

INSTRUCTIONAL CONSIDERATIONS FOR TEXT-BASED WRITING

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Introduction

This Instructional Considerations for Text-based Writing document was developed in partnership with a team of fourth grade teachers from Florida. This partnership was developed to address a request from the REL Southeast's Improving Literacy Research Alliance to provide practitioners with a source of evidence-based guidance as they plan for and provide instruction on text-based writing. Feedback from alliance members helped shape the development of this document, which was piloted with the partnering teachers. This group of teachers provided text-based writing instruction for approximately 60 minutes a day in their classrooms.

Text-based writing

Text-based writing has become a high priority topic with the shift in English language arts standards to preparing students for success in college and careers. Changes in both standards and assessments require students in elementary through high school to write analytically in response to reading multiple texts.

In the Language Arts Florida Standards, students in kindergarten through grade 3 are expected to develop the foundational skills of writing to compose opinion and informative/explanatory pieces with increasing complexity. By grade 4 students are expected to write opinion (or argument in middle and high school) and informative/explanatory pieces with responses that support and elaborate on grade appropriate text sources and include facts and details from the texts. The writing is to be well organized with a clear purpose, maintain focus on the topic, and demonstrate use of Standard English conventions based on grade-level expectations.

While the same broad text-based writing expectations remain present in the standards from grade 4 through high school, the writing is expected to become more formal and refined over the years. Students are to demonstrate an increasing awareness of the audience for which they are writing. With development, informative/explanatory writing is expected to include the use of domain-specific vocabulary and the most significant facts and details from the text(s), and to maintain cohesion amongst complex ideas. Also, with development, students are expected to make and distinguish claims and counter-claims in opinion/argument writing and order them in a logical sequence that also includes supporting reasons and evidence.

Reading comprehension skills play a critical role in success with text-based writing. Students need to understand what they have read if they are to write cogent explanations, opinions, or arguments. Therefore, although this document focuses specifically on writing, it is recommended that practitioners consider both the reading comprehension and the writing skills of their students as they teach text-based writing strategies.

Components of instructional considerations for text-based writing

This document consists of a section on Instructional Considerations and a section on Reflection and Planning.

Instructional considerations. The Instructional Considerations section of this document consists of five areas relevant to instruction on text-based writing: selecting texts for assessment and instruction; assessment; using assessment data; student grouping; and instructional strategies. These areas were identified based on observations in grade 4 classrooms, collaborative meetings with grade 4 teachers, and research on best practices in writing instruction. Appendixes A, B, and C contain annotated student writing samples that are referenced in several of the instructional consideration areas. The representative texts used for the student text-based writing samples were selected from a single publically available resource that provides performance tasks similar to those used to assess contemporary state standards. However, there are many other resources available in the public domain (for example, Project Gutenberg and National Science Foundation News Releases). A bibliography of the research supporting each area is provided in appendix D.

Several practice guides are referenced in the instructional considerations areas. They are listed below with their abbreviation.

- Teaching Elementary School Students To Be Effective Writers: A Practice Guide [Writing]
- Teaching Academic Content and Literacy to English Learners in Elementary and Middle School [EL]
- Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide [Adolescent]

Reflection and planning. Guiding questions that correspond to each area in the instructional considerations section are embedded at the end of each area.

Area 1: Selecting texts for assessment and instruction

The selection of texts and writing tasks play a key role in the quality of the text-based writing students produce. Students need many opportunities to work with texts in which they evaluate and synthesize what they read and then use evidence from texts to respond to tasks (Marsumara, Correnti, & Wang, 2015).



Selecting texts

Select high quality texts for assessment and instruction that align with grade-level reading standards. Texts may vary in type (narrative, opinion, informative), theme, length, and complexity [Adolescent practice guide, Rec 2].

- Consider students' comprehensions skills when selecting texts. Students must be able to comprehend what they have read in order to be successful with text-based writing performance tasks. Also consider students' background knowledge of the topic and how that might impact their comprehension of selected text(s).
- Pair texts that are thematically related so they may be used in response to a single prompt.
- Vary text pairings to expose students to texts that differ in their relationship to each other.

Selecting and/or developing performance tasks

Performance tasks and corresponding text(s) should be carefully considered to ensure the texts provide sufficient information for students to fully address the given task.

