

“

When I am writing, I am trying to find out who I am, who we are, what **we're capable of**...I love it for what it does for us, how it allows us to explain the pain and the glory, the nuances and delicacies of our existence.

– Maya Angelou



The background of the image shows a student in a classroom, wearing a white shirt and a dark blue long-sleeved shirt, writing in a notebook with an orange pen. The student's face is blurred, and the focus is on their hands and the pen. The text 'think SRSD' is overlaid on the image. The word 'think' is in a green, cursive font, and 'SRSD' is in a bold, green, sans-serif font. A small blue lightbulb icon is positioned above the 'i' in 'think', and a blue pen icon is positioned below the 'i' in 'think'.

think SRSD

**Science of
Writing**

Seven features of writing

	Correlations	Essay quality	MSTEP Writing	MSTEP ELA	Nationally-normed (TOWL)
1	Topic Info Details End (TIDE)	.81	.61	.66	.60
2	Planning	.38	.27		.32
3	Sentence accuracy	.36	.46	.51	.36
4	Sentence complexity	.36	.25	.20	.22
5	Word accuracy	.47	.51	.43	.56
6	Word complexity	.82	.52	.57	.56
7	Typing fluency	.58	.42	.35	.46
General outcome metric – correct minus incorrect writing sequences (CIWS)		.87	.65	.66	.67

Truckenmiller, Cho, & Troia, 2022, [*Journal of School Psychology*](#)

Sarmiento, Truckenmiller, Cho, & Wang, 2022, [*preprint*](#)



Writing
Architect

Evidence Based Practice

Self-Regulated Strategy Development meets What Works Clearinghouse Standards “**Without Reservations**”

Strong	Experimental Study (i.e. a randomized controlled trial)
Moderate	Quasi-experimental Study
Promising	Correlational Study with statistical controls for selection bias
Demonstrates a Rationale	Well-specified logic model informed by research or evaluation

thinkSRSD Translates Research to Practice

ELA Data from Schools Following thinkSRSD's Support Plan

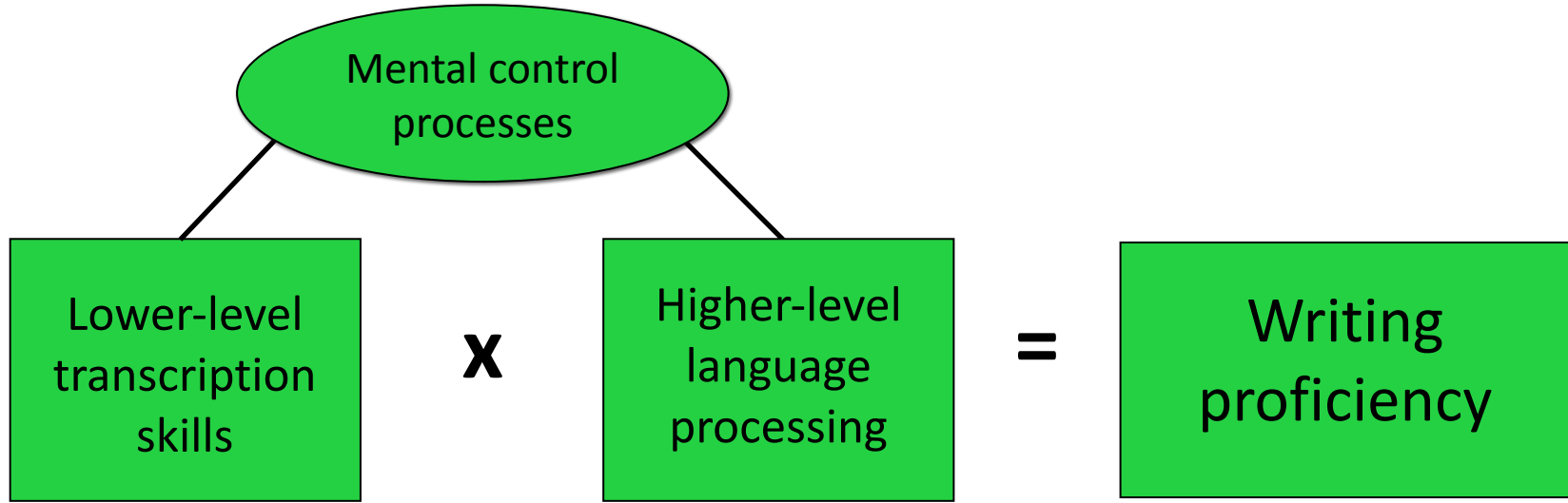
School/District/State	2013	2014	Gains
PARCC*			
<i>Flagstaff/Weymouth</i>	3 rd Gr: 56%	3 rd Gr: 63%	+10%
MCAS	4 th Gr: 48%	4 th Gr: 67%	
<i>River Shirley</i>	3 rd Gr: 58%	3 rd Gr: 69%	+10%
PARCC*	4 th Gr: 52%	4 th Gr: 60%	4 th : Highest Ever
<i>Worcester Arts Magnet</i>	All: 80%	All: 85%	+5%
MCAS			Highest Ever
<i>Wayland</i>	3 rd Gr: 75%	3 rd Gr: 82%	+7%
MCAS	4 th Gr: 74%	4 th Gr: 81%	Highest Ever
School/District/State	2014	2015	
<i>Rivers School, New York, NY</i>	All: 38%	All: 42%	+4%
ENY			Highest since ENY
<i>Wareham School, MA</i>	MCAS: 33%	PARCC: 40%	+7%
PARCC*			
<i>Thornville School, MA</i>	MCAS: 52%	PARCC: 57%	+5%
PARCC*			
<i>Clark Street School, MA</i>	MCAS: 36%	PARCC: 38%	+2%
PARCC*			
NAEP for State of Tennessee (40,000 teachers)			
[fastest improving state in USA]			
School/District/State	2015	2016	
<i>Rivers School, New York, NY</i>	All: 42%	All: 44%	+2% (year 2)
ENY			Highest since ENY
<i>School of Science & Tech</i>	All: 19%	All: 30%	+11%
ENY			
<i>Worcester MS (Burmont)</i>	PARCC: 44%	PARCC: 54%	Gr 7: 4%
PARCC			Gr8: 17%
<i>Worcester Arts Magnet, MA</i>	PARCC: 84%	PARCC: 87%	3% (year 3)
PARCC			Highest ever
<i>Thornville, Worcester, MA</i>	PARCC: 57%	PARCC: 59%	2%
PARCC			
<i>Barnard ES, Worcester, MA</i>	MCAS: 38%	MCAS: 41%	3%
MCAS			
<i>McGrath, Worcester, MA</i>	MCAS: 31%	MCAS: 37%	6%
MCAS			
<i>RF Norton, RI</i>	PARCC: 33%	PARCC: 41%	7% (year 2)
PARCC			
<i>Wilmington (Rimwood)</i>	PARCC: 81%	PARCC: 86%	5%
MCAS			Highest gains ever

School/District/State	2016	2017	Gains
<i>Great Barrington, MA</i>			Gr 6 (only gr fully using SRSD)
MCAS			20% above all other grades
<i>Lincoln Heights</i>	All: 227 (2014)	All Gr: 135	+92 ranks (year 4)
TN DOE			Highest Ever
<i>Weston, MA</i>	Gr 4-5: 135	Gr 4-5: 46	+159 ranks
MCAS New Gen			Highest Ever
<i>Rating: 1%</i>	Gr 3-6: 23.6	(2019): 25	Rose from 9th in 2010, steadily
TAP / PARCC			
School/District/State	2017	2018	
<i>Weymouth (Gr 3-6)</i>	All: 45%	All: 54%	+13% (year 2)
MCAS New Gen			
<i>Southborough (Dinary)</i>	All: 76 (2014)	All: 32 (2018)	+44 ranks (year 4)
MCAS New Gen			
<i>ES 200 Benson (partial)</i>	All: 37	All: 43 (2019)	+6% (year 2)
ENY			
<i>ES 88 States Island (partial)</i>	All: 68	All: 70	+2% (larger school / fewer trained)
ENY			
<i>ES 80 East Harlem (partial)</i>	All: 14	All: 21	+7%
ENY			
<i>ES 52 Jamaica (partial)</i>	All: 25	All: 34	+9%
ENY			
<i>ES 160 200 G (partial)</i>	All: 36	All: 44	+8%
ENY			
<i>Albion-Bushong (partial)</i>	MCAS: 68%	MCAS: 72%	Gr 3-6: 4%
MCAS New Gen			
<i>Watkinson</i>	Gr 4-5: 78%	Gr 4-5: 84%	6%
MCAS New Gen			
<i>Watfield, MA</i>	All: 57%	All: 66%	+15%
MCAS New Gen			
<i>Cumberland, RI</i>	Ranked 9 in RI	Ranked 5 in RI	
MCAS (Same test as MCAS)			
School/District/State	2018	2019	
<i>(Fairfield, RI, Gr 6)</i>	(Gr 6: 17)	(Gr 6: 30)	+17%
Griff School, RI	Gr 6: 23	Gr 6: 47	+20%
RICAS (Same test as MCAS)			
<i>Worcester, MA (Full district)</i>	Gr 3-6: 38	Gr 3-6: 40	+2
MCAS			*District removed from intervention
<i>ES 200, RI</i>	Gr 3-5: 43	Gr 3-5: 46	+3
NY State Assessment			
<i>Cumulative, RI</i>	All: 58	All: 61	+3
MCAS (Same test as MCAS)			
School/District/State	2022	2023	
<i>East Providence RMMS</i>	24.7	26	+1.3
East Providence RMS	23.9	25.5	+1.6
MM Grade 6	19.4	27.2	+7.8
RICAS (Same test as MCAS)			
<i>East Providence at EIS</i>	37.8	41.5	+3.7
Hennerty School	35.4	37.9	+2.5
RICAS (Same test as MCAS)	23.1	30.4	+7.3
RICAS (Same test as MCAS)			

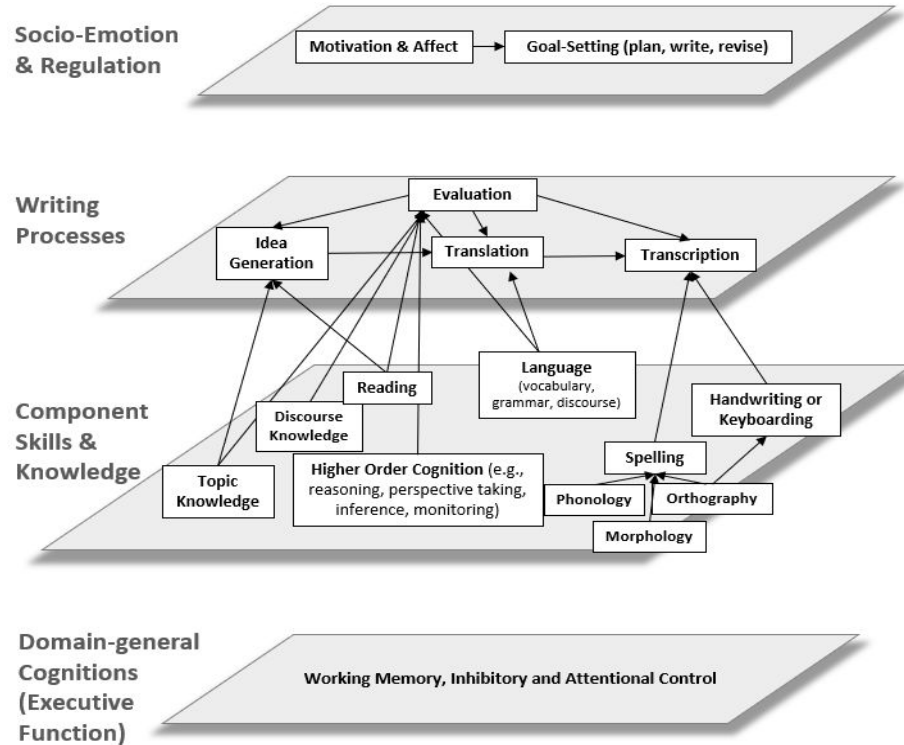
<i>Winchendon ES</i>	21	25	+4
<i>Winchendon MS</i>	25	28	+3
MCAS			
<i>Cumberland, RI</i>	All: 50	All: 54	+4
RICAS (Same test as MCAS)			
<i>PS 200 Benson</i>	All: 47	All: 57	+10
Grade 5:	45	68	
ENY			
<i>PS 64 Simon</i>	All: 21	All: 40	+19
Grade 3:	12.9	66	
ENY			
<i>PS 48 Wilcox</i>	All: 65	All: 70	+5
ENY			
<i>Bradley County, TN</i>	All: 39.6	All: 41.8	+2.2
(Half of the schools used thinkSRSD in 2022-23, now all use it)	Gr 3: 44.7	Gr 3: 47.5	+3 (may be higher)
Grade 3: School digger '22)			



Simple View of Writing - Teach Both Sides EXPLICITLY


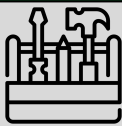
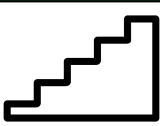


thinkSRSD Eases Cognitive Load



Dr. Young-Suk Kim, 2021

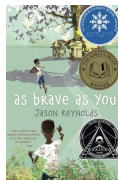
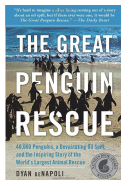
Self-Directed & Skilled Writers

Writing Process 	Toolkit 	Skill Building 								
Plan	Pre-read for gist Pull apart prompt Pick ideas	Sentence and vocabulary skills								
Organize	<table><tr><th>TIDE</th><th>CSPACE</th></tr><tr><td>Topic</td><td>CS Char & Setting</td></tr><tr><td>ID Info & Details</td><td>PA Prob & Action</td></tr><tr><td>End (*L for lang too)</td><td>CE Climax & End</td></tr></table>	TIDE	CSPACE	Topic	CS Char & Setting	ID Info & Details	PA Prob & Action	End (*L for lang too)	CE Climax & End	Note-taking, organization skills
TIDE	CSPACE									
Topic	CS Char & Setting									
ID Info & Details	PA Prob & Action									
End (*L for lang too)	CE Climax & End									
Write	Sentence expansion & combining	Sentence variation & cohesion								
Edit	CUPS Capitals, usage, punctuation, spelling	Embed conventions practice								
Revise	ARMS Add, Remove, Move, Substitute	Content, style								

Self-Regulation via self-instruction, goal setting and self/peer review

Launch, then POWER Cycles

10!



