



Springfield Public Schools Para Educators' Literacy Session

November 12, 2024

Educating to Empower

Literacy Department



Laura Mendes,
Director of Literacy

About Me:

- Proud to have served SPS since 1991.
- Love to travel and spend time with my family.
- Passionate about ensuring every child is a reader!

Kate Asher,

Supervisor of Literacy, Elementary & Early Childhood Education

About Me:

- Have dedicated 18 years to SPS
- Happily married with 2 boys (men!)
- Enjoy spending time outside- hiking, reading, gardening, & running



Carole Leverock, District Elementary ELA Instructional Leadership Specialist (ILS)

About Me:

- Love to travel with my husband and son. Lots of time in Europe in the summers.
- Avid reader. I've been in the same book club for decades.



Lorilee Cabrera-Donovan, District Elementary ELA Instructional Leadership Specialist (ILS)

About Me:

- Love to read and write for pleasure and work.
- Ask me about my amazing family. Lots of adventures with my husband, daughter, and son!



Agenda

4:15-7:15 (break is 7:00-7:15)



Welcome, Introductions, Agenda Review, Norms, Objectives



Activator: This or That?



Part 1: Overview of Literacy and the SPS Context



Part 2: Reading



Connection Activity (Brain break)



Part 3: Writing

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Norms

Norms for Working Together:

- Treat each other with dignity and respect and avoid judgment.
- Practice being open-minded and use language that reflects an asset-based lens about our students, staff, families, and ourselves.
- Build trust with others.
- Don't hesitate to ask questions.
- Speak for yourself.
- Speak one at a time.
- Honor the time schedule and agenda.
- Maintain confidentiality.
- Prioritize building on student strengths.
- Regularly pause to consider whether decisions prioritize equity by ensuring just outcomes for each student, raising marginalized voices, and challenging imbalances of power and privilege.
- Be present. Close your computer during session when not a part of the work. Curb device use.



This or That?



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This or That?

LOBSTER



EGGPLANT PARMESAN



LENTIL BOLOGNESE
(vegan)



Select your favorite dish of these four choices.

STEAK & POTATOES





This or That?

Discuss this prompt with one of your foodie partners...

If you were not in education, what would be your chosen profession?



This or That?

BEYONCÉ



ELVIS



PITBULL



TAYLOR SWIFT



Select your favorite entertainer.



This or That?

Discuss this prompt with one of your music partners...

What personal activity do you do to bring yourself joy?



Part 1: Overview of Literacy

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Definition of Literacy: **International Literacy Association**

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines (from the International Literacy Association).



Portrait of a Graduate

Springfield Public Schools

Portrait of a Graduate

LEARN



"I have the academic knowledge and skills to critically understand the world, form opinions, and solve problems."

COMMUNICATE



"I listen to others and convey ideas with respect, openness and clarity."

PERSIST



"I practice resilience, self-awareness, and advocacy to navigate challenges and new situations"

THRIVE



"I can independently navigate the world as an empathetic and respectful adult."

LEAD



"I will lead with confidence, empathy and kindness in my family, my community, in Springfield, and beyond."

WORK



"I can identify and pursue career pathways that empower and sustain me."

The Springfield Public Schools and the Springfield Community will prepare students to:

- Master and apply the academic content knowledge and skills essential for success in college, vocation, or service.
- Think critically, be innovative, and solve real-world problems.
- Understand the impact of systemic racism in America.
- Apply technology and computational skills to advance learning and solve problems.
- Find and analyze all kinds of information and critically evaluate each source.
- Understand themselves as learners and pursue learning throughout life.

- Write and speak with clarity, evidence, and purpose.
- Communicate ideas with confidence that their voice can and should be heard.
- Select an appropriate communication style and platform for the situation and audience.
- Know how to listen to others, ask questions, and seek to understand.
- Practice thoughtful responses to others in all communication.

- Remain focused on goals, using coping strategies and flexibility to overcome obstacles.
- Speak up for themselves and the issues that are important to them.
- Engage in self-reflection to build on strengths and work on weaknesses.
- Evaluate choices and outcomes when making decisions.
- Give, receive, and respond to constructive feedback.

- Understand, respect and communicate with people from different cultures and backgrounds.
- Care for themselves, and navigate the challenges of everyday life.
- Understand financial systems and manage personal finances.
- Nurture healthy and rewarding relationships at home, school and beyond.
- Manage time and resources to achieve goals.
- Identify interests, passions, and purpose, and envision possibilities for the future.
- Prioritize and implement long and short term goals.

- Engage in difficult conversations to address conflict and solve problems.
- Actively oppose bias, discrimination and racism.
- Advocate for themselves and for others.
- Seek opportunities to understand and serve the community.
- Be curious, creative, open-minded and flexible in new situations.
- Lead with empathy and kindness.
- Actively participate in democracy and vote as an informed citizen in local and national elections.

- Make connections between their interests and possible career opportunities.
- Understand and obtain the education and training required to enter and advance in their chosen career.
- Know how to adapt and seek new opportunities as the workplace changes.
- Practice essential workplace habits and attention to detail to produce quality work in any environment.
- Collaborate with others on diverse teams to achieve shared goals.

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High Quality Instructional Materials (HQIMs) aligned to the Science of Reading (SOR) and Knowledge Building

SPS provides evidence-based, structured literacy and *knowledge building* instruction that is based on the Science of Reading (SOR) and the Science of Learning (SOL). Literacy instruction occurs during the literacy blocks of reading and writing where oral language, phonological & phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing are the foci. Building knowledge in all subject areas is a goal. Not one HQIM alone provides all that is needed in literacy instruction. The use of high-quality resources in the hands of knowledgeable and skilled educators is critical.

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ELA Statement

DIRE & POG

In Springfield Public Schools, we know that we must:

- provide literacy instruction using high-quality instructional materials that are developmentally appropriate, evidence- and research-based, and that meet students where they are as learners.
- ensure all students experience educational equity that includes instruction with grade-level standards.
- provide resources and experiences that honor our students as individuals and as members of cultural groups who contribute to and bring richness to our schools and our community.
- provide access to diverse and accurate texts and experiences that support our students learning about themselves and others in our diverse community and world.

