

DAY 4

Fall 2015 Professional Learning High School

Response to Feedback



Day 4

I can model the use of the Fundamentals of Writing as I teach the Writing, Reading-Literary Text , and Reading-Informational Text Standards.

Fundamentals of Writing

- **Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.**
- **Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.**
- **Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.**
- **Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.**
- **Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.**

Writing Standards

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Writing Standards

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

ASSIGNED VS. OPPORTUNITIES

Quick Write

- **Teacher selects and reads relevant text**
- **Gives options on how to respond to texts**
- **Provides three to five minutes writing time**
- **Option to share**

- **NOT for a grade**

My Papa's Waltz

**The whiskey on your breath
Could make a small boy dizzy;
But I hung on like death:
Such waltzing was not easy.**

**We romped until the pans
Slid from the kitchen shelf;
My mother's countenance
Could not unfrown itself.**

**The hand that held my wrist
Was battered on one knuckle;
At every step you missed
My right ear scraped a buckle.**

**You beat time on my head
With a palm caked hard by dirt,
Then waltzed me off to bed
Still clinging to your shirt.**

Quickwrite

Write as quickly as you can for three minutes:

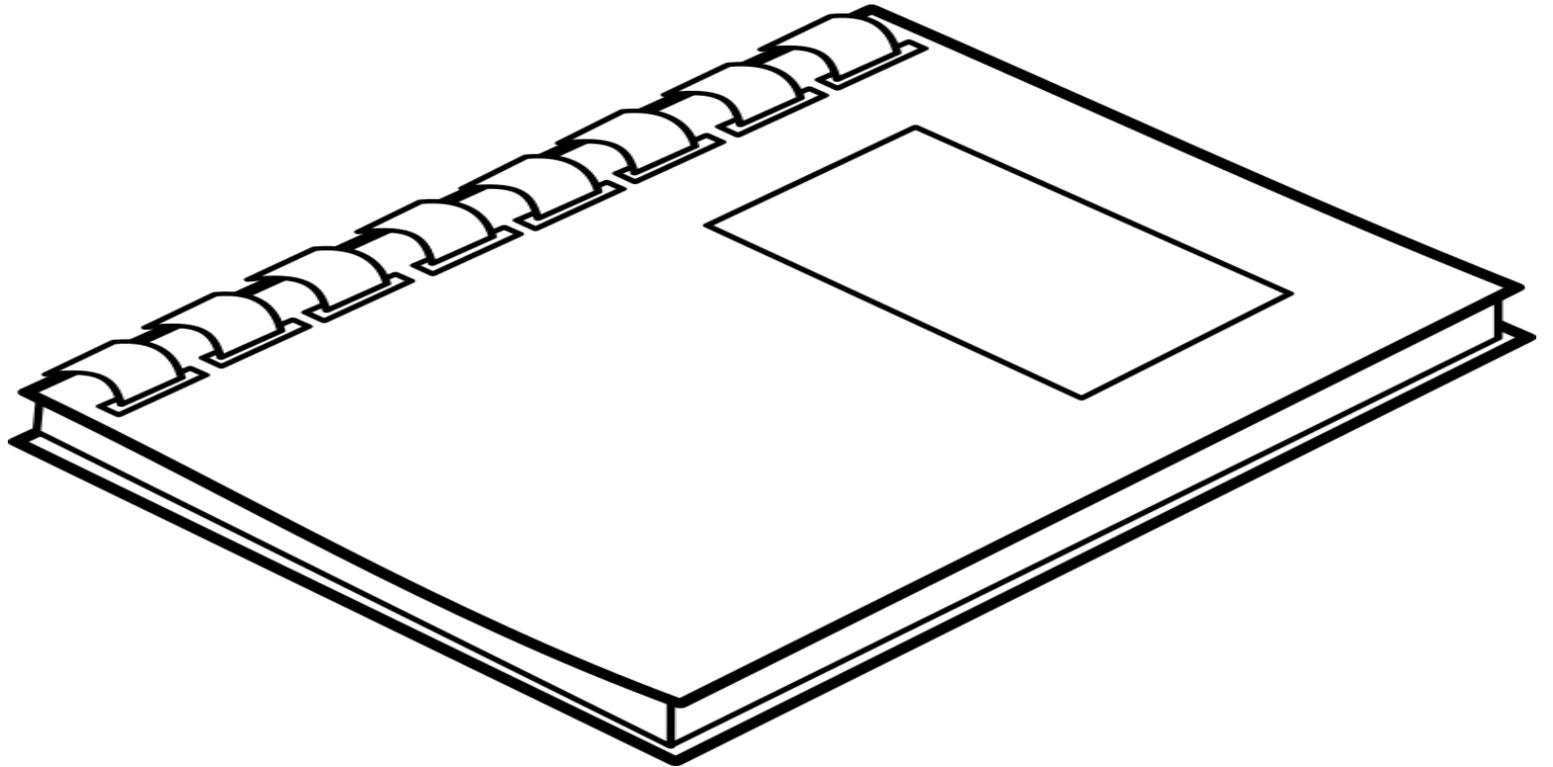
- **Capture all that comes to mind in response to the work as a whole, or**
- **Borrow a line or part of a line and write off (or from) that line nonstop, or**
- **Write the story this reminds you of from your own life.**