Plan

- Pull apart prompt
- Pick ideas

Organize

Write

edit

Revise

Topic

Information

Detailed

examination

End

A few years ago near South Africa, the effects of an oil spill and the rescue effort that followed threatened the lives of endangered penguins. A first effect was that just moving their bodies through the water became problematic because the penguins would wobble and roll in the dense oil. This must have threatened their ability to catch the food they require in the water. By the time the humans came to rescue them, the penguins were so frightened that they scratched, bit and attacked the people. This suggests that the oil must have frightened them too, which made the rescue efforts even more difficult because they were so scared. Finally, the difficult rescue work of cleaning and feeding them, the revolting smell in the warehouse from penguin droppings, dead fish, and sweat must have made people want to give up. No one did. Maybe no one gave up because of how much they cared about the threatened penguins. Overall, this story shows the huge effects of the oil spill and the difficulties in the rescue. It also shows how much everyone cared.

✓ P(3)OWER

Pre-read gist: Genie navigates unexpected challenges one summer in Virginia when he visited his grandparents

Pull apart prompt with 'Do What'
 Desc Auth dev G POV how

Pick ideas
 thoughts/sensory- "shapeless shadow" that "filled like...ghost" - nervous
 "scary movie." - afraid
 Trust - "he wrapped his arms around...old lady tight." (old lady, scared)
 Kind - calls mom "grade school" kids, brother "cool".
 smelled like soap, and "the same kind my mother used" - comfort

✓ P(3)OWER

Topic
Important Evidence
End
 + Language

unfamiliar pivoted enduring ambivalent

T: TAG: ADAS, J Reynolds, boy visits
 Thesis: POV of 11 yr old boy, far away
 t: imagery scary from his angle
 t: trust - pays attn to
 t: compliments mom as looking like grade school kid, & bro (cool)
 t: notices others like her
 t: sensory
 t: tight hug, soap smelled like what his mom used too
 E: feeling safer
 E: POV shows of 11 yr old - changes

✓ P(3)OWER

In the story *As Brave As You* by Jason Reynolds, the author develops the point of view of Genie through showing Genie's thoughts and feelings, and using sensory details. Genie's perspective changes as he grows to trust his grandma after studying her closely.

At first, Genie's thoughts and the sensory details show he is nervous and does not trust his grandmother. She seems afraid of her when he sees just her "shapeless shadow" that "filled the doorway like some kind of ghost". In fact the whole scene seemed to him like "the makings of a scary movie". Genie cannot see well which might make anyone feel uneasy. More than just feeling nervous, he seems outright afraid when he claims that it felt like a scary movie.

However, Genie's point of view begins to shift as Grandma begins to win his trust when she is kind to his whole family. She gives him a big hug and "he wrapped his arms around the old lady tight". He still sees her as an old lady which means he does not yet see her as family, but he does see his own dad loves her. Reynolds probably uses the phrase "old lady" to show that from Genie's point of view, he doesn't yet see her as family.

The author shows Genie's change in perspective from the beginning of the passage when he felt scared until the "scary" which signifies Genie's comfort appearing. Reynolds is an adult but he understands how any child might feel scared to meet someone new, even family, for the first time.

Goal Setting Menu (Grade 4)

Author: _____ Date: _____
 Title: _____ Information/Expository Opinion
 Unit/Topic/Subject: _____

Topic	Information	Expository	Opinion
1. I can find the main idea of a text.	1	1	1
2. I can find the supporting details of a text.	2	2	2
3. I can find the main idea of a text.	3	3	3
4. I can find the supporting details of a text.	4	4	4
5. I can find the main idea of a text.	5	5	5
6. I can find the supporting details of a text.	6	6	6
7. I can find the main idea of a text.	7	7	7
8. I can find the supporting details of a text.	8	8	8
9. I can find the main idea of a text.	9	9	9
10. I can find the supporting details of a text.	10	10	10

Score: _____

Ongoing POWER Cycles

P(3)OWER

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Pull apart prompt with 'Do What'
Do What
 Desc Auth dev G POV
 how

Pick ideas

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 Trust - "he wrapped his arms around...old lady tight." (old lady, scared)
 Kind - calls mom "grade school" kids, brother "cool".
 smelled like soap, and "the same kind my mother used" - comfort

P(3)OWER

Topic

Important Evidence

Detailed Examination

End

+ Language

Mystified
 Alarming
 Egregious
 Dubious

T: TAG: ABAS, J Reynolds, boy visits
 Thesis: POV of 11 yr old boy, far away
 t: imagery scary from his angle
 I: shapeless, ghost, "all makings of scary movie."
 D: focus on dim light, shadowy
 t: trust - pays attn to
 I: compliments mom as looking like grade school kid, & bro (cool)
 D: notices others like her
 t: sensory
 I: tight hug, soap smelled like what his mom used too
 D: feeling safer
 E: POV shows of 11 yr old - changes

P(3)OWER

In the story, As Brave As You, by Jason Reynolds, the author develops the point of view of Genie through showing Genie's thoughts and feelings, and using sensory details. Genie's perspective changes as he grows to trust his grandma after studying her closely.

At first, Genie's thoughts and the sensory details show he is nervous and does not trust his grandmother. He seems afraid of her when he sees just her "shapeless shadow" that "filled the doorway like some kind of ghost". In fact the whole scene seemed to him like "the makings of a scary movie". Genie cannot see well which might make anyone feel uneasy. More than just feeling nervous, he seems outright afraid when he claims that it felt like a scary movie.

However, Genie's point of view begins to shift as Grandma begins to win his trust when she is kind to his whole family. She gives his dad a big hug and "he wrapped his arms around the old lady tight." He still sees her as an old lady which means he does not yet see her as family, but he does see his own dad loves her. Reynolds probably uses the phrase "old lady" to show that from Genie's point of view, he doesn't yet see her as family.

The author shows Genie's change in perspective from the beginning of the passage when he felt scared until the "soap" which signifies Genie's comfort appearing. Reynold is an adult but he understands how any child might feel scared to meet someone new, even family, for the first time.

Goal Setting Menu (Grade 4)

Author: _____ Date: _____
☐ Informative/Explanatory ☐ Opinion
☐ Used Graphic Organizer

Topic: _____

	Pts	Adult	Peer	Self
Topic Introduction				
Introduce engaging context clearly	1			
Focused topic statement / opinion	1			
Important evidence / Reason				
Detailed examination / Elaboration (both must relate back to central idea)				
Information: Evidence / Reason	2			
1 pt = topic stated & well set up + 1 pt = well chosen				
Detailed examination: develops topic / supports opinion	2			
1pt = explains (own words), 2 pts = examines significance/importance				
Information: Evidence / Reason	2			
1 pt = topic stated & well set up + 1 pt = well chosen				
Detailed examination: develops topic / supports opinion	2			
1pt = explains (own words), 2 pts = examines significance/importance				
Information: Evidence / Reason	2			
1 pt = topic stated & well set up + 1 pt = well chosen				
Detailed examination: develops topic / supports opinion	2			
1pt = explains (own words), 2 pts = examines significance/importance				
Ending				
Concluding statement (or section) relates	2			
1pt= relates, 2pts=relates and extends				
Links				
Link ideas within categories of information using words and phrases	1			
Language				
Precise language and domain specific vocabulary	1			
Vary sentences for reader interest, style and meaning	1			
Conventions				
CCSS grade level: grammar, punctuation for effect and spelling	1			
Total	20			

Done Well:

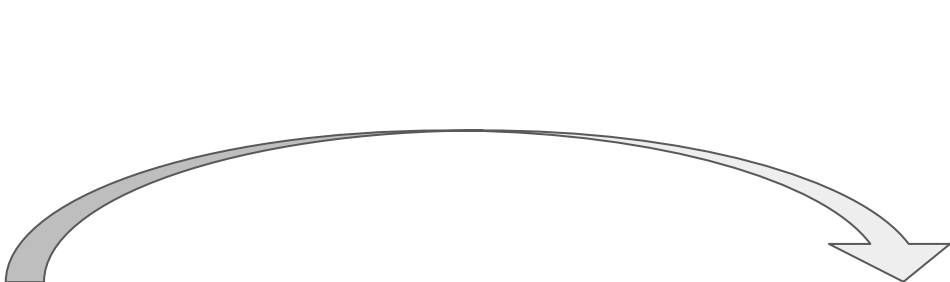
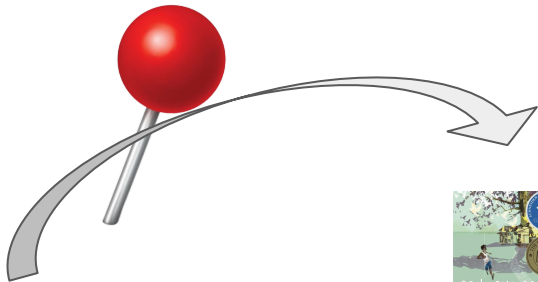
Goals:

1

What do you notice?

2

What do you wonder?



- Pull apart prompt
- Pick ideas **Topic**

- Pick ideas

Organize → Information
Write Detailed
edit examination
End

Write

edit

Revise

Five years ago near South Africa, the wreckage of an oil spill and Arctic rescue effort that followed threatened thousands of endangered penguins. A first effort was that just moving their bodies through the water was a struggle. The oil was so thick that the penguins wobbled and rolled in the dense oil. This must have threatened their ability to catch the fish they require in the water. By the time the humans came to rescue them, the penguins were so frightened that they scratched, bit and attacked the people. This suggests that the oil must have frightened them too, which is not surprising. The oil was so thick that the penguins were so scared. Finally, the difficult rescue work of cleaning and feeding them, the repulsive smell in the warehouse from penguin droppings, dead fish and sweat must have made people want to give up. No one did. Maybe no one gave up because of how much they cared about the threatened penguins. Or possibly, the people saw the huge effects of the oil spill and the difficulties in the rescue. It also shows how much everyone cares.

✓ P(3)OWER

Pre-read gist: Genie navigates unexpected challenges one summer in Virginia when he visited his grandparents

Pull apart prompt with 'Do What'

Do	What
Desc	Auth dev & POV
how	

Pick ideas


thoughts/sensory- "shapeless shadow" that "filled like...ghost" - nervous

"scary movie." - afraid

Trust - "he wrapped his arms around...old lady tight." (old lady, scared)

Kind - calls mom "grade school" kids, brother "cool".

smelled like soap, and "the same kind my mother used" - comfort



OVER

Topic

Important Evidence

Detailed Examination

End

unfamiliar
pivoted
enduring
ambivalent

+

Language

T: TAG: ABA5, 4 beyonds, boy visits

These: POV of yr old boy, far away

T: comments from his angle

I: shapeless, ghost, "all makings of
 s/d movie"

D: focus on dim light, shadowy

T: repeat - pays atten to

T: sensory details as looking like
 grade school kid, + bro (cool)

D: notices others like her

T: "sheer"