LEARN

COMMUNICATE

PERSIST

THRIVE

LEAD

WORK

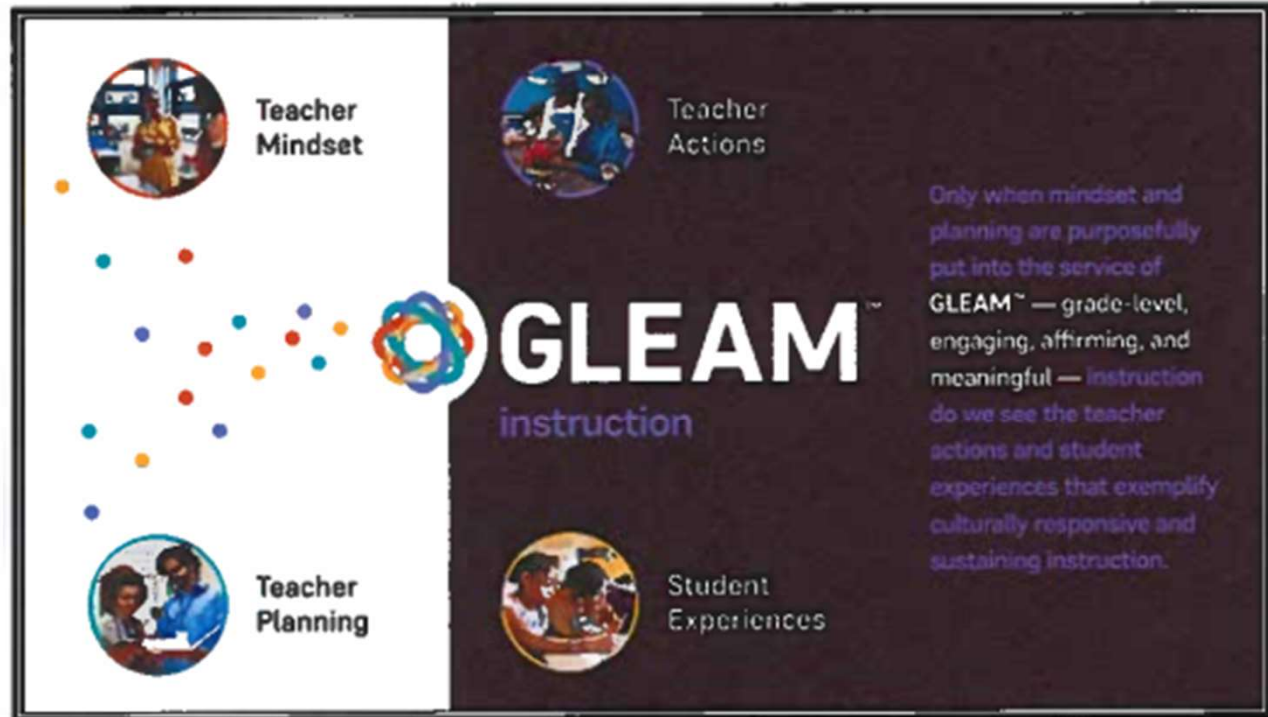
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GLEAM Work Makes the Dream Work!

Before you can GLEAM, you have to BELIEVE!!

- Essential question: “Do you believe in the students in front of us?”
- If we do not believe that our students are capable of engaging with complex tasks or texts, then it doesn’t matter what’s included in our curriculum, rubric, or strategies toolbox.



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Literacy Rates



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Literacy Rates



54%

54% of adults between the ages of 16 and 74 years old lack proficiency in literacy.
(Reading below a 6th grade level)



\$2.2 trillion

If all U.S. adults were able to move up to at least Level 3 of literacy proficiency, it would generate an additional \$2.2 trillion in annual income for the country, equal to 10% of the gross domestic product.



125th

The US ranks 125th out of 194 other countries in literacy rate.

(Percentage of the population over 15 who can read and write)



65%

65% of American 4th Graders do not meet NAEP standards.



66%

2/3 of students who cannot read proficiently by the end of the 4th grade will end up in jail or welfare.

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Impact of Lower Literacy Rates

- Students who start kindergarten behind form the largest group of dropouts, and they have less than a 12 percent chance of attending a 4-year university.
 - Limited experiences with books
 - Speech and hearing problems not addressed appropriately
 - Poor phonemic awareness
 - Developmental delays left untreated
- 1 in 4 children in America grow up without learning to read
- Lower literacy is related to poverty, poorer physical and mental health, chronic diseases, and shorter life expectancy.



Who Can Learn to Read?



Most students can learn to read ***if*** we teach them with proven, evidence-based approaches.

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A Little Bit about Springfield Public Schools (SPS)



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Literacy Journey in SPS

SPS was a Whole Language/Balanced Literacy district for about 3 to 4 decades.

During these latter years, we did incorporate some elements of explicit-systematic early literacy approaches (e.g., *Reading First*) for phonics and phonemic awareness but was not successful because of the huge emphasis here and across most of the country with Balanced Literacy/guided reading.

Data indicated we weren't serving most kids well with our approaches (think *Sold a Story, The Right to Read*).

We started shifting our K-2 reading approaches with the use of materials from the Collaborative Classroom just before COVID hit, as our data indicated changes were NEEDED, and we were learning more about The Science of Reading.



Literacy Journey in SPS continued

As we were making these shifts, that only address one or two components of structured literacy, we were also studying the body of work known as the “Science of Reading (SOR)”.

We continue to message that SOR/Structured Literacy is NOT only phonics and phonemic awareness.

LETRS – more than half of our elementary schools are participating in professional development with the Language Essentials for Teachers of Reading and Spelling



Part 2: Reading

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Objective – Reading Session

Para Educators will learn how students learn to read and how they can support that instruction.



Do Kids Naturally Learn to Read?

- The brain is hardwired to learn language. But it is not hardwired to learn to read. Learning to read requires the brain regions to correspond with different cognitive skills.
- Some children learn to read easily no matter what the methods used in school. But that some is a very small number.

How Do Kids Learn to Read?