- Before asking students to complete text-based writing performance tasks, teachers may carefully review the selected text(s) and develop a sample response that includes key elements, details, and evidence that they expect students to include in their response.
- Develop rubrics to match performance tasks and share with students to ensure students understand the purpose and expectation of the task.

How can/do I incorporate opportunities for my students to work with quality texts that vary in style, topic, length, and complexity?

What kinds of texts are used in my classroom for assessment and instruction in text-based writing?

Area 2: Assessment

It may be beneficial for educators to consider strategies and procedures for assessing student writing prior to assigning students writing performance tasks. Formative assessments (that is, low stakes assessment used to monitor student learning) aligned with instructional content may be used across the school year to monitor students' writing skills in order to target specific areas for instruction.

Set learning goals

Identify writing skills that must be mastered to meet expectations described in the writing standards. Set and revise short-term and long-term goals as skills are mastered [Adolescent practice guide, Recommendation (Rec) 4].

- Discuss writing goals that can be achieved in English language arts and across content areas.
- Involve students in setting goals to build engagement and motivation. This may be done whole class, small-group and/or individually during teacher-student writing conferences.
- Make parents aware of goals and help them understand how writing will be assessed.

Assessing writing

Assessments can provide actionable instructional information regarding the students' ability to apply taught writing skills.

- When selecting assessments students' discourse knowledge may be considered, such as knowledge about genre and characteristics of writing like how to organize ideas, use and correctly cite information from the text, and apply Standard English conventions.
- Assessments may vary in length and complexity in order to target specific skills.
 - Discrete skills may be measured through shorter assessments such as traditional spelling tests, student revisions to a given text, student completion of a graphic organizer, or student completion of a short written response to a reading passage. The integration of reading and writing instruction and assessment allows skills in both areas to be assessed in tandem.
 - For example, after providing instruction on the use of text evidence and elaboration to support a response, application of this skill may be assessed by having students provide a short written response to a question about a single text. Appendix A contains a narrative text and sample short responses from four students. These samples allow an efficient assessment of each student's application of several reading and writing skills. All four students were able to identify the correct information in the text to support the answer to the question. Student 1 paraphrased the text evidence. Student 2 and 4 cited the text evidence and student 3 listed evidence from the text. Only student 2 elaborated on the text evidence to expand his or her response to the question.
 - A wider range of writing skills may be assessed with longer text-based writing assessments.
 - For example, once provided with sufficient instruction and practice, have students respond to a writing prompt that requires the synthesis and use of evidence from one or more texts. These assessments are lengthier, often requiring more than an hour of assessment time, and, therefore, are not ideal to use as often as other assessments. Appendix B contains samples of extended text-based responses using informational texts (see scoring of written compositions below).

Scoring written compositions

Multiple scoring methods may be used to score a single writing assessment. Scoring may focus on quality and/or quantity of writing skills.

- **Domain scoring:** This widely used method categorizes writing skills into a number of domains, which are also sometimes referred to as traits. Rubrics for domain scoring can range in the number of categories scored (that is, some rubrics categorize writing skills in up to seven scoring areas while others use just a few). However, most domain scoring rubrics address the same writing skills.

- In the case of the Florida Standards Assessments (FSA), each of three domains (below) is separately evaluated using a scale focused on the quality of the written product. In this case, less emphasis is placed on writing conventions as indicated by possible points allotted to each domain (Florida Standards Assessment, 2016).

- *Purpose, Focus and Organization* (4 points possible); *Evidence and Elaboration* (4 points possible); *Conventions of Standard English* (2 points possible).

- In the case of the Response-to-Text Assessment (RTA) each of five categories (below) are separately evaluated using a scale focused on the quality of the written product. In this case, equal emphasis is placed on each domain as indicated by possible points allotted to each domain (Correnti et al., 2013).

- *Analysis* (4 points possible); *Evidence* (4 points possible); *Organization* (4 points possible); *Style* (4 points possible); *Mechanics/Usage/Grammar/Spelling* (4 points possible).

- Appendix B contains two samples of extended text-based responses to a writing task using informational texts. Both samples lend themselves to either domain scoring method mentioned above. In this case, both texts contained information that was unrelated to the writing task. Both students were able to ignore the irrelevant information and focus on text evidence that was relevant.