I: tight hug, soap smelled like what
 his mom used too

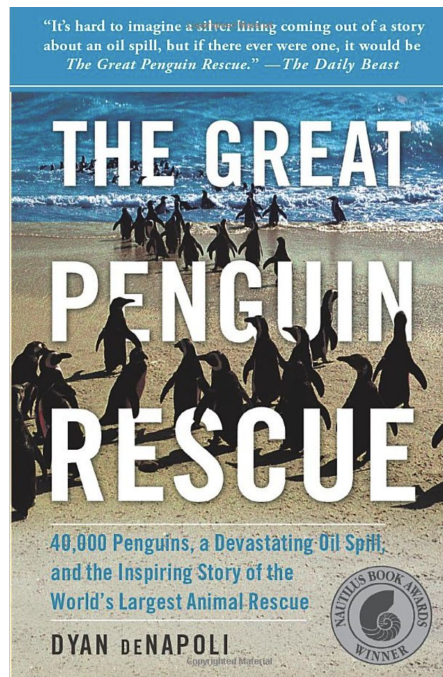
T: "sheer" + softer

E: POV shifts of yr old - changes

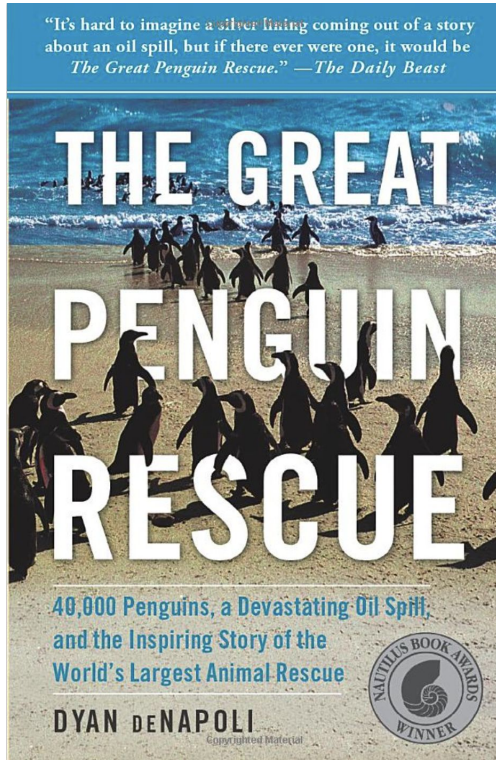
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Goal Setting Matrix (Continued)						
Author:	Date:		Project/Activity:	Owner:		
Topic:	Date:		Lead/Co-lead/Supporter:	Lead/Co-lead/Supporter:		
Objectives/Results	Who	What	When	Where	How	Why
1. Develop ongoing control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
2. Conduct an internal audit	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
3. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
4. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
5. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
6. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
7. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
8. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
9. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
10. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
11. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
12. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
13. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
14. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
15. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
16. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
17. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
18. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
19. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
20. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
21. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
22. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
23. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
24. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
25. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
26. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
27. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
28. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
29. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
30. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
31. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
32. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
33. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
34. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
35. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
36. Develop a control chart	MS	1/15/13	1/15/13	1/15/13	1/15/13	1/15/13
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Read



Read - Write Gists to Build Comprehension *and* Sentences



Who? Dyan DeNapoli

Did what? Served as rehab advisor

When/Where? Cape Town

Why/What happened? Rescued 75K penguins

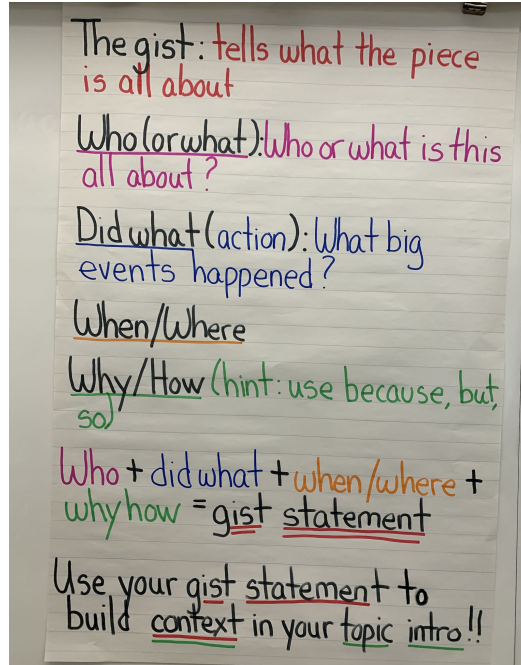
Read - Write Gists to Build Comprehension and Sentences

Who?

Did what?

When/Where?

Why/What happened?



Find the Gist

Who

Bellen
Woodard

Family

Class

Classmate

Did what

made color
for skin tones

wanted people
to know they
matter

wanted people
to see more
than peach

When/Where

during

2019

Leesburg, Va

classroom

school

house

Why/How

because

she wanted everyone's
skin tone represented

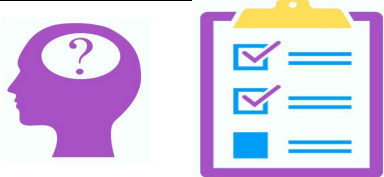
so

people don't
feel excluded
everyone feels that
they matter

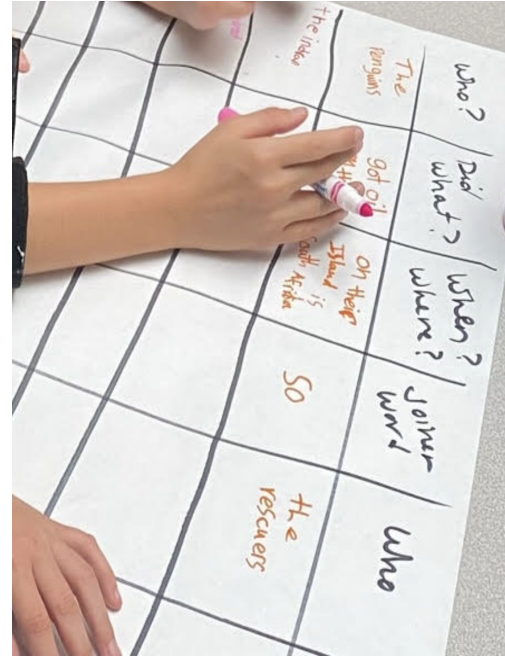
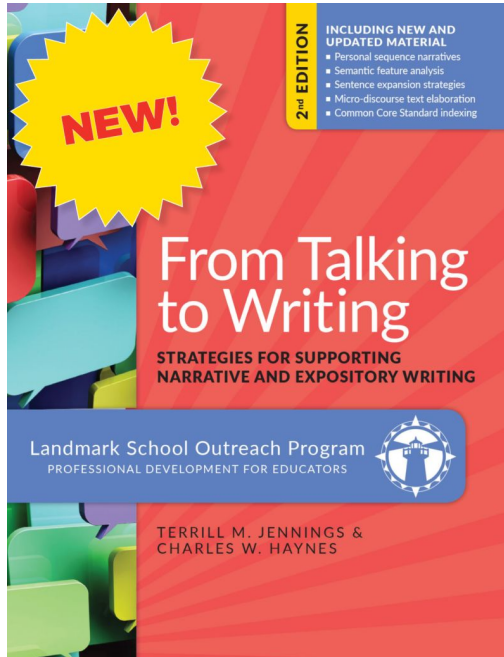
Gists Provide Deliberate Sentence Practice

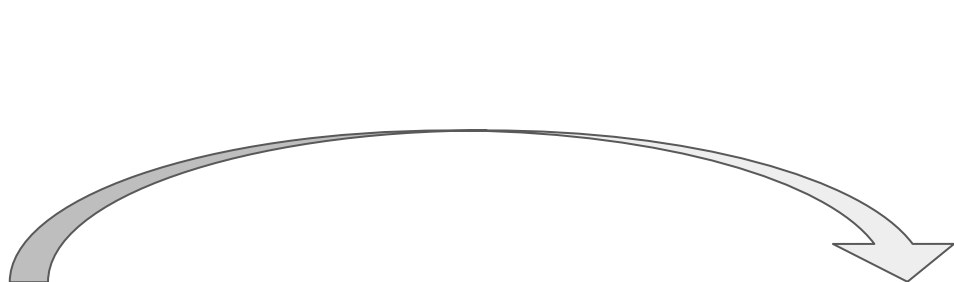
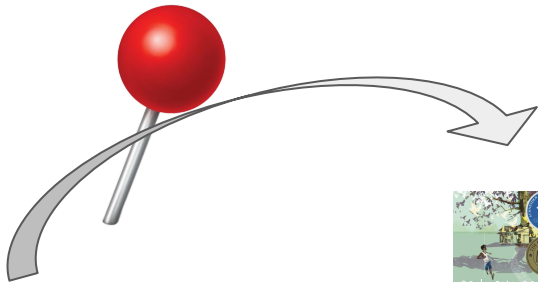


Early Grade - Oral Gists

 Who or what	 What	 When	 Where	 Why How
Froq 	touch 	night 	pond  reflection 	

Acknowledgement - Dr. Charles Haynes, MGH





- Pull apart prompt
- Pick ideas **Topic**

- Pick ideas

Topic

Information
Detailed
examination
End

edit

Revise

Five years ago near South Africa, the wreckage of an oil spill and Arctic rescue effort that followed threatened thousands of endangered penguins. A first effort was that just moving their bodies through the water was a struggle. The oil was so thick that the penguins wobbled and roll in the dense oil. This must have threatened their ability to catch the food they require in the water. By the time the humans came to rescue them, the penguins were so frightened that they scratched, bit and attacked the people. This suggests that the oil must have frightened them too, which is not surprising. The oil was so thick that the penguins were so scared. Finally, the difficult rescue work of cleaning and feeding them, the repulsive smell in the warehouse from penguin droppings, dead fish and sweat must have made people want to give up. No one did. Maybe no one gave up because of how much they cared about the threatened penguins. Or possibly, the people saw the huge effects of the oil spill and the difficulties in the rescue. It also shows how much everyone cares.

✓ P(3)OWER

Pre-read gist: Genie navigates unexpected challenges one summer in Virginia when he visited his grandparents

Pull apart prompt with 'Do What'

Do	What
Desc	Auth dev & POV
how	

Pick ideas


thoughts/sensory- "shapeless shadow" that "filled like...ghost" - nervous

"scary movie." - afraid

Trust - "he wrapped his arms around...old lady tight." (old lady, scared)

Kind - calls mom "grade school" kids, brother "cool".

smelled like soap, and "the same kind my mother used" - comfort



OVER

Topic

Important Evidence

Detailed Examination

End

unfamiliar
pivoted
enduring
ambivalent

+

Language

T: TAG: ABA5, 4 beyonds, boy visits

These: POV of yr old boy, far away

T: comments from his angle

I: shapeless, ghost, "all makings of science & movie"

D: focus on dim light, shadowy

T: repeat - pays atten to

I: sensory details as looking like grade school kid, & bro (cool)

D: notices others like her

T: "sheer"

I: tight hug, soap smelled like what his mom used too

D: "sheer" & "softer"

E: POV shifts of yr old - changes

QUESTION

In the story *An Brave As You* by Jean Reynolds, the author develops the point of view of Genie through showing Genie's feelings about his grandfather. Which of the following details about Genie's perspective changes as he grows to trust his grandfather after surviving his closely.

A. Genie's feelings about his grandfather's personality details show he is nervous and does not trust his grandfather. He seems afraid of him when he sees just his "shapeless shadow" that "fled the doorway like some kind of ghost," in fact the whole scene seemed to him "the makings of a horror story." He later learns that his grandfather is a kind person and all Genie's fears are unfounded. More than just feeling nervous, he becomes afraid of his grandfather when he sees him in person. He is not afraid of his grandfather, but he is afraid of the "shapeless shadow" that "fled the doorway like some kind of ghost," in fact the whole scene seemed to him "the makings of a horror story." He later learns that his grandfather is a kind person and all Genie's fears are unfounded. More than just feeling nervous, he becomes afraid of his grandfather when he sees him in person.

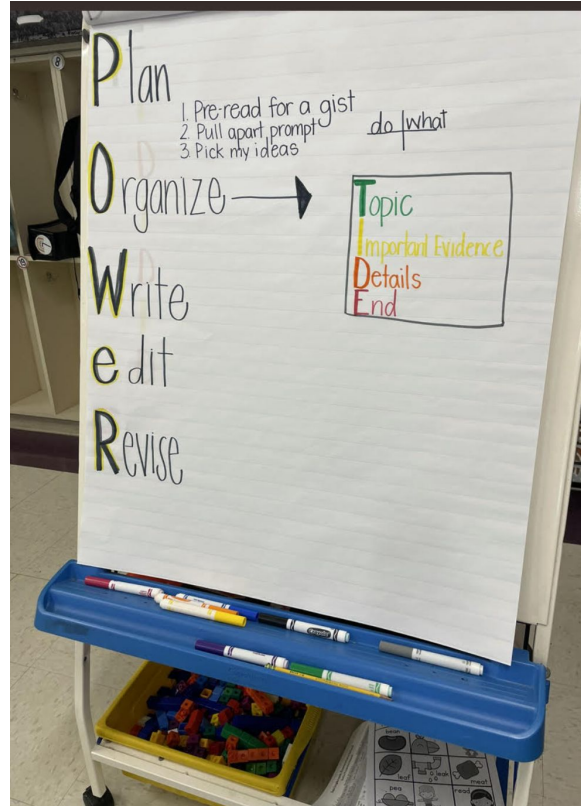
B. Genie's point of view begins to shift as he grows to trust his grandfather. He is afraid of his grandfather, but he is afraid of the "shapeless shadow" that "fled the doorway like some kind of ghost," in fact the whole scene seemed to him "the makings of a horror story." He later learns that his grandfather is a kind person and all Genie's fears are unfounded. More than just feeling nervous, he becomes afraid of his grandfather when he sees him in person.

C. Genie's point of view begins to shift as he grows to trust his grandfather. He is afraid of his grandfather, but he is afraid of the "shapeless shadow" that "fled the doorway like some kind of ghost," in fact the whole scene seemed to him "the makings of a horror story." He later learns that his grandfather is a kind person and all Genie's fears are unfounded. More than just feeling nervous, he becomes afraid of his grandfather when he sees him in person.