- With a structured literacy approach



The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)



SCARBOROUGH'S READING ROPE

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

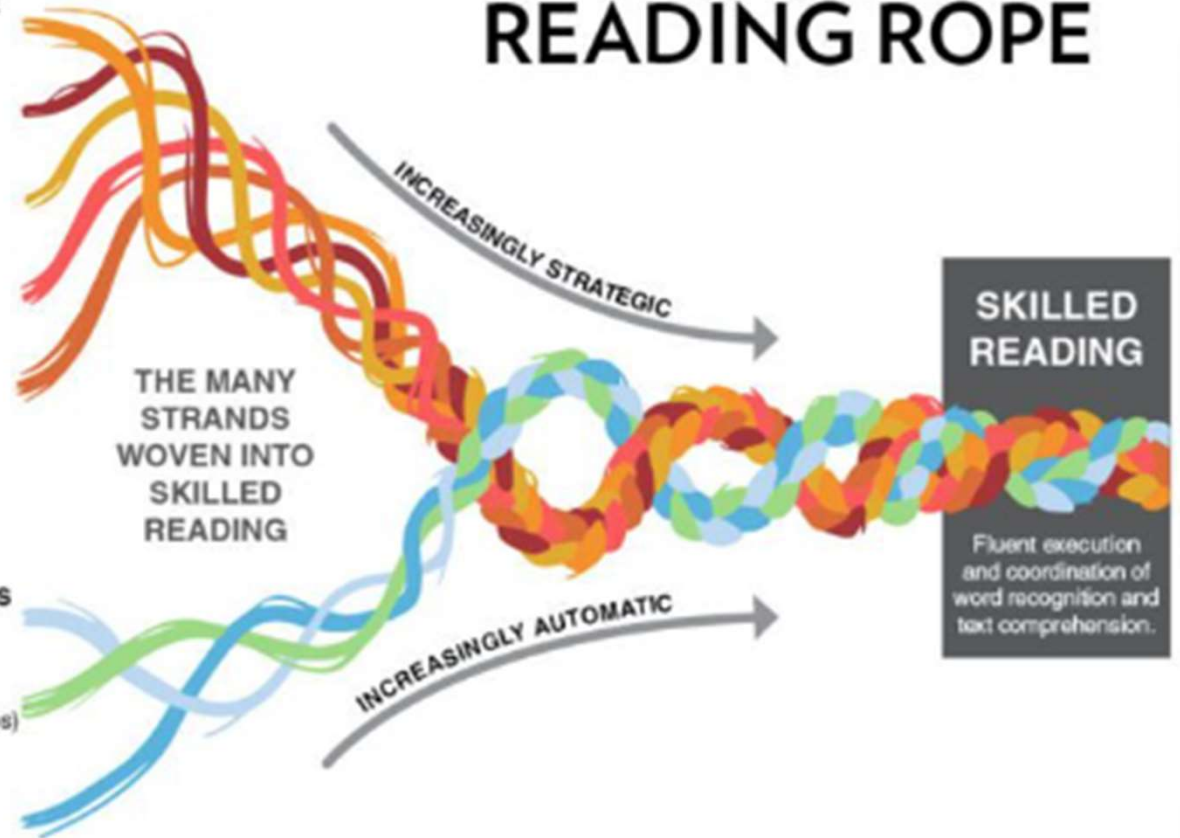
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



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Graphic modeled after the illustration from the *Handbook of Early Literacy Research*, by Susan B. Neuman and David K. Dickinson (2001) who re-envisioned researcher and author Hollis Scarborough's visual metaphor of the Reading Rope.

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Five Components of Reading

- **Phonemic Awareness** is the ability to recognize and manipulate individual sounds in words, which are called phonemes. Children can demonstrate phonemic awareness by blending, segmenting, and substituting sounds in spoken words.
- **Phonics** is the understanding that letters represent spoken sounds. Once students begin to put those sounds together, they begin decoding words with more ease. Decoding takes much practice.



Five Components of Reading, continued

- **Fluency** is the bridge between decoding and comprehension. When a child can read fluently, they no longer focus on decoding words and are able to focus on accurately reading words, reading with a reasonable speed, appropriate expression, and comprehension.
- **Vocabulary** knowledge is crucial to understanding what you're reading. There are many ways in the classroom to develop vocabulary.
- **Comprehension is the ultimate goal of reading!** Students need background knowledge, word knowledge skills and vocabulary in order to make sense of what is being decoded.



**There is no
comprehension
strategy powerful
enough to
compensate for the
fact that you can't
read the words.**

Dr. Anita Archer

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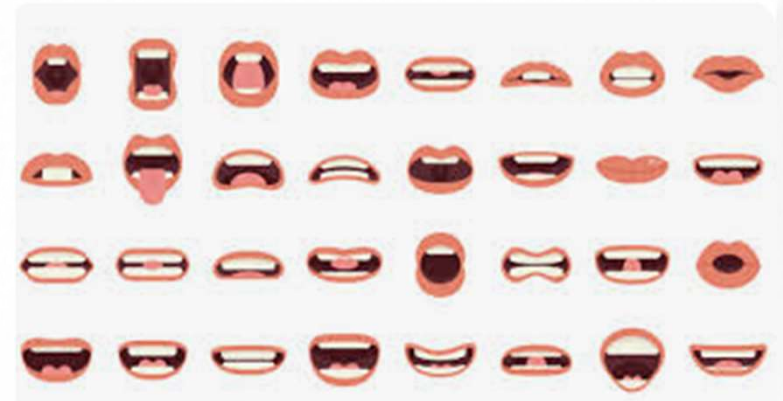
Articulation

44 Phonemes from Rollins Center for Language

[44 Phonemes – YouTube](#)

Phonogram chart from Logic of English

[Phonogram Chart \(logicofenglish.com\)](http://logicofenglish.com)



More resources

- [Phoneme Articulation from Literacy How](#)
- [Center For the Collaborative Classroom](#)
- [UFLI Blendable Sounds: A Quick Review - YouTube](#)

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Spelling Rules from the Logic of English

[Spelling Rules \(logicofenglish.com\)](http://logicofenglish.com)



Logic of English Spelling Rules

Rule 1: C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

Rule 2: G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.

Rule 3: English words do not end in I, U, V, or J.

Rule 4: A E O U usually say their long sounds at the end of the syllable.

Rule 5: I and Y may say /i/ or /j/ at the end of a syllable.

Rule 6: When a one-syllable word ends in a single-vowel Y, it always says /i/.

Rule 7: Where I and Y may say long /i/:

- 7.1: Y says /E/ only in an unstressed syllable at the end of a multi-syllable word.
- 7.2: I may say /E/ with a silent final E, at the end of a syllable, and at the end of foreign words.

Rule 8: I and O may say /i/ and /O/ when followed by two consonants.

Rule 9: AY usually spells the sound /E/ at the end of a base word.

Rule 10: When a word ends with the phonogram A, it says /A/. A may also say /E/ after a W or before an L.

Rule 11: Q always needs a U; therefore, U is not a vowel here.

Rule 12: Silent Final E Rules:

- 12.1: The vowel says its long sound because of the E.
- 12.2: English words do not end in V or U.
- 12.3: The C says /s/ and the G says /j/ because of the E.
- 12.4: Every syllable must have a written vowel.
- 12.5: Add an E to keep singular words that end in the letter S from looking plural.
- 12.6: Add an E to make the word look bigger.
- 12.7: TH says its voiced sound /TH/ because of the E.
- 12.8: Add an E to clarify meaning.
- 12.9: Unseen reason.

