

School Wide Write Protocol

Prepare students for the write:

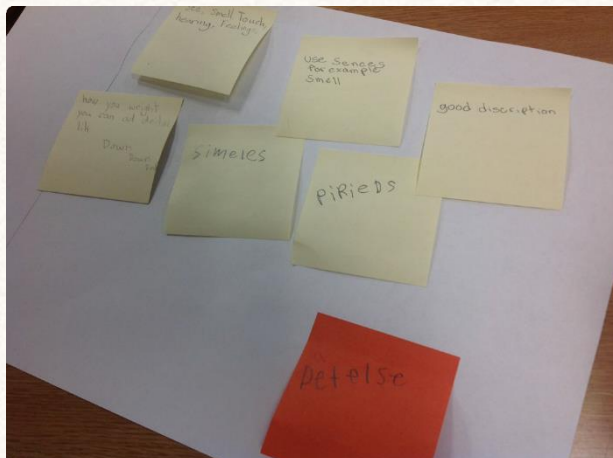
To prepare students for a school wide write, it is important to spend some time **before** writing to review the characteristics of quality. A day or two before students write, place them in groups of 4 to 5. Let students know that their group work will be to discuss the characteristics of quality writing. Giving one or two examples will provide a model of the type of response that groups are aiming towards. (E.g. adding details. Instead of ... I have an apple... I have a bruised apple and it looks like there might be a worm inside; a strong beginning that hooks the reader; or a strong ending that wraps up the writing.)

Provide each group the following items:

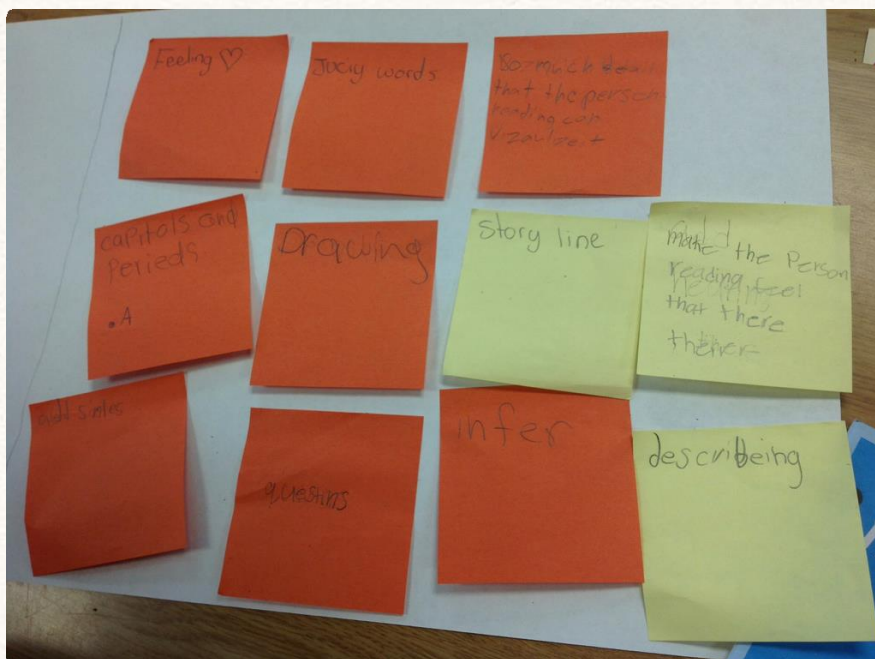
- One large sheet of chart paper,
- Lots of 3" x 3" post it notes,
- And markers.

Co-Create Criteria:

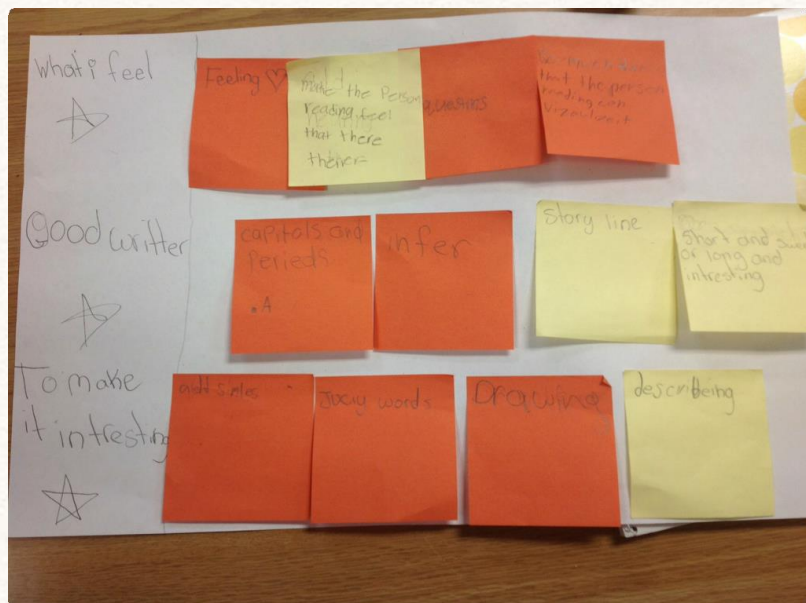
In groups, invite students to brainstorm the characteristics of quality writing. Encourage **only one idea per post it note**. The post it notes may be randomly placed on the chart at this stage. (* See Anne Davies credits below).