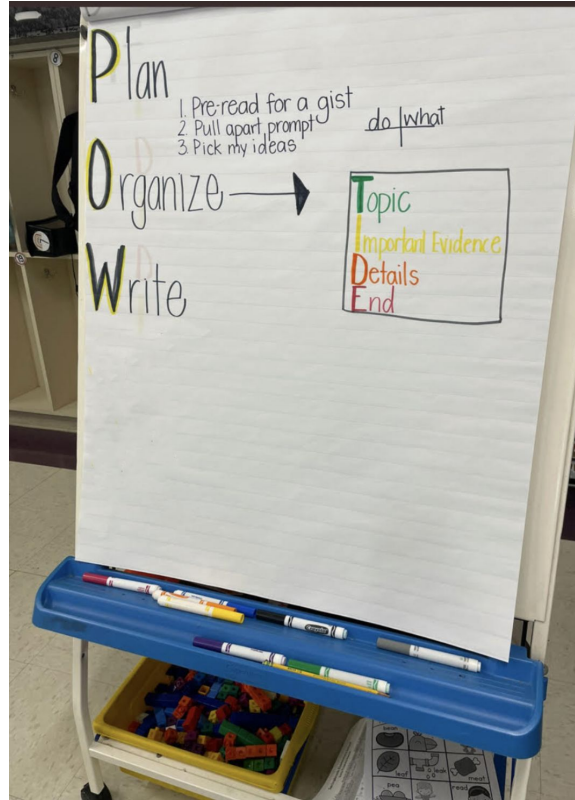
D. Genie's point of view begins to shift as he grows to trust his grandfather. He is afraid of his grandfather, but he is afraid of the "shapeless shadow" that "fled the doorway like some kind of ghost," in fact the whole scene seemed to him "the makings of a horror story." He later learns that his grandfather is a kind person and all Genie's fears are unfounded. More than just feeling nervous, he becomes afraid of his grandfather when he sees him in person.

[illegible]

Teach Planning - How the Exemplar Came to Be



Teach Planning - How the Exemplar Came to Be



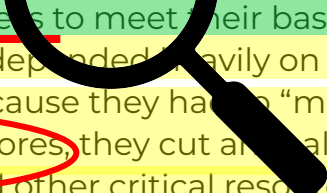
Analyze Exemplars

Topic

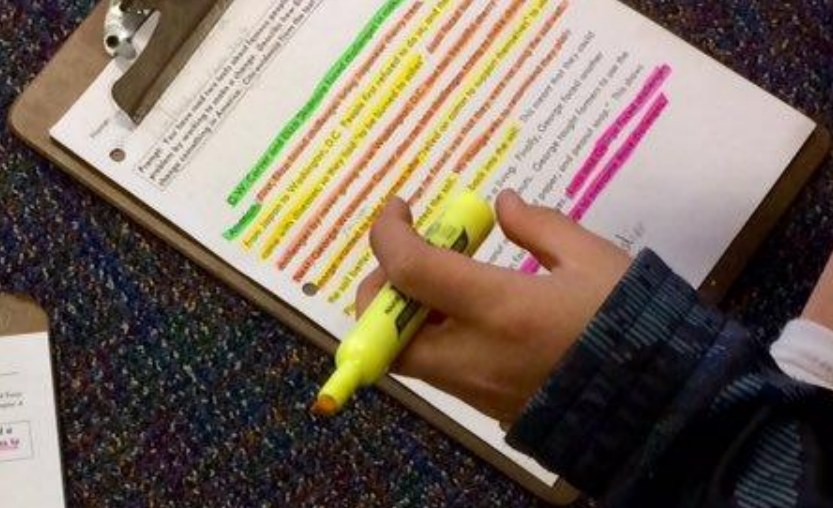
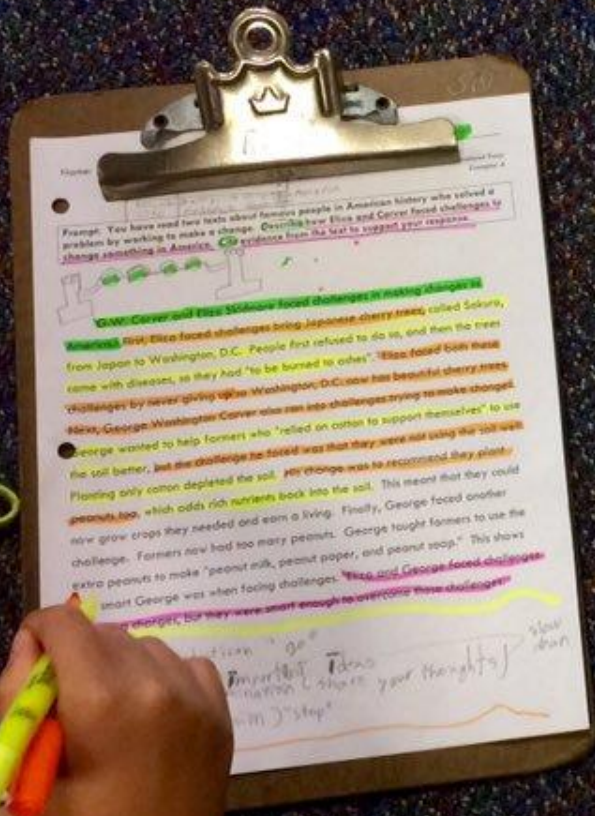
Important Evidence

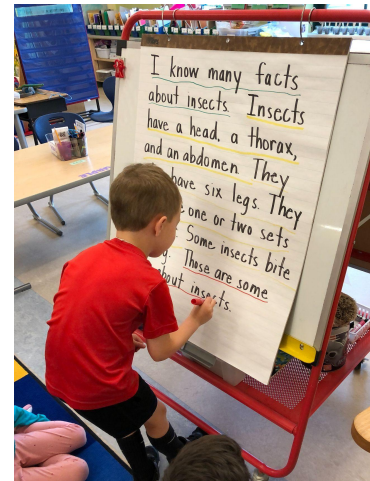
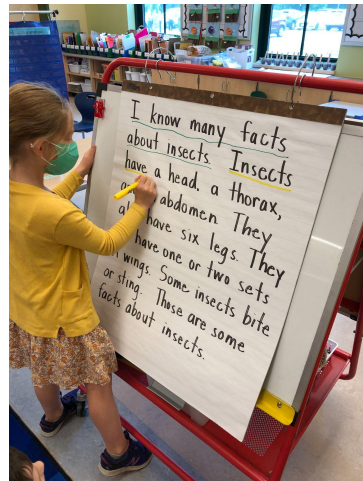
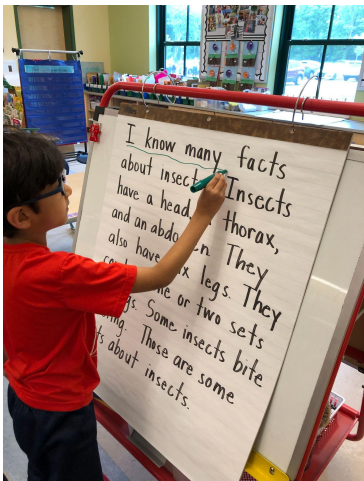
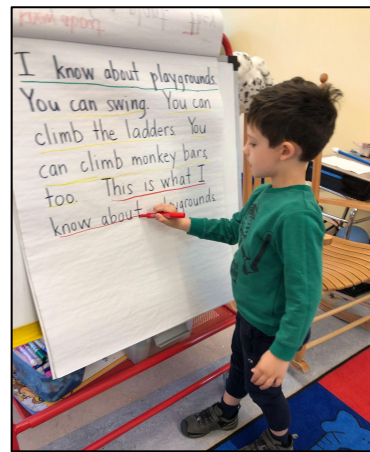
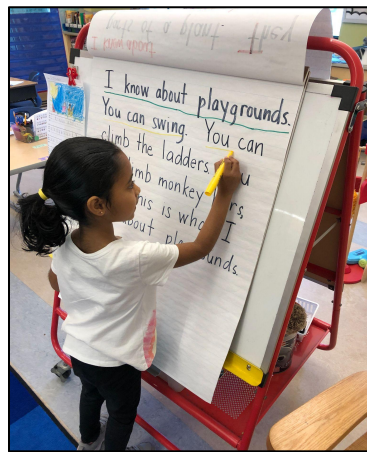
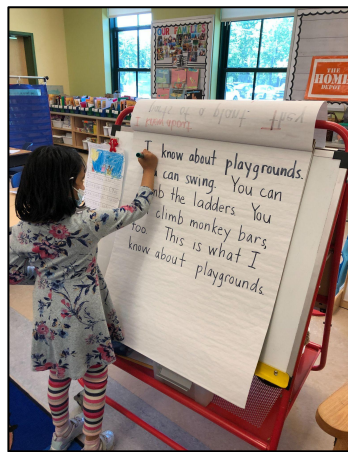
Detailed Examination

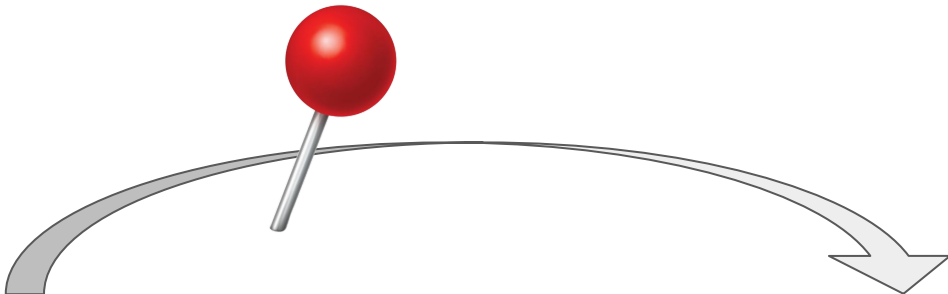
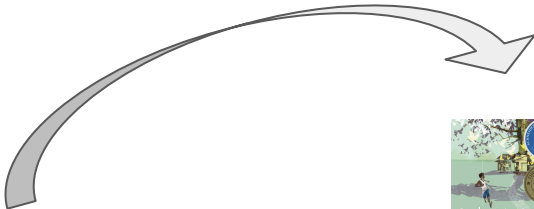
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Humans in the Paleolithic Era used impressive resourcefulness to meet their basic needs and survive. For instance, these people, known as nomads, depended heavily on the animals around them, so they lived in temporary homes because they had to "move with these herds of animals." Without the convenience of local stores, they cut animal skins with sharp rocks and sewed them together to make clothing and other critical resources. This reveals their cleverness, since these intelligent people determined how to use the resources around them to keep themselves warm and protected from the elements. If they had not been so creative, the people in this era would not have survived. In addition to the use of animal skin, the Paleolithic people utilized available resources to develop simple tools that were key to their success. For example, they used materials such as flint to make knives, and sticks with sharp rocks attached to end to function as spears. Although hunting was not always easy, these tools simplified the task and enabled these humans to feed themselves and flourish as a community. In order to survive, they did not require advanced weaponry and were able to make do with the resources they had in their environment. The Paleolithic People were among the very first inventors in history, as they skillfully adapted to their circumstances. Their story conveys a timeless message: Necessity is the mother of invention.







- Pull apart prompt
- Pick ideas **Topic**

- Pick ideas

Organize → Information
Write Detailed
edit examination
End

Topic

Information

Detailed

examination

End

Write
edit

Revise

Revise

Newspapers again from South Africa, and from all over the world, reported that the oil spill had killed thousands of endangered penguins. A first effect was that just moving their bodies through the water became problematic because the penguins would sink. The oil also made it impossible for them to breathe. This meant that they threatened their ability to catch the food they require in the water. By the time the humans came to rescue them, the penguins were so frightened that they scratched, bit and attacked the people. This suggests that the oil must have frightened them too, which made the rescue efforts even more difficult because the humans had to be careful not to harm the birds. Cleaning and feeding them, the repulsive smell in the warehouse from penguin droppings, dead fish, and waste must have made people want to give up. No one did. Maybe no one gave up because of how much they cared about the threatened penguins. Overall, this story shows the huge effects of the oil spill on the penguins and the rescue. It also shows how much environmental care.

✓ P(3)OWER

Pre-read gist: Genie navigates unexpected challenges one summer in Virginia when he visited his grandparents

Pull apart prompt with 'Do What'	
<u>Do</u>	<u>What</u>
Desc	Auth dev G POV
how	

Pick ideas
thoughts/sensory- "shapeless shadow" that "filled like...ghost" - nervous
"scary movie." - afraid
Trust - "he wrapped his arms around...old lady tight." (old lady, scared)
Kind - calls mom "grade school" kids, brother "cool".
smelled like soap, and "the same kind my mother used" - comfort

✓✓✓ **POWER**

Topic
Important Evidence
Detailed Examination
End
+ Language

- T: TAG: AAS, J Reynolds, boy visits
- Thesis: POV of 11 yr old boy, far away
- I: Imagery scary from his angle
- I: Shapeless, ghost, "all makings of scary movie."
- D: focus on dim light, shadowy
- T: trust - pays attn to
- I: compliments mom as looking like grade school kid, & bro (cool)
- D: notices others like her
- T: sensory
- I: tight hug, soap smelled like what his mom used too
- D: feeling safer
- E: POV shows of 11 yr old - changes

~~P3)OWER~~

In the story, [As Brave As You](#), by Jason Reynolds, the author develops the point of view of Genie through showing Genie's thoughts and feelings, and using sensory details. Genie's perspective changes as he grows to trust his grandma after studying her closely.