Rule 13: Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.

Rule 14: Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant only if the syllable before the suffix is stressed.

**This is always true for every syllable.*

Rule 15: Single-vowel Y changes to I when adding any ending, unless the ending begins with I.

Rule 16: Two I's cannot be next to one another in English words.

Rule 17: Tl, Cl, and Sl are used only at the beginning of any syllable after the first one.

Rule 18: SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship.

Rule 19: To make a verb past tense, add the ending -ED unless it is an irregular verb.

Rule 20: -ED, past tense ending, forms another syllable when the base word ends in /d/ or /t/. Otherwise, -ED says /d/ or /t/.

Rule 21: To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.

Rule 22: To make a verb 3rd person singular, add the ending -S, unless the word hisses or changes; then add -ES. Only four verbs are irregular. (has, does, goes, is)

Rule 23: AL- is a prefix written with one L when preceding another syllable.

Rule 24: -FUL is a suffix written with one L when added to another syllable.

Rule 25: DGE is used only after a single vowel which says its short (first) sound.

Rule 26: CK is used only after a single vowel which says its short (first) sound.

Rule 27: TCH is used only after a single vowel which says its short or broad sound.

Rule 28: AUGH, EIGH, IGH, OUGH. Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /j/.

Rule 29: Z, never S, spells /z/ at the beginning of a base word.

Rule 30: We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.

Rule 31: Schwa Rules

- 31.1: Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word.
- 31.2: O may say /ü/ in a stressed syllable next to W, TH, M, N, or V.
- 31.3: AR and OR may say their schwa sound, /er/, in an unstressed syllable.

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Examples of Literacy Curriculums in SPS - Elementary

Core Curriculums

PreK: *Frog Street, Heggerty Phonological Awareness/Phonemic Awareness*

K-2: *Being a Reader and Being a Writer* (from The Center for the Collaborative Classroom/CCC),
Heggerty (K&1)

Grades 3-5: *myView* (Savvas Learning)

Supplemental/Interventions

iReady My Path for Reading (*Curriculum Associates*)

SIPPS – SGRI Intervention in grades 1+ (CCC)

Sonday

Heggerty as an intervention in grades 2+



Newsela, Scholastic Literacy Pro, Epic

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Independent Work: Centers/Rotations/Buddy Work/To Do Lists/Activities

- What is the purpose of centers?
 - To provide DIFFERENTIATED practice for students to develop their skills in the components of reading and writing at their point of need
- What is the teacher doing?
 - Facilitating small group reading instruction (SGRI) at the point of need for students
 - PreK – Heggerty, FrogStreet, engaging in academic conversations during play centers
 - K-2 – Being a Reader Set instruction, or SIPPS, or Sondag
 - 3-5 – myView SGRI, or SIPPS, or Sondag



Examples of Literacy Curriculums in SPS Secondary

SPS Unit Planning Guides (UPGs) – core curriculum guidance

Study Sync – new middle school curriculum to be implemented in 23/24 SY

READ 180 and *System 44* - intervention

iReady – My Path (middle school)

Phonics for Reading – intervention

Newsela – supplemental resource



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Additional Resources for SOR, page 1

- [Reading | APM Reports](#) – Emily Hanford (What the Words Say, At a Loss for Words, Hard Words, Hard to Read, Sold a Story series of 6 episodes and 2 bonus pieces)
- [Science of Reading: The Podcast - Early Literacy Resources | Amplify](#)
- [Voyager Sopris Learning Podcasts](#) (Edview 360 podcast series)
- [Home | MLL \(literacypodcast.com\)](#) – Melissa and Lori Love Literacy podcast)
- [Podcast - Knowledge Matters Campaign](#)





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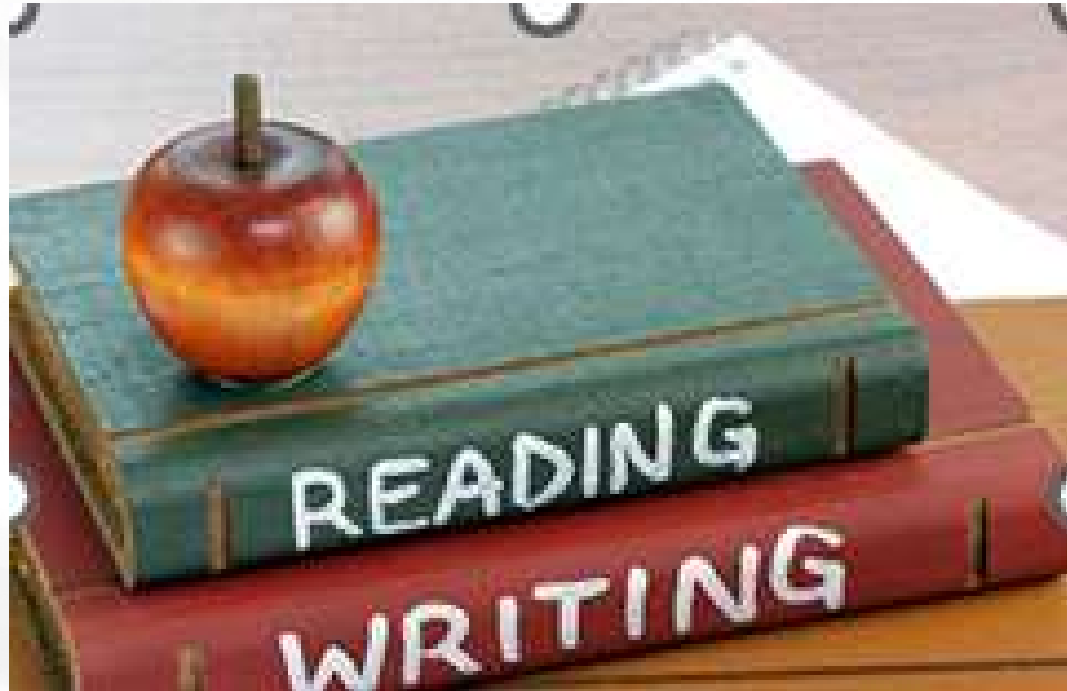




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Connection

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Connection: Speed Dating

Let's line up in two rows facing a partner.

- *One positive recent interaction with a student...*



SPEED DATING



Connection: Speed Dating

Let's line up in two rows facing a partner.

- *One positive recent interaction with a colleague...*





Part 3: Writing

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Objective – Writing Session

Para Educators will learn how students learn to write and how they can support that instruction.



