



Innovate, Collaborate, Educate:
**Learning Beyond the Classroom
for Future-Ready Families**

Thursday, October 16 | 6-7:30 pm



**FEDERAL WAY
PUBLIC SCHOOLS**





Supporting K-12 Writers at Home

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Strategic Plan Connection



PRIORITY #1: HIGH QUALITY RIGOROUS INSTRUCTION PK-12

4 Content-Area Competence: MASTERY OF ALL SUBJECTS

Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade.

By 2024, 80% of 8th grade scholars will be meeting or exceeding grade-level standards in ELA.

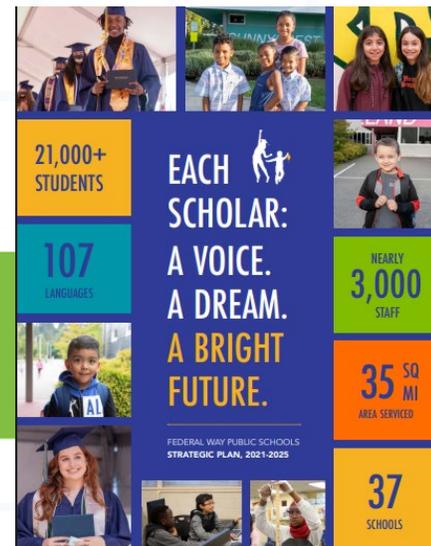
- * Percent of scholars meeting grade-level standards in core subjects, as measured by state assessments
- * Percent of scholars demonstrating proficiency in a standards-based grading system (in each subject)
 - Percent of scholars enrolled in and completing Algebra by 8th grade with a 3.0 grade point average
- * Percent of scholars participating in advanced coursework and earning a passing grade
 - Percent of scholars who are biliterate
 - Percent of scholars meeting standard on benchmark assessments

Each scholar develops cultural confidence as a learner and rigorously applies his/her knowledge and skills to new and different experiences.



EACH AND EVERY FAMILY WILL:

- Know they are seen, heard, and valued as partners in their scholar's education
- Feel welcomed, connected with, and have a sense of belonging to our schools and district
- Feel empowered to communicate with staff around scholar academic and social-emotional goals and progress
- Be provided the information and resources necessary to support their scholar's success



four



GOAL 4: CONTENT-AREA COMPETENCE
Mastery of All Subjects



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Overview of Learning



Families will gain an understanding of grade level expectations and writing development from Elementary to Secondary.

Families will learn about strategies to give writing feedback to their scholar and walk away with tips and resources to build strong writers at home.



Agenda

- **FWPS writing curriculum K-12**
- **Types of writing & Genres of writing**
- **Writing Development**
- **Ways to strengthen writing at home**
- **Tips and Resources**



Writing in the K-12 Curriculum

Elementary School

K-2- Wonders Curriculum

3-5- Wonders Curriculum

Preschool- Gold Learning Standards



Middle School

Studysync Curriculum

Extended writing assessment with each unit. Narrative, Informational, Argumentative

Specific writing skills lessons

Writing prompts with each text

High School

IBD curriculum: Interpretive argumentative essays based on texts

ERWC: 9th grade pilot. Mini writing units for fluency and expository/argumentative essays

Advanced course writing is aligned to their specific framework

Avid writing supports included



Writing Overview

Writing Types

Prompt Based
(Answering a
question/prompt)

Process Based
(Following the
writing process)

Writing Process



Plan

Choose a topic and gather ideas.

- Draw and brainstorm to get ideas.
- Think about the audience and purpose.
- Ask questions about the topic. Research if needed.

Draft

Put your ideas together and begin writing.

- Use your plan and notes.
- Just write!

Revise

Read your work.

- Make your ideas clear.
- Put ideas and details in a logical order.
- Add details and strong words.

Edit

Look for and correct mistakes.

- Check your grammar and punctuation.
- Proofread for spelling errors.
- Use a checklist.

Publish, Present, Evaluate

Create a final copy and share your work.

- Add illustrations or other visuals.
- Speak slowly and clearly when you present.
- Tell what you did well and what you need to work on.



Writing Progression of Standards Elementary

Writing Standards K-5

Writing Standards

The following standards are written in a way that each year in the progression is designed to build on the previous year's grade level and organizational ability is reflected in the progression.

Text Types and Purposes

1. Use a combination of writing to tell a real or imagined story or to explain a process or procedure.
2. Use a combination of writing to explain a process or procedure.
3. Use a combination of writing to explain a process or procedure.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence 	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or 	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters;



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Writing Progression of Standards Secondary

Writing Standards 6-12

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The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:

Grades 11–12 students:

Text Types and Purposes

- | | |
|--|---|
| <ol style="list-style-type: none">1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<ol style="list-style-type: none">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from and supports the argument presented.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<ol style="list-style-type: none">a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | <ol style="list-style-type: none">1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<ol style="list-style-type: none">a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from and supports the argument presented.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<ol style="list-style-type: none">a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
|--|---|

Take a moment to review the progression of standards

What do you notice?