- **Student 1:** The purpose that can be inferred in the introduction does not fully address the question posed by the writing task. The writing maintains focus except for a short personal anecdote that is irrelevant in addressing the writing task. The majority of the text is either copied or restates information from the passages. Little effort to elaborate on text evidence was demonstrated. The sample generally demonstrates an adequate command of Standard English conventions.
- **Student 2:** The purpose that can be inferred in the introduction addresses the question posed by the writing task but may still not be entirely clear to the audience. The writing maintains focus throughout and uses a consistent organizational structure. The evidence is mainly paraphrased, but in the absence of the text, the audience would not know which information comes from the text and which information might have been added by the writer. Elaborative techniques are used to support text evidence. The sample generally demonstrates an adequate command of Standard English conventions.

- **Curriculum-Based Measurement of Writing:** This scoring method focuses on accuracy and production (quantity) of writing in multiple areas (below). Often used by classroom teachers and/or special education teachers, this is an efficient assessment approach for monitoring writing fluency and foundational writing skills by asking students to write for a certain period of time, usually three to five minutes (McMaster & Campbell, 2008). The areas scored are:
 - Total Words Written
 - Words Spelled Correctly
 - Correct Word Sequences
 - For example, a common curriculum-based measure of writing requires the student to write as much as possible in three to five minutes to complete a given story starter. This provides teachers with an efficient method for monitoring students' writing fluency and use of foundational writing skills. See figure C1 for a writing sample scored according to curriculum-based measurement.

Ensure objective and reliable scoring of student writing

To ensure objective evaluation of students' writing, it is beneficial for teachers to establish inter-rater agreement on a wide-range of student writing samples and to identify student samples that represent high, average and low performance (often called anchor samples).

- Exposure to a wide-range of student writing samples, varying in quality and quantity, helps teachers consider the full scale of any scoring method.
- Establishing inter-rater reliability (that is, agreement among raters) ensures objective scoring of writing samples and consistent use of scoring methods. Steps to achieving inter-rater reliability are:
 1. Teachers receive training on the scoring method(s).
 2. Each teacher scores the same students' work independently.
 3. Teachers meet to determine scoring agreements and disagreements.
 4. Teachers discuss the disagreements and come to consensus on the scores.
 5. Repeat the steps above with new writing samples until at least 80% agreement is achieved.
- After establishing inter-rater reliability, it is beneficial for teacher teams to collaborate to identify anchor student samples, representing a range of writing quality and quantity. These samples can be calibrated to each scoring method being used by establishing common criteria for each score point.

To what extent are my classroom assessments aligned with writing standards and instructional content?

How can/do I determine if my students are mastering the use of text evidence to support their writing?

Area 3: Using assessment data

Assessment data may be used to monitor the mastery of skills taught and to inform the feedback provided to students and instructional decisions, including how to group students for small group instruction [EL practice guide, Rec 3 & 4].



Monitoring skill development

The monitoring of skill development should take place in a cyclical process and be repeated throughout the school year [EL practice guide, Rec 3].

1. Assess students' writing.
2. Use writing scores to identify skills that need to be developed or improved.
3. Identify and use evidence-based instructional strategies to meet students' needs.
4. Provide instruction based on identified strategies and assess students' skills.

Informing instruction and feedback

When evaluating and reflecting on students' work, teachers may ask themselves the following questions:

- Are students demonstrating mastery of the skills they were taught? Which instructional strategies appear to have led to mastery? Can these strategies be used to help students master other skills?
- Which skills show growth but need to continue to be developed through explicit writing instruction?
- Which skills do students continue to struggle with? How can instructional strategies be modified to better address these skills?
- Across students, are there patterns in reading and writing skill strengths and weaknesses that can be used to group students for differentiated instruction?
- When considering both reading and writing skills, what student groupings (for example, whole class, small group, one-on-one) would be best for addressing the skills in which students are weakest? Which skills are more related to one another and could be addressed with similar grouping strategies?

How can/do I use my current writing assessments to group for instruction?

How can/do I use student assessment data to plan for instruction?

Area 4: Student grouping

Use student grouping strategically to meet the needs of all students. While some grouping methods may be used more frequently than others, each plays a role in developing writing skills.

One-on-one (teacher-student conferences)

One-on-one conferences with students allow teachers to provide individualized feedback to students about their writing. While conventions for writing are important, feedback focused on content helps students know if their writing is conveying a meaning that is accurate and appropriately addresses the writing task at hand [Writing practice guide, Rec 4; EL practice guide, Rec 3].