Reading and writing
cannot be
separated.
Reading is
breathing in;
writing is
breathing out.

-- Pam Allyn

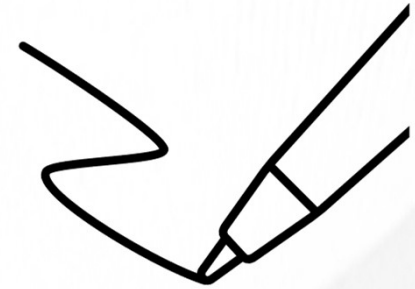


@thinkrsd

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Discussion



- What's the last thing you wrote (before this session)?
- Why did you write it?
- Who was it for?



Purposes for Writing

To entertain, to inform, to persuade, or to ask a question

- Texts
- Memos
- Emails
- Reports for work
- Blog Posts
- Web Pages
- Online Content
- Book
- Article
- Note



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Write A Statement or Question About This Picture



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Write A Statement or Question About This Picture



What were some of our statements/questions?

- The boy with the big smile reminds me of my son when he was little, “Hey, Michael, I’ve got a secret.”
- He is my boy.
- The boy with the curls reminds me of my boy.
- They are playing telephone.
- Why are the kids whispering to one another?
- What is he asking him?
- Are they supposed to be socializing or are they cheeky?
- I wonder what she is saying to put a beautiful smile on that other child.
- Is the one with the curls a boy or a girl?
- Those two boys are talking about girls. That’s why they are cheeky.



Prompt: Write a short story about these two children. Give details about what happened before, during, and after this moment.



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Inspirational Authors

Interviews with Children's Authors and Illustrators | Reading Rockets

Alma Flor Ada | Reading Rockets



Jacqueline Woodson | Reading Rockets



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The Simple View of Reading

The Simple View of Reading

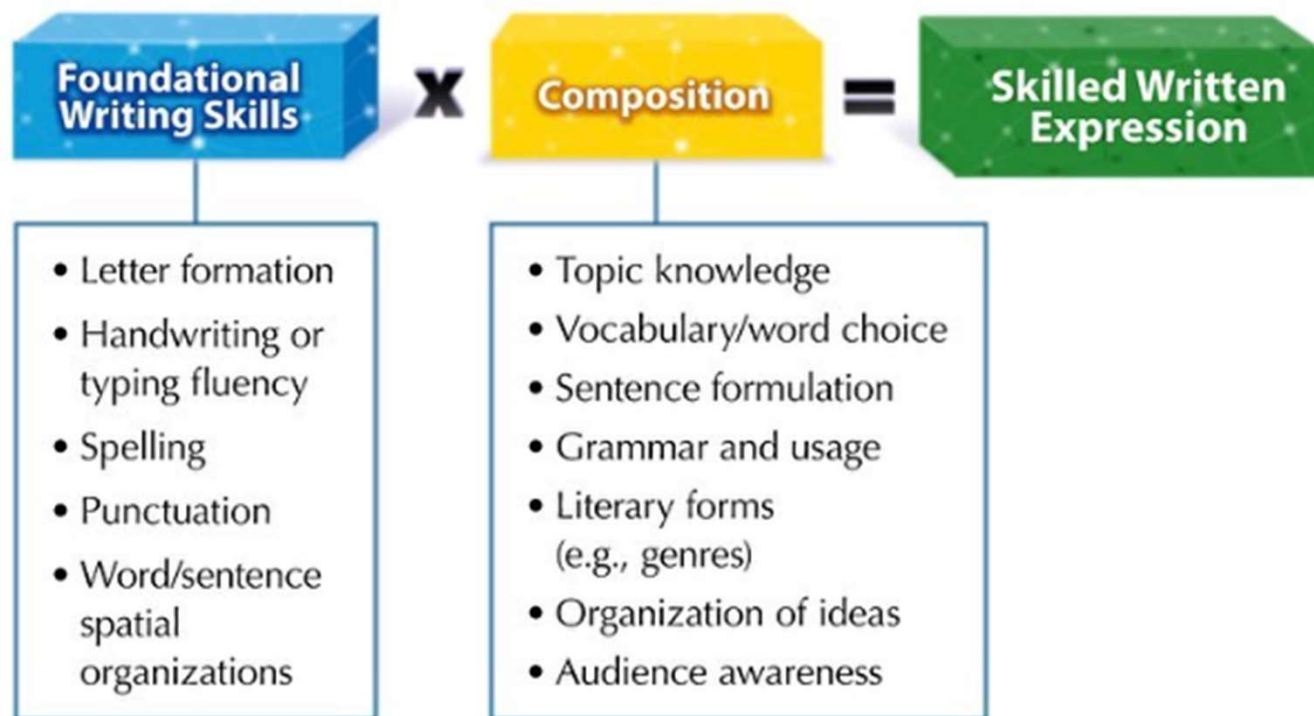


(Gough & Tunmer, 1986; Hoover & Gough, 1990)

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The Simple View of Writing



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SCARBOROUGH'S READING ROPE

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LANGUAGE STRUCTURE

(syntax, semantics, etc.)

VERBAL REASONING

(inference, metaphor, etc.)

LITERACY KNOWLEDGE

(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS

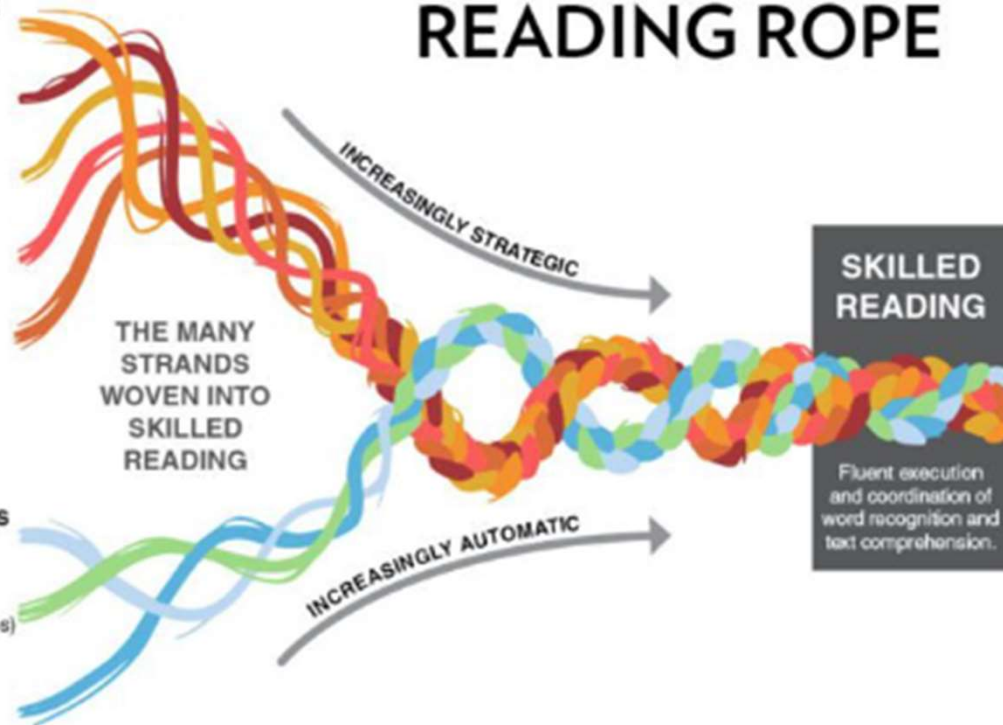
(syllables, phonemes, etc.)