At first, Genie's thoughts and the sensory details show he is nervous and does not trust his grandmother. He seems afraid of her when he sees just her "shapeless shadow" that "filled the doorway like some kind of ghost." In fact the whole scene seemed to him like "the makings of a scary movie". Genie cannot see well which might make anyone feel uneasy. More than just feeling nervous, he seems outright afraid when he claims that it felt like a scary

However, Genie's point of view begins to shift as Grandma begins to win his trust when she is kind to his whole family. She gives his dad a big hug and "he wrapped his arms around the old lady tight." He still sees her as an old lady which means he does not yet see her as family, but he does see his own dad loves her. Reynolds probably uses the phrase "old lady" to show that from Genie's point of view, he doesn't yet see her as family.

The author shows Genie's change in perspective from the beginning of the passage when he felt scared until the "soap" which signifies Genie's comfort appearing. Reynold is an adult but he understands how any child might feel scared to meet someone new, even family, for the first time

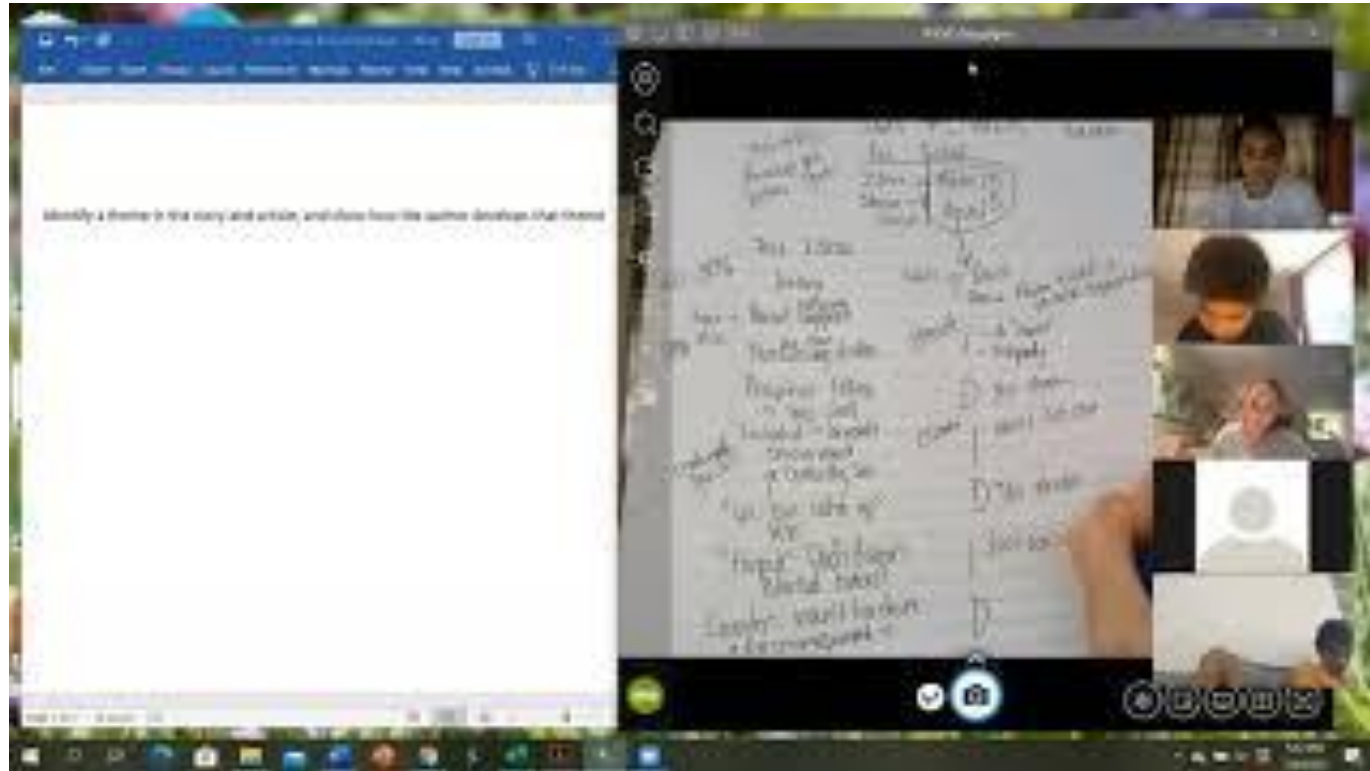
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just leaving their bodies through the water became problematic because the people would not swim and sink in the desert. This must have threatened them because of the harsh food conditions. The people were not used to the desert, so the rescue team, the gangsters, were so frightened that they watched, but did not attack the people. This suggests that the oil must have frightened them too, which means the rescue efforts were even more difficult because they were so scared. Finally, the difficult rescue work of cleaning and feeding them, the regularisation and the warehouse from people drinking, dead fish, and sweets must have made people want to give up. In spite of all, maybe no one gave up because of how much they cared about the threatened gangsters. Overall, this story shows the huge effects of the oil spill and the difficulties in the rescue. It also shows how much everyone

Model



Model



Collaborative Practice - Teacher Guided





Gradual Release





COLLABORATIVE PRACTICE



Collaborative Writing in Kindergarten

Self-POWER

I got this

Do	What
Pick ideas	
Confident - feels he's right	Frustrated - you take bath but occurs
clean -	
angry - You need a bath	happy - jumps in bubbles
"I'm right" reasons: doesn't smell not polite - flies	

Tell/show different feelings Pigeon has about taking a bath.

T Pigeon has different feelings about taking a bath

I	D
Confident	feels he's right - "I don't need a bath" - Flies are normal
Frustrated	"YOU need a bath" - "FINE" making a mess
Happy	Jumps in bubbles - jumps in tub

E Pigeon's feelings change

Do you like taking a bath? In "The Pigeon needs a Bath" by Mo Willems Pigeon has different feelings about taking a bath.

At the beginning, Pigeon feels confident. He thinks he does not need a bath. Pigeon doesn't think he smells and he says flies are normal.

Next, Pigeon feels frustrated. He says "YOU need a bath" and "FINE". When he fills the tub, he makes up excuses why he can't get in.

Pull apart the prompt

Organize

Topic	recess
Important Evidence	field blacktop
Important Evidence	playground
Important Evidence	indoor recess
Ending	recess

Write

Illustration of two children playing on a field with a star and musical notes.

Let's play on the field playground

A 1 2 3 4 5 6 7 8 9 10

Illustration of a child writing on a musical staff with notes and a star.

10 10 10 10 10 10 10 10 10 10

A 1 2 3 4 5 6 7 8 9 10

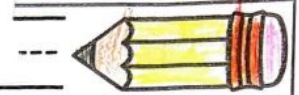
Students Picture or Word Plan


Graphic Organizer #2: Late Kindergarten, early Grade 1

AVERT

T	I know about trees.		
I	apples	snakes	soil
D			
E	I love trees		

Name: _____



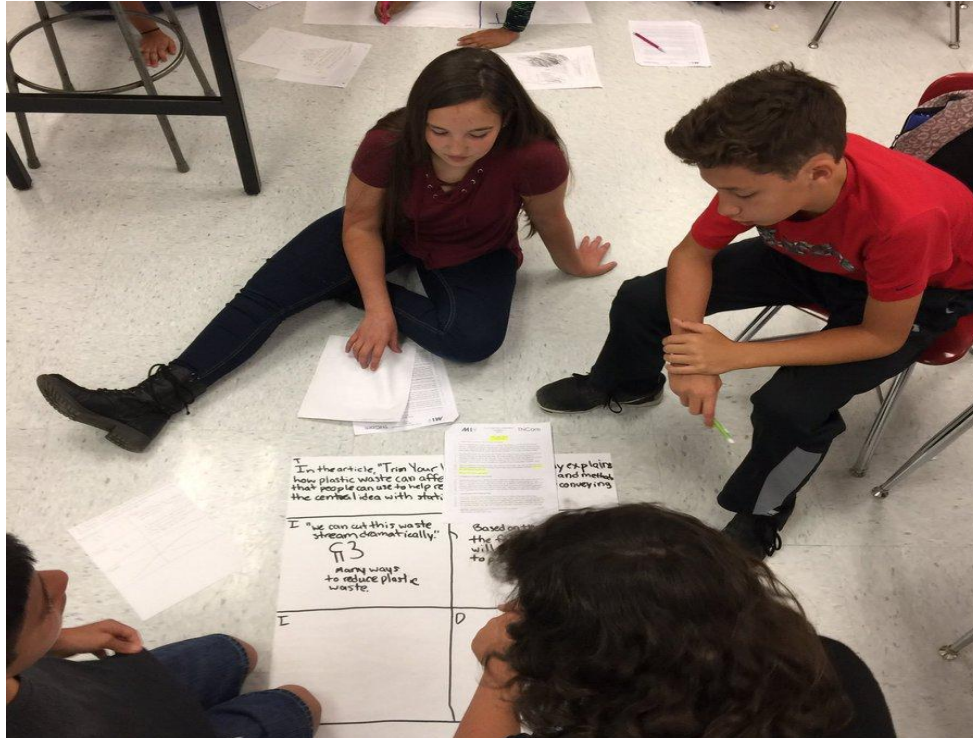
①  APPLES	② Snake 	③ SOIL 	<p>I Can...</p> <p><input type="checkbox"/> use a capital letter. The cat is big.</p> <p><input type="checkbox"/> use a finger to spaces. </p> <p><input type="checkbox"/> sound out words: c-a-t = cat</p> <p><input type="checkbox"/> use punctuation. . ? !</p> <p><input type="checkbox"/> draw a picture. </p>
--	---	--	---

I know about trees.

apples grow. snakes live in trees. trees need soil.

I love trees.

Collaborative Practice - Student Guided



Explicit Instruction & Skill Scaffolds

Topic Sentence:

I know about

I know facts about

_____ can do so much.

Information

_____ can, have, do....

End:

That is what I know
about _____

_____ are
amazing.

Features of Detailed Examination Students May 'Notice & Name'

In detailed examination, justify how or why the important evidence proves the topic statement (claim or thesis). Do not just link to evidence, but also link back to strengthen piece's opening central focus too.

Expand evidence with more detail or explanation

- Add relevant details/evidence that make the overall piece's main idea stronger / clearer
 - Upper grades: Identify and weave in additional evidence to bolster examination section
- Explain how your chosen evidence supports the topic
 - This shows that..., because..., Or link back to big idea with: And, So, But, Because

Add Inferences (Levels 1-3)

- 1: Restates the obvious, almost word for word or in overly general or surface way
- 2a: Expand: Explain easily implied, but not directly stated, more specific inference
 - This means that..., This suggests that..., It seems that..., This implies..., This reveals...
- 2b: Label/classify evidence with 1 word (or short phrase) that captures core meaning (ex: brave)
- 3. Reveal a new insight or meaning (may be surprising, but reasonable)
 - Note what is interesting, surprising, strange, revealing -- Connect this back to big idea

Make Connections

- Connect two or more ideas in text(s) to create a new idea or show their relationship
- Deepen meanings made by relating evidence to own experiences / connections
 - Build on personal, *specific* connections to make *general* observations (Shed use of "I")
- Recall own related background knowledge: Carefully use this to enrich meaning of evidence
- Cause/Effect or Contrast: This caused, Due to, Since, As a result, Led to, While..., actually

Invent Hypothetical Alternative or Multiple Meanings

- If it were otherwise (instead of...) then....
- It could/would/might
- It might seem that..., but actually (compare / contrast)
- This might mean...or..., but the better interpretation is...because....

Evaluate: Judge, Question or Challenge

- Analyze significance:
 - This matters/is important because....
 - The author used these words (or this technique) because...
 - Identify signposts (Probst/Beers), and analyze their significance
 - 1st vs 3rd person makes reader feel... (involved, emotional vs like observer)
- Judge by implicit, external criteria, often moral judgement (good/bad)

Synthesize: Metaphor or Analogy

- Without wandering too far from text, offer tightly-connected comparison or even metaphor



P O W!

Pick a topic organize and write

P O W!