Independent

Regularly provide students time to independently engage in writing tasks. Vary the time allotted for each independent writing opportunity to help students learn to manage time based on a given task [Writing practice guide, Rec 1].

Teacher-led small group (approximately 2-5 students)

Grouping students by reading and writing strengths and weaknesses allows teachers to provide instruction, model, scaffold, and give feedback that is tailored to the needs of the students in each group while providing more opportunities for student participation [Adolescent practice guide, Rec 2; EL practice guide, Rec 3 & 4].

- For example, students' shorter written responses to text-based questions, like those in figure A2, may be used in conjunction with other class work, assessment data, and classroom observations to make grouping decisions. In this case, the students might be placed into two or three different groups depending on the focus of the teacher-led small group lessons. Students 1, 3, and 4 may be grouped together to focus on elaborating and extending responses after including critical text evidence, whereas student 2 has already demonstrated the ability to apply this skill. Although student 3 used some text evidence, the incompleteness of the response may warrant placement in a third group focusing on multiple aspects of addressing text-based writing tasks, including the use of complete sentences.

Student-led small group (approximately 2-5 students)

Identifying students' reading and writing strengths and weaknesses to strategically form homogenous or heterogeneous groups allows for a variety of activities with peers to take place while the teacher is working with other teacher-led small groups or monitoring the rest of the class [Adolescent practice guide, Rec 4; EL practice guide, Rec 3 & 4]. This time may be used for peer-editing and feedback opportunities, or any writing center activity appropriate for collaborative work on writing.

- For example, after providing instruction on giving feedback, have students practice with their peers. This process may start with an expectation for smaller amounts of feedback, possibly only focusing on one aspect of the student writing. Then, expand the expectation for the amount of feedback students are expected to provide peers once they have demonstrated the ability to provide supportive, constructive feedback. Provide students with guiding questions to promote quality feedback. Guiding questions for peer feedback on introductory paragraphs might be:
 - Did the student’s writing include an introduction?
 - Does the introduction let the audience know what will be written about in the body paragraphs?
 - Tell your partner one thing you like about the introduction.
 - Tell your partner one thing they could do to make the introduction even better.

Large group

Dividing a class into halves or thirds allows for a variety of writing activities to take place while providing more opportunities for student participation.

- For example, divide a class into two groups and use an opinion prompt for a class debate supported by text evidence.



Whole class

Students are provided with the same explanation and modeling, setting the same high expectations for all students. However, there are fewer opportunities for student participation.

What types of writing activities can/do I reserve for teacher-led, small group, differentiated instruction?

How can/do I incorporate one-on-one feedback opportunities into my instruction in order to support the development of students’ writing skills?

Area 5: Instructional strategies

Text-based writing is a cognitively demanding task that requires the application of a multitude of reading and writing skills. While these instructional strategies are not an exhaustive list of all strategies that may be used for writing instruction, they represent those most effective in developing skilled writers. Selection of evidence-based strategies may depend on the performance tasks used to measure the reading and writing standards in various states.

Use evidence-based practices

Identify instructional practices that have research evidence of effectiveness in writing. The following examples are supported by research on effective writing instruction (Gillespie & Graham, 2014; Graham, Harris & Santangelo, 2015; Graham & Perin, 2007):

- Provide explicit instruction on:
 - strategies for planning, revising and editing;
 - summarizing information that has been read;
 - inquiry skills (locating and/or collecting information and analyzing findings);
 - prewriting skills (brainstorming, planning, etc.);
 - foundational writing skills;
 - critically evaluating good models of writing;
 - text structure; and
 - sentence combining to create more complex sentences and enhance writing.
- Provide opportunities for students to:
 - write frequently;
 - collaborate with peers on planning, drafting, and revising;
 - use computer word processing programs for writing;
 - build self-regulation skills; and
 - receive individualized teacher feedback.

Provide explicit instruction

The processes involved in text-based writing are complex and require students to master a multitude of writing and reading skills. Provide students with explicit instruction on writing skills and strategies [Adolescent practice guide, Rec 2; Writing practice guide, Rec 2-4].