DECODING

(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION

(of familiar words)



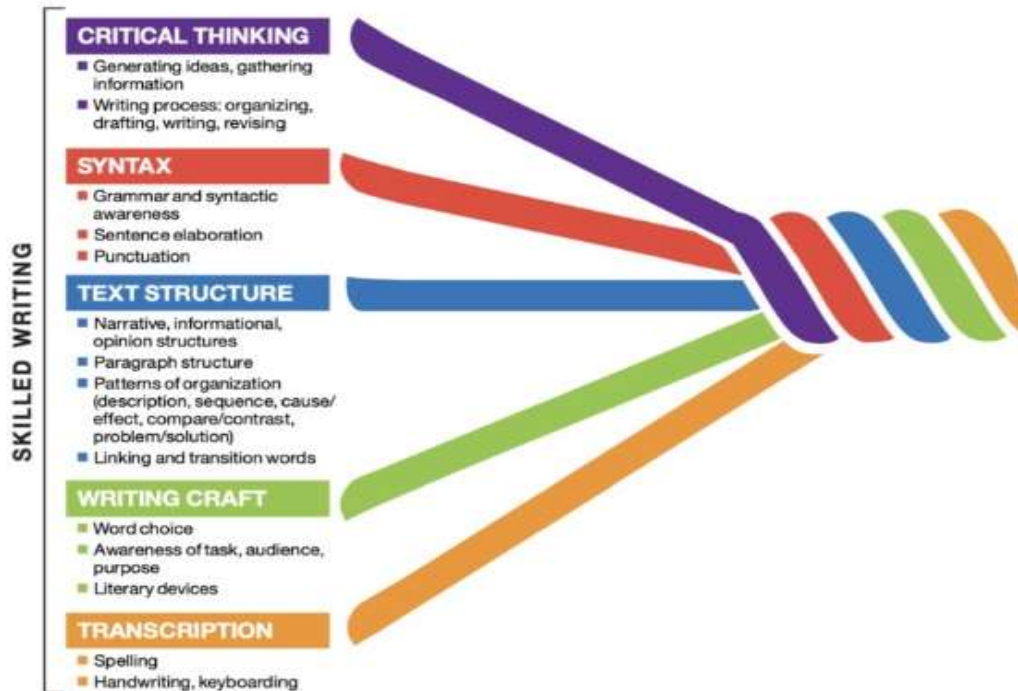
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The Writing Rope



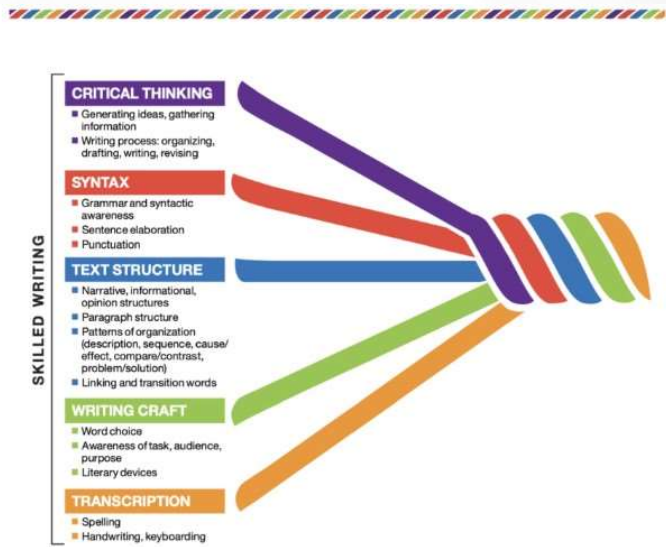
From *The Writing Rope™: The strands that are woven into skilled writing* [online article].
(<https://284ivp1abr6435y6t213n54e-wpengine.netdna-ssl.com/wp-content/uploads/2021/03/Article-The-Strands-That-Are-Woven-Into-Skilled-Writing.pdf>), adapted by permission. © 2019 by Joan Sedita, www.keystoliteracy.com. All rights reserved.
In *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects*, by Joan Sedita. (2023; Paul H. Brookes Publishing Co., Inc.)

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Review the Writing and the Reading Rope

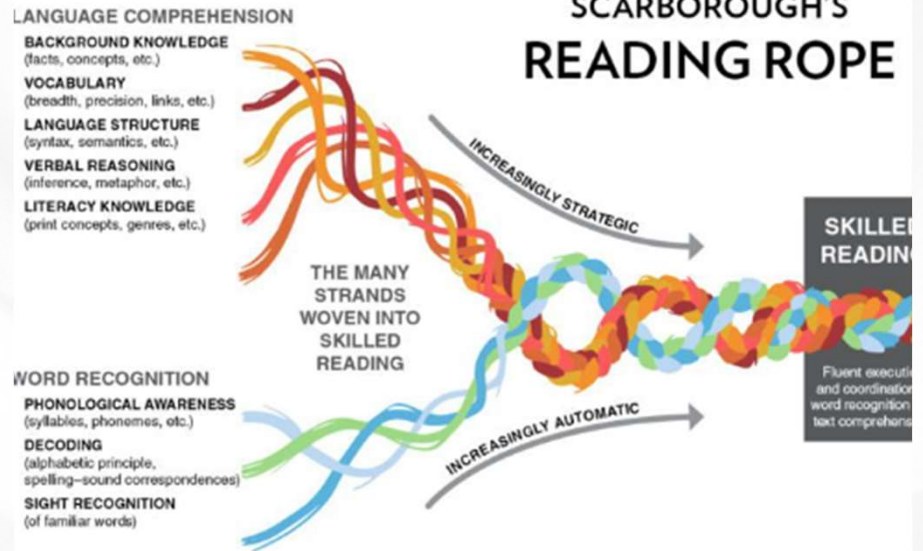
Writing Rope



From *The Writing Rope™: The strands that are woven into skilled writing* [online article].
<https://284nq1ab4d43y6t21nd4k-agengine.netlify-ssl.com/wp-content/uploads/2021/03/Article-The-Strands-That-Are-Woven-Into-Skilled-Writing.pdf>; adapted by permission. © 2019 by Joan Seditz, www.keystoliteracy.com. All rights reserved.
The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects, by Joan Seditz, ©2022, Paul H. Brookes Publishing Co., Inc.)