Pick a topic organize and write

Adventures in Writing Camp

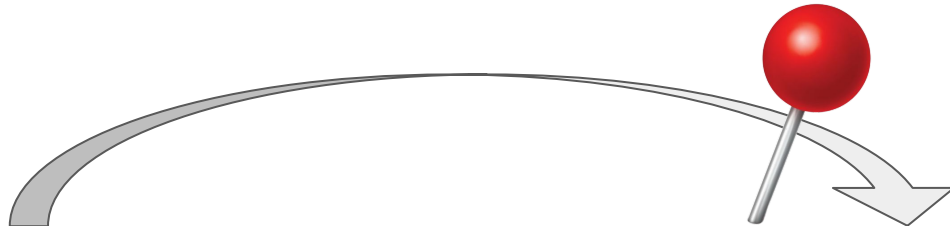
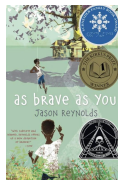
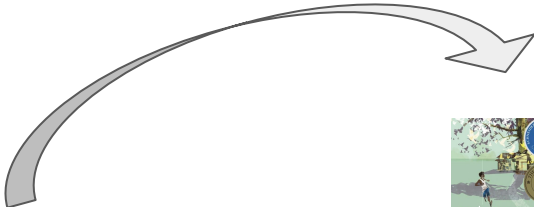
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Write for Real Purposes!





- Pull apart prompt
- Pick ideas **Topic**

- Pick ideas

Topic
Information
Detailed
examination
End

edit

Revise

Newspapers again from South Africa, and from all over the world, reported that the oil spill had killed thousands of endangered penguins. A first effect was that just moving their bodies through the water became problematic because the penguins would sink. The oil also threatened their ability to catch the food they require in the water. By the time the humans came to rescue them, the penguins were so frightened that they scratched, bit and attacked the people. This suggests that the oil must have frightened them too, which made the rescue efforts even more difficult because the penguins were so aggressive. The lack of cleaning and feeding them, the repulsive smell in the warehouse from penguin droppings, dead fish, and waste must have made people want to give up. No one did. Maybe no one gave up because of how much they cared about the threatened penguins. Overall, this story shows the huge effects of the oil spill on the penguins and the rescue. It also shows how much environmental care.

✓ P(3)JOWER


Pre-read gist: Genie navigates unexpected challenges one summer in Virginia when he visited his grandparents

Pull apart prompt with 'Do What'

Do	What
Desc	Auth dev G POV
how	

Pick ideas


thoughts/sensory- "shapeless shadow" that "filled like...ghost" - nervous
"scary movie." - afraid
Trust- "the wrapped his arms around...old lady tight." (old lady, scared)
Kind - calls mom "grade school" kids, brother "cool".
smelled like soap, and "the same kind my mother used" - comfort


Topic
Important Evidence
Detailed Examination
End

+ Language

unfamiliar
pivoted
Enduring
ambivalent

T: TAG: ABAS, J. Reynolds, boy visits
Thesis: POV of 17 yr old boy, far away
it: imagery from his angle
1: shapeless, ghost, "all makings of
scary movie"
2: focus on dim light, shadowy
3: trust + pays attn to
4: compliments mom as looking like
grade school kid, & bra (coll)
5: notices others like her
6: sensory
7: soap, soap smelled like what
his mom used too
8: POV shifts
9: Feeling ashamed if 17 yr old - changes



In the story, *As Blind As I Am*, by Jason Reynolds, the author develops the point of view of Genie through showing Genie's thoughts and feelings, and using sensory detail. Genie's perspective changes as he grows to trust that his nervous and shy friend, the girl, is not a "shapeshadow." Genie's thoughts and sensory details show that he is nervous and does not trust the girl's name. He seems afraid of her when he sees her in the "shapeshadow" that "bleed the doorway like some kind of ghost." In fact the whole scene seemed to him "like the mixings of a radioactive." Genie cannot see well which might make anyone feel uneasy. More than just feeling nervous, he needs a nightgail ally when he claims that he felt a scary moon.

However, Genie's point of view begins to shift as he grows to trust the girl. He begins to see her as his whole family. She gives him a date a big hug and "he wrapped his arms around the old lady tight." He still sees her as an "old lady" and "she was like a nightgail ally" but, he does see his own dad days later. Reynolds probably uses the phrase "old lady" to show that from Genie's point of view, he sees her as an old lady.

The story shows Genie's change in perspective from the beginning of the passage when he felt scared until the "old lady" which signifies Genie's comfort appearing. Reynolds is afraid but he understands how all young child feel scared to meet someone new, even family, for the first time.

[illegible]

ness, the people were not able to do anything. A first effect was the loss of their food. The water became polluted and the people's belongings would either float in the desert air. This must have threatened the ability to catch the food they require in the water. By the time the humans came to rescue them, the gurgals were so frightened that they scolded, bit and attacked the people. This suggests that the animals had now frightened them too, which made the rescue efforts even more difficult because they were so scared. Finally, the difficult rescue work of cleaning and feeding them, the negative smell in the warehouse from gurgals dying, dead fish, and seaweed must have made people want to give up. No one did. Maybe no one gave up because of how much they cared about the threatened gurgals. Overall, this story shows the huge effects of the oil spill and the difficulties in the rescue. It also shows how much everyone

Use Scoring to Teach the Features of Effective Writing

Topic

Information
Details

Information
Details

Information
Details

End

1st piece of writing

2nd

3rd

4th

Goal Setting Menu (Grade 3)

Author: _____

Date: _____

Topic: _____

☐ Informative/Explanatory ☐ Opinion

☐ Used Graphic Organizer

	Pts	Adult	Peer	Self
Topic Introduction				
Introduce topic context clearly	1			
Focused topic statement / opinion	2			
1 pt = state topic, 2 pts = state topic + list central idea(s) about topic				
Important evidence / Reason				
Detailed examination / Elaboration				
Related information is grouped & ties back to introduction				
Information from text: facts, definitions, details / Reason	1			
Detailed examination: develops topic / supports opinion	2			
1 pt=adds more, 2 pts=strengthens fact/reason's support of topic/opinion				
Information from text: facts, definitions, details / Reason	1			
Detailed examination: develops topic / supports opinion	2			
1 pt=adds more, 2 pts=strengthens fact/reason's support of topic/opinion				
Information from text: facts, definitions, details / Reason	1			
Detailed examination: develops topic / supports opinion	2			
1 pt=adds more, 2 pts=strengthens fact/reason's support of topic/opinion				
Ending				
Concluding statement or section provided relates to topic	2			
1pt= relates, 2pts=relates and extends				
Links				
Linking words and phrases connect ideas	1			
Language				
Chooses words and phrases for effect	2			
Varied sentences	2			
Conventions				
CCSS grade level: grammar, punctuation and spelling	1			
Total	20			
Done Well:				
Goals:				

Informative / Opinion Scoring Guidelines Grade 3

Topic Introduction (W.3.1 & W.3.2)

Introduce Topic Context (who/what, did what – may include when/where but not required)

- Can be separate sentence (high tide), or combined with topic statement (low tide). Usually given if topic stated.
- If more than 1-2 sentences, it may be a retell. If so, give partial credit only.

Focused Topic Statement / Opinion

- 1 pt = state topic (**restates prompt**): *Ants have many jobs.* *Q: Scout ants work the hardest.*

- 2 pts = state topic + (**respond to prompt**) central idea(s) about topic:
 - Ants can work as soldier ants, scouts or worker ants.* (states topic + lists central ideas about topic)
 - Ants work hard to make sure their colony survives.* (state topic + central idea about topic)

- If "because" is used, a general overview follows it, not isolated fact/reason. A topic sentence must introduce the topic only, rather than dive into one isolated fact/reason (that would make it no longer a topic sentence).

Important Evidence and Detailed Examination / Reasons and Elaborations (W.3.1 & W.3.2)

Important Evidence / Reason: Information represents, but not necessarily exhausts, each idea.

- Often has three body sections of categories (sentences or paragraphs). If only two body sections, be clear why.
 - Each body section includes at least 3 sub-facts/details, or well-chosen & explained quote.
 - Each of these sections' 3 facts may be woven into one rich sentence (low tide paragraph) or multiple, separate, more detailed sentences on each category (high tide essay).
- When more than three groups of ideas, evaluate the first 3 (or any random 3).
- Structure is gateway to content: Information grouped in related categories to be reader-friendly.

Detailed Examination a) explains how info develops topic / reason supports opinion, or b) more facts make this clear.

- Following: Soldier ants' big heads help them block invaders from entering the nest:
 - 2 pts = This protects the queen, and everyone. (more facts highlight this job)
 - 1 pt = There are usually hundreds of soldier ants. (not specific enough to the central idea of 'job')

Ending (W.3.1 & W.3.2)

- 1 pt = wraps up topic's central idea, in a novel way, not word for word topic statement repeat (Low tide = 2 pts):
 - Ants seem to be hard working creatures.*
- Give 5 if ending is formulaic and just repeats topic sentence, mostly word for word.
- 2 pts = wraps up and adds a basic closing thought:
 - Ants might become extinct if they were not so good at working together well.*

Links (W.3.2.C)

- At least two words or phrases connect similar ideas within a group of information, or link to the topic.
- Q: repeat central idea at start of each group of information in phrases (low tide) or topic sentences (high tide).

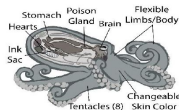
Language (L.3.1)

- Vocabulary: **Skim 50 body words.** Count strong words. (Exclude fully copied quotes, but do count integrated words lifted from text). Deduct 'banned' words (stuff, things). 5 words (10%) = 1 pt, 8 words (15%) = 2 pts.
 - (In class: students circle all strong words & write # at top; teachers set 1-2 pt criteria for each piece.)
- Varied sentences: **Skim 5 body sentences** for complex sentences, openers, closers, rich adjectives, adverbial or prepositional phrases or clauses. All simple = 0; 2/5 vary = 1 pt; 3/5 or more (some still simple) = 2 pts.
 - (In class: teach mini lessons/reinforce CCSS L standards, then require each after taught - for these 2 pts)

Conventions (L.3.1-4.3.2)

- All sentences have capital and periods. 30% have correct grammar. 96% correct spelling (2 errors per 50 words)

Collect 'Cold Write' Formative Assessments



Text 1: Octopuses

Octopuses live in coral reefs in the ocean. Coral reefs are brightly colored underwater structures with small holes. Octopuses move in these. Octopuses have 8 arms called tentacles that are slim and bendable. If a predator grabs a tentacle, it detaches. Detach means to break off. Then the octopus grows a new tentacle.

Octopuses squirt black ink. Then others cannot see it. An angry octopus turns bright colors. When afraid, it turns dark, spotted, or striped. They change colors to blend in. This is called camouflage. An octopus body can also change shape. It can become smaller than many large predators.

Octopuses are strong, fast swimmers. They can swim 25mph. Octopuses eat crabs and crayfish. Octopuses are smart. They have short and long-term memory. This means they recall some information for years, and some for a short while.

Text 2: Copy Cats!

The sea is filled with so many creatures who adapt to life in the big ocean. They can adapt in amazing ways. For example, an octopus can use camouflage. Animals use camouflage to change color or shape. This way they can match the area, blend in, hide or look scary. For example, a mimic octopus can change its shape. It can look just like animals that are more dangerous. This octopus has made itself look striped, long and slim so that it looks just like a snake.

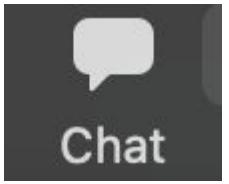


They can also escape by making themselves smaller. They slip through tiny spaces that would trap other creatures. For example, in a coral reef structure, they can slip through a hole almost as small as a grape!

Prompt: Octopuses need to protect themselves. Protect means to keep safe. Describe what octopuses can do to protect themselves. Support your answer with details from both texts.

