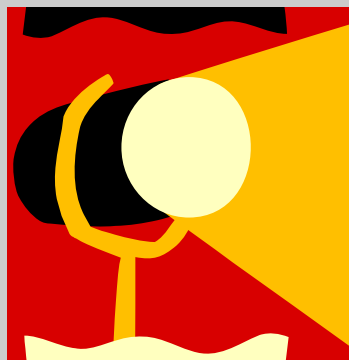


Spotlight on Literacy

October 2008
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October

Before and During Reading Strategies

- Monitor Comprehension—Use Fix-Up Strategies
- Make Connections—Text to Self and Text to Text

Targeted Skills

- Summarize
- Literary Elements

Literacy Leaders

Eric Bush-Jackson HS	x7195
Patricia Burke-Evergreen MS	x5763
Pat Collins-North MS	x4907
Loretta Comfort-Center	x4064
Cindy Foster-Eisenhower MS	x7518
Tasha Lewis-Center	x4071
Tessa O'Connor-Everett HS	x4437
Deb Ritchhart-Heatherwood MS	x6483
Monte Scholz-Cascade HS	x6107
Barbara Tibbits-Gateway MS	x6712
Jeanne Willard-Center	x4059

Working Together To Improve Writing at Evergreen Middle School

How did one 7th Grade team increase student writing scores from 53% to 80% in three years?

Welcome to the first edition of *Spotlight on Literacy*. With each publication we plan to focus on a literacy team that is making a difference. Our initial spotlight team is Evergreen Middle School's Grade 7 team. In the last three years, the 7th-grade team has increased students meeting standard on the WASL. The percentages rose from 53% in 2006 to 77% in 2007 and 80% in 2008. This was achieved through concerted effort. This team has combined Writer's Workshop, writers notebooks, mini-lessons, and district anchor lessons. The team uses direct writing techniques and tools from Nancie Atwell, Kelly Gallagher, and Step-Up-to-Writing. They collaborate extensively, creating formative and summative assessments for each unit taught during the year.

Building Student Ownership and Responsibility

The 7th Grade team assigns writers notebook four times a week, with students selecting one piece for teacher feedback. Students choose their topics and genre to write about as well as teacher-directed topics. All of the classrooms have a print intensive environment with student work posted. All students have identified their real audience and will publish for their class.

Teachers Model Writing

Every step of the writing process and writing techniques is modeled by the teacher using the explicit teaching model: I Do, We Do, You Do and You Show. Drafting and revising is constantly modeled by the teacher and practiced by the students. Each teacher writes along with the students as a fellow author to demonstrate the writing techniques and process.

Teaching Grammar and Mechanics

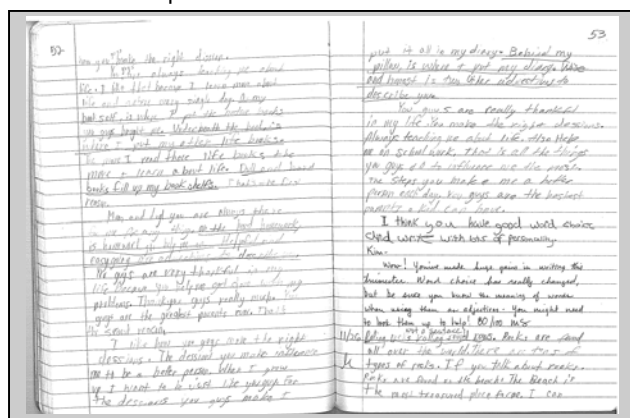
The team uses a grammar and mechanics map. Teachers provide targeted mini-lessons in grammar, and students practice these skills in their writers notebooks. Students who have particular struggles with grammar and mechanics are able to get individual instruction from their teacher.

Making the Classroom Cooperative and Supportive

Active learning strategies are key components of this team's teaching success. If you walk into any seventh grade classroom, you will most likely see "Turn and Talk", "Think-Write-Pair-Share", use of whiteboards, visualizing and other cooperative activities. Support is always given to the students to develop their ability to take risks, build on their background knowledge and experience authentic learning.