If choosing to do a first person narrative (journal/memoir) for school wide write, you may want to read several books to your class before co-creating criteria. Book suggestions are listed on page 4 of this document.




Once students have generated lots of ideas, ask them to group like-items in rows on their chart paper (see next photo).



The next task is to come up with a name for each grouping of ideas.

After doing all of this, have each group share their category names and reasons for each grouping. Early attempts at this maybe disheartening, but don't worry. The *before and after* can be quite dramatic, so save these charts for comparisons later in the year.

Next, it's important to show the **6 Traits Key Qualities** chart (see below). In the same groups, invite students to look at this chart. Explain that a group of teachers got together and went through this same process of brainstorming, or co-creating activity, and this chart reflects *their* thinking about the characteristics of quality writing. Have students discuss this chart and then analyze similarities and differences to their own chart. Offer an opportunity for whole group sharing and discussion.

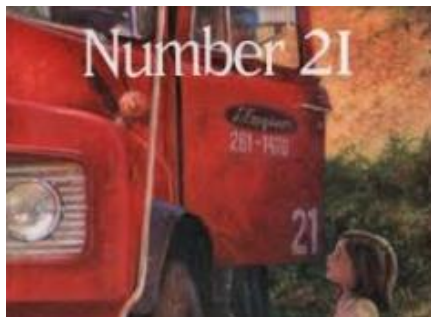
 Key Qualities of the Traits	
IDEAS	ORGANIZATION
Clear messages Narrowed focus Vivid details Stays on Topic	A brilliant beginning A mighty middle An excellent ending Transitions that create flow
SENTENCE FLUENCY	WORD CHOICE
Complete sentences Sentences begin with different words Sentences are different lengths	Fresh and original word combinations Trying out new words Poetic devices
VOICE	CONVENTIONS
Passion for the topic Contains writer's personality There's a reader/writer connection	Spelling Grammar Punctuation Use of paragraphs
<small>S.D. #71 based on the work of Ruth Culham</small>	

With a solid review of the characteristics of quality writing in place, students will be alerted to criteria for quality and clear expectations. All of this criteria may be overwhelming to start. With student input, you may want to identify just a few targets on the chart as a beginning focus for their writing. With time, each target in the blue boxes of the Traits charts can become the focus for explicit lessons on writing. Our SD 71 literacy website has lots of ready to go lessons.

<http://www5.sd71.bc.ca/literacy/writing-mini-lessons/>

Ideas for School-Wide Write:

The personal narratives genre is typically the easiest for school wide writes. Students are invited to write a story about a life event. Picture books such as, Number 21 by Nancy Hundal, offer a clear model of a well written summer event. And The Moccasins by Julie Flett provides a wonderful cultural story about a precious possession.



Additionally, Knucklehead by Jon Scieszka contains lots of examples of short first person narratives to read aloud prior to this write. As students hear these examples, their own topics will naturally emerge. Offering an opportunity to tell their ideas to a classmate prior to writing can help to refine ideas as well.

When assessing the writing produced by students, please consider using the following profile chart. It can be found on the SD 71 literacy website:



<http://www5.sd71.bc.ca/literacy/wp-content/uploads/2011/10/11-x-17-traits-assessment-sheet2.pdf>

Name of Student (or Michael Opatow and Carol Wilkins)	IDEAS			ORGANIZATION			SENTENCE FLUENCY			WORD CHOICE			VOICE		CONVENTIONS				
	clear message	various focus	details	beginning	middle	end	flow use of transitions	complete sentences	variety of beginning	variety of length	variety of words	parts device	position for topic	writer's personality	reader/writer connection	spelling	grammar	punctuation	use of paragraph
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
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SD 71 Writing Profile Chart

This colour-coded writing profile sheet provides information to inform instruction. In the first (formative) example below, the teacher chose to work specifically on details (a target in the Ideas trait).

January 2019		IDEAS						ORGANIZATION			SENTENCE FLUENCY			WORD CHOICE			VOICE			CONVENTIONS		
Name of Student (or Michael Opatow and Carol Wilkins)	clear message	topic focus	details	beginning	middle	end	flow use of transitions	complete sentences	variety of beginnings	variety of length variety	variety of words	parallel structure	position for topic	writer's personality	reader/writer connection	spelling	grammar	punctuation	use of paragraphs			
JB																						
DB									4													
EC																						
IC																						
JC				4			3															
ZD																						
RG										3												
AH							5															
HM					2	2																
GM				3	4					3							4					
BM															2							
LM									2													
KO					4	3																
CO														3								
VP				3		2																
AR																						
NR					3		3										n/a	n/a	n/a			
JR																	n/a	n/a	n/a			
LR																						
PT																						
JW												4										
SW																						
HS																						