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Reading Rope



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Standards: The MA ELA Frameworks separate Foundational Writing Skills and Composition K-6. Grades 7-12 the standards only address Composition

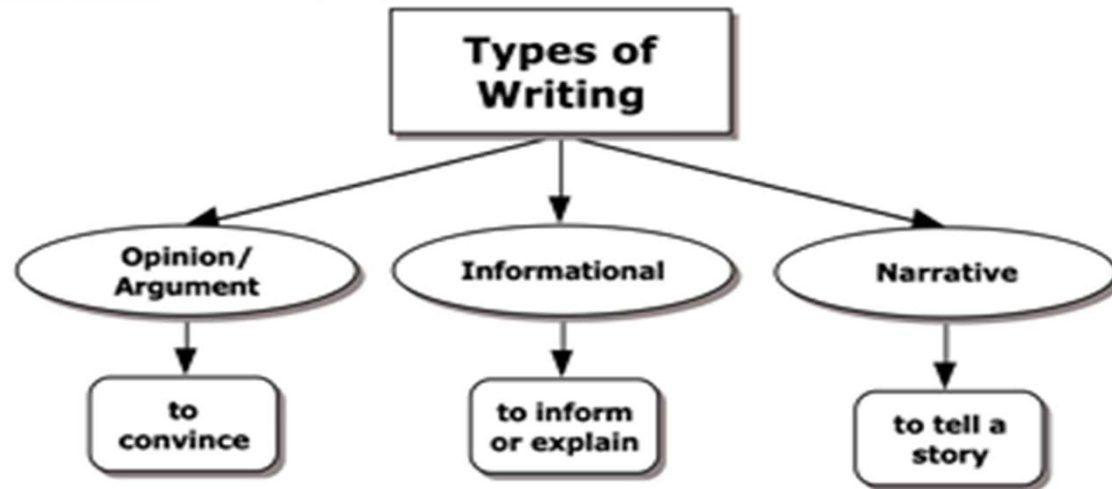
K.L.2	a. Print upper- and lowercase letters. b. Capitalize the first word in a sentence and the pronoun I. c. Recognize and name end punctuation. d. Write a letter or letters for most consonant and short-vowel sounds (phonemes). e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).
4.L.2	a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive. b. Use correct capitalization. c. Use commas and quotation marks to mark direct speech and quotations from a text. d. Use a comma before a coordinating conjunction in a compound sentence. e. Spell grade-appropriate words correctly, consulting references as needed.
6.L.2	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ¹⁵ b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut)



5.W.3	<p>3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations. c. Use a variety of transitional words, phrases, and clauses to manage sequence. d. Use concrete words and phrases and sensory details to convey experiences or events precisely. e. Provide a sense of closure appropriate to the narrated experiences or events. f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.) g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.</p>
9-10.W.3	<p>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.</p>



Types of Writing



REVIEW

what it does, examples, text structure

AND... Combination

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MCAS Rubric Grades 3-5

Grades 3-5 English Language Arts Essay Rubric

Idea Development	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA * • SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS * • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF PURPOSE FOR WRITING 	
4	<ul style="list-style-type: none"> • Central idea is clear and fully developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the purpose for writing
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the purpose for writing
2	<ul style="list-style-type: none"> • Central idea may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the purpose for writing
1	<ul style="list-style-type: none"> • Central idea is not present and/or not developed • Insufficient evidence and/or details • Minimal or no organization • Poor expression of ideas • Minimal awareness of the purpose for writing
0	<ul style="list-style-type: none"> • The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include, but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

Standard English Conventions	
<ul style="list-style-type: none"> • SENTENCE STRUCTURE • GRAMMAR, USAGE, AND MECHANICS 	
3	<ul style="list-style-type: none"> • Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
2	<ul style="list-style-type: none"> • Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
1	<ul style="list-style-type: none"> • Little control and/or no variety in sentence structure and/or • Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
0	<ul style="list-style-type: none"> • Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length.

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MCAS Rubric: 7th Grade

Scoring Guide for Idea Development

Select a score point in the table below to view the sample student response.

Score*	Description
5A	<ul style="list-style-type: none"> Central idea is insightful and fully developed Skillful selection and explanation of evidence and/or details Skillful and/or subtle organization Rich expression of ideas Full awareness of the task and mode
5B	
4	<ul style="list-style-type: none"> Central idea is clear and well-developed Effective selection and explanation of evidence and/or details Effective organization Clear expression of ideas Full awareness of the task and mode
3	<ul style="list-style-type: none"> Central idea is general and moderately developed Appropriate selection and explanation of evidence and/or details Moderate organization Adequate expression of ideas Sufficient awareness of the task and mode
2	<ul style="list-style-type: none"> Central idea may be present and is somewhat developed Limited selection and explanation of evidence and/or details Limited organization Basic expression of ideas Partial awareness of the task and mode
1	<ul style="list-style-type: none"> Central idea is not developed Insufficient evidence and/or details Minimal organization Poor expression of ideas Minimal awareness of the task and mode
0	The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

Scoring Guide for Standard English Conventions

Select a score point in the table below to view the sample student response.

Score*	Description
3A	<ul style="list-style-type: none"> Consistent control of a variety of sentence structures relative to length of essay Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
3B	
3C	
3D	
2	<ul style="list-style-type: none"> Mostly consistent control of sentence structures relative to length of essay Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
1	<ul style="list-style-type: none"> Little control and/or no variety in sentence structure and/or Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
0	Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.

*In both Scoring Guides, letters are used to distinguish between sample student responses that earned the same score (e.g., 5A and 5B).



Secondary Rubric

Scoring Guide for Idea Development

Select a score point in the table below to view the sample student response.