Gathering “Seed Ideas”



Goal for Students:

Have a writer's notebook full of entries!



Summer 2015 PLO



Engagement Stations

- **Explore the stations.**
- **With your partner, discuss how you would use quick writes in your setting.**
- **Share with table group.**
- **Share with whole group.**

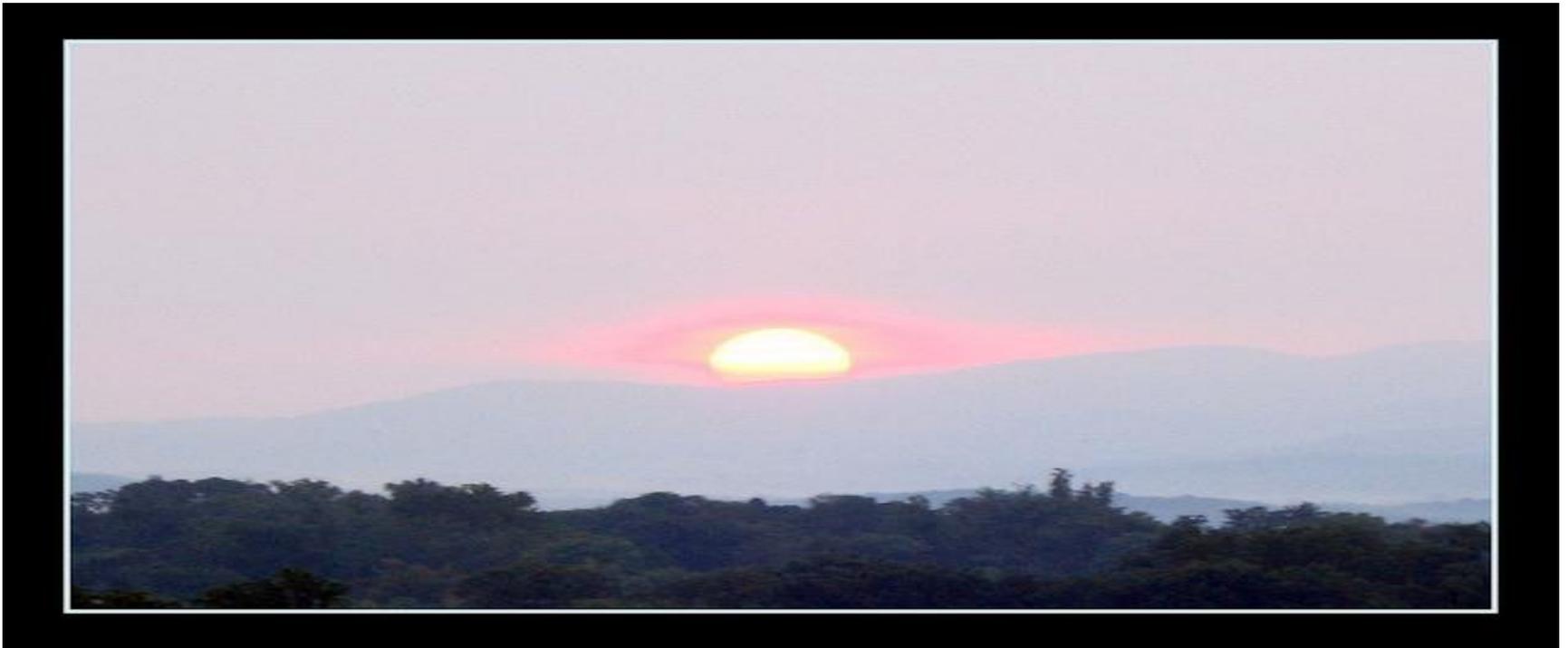
Argumentative Writing

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.



“A New Day Dawns”

by Nikky Finney



Assistive Technology Follow-up



jesusdiaz-gizmido

ASSISTIVE TECHNOLOGY RESOURCES

<http://bit.ly/20AN1Ed>



High School Evaluation

