:</b> <ul style="list-style-type: none"><li>• <b>ONLY category to score student level of analysis—WHAT the student writes</b></li><li>• <b>Very strictly scored</b></li><li>• <b>Every sentence must align back to the prompt (Evidence and Analysis/Explanation)</b></li><li>• <b>Evidence MUST support ANALYSIS of what the text states and inferences made to connect to prompt.</b></li><li>• <b>Student MUST fully understand the task</b></li></ul> <b>Standard: W 6.1; Reading: _____; RL/RI 6.1</b>	<p>Students must:</p> <ul style="list-style-type: none"><li>• Understand the Prompt</li><li>• Analyze a Text</li><li>• Write an argument to support claims with clear reasons and relevant evidence.</li><li>• Logically order the reasons and evidence with facts and details.</li></ul> <p>Reading Standard Expectations:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Cite evidence from the text in the form of specific details or examples to:</p> <ul style="list-style-type: none"><li>• to support an analysis of what the text says explicitly.</li><li>• to support an analysis of inferences drawn from the text.</li></ul>
<b>Writing Organization:</b> <ul style="list-style-type: none"><li>• <b>First of 3 categories for HOW the student writes</b></li><li>• <b>Scorers are looking to give points for HOW the student writes</b></li><li>• <b>Introduction and Conclusion should be effective, not formulaic</b></li><li>• <b>Students are scored on how transitions support flow</b></li></ul> <b>Standard: W 5.1</b>	<p>Students must:</p> <ul style="list-style-type: none"><li>• Introduce the writer’s opinion/claim clearly in a strong introduction.</li><li>• Organize/order reasons in a logical structure.</li><li>• Support logically ordered reasons with facts and details.</li><li>• Use linking words, phrases, and clauses to connect reasons and details (consequently, specifically).</li><li>• Write a conclusion/concluding section that summarizes the opinion.</li></ul>	<b>Writing Organization:</b> <ul style="list-style-type: none"><li>• <b>First of 3 categories for HOW the student writes</b></li><li>• <b>Scorers are looking to give points for HOW the student writes</b></li><li>• <b>Introduction and Conclusion should be effective, not formulaic</b></li><li>• <b>Students are scored on how transitions connect ideas</b></li></ul> <b>Standard: W 6.1</b>	<p>Students must:</p> <ul style="list-style-type: none"><li>• Introduce argument and claims in a strong introduction.</li><li>• Organize/order reasons and evidence clearly.</li><li>• Support claims with logical reasoning and relevant evidence.</li><li>• Use words, phrases, and clauses to connect or show relationship between claims and reasons.</li><li>• Establish and maintain formal style (3<sup>rd</sup> person).</li><li>• Provide a conclusion that follows the argument presented.</li></ul>



## HOW TO DRIVE INSTRUCTION AND CREATE GOALS WITH WRITING DATA

- EXPLICITLY TEACH EACH COMPONENT
- MODEL GRADING AND FEEDBACK WITH AUTHENTIC TEXTS
- ONCE STUDENTS KNOW AND UNDERSTAND THE WRITING RUBRIC, THEY CAN SET GOALS FOR THEMSELVES IN DOI, ORG, GRAMMAR, AND MECHANICS.
- KID CONFERENCES



### ELA Data Tracking 22-23

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

#### MAAP 21-22

Raw Score	PL (1a-5)	Points to next level	RL	RI	L	DOI (4)	WO (4)	G (2)	M (2)
			/	/	/				

Comments/Action Plan: \_\_\_\_\_

#### Case Benchmark 1

Raw Score	PL (1a-5)	Points to next level	RL	RI	L	DOI (4)	WO (4)	G (2)	M (2)
			/	/	/				

Comments/Action Plan: \_\_\_\_\_

#### Case Benchmark 2

Raw Score	PL (1a-5)	Points to next level	RL	RI	L	DOI (4)	WO (4)	G (2)	M (2)
			/	/	/				

Comments/Action Plan: \_\_\_\_\_



## **ALWAYS WRITE TO A TEXT**

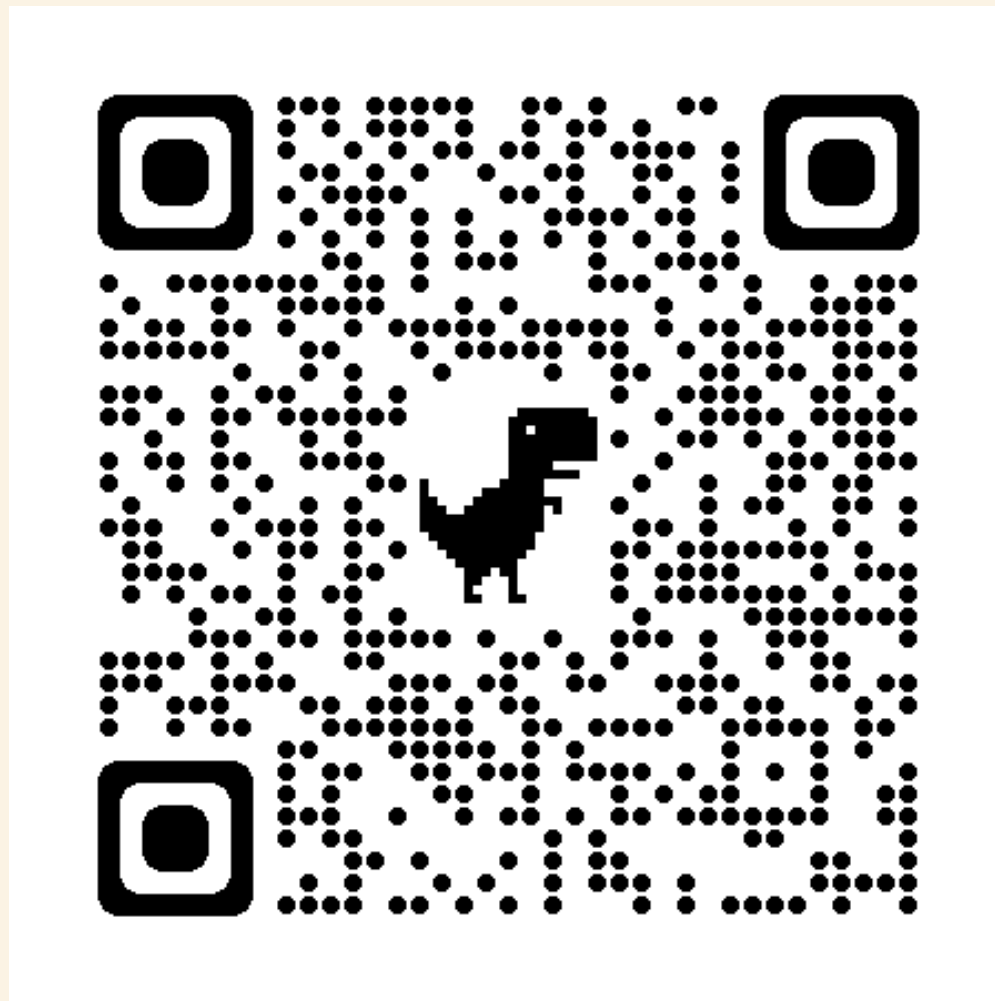


- **STUDENTS SHOULD ALWAYS BE ASKED TO WRITE IN RESPONSE TO A TEXT**
- **FOCUS SHOULD BE: ON DEMAND WRITING**
- **INCLUDE COLD WRITES IN INSTRUCTION**



# Thank you!

**GOOGLE DRIVE FOLDER WITH ALL RESOURCES**



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