April 2013		Pa		ORGANIZATION			SENTENCE FLUENCY			WORD CHOICE			VOICE		CONVENTIONS				
Name of Student (or Michael Opatow and Carol Wilkins)	Clear message	various focus	details	beginning	middle	end	flow use of transitions	complete sentences	variety of beginning	sentence length variety	variety of words	parts device	position for topic	writer's personality	reader/writer connection	spelling	grammar	punctuation	use of paragraph
JB			3																
DB			3																
EC			4																
IC			2																
JC			4																
ZD			3																
RG			4																
AH			3																
HM			5/6																
GM			3																
BM			2																
LM			3																
KO			3																
CO			4																
VP			3																
AR			3																
NR																			
JR			7/6																
LR																			
PT			2																
JW			4																
SW			3																
HS																			
SH			4																
DR			4																

After several explicitly taught lessons about details, student progress was evident! This group was now ready for another target chosen from this profile sheet.

After several explicit lessons, specifically about adding details, the green and orange highlighting (**not yet meeting** and **minimally meeting** expectations) changed to mostly yellow and pink (**fully meeting** and **exceeding** expectations).

Writing may be an overwhelming subject to teach, but taking one target at a time from the Traits chart, and teaching it explicitly, helps students to increase both metacognitive awareness and achievement in writing.

* The co-creating criteria activity is based on the work of Anne Davies and found in her book, Making Classroom Assessment Work, 2007, page 56.

1. Brainstorm a list of ideas

WHAT IS IMPORTANT FOR A QUALITY REPORT & POSTER?

- MAKES SENSE
- HAS BEGINNING, MIDDLE & END
- NEAT
- INTERESTING INFORMATION
- USE PARAGRAPHS
- INDENT
- USE DESCRIPTIVE LANGUAGE
- PUNCTUATE
- CAPITALS
- SPELLING
- ADD HUMOR, DRAMA, EMOTION
- PRACTICE REPEATING IT OUT LOUD
- GRAB THE READER'S ATTENTION
- ADD DETAILS
- REMEMBER YOUR AUDIENCE

2. Sort and group the ideas

WHAT IS IMPORTANT FOR A QUALITY REPORT & POSTER?

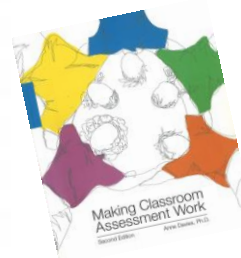
- ★ MAKES SENSE
- ★ HAS BEGINNING, MIDDLE & END
- ★ NEAT
- INTERESTING INFORMATION
- USE PARAGRAPHS
- INDENT
- USE DESCRIPTIVE LANGUAGE
- PUNCTUATE
- CAPITALS
- ★ SPELLING
- ADD HUMOR, DRAMA, EMOTION
- ★ PRACTICE REPEATING IT OUT LOUD
- GRAB THE READER'S ATTENTION
- ADD DETAILS
- REMEMBER YOUR AUDIENCE

3. Make and post a T-Chart

CRITERIA FOR A BOOK REPORT & POSTER	SPECIFICS / DETAILS
INTERESTING TO AUDIENCE	<ul style="list-style-type: none"> - INTERESTING INFORMATION - USE DESCRIPTIVE LANGUAGE - ADD HUMOR, DRAMA, EMOTION - PRACTICE REPEATING IT OUT LOUD - GRAB THE READER'S ATTENTION - ADD DETAILS - REMEMBER YOUR AUDIENCE
EASY TO FOLLOW	<ul style="list-style-type: none"> - MAKES SENSE - HAS BEGINNING, MIDDLE & END - USE PARAGRAPHS - SPELLING - PRACTICE REPEATING IT OUT LOUD - NEAT
EASY TO READ	<ul style="list-style-type: none"> - NEAT - INDENT PARAGRAPHS - PUNCTUATE (, " ? ! etc.) - CAPITALS - SPELLING - REMEMBER YOUR AUDIENCE

4. Use and revise as you learn more

CRITERIA FOR A BOOK REPORT & POSTER	SPECIFICS / DETAILS
INTERESTING TO AUDIENCE	<ul style="list-style-type: none"> - INTERESTING INFORMATION - USE DESCRIPTIVE LANGUAGE - ADD HUMOR, DRAMA, EMOTION - PRACTICE REPEATING IT OUT LOUD - GRAB THE READER'S ATTENTION - ADD DETAILS - REMEMBER YOUR AUDIENCE - CHECK IF READER SEE WHAT IS IMPORTANT
EASY TO FOLLOW	<ul style="list-style-type: none"> - MAKES SENSE - HAS BEGINNING, MIDDLE & END - USE PARAGRAPHS - SPELLING - PRACTICE REPEATING IT OUT LOUD - NEAT - POSTER NEEDS TO HAVE WORK
EASY TO READ	<ul style="list-style-type: none"> - NEAT - INDENT PARAGRAPHS - PUNCTUATE (, " ? ! etc.) - CAPITALS - SPELLING - REMEMBER YOUR AUDIENCE - PRINT BIG ENOUGH FOR PEOPLE TO SEE / USE LARGE FONT



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September 2016