

Thurston

**Writing Across the Curriculum
with CHARLOTTE KNOX**

Board of Education Meeting
April 26, 2016

Overview

Writing
the Wave



Thurston Middle School
Guide to Writing
Across the Curriculum
2015--2016

Writing Across the Curriculum Rubric

★	★★	★★★	★★★★	★★★★★
I assigned a piece of writing.	I assigned a piece of writing.	I assigned a piece of writing.	I assigned a piece of writing.	I assigned a piece of writing.
	I had students refer to a page in the Writing the Wave handbook.	I had students refer to a page in the Writing the Wave handbook.	I had students refer to a page in the Writing the Wave handbook.	I had students refer to a page in the Writing the Wave handbook.
		I presented content-specific expectations for writing.	I presented content-specific expectations for writing.	I presented content-specific expectations for writing.
			I presented an example of writing (I Do), worked with the students (We Do), and students used examples to write their own piece (You Do).	I presented an example of writing (I Do), worked with the students (We Do), and students used examples to write their own piece (You Do).
				I gave feedback and worked on revision of student work.

Thurston's Three Types of Writing



Narrative

- Tells a story or conveys an experience
- Can be either real or imaginary

Informative & Explanatory

- Conveys information accurately

Argumentative

- A reasoned, logical way of demonstrating a writer's position, belief, or conclusion
- The writer makes a claim then defends the claim with credible sources & evidence

Charlotte Knox


February- TMS Needs

March- Department Chairs


May- Teacher follow up

C.E.R. Evidence-based Response


CER = Claim + Evidence + Reasoning
Answer questions like an expert by providing claim, evidence and reasoning



Claim
Your answer drawn from your observations



Evidence
from a reliable source/text




Reasoning
Your explanation of how evidence supports claim

How to Use CER		
I. Claim	II. Evidence	III. Reasoning
State a direct response to the question/prompt	Provide reliable information that supports the claim	Explain how the evidence supports the claim
Helpful Hints	Helpful Hints	Helpful Hints
Use key word and ideas provided in the question or prompt as you write your claim Avoid using openings such as "I think," or "I believe."	Here are suggested sentence starters: In the text... The text states... According to the passage... The example from the text... The author states... The piece of evidence is...	This portion must offer new insight, analysis, acknowledgement of connections between ideas, etc. Here is a suggested sentence starter: Based on this evidence, we must conclude (rephrase your claim) because (your analysis)

CER Rubric for _____ (subject)

This Assignment: _____

	4 EXCEEDS	3 MEETS	2 NEARLY MEETS	1 NOT MET	Not scored	With guidance & support from Adults
CLAIM	Claim is accurate, complete and carried through	Claim is accurate and complete	Claim is somewhat unclear/inaccurate	Claim is confusing/incomplete		 Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored. <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language families
EVIDENCE	Provides comprehensive evidence from sources and references are relevant and specific	Provides adequate evidence from sources	Some evidence but may be stretchy	Minimal or off topic evidence		
REASONING	Reasoning is well-connected to the claim throughout	Reasoning is connected to the claim and uses concepts from the discipline	Reasoning is unclear and/or just a summary	Minimal reasoning/ elaboration		

Plan for Next Steps

May 17

- Leadership meets to determine school-wide implementation
- Revise and add to *Writing the Wave* Handbook to include CER information, rubrics, etc.
- Plan for school-wide writing celebrations and publications with an authentic audience (blogs, poetry slams, community presentation, etc.)

May 31/June 1

- ELA/ Social Studies Collaboration Day
- Science/ Math Collaboration Day
- Year-long backwards planning for teaching and assessing 3 CCSS Text types
- Vertical articulation for content and writing processes
 - Tiered academic vocabulary
 - Formal Writing Style
 - Rubrics

Thurston Planning Guide

Weeks	Unit	Writing Activity	Type of Writing (Informative, Argumentative, Narrative)	Essential Question	Skills Focus	Standards
1- Sept. 6-9						
2- Sept. 12-16						
3- Sept. 19-23						
4- Sept. 26-30						
5- Oct. 3-7						
6- Oct. 10-14						
7- Oct. 17-21						
8- Oct. 24-28						
9- Oct. 31-4						
10- Nov. 7-10 (11- Veterans Day)						
11- Nov. 14-18						
12- Nov. 21-22 (Thanksgiving)						

TMS Collaboration

