

Responses from EXIT Tickets from Literacy Track, January 22

Lingering Questions from participants--Answers from Paula

Q -Implementing rubrics? Are there rubrics for younger grades?

A- I'll be sending out some articles about this soon. It varies depending on grade level and the goal of the end products.

Q-What to do with students who are not writing yet?

A-Use graphic organizers, sentence starters and have them dictate and then copy what you wrote, have word banks available for students (word walls, anchor charts, etc.)

Q-How to manage students using the internet for research?

A-Researching needs to be taught explicitly. Model it with students trying it as you go, then have them try one search independently (using a checklist if needed); have websites pre-chosen so they can go directly to the website (no need to use google and waste time)

Q- Should all opinions be expressed as opinions? ("Dogs are the best pet" vs "I think dogs are the best pets!")?

A- In younger grades, either way is okay. Emphasis should be on having reasons for your opinion.

Q- The space on the graphic organizer is small...how to adjust it for kids who write large letters?

A- Enlarge it and have one topic per page to begin with.

Q -How can sentence starters be used to present facts/figures?

A - Look in EW book for expository/informational sentence starters.

Q -How can writing be taught effectively within time constraints?

A- Creative scheduling...mini lesson/model one day, write the next day, have written checklists for students to follow (for those who can go ahead independently), pull small groups to write together as needed; modify as needed.

Q- How to choose meaningful topics to research?

A - Use topics you are teaching about in science, social studies or connections through read alouds.

Q- Are topics provided?

A- There are many, many samples to teach with and practice with in the EW book. Otherwise, topics should go with something relevant that you have been teaching about.

Q -Would like to see samples of different levels of writing (below, at, above)

**I'll look for some. I used to have many...and there are some on EW website.

Something you learned that was new:

Research Organizer Folders with pockets

Teaching writing teaches thinking

How to help students include references when researching

Write opinions based on research (so reasons are solid)

Opinion Pillar

Use of notecards to write down topics/information

How to organize planning for opinion writing

Introduce the rubric before writing begins

Allow time for research

Sentence starters for opinion writing

Model more!

****Nine participants would like to have Paula co-teach or model a lesson
PLEASE reach out to Paula to schedule these!***

Confidence self-rating for teaching Opinion Writing using Empowering Writers:

5 - 5's (very confident)

5 - 4's (confident)

8- 3's (somewhat confident)