- Teach students that each step in the writing process is critical in quality writing. For text-based writing, explicit instruction may include the following:
 - identifying the purpose for writing (breaking down a prompt in order to address it);
 - brainstorming (planning for writing);
 - identifying text evidence by thoroughly reading the text(s);

- using text evidence in writing (properly referencing the texts and citing sources);
- editing and revising their own writing and their peers' writing to extend ideas and ensure writing is well organized; and
- using Standard English conventions (grammar, spelling, capitalization, punctuation).

Teach students to use various strategies

Teach students to use a variety of writing strategies and identify which strategies are appropriate for different types of writing [Writing practice guide, Rec 2a, #1, #3, #4]. For example:

- **Acronyms and mnemonic devices:** Teach students to use acronyms or mnemonic devices as a strategy for remembering what must be done at each writing step. For example, the following are strategies that might be used in persuasive writing [Writing practice guide, Rec 2a, #1]:
 - **STOP** - **S**uspend judgement; **T**ake a side; **O**rganize ideas; **P**lan more as you write.
 - **TREE** – **T**ell what they believe (State a topic sentence.); Provide three or more **R**easons (Why do I believe this?); **E**nd it (Wrap it up right.); **E**xplain reasons (Say more about each reason.)
- **Graphic organizers:** Teach students to use graphic organizers to plan their writing. Provide instruction on how to:
 - select graphic organizers that best suit the type of writing (informative/explanation or opinion/argument);
 - use a variety of graphic organizers; and
 - make a graphic organizer in the absence of a template.

Instruction across content areas

Across content areas, integrate writing and align terms and strategies when possible to streamline instruction and learning.

- Teach students that writing across content areas is a means to demonstrate and share domain specific knowledge.
- Provide opportunities for writing before units of disciplinary study to access background information, during units of study to support learning, and at the conclusion of a unit.
- Strategies for writing can be applicable across content areas.
 - For example, often prompts for writing tasks and word problems in mathematics contain similarities. Teach students to break apart prompts and math word problems by using a similar method. Here students can box verbs and underline important details in both to help identify the purpose of the task.
 - Mathematics word problem:
*The graph shows the height of two children, in feet. **Complete** the graph to **show** the height of each child, in inches.*
 - Text-based writing prompt:
***Read** the passages about the endangered animals in the Florida Everglades. **Write** an informative essay in which you **discuss** the reasons why the animals are endangered and ways people can help. Be sure to **include** information from the passages.*

Modeling

Model new skills or concepts and gradually release the responsibility of the task to students whether in whole class, small groups, or one-on-one instructional formats [Adolescent practice guide, Rec 2; Writing practice guide, Rec 2a, #2].

- Describe the skills or concepts while modeling.
- Use think-aloud or write-aloud approaches during modeling to help students understand the processes a skilled reader or writer goes through to complete a task.
- Engage students by asking questions and when appropriate have students “help” through the modeling process. For example, ask students to help brainstorm ideas, decide the next step, or choose a graphic organizer that would be best for planning.

Scaffolded instruction

Provide support while students work through developing and applying new skills. As students begin to demonstrate mastery of skills, gradually reduce the support provided to allow ownership of the learning and skills to be shifted to the student. During teacher-led small group work, scaffolding can be tailored to meet the needs of each group based on reading and writing strengths and weaknesses [Adolescent practice guide, Rec 2; Writing practice guide, Rec 2a, #2]. Examples of activities appropriate for scaffolded instruction are:

- examining a mentor text together to identify traits of quality writing; and
- writing together to develop an understanding of any component of the text-based writing process (for example, brainstorming, identifying text evidence, citing sources, revising).

Writing centers

Independent and/or small-group writing centers may be used to provide students time to develop and apply a variety of writing skills by engaging in writing activities involving [Writing practice guide, Rec 4]:

- planning, revising and editing;
- proper use of Standard English conventions;
- knowledge of word relationships;
- writing to solve a problem or to publish in order to establish a real-world purpose for writing;
- publishing skills (for example, typing fluently using a word processing program to publish writing); and
- collaborative writing and peer editing.

How can/do I maximize opportunities for writing in my classroom?

Which instructional strategies can/do I incorporate in my instruction to meet students’ individual writing needs?

Appendix A. Short response student writing samples

Students in grades 3, 4 and 5 provided short responses (figure A1) to a text-based writing task after reading *The Big Storm* by ReadWorks (www.readworks.org) located under the reading passages tab. Students were asked the following question: *Kyle does not expect there will be a storm when he invites his friends to go canoeing. What evidence from the story supports this conclusion?*

Student 1: This student paraphrased the correct text evidence. However, the student failed to elaborate in order to explain the use of this particular text evidence to answer the question. Appropriate writing conventions were used.