3rd Grade Writing Assignment

WRITING

FIND TEXT EVIDENCE

Paragraphs 4–5
Underline the central idea in each paragraph. Write an example of that supports this idea.

Paragraphs 6–7
Write about how the central idea is supported in paragraphs 6 and 7. Elaborate on the central idea in paragraph 6.

Paragraph 8
Write about how the central idea is supported in paragraph 8. Tie the central idea back to the central idea in paragraph 10.

Take Note
Write a note about the central idea in each source. Include an example of how that idea is supported in each source.

SOURCE 2 **Growing Vegetables in Space**

4 For many years, scientists have wanted to understand how to grow plants in space. They have tried many different ways. Some of the ways are shown in the photos.

SOURCE 3 **Spores in Space**

3 Astronauts are growing plants in space. They have tried many different ways. Some of the ways are shown in the photos.

EXPOSITORY ESSAY

FIND TEXT EVIDENCE

EXPOSITORY ESSAY

WRITING

My Goal I can synthesize information from three sources.

TAKE NOTES
Read the writing prompt below. Use the three sources, your notes, and the graphic organizer to plan a response.

Writing Prompt Write an expository essay to present to your class about why experts with different skills are needed on space missions.

Synthesize Information
Review the evidence recorded from each source. How does the information show how people who can grow plants are needed in space?

Check In 1 2 3 4

Plan: Organize Ideas

Central Idea	Supporting Ideas	Relevant Evidence		
		Source 1	Source 2	Source 3
We need people with different skills, such as plant scientists, to become astronauts.	Plants grown in space can be used to feed astronauts.	In 2017, Joe Acaba and his crew grew plants they could eat.		

These inventions will help humans live in space.

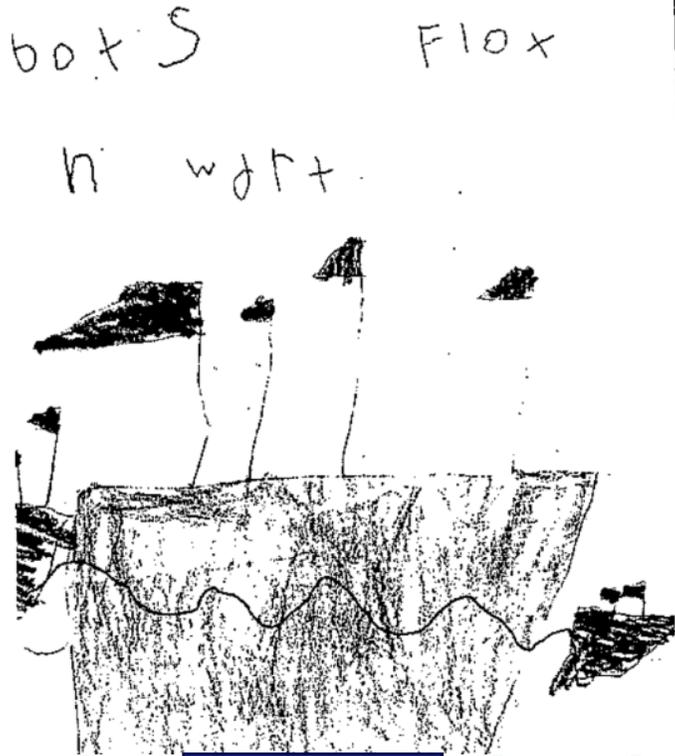
astronauts in the future.

that support it.

Summarize the central idea in each source. Write a note about how the central idea is supported in each source.



Writing Examples Elementary



K

Range of Writing

Parts of a plant

How are the parts of a plant important? Here are some ways the parts of a plant are important. One way is that the roots suck nutrients from the soil so the plants can grow, roots also secure the plant in the ground, so it doesn't blow away. Another way is flowers, seeds are kept in flowers, and the flower keeps the seeds safe. Stems are also important they carry nutrients through the plant. Also leaves, leaves collect sunlight for food for the plant. And last but not least, seeds, when seed gets in the ground the plants life begins. Those are some things That show how the parts of a plant are important.

2

Ecotourism can have bad and good effects. In keeping the balance ecotourism is described as something more complicated then it actually is. Ecotourism is really when tourists go to a country to see its wildlife. Ecotourism can help people understand wildlife but it can also harm it. This is a serious problem but there are some solutions.