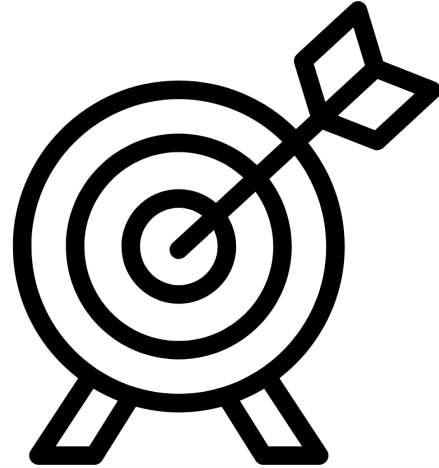


Collect 'Cold Write' Formative Assessments

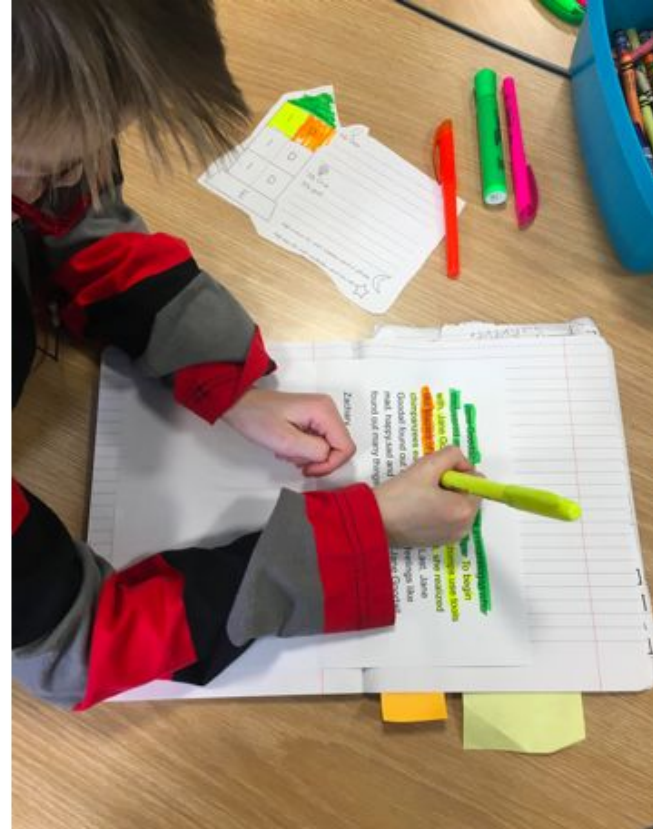
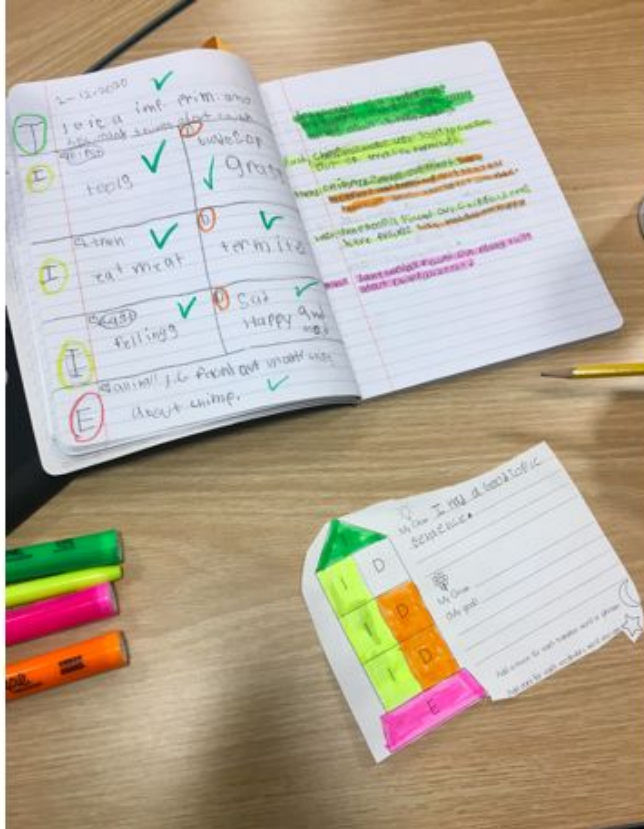


WHY?

Students can set their own goals!



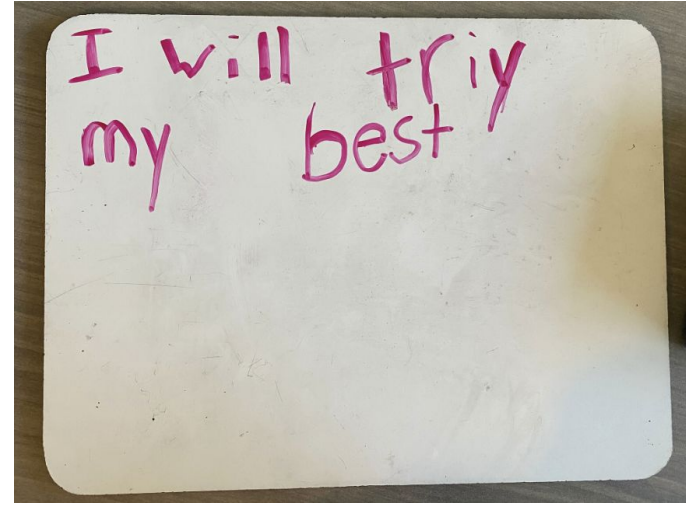
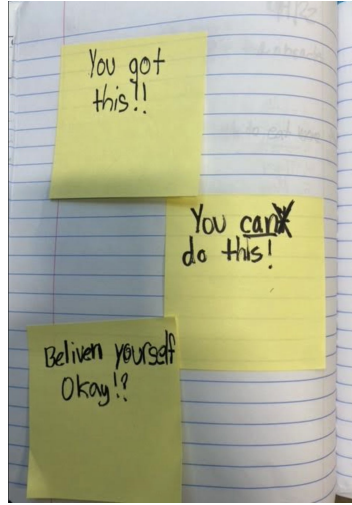
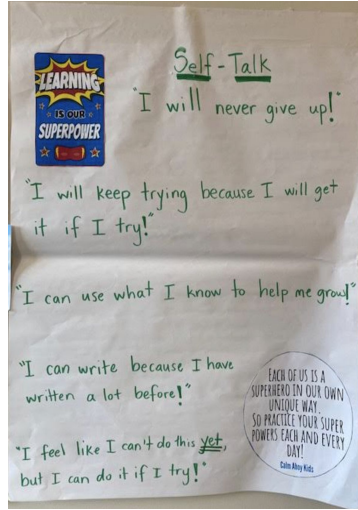
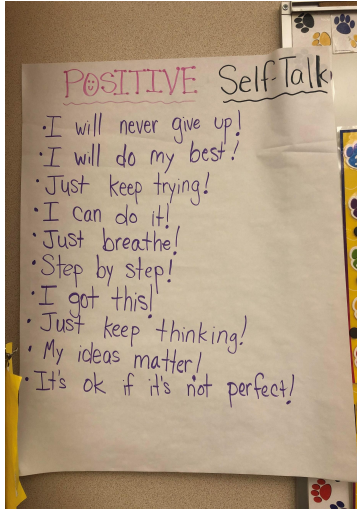
Collect 'Cold Write' Formative Assessments



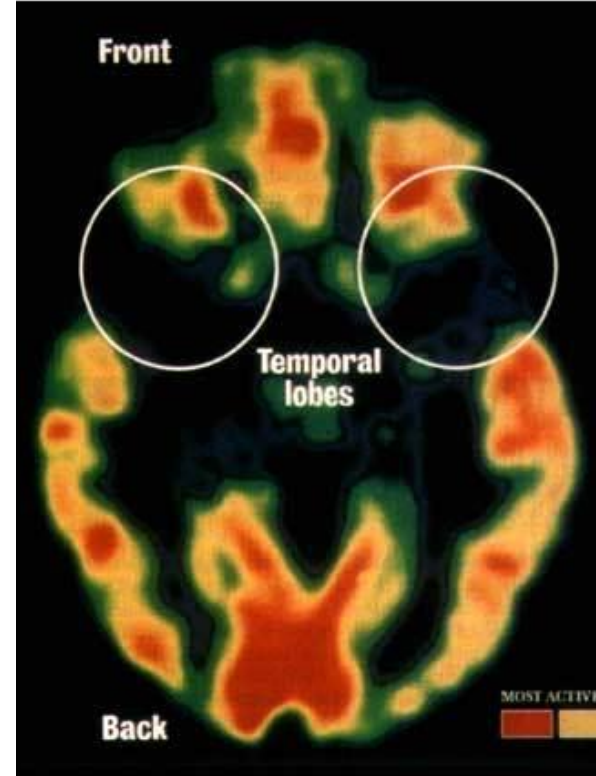
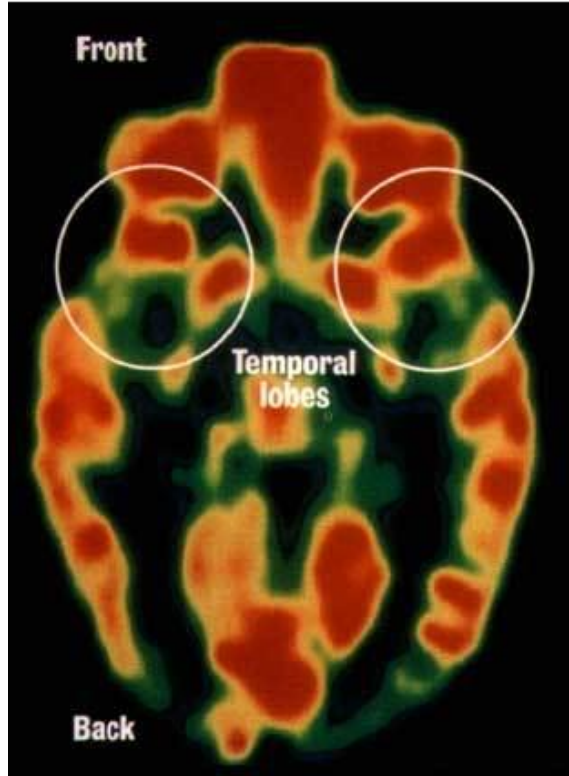
Collect 'Cold Write' Formative Assessments



Self-Talk and Goal Setting



Self-Talk



Self-Talk

What Can I Say To Myself?	
<u>Instead of...</u>	<u>Try thinking...</u>
I'm not good at this.	• What am I missing?
• I'm awesome at this.	• I'm on the right track
• I give up.	• I'll use some of the strategies we've learned.
• This is too hard.	• This may take some time and effort.
• I can't make this any better.	• I can always improve, so I'll keep trying.
• I just can't do math.	• I'm going to train my brain in Math.
• I made a mistake.	• Mistakes help me to learn better.
• She's so smart. I will never be that smart.	• I'm going to figure out how she does it so I can try it!
• It's good enough.	• Is it really my best work?
• Plan A didn't work.	• Good thing the alphabet has 25 more letters!

Self-Talk Everyday!



Wait a second!
I'm brave. I'm
strong!

Self-Talk Planner

“Self-efficacy, a belief that one can succeed, is the greatest influence on achievement.”

Self-Talk Planner

What am I good at, or like to do?



What do I say to myself in my mind when I do this?

What can I say to myself to encourage myself before writing?

Self-Talk K-12

Self-regulation Plan Menu

Self-talk: What can I say to myself to stay encouraged when I write?

This is challenging but I can try!

I can do it!

I will do my best!




Tools: What tools will help me write better?

Pow tide  

UPS

I am in **charge of my behavior:**

Eyes on paper 

Keep going

Move body / stretch for a minute

Drown out noise with "I can do it"

Talk to my friend later at lunch or recess

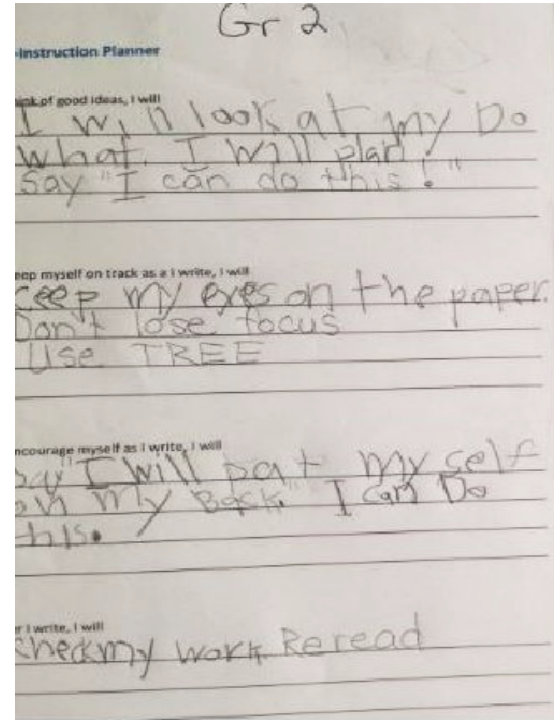
Use bathroom later

Choose a smart seat

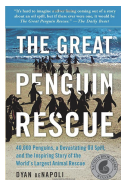


Writing Goals:

Look at last piece of writing and find which goals I should set.



Launch, then POWER Cycles



Plan

- Pull apart prompt
- Pick ideas

Organize

Write

edit

Revise

Topic

Information

Detailed

Examination

End

A few years ago near South Africa, the effects of an oil spill and the rescue effort that followed threatened the lives of endangered penguins. A first effect was that just moving their bodies through the water became problematic because the penguins would wobble and roll in the dense oil. This must have threatened their ability to catch the food they require in the water. By the time the humans came to rescue them, the penguins were so frightened that they scratched, bit and attacked the people. This suggests that the oil must have frightened them too, which made the rescue efforts even more difficult because they were so scared. Finally, the difficult rescue work of cleaning and feeding them, the revolting smell in the warehouse from penguin droppings, dead fish, and sweat must have made people want to give up. No one did. Maybe no one gave up because of how much they cared about the threatened penguins. Overall, this story shows the huge effects of the oil spill and the difficulties in the rescue. It also shows how much everyone cared.

✓ P(3)OWER

Pre-read gist: Genie navigates unexpected challenges one summer in Virginia when he visited his grandparents

Pull apart prompt with 'Do What'
 Desc Auth dev G POV how

Pick ideas
 thoughts/sensory- "shapeless shadow" that "filled like...ghost" - nervous
 "scary movie." - afraid
 Trust - "he wrapped his arms around...old lady tight." (old lady, scared)
 Kind - calls mom "grade school" kids, brother "cool".
 smelled like soap, and "the same kind my mother used" - comfort

✓ P(3)OWER

Topic
Important Evidence
End
 + Language

unfamiliar pivoted enduring ambivalent

T: TAG: ADAS, J Reynolds, boy visits
 Thesis: POV of 11 yr old boy, far away
 t: imagery scary from his angle
 i: shapeless, ghost, "oil makings of scary movie."
 D: focus on dim light, shadowy
 t: trust - pays attn to
 i: compliments mom as looking like grade school kid, & bro (cool)
 D: notices others like her
 t: sensory
 i: tight hug, soap smelled like what his mom used too
 D: feeling safer
 E: POV shows of 11 yr old - changes

✓ P(3)OWER

In the story *As Brave As You* by Jason Reynolds, the author develops the point of view of Genie through Genie's thoughts and feelings, and using sensory details. Genie's perspective changes as he grows to trust his grandma after studying her closely.