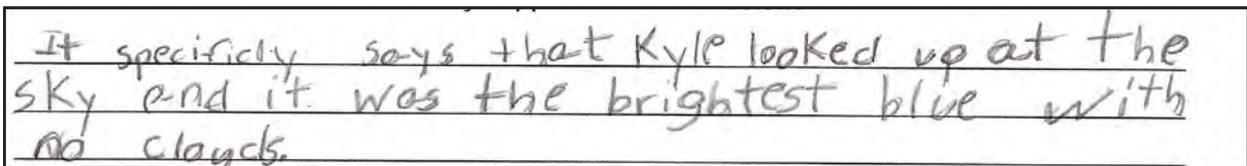
Student 2: This student cited the correct text evidence. However, the citation was not accurately copied. The student then elaborated on the text evidence to justify its use to answer the question. Appropriate writing conventions were used.

Student 3: This student included the correct text evidence. However, the evidence is listed rather than being cited or paraphrased. Lack of a sentence structure and elaboration makes the response incomplete.

Student 4: This student cited the correct text evidence. However, the student failed to elaborate in order to explain the use of this particular text evidence to answer the question. Appropriate writing conventions were used.

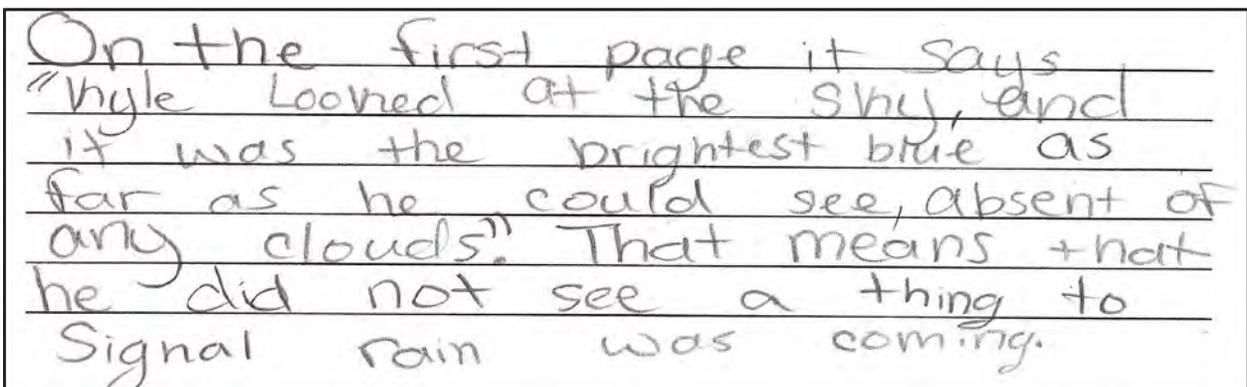
Figure A1. Student writing samples for short response task

Short Response Student 1



It specifically says that Kyle looked up at the sky and it was the brightest blue with no clouds.

Short Response Student 2



On the first page it says "Kyle looked at the sky, and it was the brightest blue as far as he could see, absent of any clouds." That means that he did not see a thing to signal rain was coming.

Short Response Student 3

no clouds, Bright Blue Sky

Short Response Student 4

In the story it says Kyle looked up at the sky. It was the brightest blue, as far as he could see, absent of a single cloud. He felt a very gentle breeze on his skin, warmed by the strong rays of the sun. He figured it was the perfect day to go canoeing.

Appendix B. Extended response student writing samples

Students in grades 4 and 5 provided extended responses (figures B1 and B2) to a text-based writing task after reading *Sunrise, Sunset...or Not?* and *The Ever-Changing Sky* by ReadWorks (www.readwrks.org). The students were given the following writing task: The readings talked about the sun and moon. Write an informative essay explaining the differences between the rotation of the sun and the moon and how those differences affect their visibility from earth. Be sure to include information from both passages.

In this case, both texts contained information that was unrelated to the writing task. Neither writing sample includes or alludes to the irrelevant information from the texts, which implies both students were able to comprehend the texts enough to tease out important details while ignoring those that were not as important. Both writing samples include introductory, body and concluding paragraphs, and are organized in a logical manner.