Ecotourism can really ruin things. If ecotourists disturb wildlife they might wreck the ecosystem. Ecotourism can destroy plants and natural habitats. For example ecotourists might trample plants and/or scare animals and/or leave garbage everywhere. Ecotourist need lodging (Hotels and resorts) and bathrooms. These harm the environment by polluting water and destroying forests which the ecotourists would otherwise be looking at. Generally ecotourism is supposed to focus on personal growth and environmental responsibility, but mostly it doesn't.

But there is some hope. If everybody puts their heads together we can think up some ways to improve ecotourism, environmentally. All we really need is a few ideas to "spark" the brain storm, so here they are.

One thing we could do is just prevent ecotourism altogether. But then people might forget how to value and treat nature respectfully. Another thing we could do is set some lower limits than there are at the moment for ecotourism. Something else we could do is decrease the number of ecotourists to a small average.

3

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6th Grade Writing Assignment

How can an unexpected event turn into a major challenge?

Imagine the very worst possible day. What event or individual makes that day so terrible? How do your characters respond? Write a story in which the main character faces an unexpected challenge on what was supposed to be a normal day. Regardless of the challenge you choose, be sure your narrative includes the following:

- a plot with a beginning, middle, and end
- a detailed setting
- characters and dialogue
- an interesting challenge
- a clear theme

Narrative Writing Process: Plan

After learning about genre characteristics and craft, students will analyze a sample Student Model and plan a meaningful narrative in response to a prompt.

Teacher Resources: [Lesson Plan](#)



Assign

Preview

Skill: Organizing Narrative Writing

After reading and discussing a model of student writing, students will develop their drafts by organizing their narrative effectively.

Teacher Resources: [Lesson Plan](#)



Assign

Preview

Narrative Writing Process: Draft

After reading an excerpt of a Student Model draft and reviewing a writing checklist, students will draft a meaningful narrative in response to a prompt.

Teacher Resources: [Lesson Plan](#)



Assign

Preview

Skill: Narrative Techniques

After reading and discussing a model of student writing, students will develop their drafts by using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Teacher Resources: [Lesson Plan](#)



Assign

Preview



10th Grade Writing Assignment

For this assignment, you will write a response to a question. The question will ask you to make a particular kind of response: an interpretation. This response is a draft, so don't worry about punctuation, grammar, structure, etc. You will have time to edit your response later and can worry about those issues then.

Here's the question:

Why does Russell say that he wants "to feel cold, so cold that the cold itself became permanently interesting"?

When you are working on your interpretation you need to remember that, while there can be lots of different interpretations, to be good, an interpretation has to have the following things:

- A clear interpretive position.
- Textual evidence that supports the claim.
- A compelling explanation that says how the evidence supports the claim.

Before you write your response, you will have an opportunity to discuss the question in a small group and then, later, with the class as a whole. Members of the groups do not have to agree on an interpretation. The purpose of these discussions is to give you a chance to "try out" responses before writing, to hear other readers' reactions to those responses, and to help each other identify examples or moments to support and/or otherwise refine those responses. Be sure to take good notes during these discussions. These notes will make your interpretive writing better and easier.

Be sure to bring your notes and a copy of "Snow" to these discussions, as you will need these to find important passages in the story.

[Start task below]

Writing Examples Secondary

6

A “Normal” Day

One afternoon, Matt, a 16 year old boy, is watching TV while lying on the sofa, when his father comes into the room covered in dirt from working in their yard.

“Still watching TV I see” he chuckles, “You’ve been lazing around all morning, it’s time that you do something”.

“Dad” Matt grumbles, “It’s the weekend, I don’t have to do anything”.

“Well, now you have something to do” Says Matt’s dad, “Here’s the list, go get the groceries”.

Matt really didn’t want to leave the warmth and softness of his couch, but his father was getting impatient, so he trudged out of the house.

10

Why does Russell say he wants “to feel cold, so cold that the cold itself became permanently interesting”? In the story “Snow” by Charles Baxter, the main character, Russell, is a bored twelve-year-old boy who has yet to learn about the life of a teenager. He observes his older brother Ben in different situations like dating, driving, and thrill-seeking adventures. Rather than merely describing a boy’s curiosity, the author suggests that intense sensations are a powerful antidote to boredom, driving individuals to engage in risky or even reckless actions. Russell’s lie to his parents, his witness of his brother’s drive across the frozen lake, and his own experiment with the snow support the idea that boredom can compel people to seek great thrills.