At first, Genie's thoughts and the sensory details show he is nervous and does not trust his grandmother. He seems afraid of her when he sees just her "shapeless shadow" that "filled the doorway like some kind of ghost". In fact the whole scene seemed to him like "the makings of a scary movie". Genie cannot see well which might make anyone feel uneasy. More than just feeling nervous, he seems outright afraid when he claims that it felt like a scary movie.

However, Genie's point of view begins to shift as Grandma begins to win his trust when she is kind to his whole family. She gives him a big hug and "he wrapped his arms around the old lady tight". He still sees her as an old lady which means he does not yet see her as family, but he does see his own dad loves her. Reynolds probably uses the phrase "old lady" to show that from Genie's point of view, he doesn't yet see her as family.

The author shows Genie's change in perspective from the beginning of the passage when he felt scared until the "soap" which signifies Genie's comfort appearing. Reynolds is an adult but he understands how any child might feel scared to meet someone new, even family, for the first time.

Goal Setting Menu (Sheet 1)

Author: _____ Date: _____
 Title: _____ Information/Examination/Opinion
 Used/Not Used/Opinion

Topic/Information/Opinion	Info	Exam	Topic
Pre-read gist: Genie navigates unexpected challenges one summer in Virginia when he visited his grandparents	1		
Pull apart prompt with 'Do What'	1		
Pick ideas	1		
Thoughts/sensory- "shapeless shadow" that "filled like...ghost" - nervous	1		
"scary movie." - afraid	1		
Trust - "he wrapped his arms around...old lady tight." (old lady, scared)	1		
Kind - calls mom "grade school" kids, brother "cool".	1		
smelled like soap, and "the same kind my mother used" - comfort	1		
POV shows of 11 yr old - changes	1		
Topic	1		
Important Evidence	1		
End	1		
Language	1		
unfamiliar pivoted enduring ambivalent	1		
Goal Setting Menu (Sheet 2)	1		

Goal: _____
 Date: _____
 Title: _____
 Author: _____
 Date: _____
 Title: _____
 Author: _____
 Date: _____
 Title: _____
 Author: _____
 Date: _____



Model / Practice

Goals

Where am I?

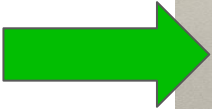




POWER Cycles Work with Any Curriculum



Grade K • Unit 2 • Scope and Sequence

Unit 2: Let's Explore Big Ideas: What can you find out when you explore?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
Week 1 Tools We Use Essential Question: How do tools help us to explore? Genre Focus: Informational Text	Anchor Text: <i>The Handiest Things in the World</i> Genre: Informational Text Paired Selection: "Discover with Tools" Genre: Informational Text	"Pam Can See" Genre: Fiction "We Can See!" Genre: Informational Text	"Timimoto" Genre: Folktale	Genre: Informational Text A: We Need Tools Lexile: BR O: A Trip Lexile: BR ELL: A Trip Lexile: BR B: What Can You See? Lexile: 90L	Oral Vocabulary Words: <i>tools discover fetch rumble defected</i> Category Words: Colors	Strategy: Ask and Answer Questions Skill: Key Details Text Feature: Headings Author's Craft	Phonological Awareness: Recognize Alliteration Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending	Phonics: /p/ (initial/final) Consonant/Vowel Review: /a/o, /m/m, /s/s Spelling: Words with p, o Handwriting: Uppercase and Lowercase Pp Decodable Readers <i>"A Sap Map"</i> <i>"Pam Can See"</i>	Build Your Word Bank: <i>there</i>	Accuracy and Rate	Write About the Text: Informational Text Grammar: Verbs	Research Topic: Tools
Week 2 Shapes All Around Us Essential Question: What shapes do you see around you? Genre Focus: Informational Text	Anchor Text: <i>Shapes All Around</i> Genre: Informational Text Paired Selection: "Find the Shapes" Genre: Informational Text	"We Like Tam" Genre: Fiction "I Like Sam" Genre: Fiction	"Kites in Flight" Genre: Informational Text	Genre: Informational Text A: Shapes! Lexile: BR O: Play with Shapes! Lexile: BR ELL: Play with Shapes! Lexile: BR B: Use a Shape! Lexile: 140L	Oral Vocabulary Words: <i>materials nature world decoration games</i> Category Words: Shapes	Strategy: Ask and Answer Questions Skill: Key Details Text Feature: Bold Print Author's Craft	Phonological Awareness: Onset and Rime Blending Phonemic Awareness: Phoneme Isolation, Phoneme Blending (initial/final), Phoneme Identity	Phonics: /t/ (initial/final) Consonant/Vowel Review: /a/o, /m/m, /p/p, /h/s Long Vowel Awareness: Long a: a, e Spelling: Words with t, long a, e, like Handwriting: Uppercase and Lowercase Tt Decodable Readers <i>"Tap the Mat"</i> <i>"I Am Pat"</i>	Build Your Word Bank: <i>two</i>	Accuracy and Rate	Write About the Text: Informational Text Genre Writing: Informational Text Writing Process: Expert and Student Models; Plan, Draft, Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Verbs	Research Topic: Shapes
Week 3 World of Bugs Essential Question: What kind of bugs do you know about? Genre Focus: Poetry	Anchor Text: <i>I Love Bugs!</i> Genre: Poetry Paired Selection: "Bugs All Around" Genre: Informational Text	"Pat" Genre: Fiction "Tap! Tap! Tap!" Genre: Informational Text	"From Caterpillar to Butterfly" Genre: Informational Text	Genre: Fiction A: We Like Bugs! Lexile: BR O: The Bugs Run Lexile: BR ELL: The Bugs Run Lexile: BR B: I See a Bug! Lexile: BR	Oral Vocabulary Words: <i>curious observe process skinner attaches</i> Category Words: Texture Words	Strategy: Ask and Answer Questions Skill: Key Details Text Feature: Captions Author's Craft	Phonological Awareness: Count and Pronounce Syllables Phonemic Awareness: Phoneme Segmentation, Phoneme Blending Long Vowel Awareness: Long a	Phonics: Review /m/m, /a/o, /s/s /p/p /t/t Spelling: at pattern /ot, /ot, /ot, /ot, the, a, see, we like Handwriting: Write sentences with Mm, Aa, Ss, Pp, Tt Decodable Readers <i>"We See Tam"</i> <i>"Tap! Tap! Tap!"</i>	Build Your Word Bank: <i>out down well there two</i>	Accuracy and Rate	Write About the Text: Poetry Grammar: Verbs	Research Topic: Bugs

Lessons

	ELA/Rdg	Writing/SRSD			
Monday	<u>BWA:</u> • read aloud • vocab • gist • predictions	• Pull apart Prompt • prepositions		<u>Curriculum Skills:</u> - making predictions (relate prompt) - prepositions/phrases - commas	
Tuesday	• read/review text • ★ Key ideas • Discuss	(P) Pick End. (O) Make TIDE org. - Lang. box		<u>vocab</u> embark privilege marvel ghastly dazzling regretted	
Wednesday	• Review story in small groups of 3	- Sentence Slams: open w/ Prep. phrases, commas			
Thursday	• Discuss TIDE, turn org. into draft	(W) Draft, peer review score: bonus points for preps + vocab			
Friday	• Share ideas from scoring • connect to paired texts	(R) Revise: set class goal • prepositions/commas review			

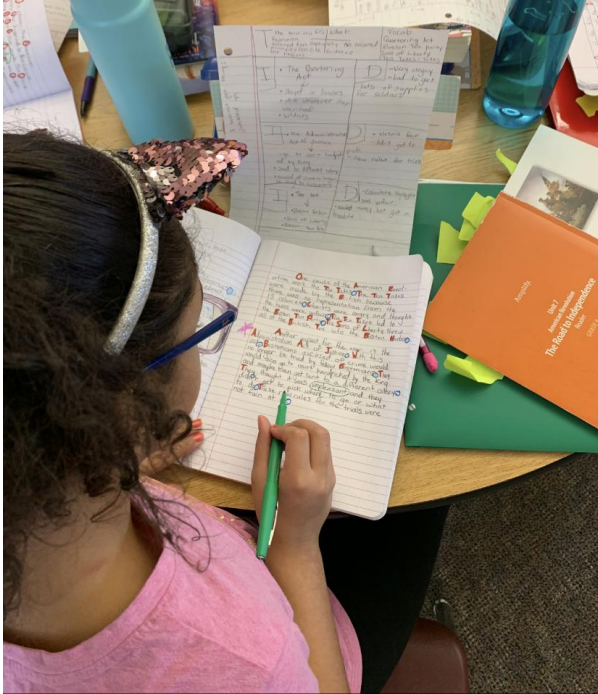
Curriculum Integration - Student Needs Lead



WEEKLY Lesson Plan

	ELA/ Reading	Writing/ SRSD		Centers	
Monday	Read aloud: MLK by David Adler Comp: Retell PA: seg. short Phonics: wh/ch, short e	Letters: g, P Sentences: draw who/did what Journal: snow Collab: Discuss MLK		word work: - rainbow writing - stamps - letter magnets - make and break	
Tuesday	Read: MLK Comp: Retell PA: short e Phonics: blend wh/ch, short e	Letters: g, P -review a Sentences: sounds for who/did what Journal: snow Collab: (P) Explain how MLK Jr. stood up for what was right.			
Wednesday	Read: MLK Comp: ID Char/Setting PA: 4 sounds short e Phonics: wh/ch, e	Letters: g, P, m Sent: draw when/where Journal: snow Collab: (P) Pick ideas			
Thursday	Read: MLK Comp: char/Setting PA: delete final sound Phonics: wh/ch, short e	Letters: g, P, m Sent: write sounds for when/where Collab: (P) sentence slams (O) TIDE		TAT = oral rehearsal	
Friday	Comp: ID characters/Setting PA: sound deletion Phonics: blend	Sentences: peer share Journal: share time Collab: (W) turn and takes oral rehearsal Create & together			

Embed Skill Lesson Objectives in Collaborative Writes



INTRODUCE ADVERBS

Present the following:

- An *adverb* is a word that tells more about a verb.
We left **quickly**.
- Adverbs tell when, where, or how an action takes place.
I **rarely** go to the movies.
- Adverbs can be written before or after the verbs they describe.
I **accidentally** dropped the ball.
I dropped the ball **accidentally**.
- Many adverbs end in *-ly*. These usually tell how.
We **easily** caught the butterflies.

See **Practice Book** page 301 or online activity.

Teachers Teaching Teachers

Self - POWer

SRP
ST: I will stay on task and persevere!
Tools: TIDE + DE
Goal: elaborate

P₁ - Gist Animals adapt in the desert to protect themselves from prey.
P₂ - Do/What explain/ animals adapt
P₃ - Pick ideas

<u>heat</u>	<u>protection</u>	<u>water</u>
- jackrabbit ears	- blend in	- travel far
- scorpion stinging	- chuckwalla wedge	- from food
- burrow	- turtle shell	- bodies half water
- active at night		

T: Animals adapt in the desert

I: Heat	D: <ul style="list-style-type: none"> - jackrabbit ears - scorpion stinging - burrow - active at night
I: Protection	D: <ul style="list-style-type: none"> - blend in - chuckwalla wedge - turtle shell
I: Water	D: <ul style="list-style-type: none"> - travel far - from food - bodies half water

E: Animal adapt desert

Animals adapt in the desert to protect themselves from prey. First, animals adapt to the heat. For example, jackrabbits release heat through blood vessels in their ears. Scorpions stilt to raise its body off the hot ground. Next, animals adapt to protect themselves. The kangaroo rats hide from predators by blending in with their light colored fur. The chuckwalla is able to wedge itself in a crack if a predator comes near. Lastly, animals adapt for their need for water. Coyotes are able to travel far for water. Some animals get their water from food. In conclusion, animals can adapt in the desert to survive.

Goal Setting Menu (Grade 1)

Author: _____ Date: _____
☐ Informative/Explanatory ☐ Opinion
☐ Used Graphic Organizer

Topic: _____

Topic Introduction	Points
Topic sentence / states opinion 1 pt = partial topic; 2 pts = full topic	2
Important Details / Reasons & Elaborations	
Information: fact / reason	1
Details support fact / reason	1
Information: fact / reason	1
Details support fact / reason	1
Information: fact / reason	1
Details support fact / reason	1
Ending	
Sense of closure provided	1
Language	
Rich language (1 point per strong vocabulary word used)	6
Conventions	
Uses linking words (first, next, last)	1
Handwriting 80% legible (lines straight, circles closed, letters sit on or near correct line, correct orientation...)	1
Punctuation (capitalize sentences & names, end punctuation)	1
Spelling is phonetic (close to 75% spelled correctly)	1
Grammar (noun + verb + preposition + adj/adv + conjunction)	1
Total	20

Done Well: _____

Goals: _____