Student 1 (figure B1): The purpose that can be inferred in the introduction does not fully address the question posed by the writing task. The writing maintains focus throughout except for a short personal anecdote that is not helpful in addressing the writing task and may confuse the audience. The majority of the writing is either copied or restates information from the passages. Little effort to elaborate on text evidence was demonstrated. The sample generally demonstrates an adequate command of Standard English conventions.

Student 2 (figure B2): The purpose that can be inferred in the introduction addresses the question posed by the writing task but may still not be entirely clear to the audience. The writing maintains focus throughout and uses a consistent organizational structure. The evidence is mainly paraphrased, but the texts are not always referenced, such that in the absence of the text, the audience would not know which information comes from the text and which information might have been added by the writer. Elaborative techniques are used to support text evidence. The sample generally demonstrates an adequate command of Standard English conventions.

Figure B1. Student writing sample 1 for extended response task

The sun, moon, and the earth go through many changes over a period of time. These changes are also known as phases.

In the first passage called "Sunrise, Sunset... or Not?" it states that in different parts of the world the sun will rise and set at different times. For most places on Earth, there is day time and nighttime every 24 hours. But in some places for many days at a time, the sun might stay up in the sky, or it might not even come up above the horizon.

In the second story called "The Ever-changing Sky" it states information about the positions of the moon, sun, and earth. One statement is if the earth passes between the moon and the sun. This is called a Lunar Eclipse. Also if the moon passes between the earth and the sun it causes something called a Solar Eclipse.

What all of this has to do with me is that when I was five years old on Christmas my mother gave me a telescope.

This is how the sun, moon, and earth go through many changes throughout the time period.

Figure B2. Student writing sample 2 for extended response task

We know lots about the sun and moon. They both have many differences. The sun makes light and the moon makes dark. Basically, the sun makes day and the moon makes night. As you can tell they're are many differences.

Basically, when the earth rotates the sun is in different places. Like, when the earth rotates the sun rises in the east and sets in the west. That is the most common rotation we know. But in some places like the arctic circle, parts of fall and winter make it so where the sun does not rise above the horizon. These are a few of the ways of the sun's rotations.

The moon reflects the sun's light. The moon does

-not have it's own light.
The moon takes about four weeks to go around the earth once. The moon's size gets smaller and bigger (waning + waxing). These changes are called moon phases. The moon is a new moon at the start and the finish. You cannot see a new moon. We cannot see it because of the moon blocking the sun. There are also eclipses. There are solar and lunar eclipses. A solar eclipse is when the moon passes between the earth and sun. A lunar eclipse is when the earth passes between the earth and sun.

We see the sun by how it rotates. That is also how we see the moon. The sun is usually visible from east to west throughout the day. Sometimes it is always dark or always light depending on where it is.

Essay writing sheet 2

We can see the Moon by now it rotates every 4 weeks (1 month). It wanes, gets smaller, and waxes, gets bigger. There are times when we can't see the moon as well. Like during the day or a new moon.

So, as you can tell there are many differences between the earth and sun. We know so many things and will continue to learn more things. The moon and sun in all, are really important to us.

Appendix B. Extended response student writing samples

The sample in Figure C1 contains a writing sample that was scored using curriculum-based measurement methods (McMaster & Campbell, 2008). The student was asked to complete the story by writing as much as possible in 5 minutes, a common curriculum-based measurement technique. The upward caret indicates a correct word sequence (that is, any two adjacent words that are grammatically and contextually correct). The X's represent adjacent words that result in incorrect sequences due to errors such as grammar, spelling, or missing words. This scoring technique alone does not provide a wealth of information as some errors are to be expected. However, monitoring with this type of assessment over time could provide insight about the development and application of foundational writing skills as well as about their mastery.

In this sample there are a total of 65 words written, 62 words spelled correctly, 56 correct word sequences, and 16 incorrect word sequences.

C1. Writing sample scored using curriculum-based measurement scoring

One day on my way to the park...

One day on my way to the park I see a baby pigen who had fellen on the grass. He was small. He was scard and hungry. I sprinted home d shoe box to put the tinny baby inside. I put it in the small box I bring it home and showed my mom. she said we need to bring him to the animal hospitel.

Appendix B. Extended response student writing samples

Selecting Texts for Assessment and Instruction

- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://eric.ed.gov/?id=ED502398>
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Assessment

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