Score*	Description
5A	<ul style="list-style-type: none"> Central idea/thesis is insightful and fully developed Skillful selection and explanation of evidence and/or details Skillful and/or subtle organization Rich expression of ideas Full awareness of the task and mode
5B	
4	<ul style="list-style-type: none"> Central idea/thesis is clear and well-developed Effective selection and explanation of evidence and/or details Effective organization Clear expression of ideas Full awareness of the task and mode
3	<ul style="list-style-type: none"> Central idea/thesis is general and moderately developed Appropriate selection and explanation of evidence and/or details Moderate organization Adequate expression of ideas Sufficient awareness of the task and mode
2	<ul style="list-style-type: none"> Central idea/thesis may be present and is somewhat developed Limited selection and explanation of evidence and/or details Limited organization Basic expression of ideas Partial awareness of the task and mode
1	<ul style="list-style-type: none"> Central idea/thesis is not developed Insufficient evidence and/or details Minimal organization Poor expression of ideas Minimal awareness of the task and mode
0	The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

Scoring Guide for Standard English Conventions


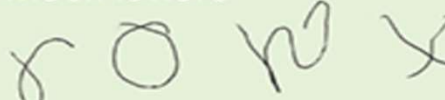

Select a score point in the table below to view the sample student response.

Score*	Description
3A	<ul style="list-style-type: none"> Consistent control of a variety of sentence structures relative to length of essay Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
3B	
3C	
3D	
2	<ul style="list-style-type: none"> Mostly consistent control of sentence structures relative to length of essay Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
1	<ul style="list-style-type: none"> Little control and/or no variety in sentence structure and/or Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
0	Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.

*In both Scoring Guides, letters are used to distinguish between sample student responses that earned the same score (e.g., 5A and 5B).



Stages of Writing: Prealphabetic

Phases	Literacy Development	Writing Development
1	<p>Prealphabetic</p> <ul style="list-style-type: none"> • Developing letter knowledge and lack of phonemic awareness • Sight words learned by visual cues • Words spelled nonphonetically • Preschool to kindergarten 	<p>Prealphabetic</p> <ul style="list-style-type: none"> • Three unique levels of writing that lack any use of letter-sound connections <ul style="list-style-type: none"> – Scribbles  – Mock letters  – Random letter strings  • Toddlers and preschoolers (ages 2–5)



Stages of Writing: Semiphonetic

2	Early Alphabetic <ul style="list-style-type: none">• Letter-name knowledge and developing phonemic awareness• Sight words learned by partial phoneme-grapheme connections with partial phonetic spellings• Kindergarten to first grade	Semiphonetic <ul style="list-style-type: none">• Beginning awareness of the connection between letters and speech sounds• Late preschool to kindergarten <p>. 0 } L V U</p>
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Stages of Writing: Phonetic

3	Later Alphabetic <ul style="list-style-type: none">• Full phonemic awareness and complete phoneme-grapheme correspondences• Spellings are phonetic• First grade to third grade	Phonetic <ul style="list-style-type: none">• Writing words using close letter-sound correspondences• Kindergarten to second grade <p>SPAS ROKIT</p>
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Stages of Writing: Conventional

4	Consolidated Alphabetic <ul style="list-style-type: none">• Known grapho-syllabic spelling units used to decode unfamiliar words• Grapho-syllabic and grapho-phonemic units used in spelling• Third grade and beyond	Conventional <ul style="list-style-type: none">• Orthographically and grammatically correct writing• Third grade and beyond <p style="text-align: center;">Space rocket</p>
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Writing and Reading Benefit Each Other

"...the effort of writing nurtures better command of language. Because writing is slow and deliberate, there is time to consider word choice, try different ways of conveying ideas, and evaluate the impact of words on an audience. We use more complex sentence structures and formal ways of expression in writing than in speaking." (Moats, Tolman, LETRS 2019)



Learning to Write:

- Need to learn how to manually form letters that represent language
- Need to learn to control form, size, spacing and directionality
- Need to remember information while making decisions on spelling, word choice,, sentence structure and organization
- Need to plan, goal set, monitor progress towards a goal, and shift attention throughout the task.
- Need to keep writing in the face of distractions and frustration

Taken from LETRS, Vol.2, Moats and Tolman



How to support students with writing

RESEARCH-BASED WRITING PRACTICES AND THE COMMON CORE

Meta-analysis and Meta-synthesis

**K-8: 13
Recommendations**

- Establish instructional routines in a positive classroom environment where students compose together and share work.
- Establish clear goals for students' writing and provide feedback.
- Teach foundational skills: spelling, handwriting, sentences.
- Explicitly teach strategies for planning, drafting, writing, revising; provide good models of written text.
- Use writing as a tool to support learning.

Graham, Harris, Santangelo, 2015

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Feedback- “The way teachers provide feedback on students’ writing directly impacts their internal dialogue and self perceptions.” Reading and Writing Haven

- Narrow The Focus- pick one thing to talk about. It’s overwhelming to students if they receive too many suggestions.
- Use a One-To-One Ratio- students will be more receptive to constructive feedback when it's balanced with strengths.
- Be Specific - rather than “good” or “love this!” try, “this sentence has great text evidence to support what you are saying!” or, “this transition is so helpful for readers to follow what you're saying.”
- Instead of pointing out what the writer did wrong, focus on what might confuse readers. For example, “What is the main idea of the paragraph? How could we make that clearer for the reader?”



Conferring - Conferences are the cornerstone of the writing block. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

Conference Routine

Research



Name



Decide on



Teach

Research

A student may discuss the topic of his or her writing and questions he or she may have.
Use this as an opportunity to learn about the student's writing and make decisions to focus conferences.

Name a Strength

Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student's energy for writing.

Decide on a Teaching Point

Choose a teaching point that focuses on improving the writer within the student and not on improving the student's writing. A range of teaching points should be covered over the year.

Teach

Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit's stack serves as an example of what the student's writing should emulate.

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Resources for Writing, page 1



From Collaborative Classroom's On-demand webinars:

[Dr. Steve Graham on Writing Instruction | Collaborative Classroom](#)

[The Writing Rope: A Conversation with Joan Sedita On-Demand Webinar | Collaborative Classroom](#)

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Resources for Writing, page 2



From Reading Rockets/Webcasts:

[Teaching Writing | Reading Rockets](#) with Steve Graham, Louisa Moats (LETRS), and Susan Neuman

Early Childhood:

[Promoting Preschoolers' Emergent Writing | NAEYC](#)

[How Do I Write...? Scaffolding Preschoolers' Early Writing Skills | Reading Rockets](#)

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Reflection

- Jot down what stood out as most important to you over this session. How does it pertain to your role as a para educator? How will what you have learned this evening help you in your role?
- Find a partner you didn't get to share with earlier and discuss your reflections.



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