Meaningful Evaluations

Students set goals for themselves at the beginning of each trimester and conference with their teacher. The teacher provides specific feedback during the on-going, one-on-one conferences. They collect artifacts of their achievement and reflect on their progress toward their goals. In addition, the students choose one piece to self-evaluate and have constructive feedback from the teacher. This team uses common formative assessments (CFAs) and common summative assessments for their units. The data gained drives the instructional decisions of the team. This team uses the Review of Evidence days to inform instruction and adjust the team's curriculum maps.



Argumentative Paper

Last summer, a dedicated cadre of teachers met several times to review the Argumentative Paper standards, requirements, and instructional implementation. Some of the standards and requirements were revised, and a new scoring rubric was designed that could be used to give both formative and summative feedback to students. Strategies and best practices were researched and teacher teams formed to develop instructional modules to assist both teacher and student in building the necessary skills to be successful in the process. One of these modules was introduced at the first all district gathering of Argumentative Paper teachers on September 30. In an effort to provide ongoing professional development and support, the District has arranged for “professionals to learn in community” at various times throughout the year. These Argumentative Paper PLCs are an opportunity for teachers to share instructional methods, explore best practices, and analyze student work. The next Argumentative Paper PLC will meet from 3 – 5 PM, at Cascade High School, on Thursday, October 30. The District will also provide Argumentative Paper Range-Finding around the revised standards on Thursday, December 11.

Professional Development Teachers: here is a class you don't want to miss!

Best Practices in Writing

Writing Techniques based on Kelly Gallagher's lessons
from *Teaching Adolescent Writers*

“This is a course for all those teachers who, despite the numerous obstacles in their way, walk into their classrooms everyday dedicated to improving their students' writing.”

Kelly Gallagher

The class will cover modeling, motivational writing, and revision strategies that Kelly Gallagher implements in his high school English classes. The class will consist of four sessions (two hours each) where teachers get to learn the strategies, practice the strategies, and share successes of implementation.

Dates will be available soon.

Eisenhower Middle School

Collection of Evidence

Collection of Evidence is an alternate method of meeting the State WASL requirement for high school students. The tasks required of students are based on WASL GLEs and can actually be built into various curriculum areas. Some are on-demand assignments while others allow adult support. During the summer, curriculum designs were built for developing collections in both reading and writing. The COE Team also created a sufficiency review process and incorporated the success coordinators in many parts of the COE process: managing data, organizing forms/signatures, participating in sufficiency reviews, bird-dogging students every two weeks to help goad progress, etc. Six PLC's are planned this year to impart information and materials, do sufficiency reviews, and allow teachers a place to discuss happenings and revelations as the classes progress. In the future, COE sufficient prompts and work samples may be developed and collected through READ 180 classes, district reading and writing assessments, state-mandated CBAs in History and Government, as well as 10th, 11th, and 12th-grade English courses. The on-demand aspects of COE may be administered in pullout sessions proctored by IFLs or success coordinators. If you have any questions about the Collection of Evidence, please contact your IFL or JoAnne Fabian at x4078.

What's Going On?

Scoring Writing for 6th–10th Thanks to all the teachers who worked so hard and spent hours scoring student writing.

OSPI COE training—Everett	Oct. 20-21
Read 180 Day 2 Training	Oct. 20
HS Read 180 PLC—Eisenhower 3:00-5:00	Oct. 21
MS Read 180 PLC—Eisenhower 4:00–6:00	Oct. 21
Collection of Evidence PLC -Cascade HS 3:00-5:00	Oct. 27
HS Day 2 – Instructional Connections Workshop	Oct. 28
Argumentative Paper PLC—Cascade HS 3:00-5:00	Oct. 30
Teacher-Librarians Meeting—Center 8:00-3:30	Oct. 30
HS Lit Leaders/Lit Review—Forest View 7:00-2:30	Nov. 4
MS Benchmark Reading Assessment	Nov. 6-14
Jr. Great Books Training	Nov. 12-13
HS Read 180 PLC—Eisenhower 3:00-5:00	Nov. 18
MS Read 180 PLC—Eisenhower 4:00-6:00	Nov. 18