Early in the text, Russell’s older brother tells Russell that they should go see a car that fell into the frozen lake, “let’s go down to the [frozen] lake and look at the car [that fell into the lake]” (56-57, Baxter). Russell, being inexperienced and naive, has the task of lying about where they are really going to their parents, Russell says “we’re driving to Navarre’...‘Ben has

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Writing Genres

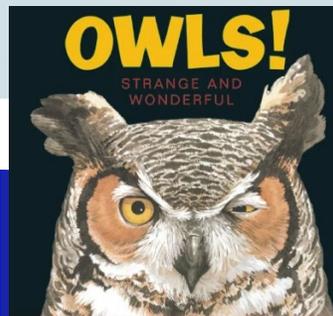
Narrative

- Characters, setting, problem and solution
- Purpose is to entertain



Informational /Expository

- Facts
- Main idea/details
- Sources
- Purpose is to inform



Opinion/Argumentative

- How you think or feel about a topic
- Strength is in sources to support your opinion
- Purpose is to persuade or make an argument with evidence



Douglas Fisher on Writing Genres



Writing Tools to Support

Graphic Organizers

Introduction State the opinion.		Relevant Evidence		
		Source 1	Source 2	Source 3
Body Supporting Claims				
Conclusion Restate the opinion.				

Stem Sentences

Organization	My Draft	Evidence Sources
Introduction Central Idea: Sometimes the best way to solve a human problem is to use an animal for help.	Supporting Idea 1: Animals have special abilities and qualities. Supporting Idea 2: Animals can be trained by people. Supporting Idea 3: Animals can help people with problems.	Source 1: "Woof!" Rrrread to Me, Please? Source 2: Parrot Pals Source 3: A Dog's Super Power
Body Supporting Idea 1: Animals have special abilities and qualities.	Relevant Evidence: Dogs can be _____. Relevant Evidence: Parrots can _____. Relevant Evidence: Dogs have a powerful _____.	Source 1: "Woof!" Rrrread to Me, Please? Source 2: Parrot Pals Source 3: A Dog's Super Power

Rubrics

Opinion Writing Rubric			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
4	<ul style="list-style-type: none"> Stays focused on the purpose, audience, and task States the opinion in a clear way Uses transitional strategies, such as the use of signal, or linking, words and phrases, to show how ideas are connected Has a logical progression of ideas Begins with a strong introduction and ends with a conclusion 	<ul style="list-style-type: none"> Supports the opinion with convincing details Has strong examples of relevant evidence, or supporting details, with references to multiple sources Uses elaborative techniques, such as examples, definitions, and quotations from sources Uses precise language to express ideas clearly Uses appropriate academic and domain-specific language that matches the audience and purpose of the essay 	



Feedback: Sandwich Method



Positive Comment

1 specific suggestion

Encouragement

1. Focus on content and ideas
“You have picked a really good topic”
2. Examine organization”
“Could you add some transitions words between your paragraphs”
3. Check mechanics
“Remember to use your editing checklist to review your punctuation”



Writing Environment at Home

Create spaces with writing supplies

Keep a digital journal so they can see progress over time

Have a family writing time

Create a family gratitude journal

Establish traditions around writing projects

Connect writing to daily life activities



four



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Tips and Resources



CREATE A WRITING SPACE AT HOME

Find an accessible place to store writing materials at home that your child can access for writing. This could include a journal and pencils or a stack of paper and fun drawing tools. Make sure the area has good lighting. Use a pencil box or rolling cart to organize materials.

WRITE AS A FAMILY

Show your child the various real life purposes that writing can be used for. This could include writing about an event or your day as a family. Each person in the family can write a sentence or paragraph to add onto a main topic. Other examples of writing could include a grocery list, a to-do list, a letter to a family member or a schedule of the day. Use "Story Cubes" to generate a story. Use magazines for an idea of a topic to write about

CELEBRATE WRITING

Help your child finish writing projects so they feel a sense of completion. Add writing projects to a place in the house where it can be showcased for all! Ask your child about their writing projects at school, and when they bring home their projects, take time to celebrate their published work.



Sample Items

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Feedback Survey

Please help us improve by sharing your feedback about today's event through a 3-minute survey:

Encuesta posterior al evento: !Ayúdenos a mejorar!

Sau buổi sự kiện: Hãy giúp chúng tôi cải thiện!

Опрос мнения по окончании мероприятия:
Помогите нам учесть недочёты!

پست-نظرسنجی : رویداد به ما کمک می کند
بهبود یابیم!



Scan the QR code or, Visit:
www.fwps.org/FamilyAcademySurvey

Breakout 2 Workshops:

Stronger Together: A Family-School Approach to Bullying-Prevention
Room A204

Tech Habit Challenge, Part 1: What Roles Do Media and Tech Play
in My Life? | Room A202

IEP Essentials: Navigating Special Education for Your
Scholar's Success | Room A201

Guiding Your Scholar to Success: Making the Most of SLCs
Room B204