

# SHANNON COUNTY SCHOOL DISTRICT

209 School Street/PO Box 109  
Batesland, SD 57716-0109

## District Professional Development

4-12<sup>th</sup> Instructional Staff  
Wolf Creek School

To strengthen the Lakota identity and values of students and to assure their overall well-being and academic success

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November 12, 2009 – 9 am - 3 pm

### SCSD WRITING ASSESSMENT

GRADE LEVEL AND/OR SPECIAL AREA: Grades 4-8 and Special Education

SCHOOL STAFF: Teachers

WHEN: 2009-2010 Second Trimester

### ABSTRACT

The focus of this project is about how writing standards will guide instruction concerning writing tasks essential to writing assessments/prompts scheduled at the end of the trimester. South Dakota Writing Standards, scoring rubrics for writing samples, technology integration, and a suggested format for writing lessons or teaching unit for teaching.

### OVERVIEW

- Based on the South Dakota Writing Standards, classroom teachers will adequately prepare students to apply writing process for required Writing Assessments scheduled at the end of each trimester.
- Writing skills for Fourth-Eighth (4-8) grade students will be assessed.

### BACKGROUND KNOWLEDGE

- South Dakota Writing Standards
- Grade Level Writing Standards/Skills
- SCSD Scoring Rubrics
- Access the writing standards document via the school district's webpage.

### RESOURCES

- District approved writing standards
- Teacher developed instructional units & lesson plans
- Textbooks
- Computers & printers
- List of websites

## **4-8 WRITING TASKS, STANDARDS FOCUS, COMMENTS AND GUIDELINES**

### **I. CHECKLIST**

1. Refer to the table below for the writing task, standards focus, and comments to your grade – rubrics are attached – discuss rubric/expectation with students as appropriate.
2. Practice writing task with students as appropriate. There is no time limit for the paper that will be submitted. These are standards-based tasks. Turn in something the students are working on as part of your ongoing writing instruction.
3. Administer writing prompt prior to due date – turn-in to building assessment coordinator when completed, but no later than noon that day.
  - A. Students who take the alternate state assessment are not exempt, check with the student’s special education manager to determine what type of assessment will be appropriate

### **II. STANDARD TESTING PROCEDURES**

1. If student writing is computer generated, please write teacher name, grade level, school name, student name and date on back of last sheet of paper using a pencil.
2. Students can use computers to complete writing assessment. Optional: students can use paper and pencil for practice writing assessment.
3. Refer to appropriate grade level, task, standard focus, comments and guidelines on next page for expected writing tasks for your students.
4. The procedures will guide future 4-8 writing assessments/prompts.

*[Space left open intentionally]*

The table below lists grade level information regarding writing tasks, standards focus, comments and guidelines.

Grade	Task	Standards Focus	Comments
Fourth (4)	Compose a narrative paragraph with a topic sentence, supporting details and a conclusion	<ul style="list-style-type: none"> <li>• Compose a narrative paragraph with a topic sentence, supporting details and conclusion</li> <li>• Sentences include words that describe, explain or provide additional details and connections</li> <li>• Capitalize names of magazines, newspapers, work of art, musical compositions, organizations, first word in quotations</li> <li>• Identify and incorporate common nouns when writing</li> </ul>	
Fifth (5)	Compose a descriptive paragraph with a topic sentence, supporting details, and a conclusion	<ul style="list-style-type: none"> <li>• Compose narrative, descriptive, expository, and persuasive text of one paragraph</li> <li>• Express ideas, reflect on personal thoughts, opinions, and observations (i.e., Voice)</li> <li>• Punctuate, capitalize, and indent (district) text including dialogue</li> <li>• Incorporate verbs in writing process</li> </ul>	Individual ideas, voice is scored
Sixth (6)	Compose an appropriately organized narrative text with more than one paragraph	<ul style="list-style-type: none"> <li>• Narrative and descriptive text of three paragraphs</li> <li>• Revise [attends to] organization</li> <li>• Edit [attends to] text for subject-verb agreement</li> <li>• Incorporate pronouns in writing process</li> </ul>	
Seventh (7)	Compose an appropriately organized expository text with more than one paragraph	<ul style="list-style-type: none"> <li>• Expository and persuasive text of three paragraphs</li> <li>• Revise [attend to] organization</li> <li>• Edit [attends to] verb tense agreement</li> <li>• Incorporate adjectives in writing process</li> </ul>	
Eighth (8)	Compose an appropriately organized expository or persuasive text with three to five paragraphs	<ul style="list-style-type: none"> <li>• Narrative, descriptive, expository, and persuasive text of five paragraphs</li> <li>• Revise [attends to] ideas and content</li> <li>• Edit [attends to] run-on sentences and fragments</li> <li>• Incorporates adverbs in writing process</li> </ul>	

Professional development work tasks begin from this point forward.

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 TEACHER TASK –One (1)

Listed below the box are writing topics for practice lessons. Select ten (10) prompts appropriate to your grade. If you cannot choose topics from the list of examples below, other prompts from other sources are acceptable but, in any case, you are required to have a final list of prompts for each grade. The box identifies writing expectations for each grade.

Fourth	Fifth	Sixth	Seventh	Eighth
Compose a narrative paragraph	Compose a descriptive paragraphs	Compose an appropriately organized text	Compose an appropriately organized expository text	Compose an appropriately organized expository or persuasive text
With a topic sentence, supporting details, conclusion	With a topic sentence, supporting details, conclusion	With more than one paragraph	With more than one paragraph	With three to five paragraphs
Describes a person, place, or thing  <i>Information in this row of boxes describes the task students will do</i>	Inform/entertain; tell a story; based on experience: what we do, feel, hear, read, dream, etc.		Seeks to inform, explain, clarify, define or instruct; some common formats-how to (procedural), Definition, Description, Persuasion, Analysis, Classification, and comparison	Purpose is to consciously or unconsciously secure a change in people's attitude and interests

**EXAMPLE/SAMPLE WRITING PROMPTS**

- Are some of the things taught to you in school useless? What are they?
- Can you swim?
- Compare two people in your class.
- Convince us to see a movie you have liked.
- Convince the teacher that you deserve a good grade.
- Describe a time you felt like a failure/success.
- Describe some educational experience you have had outside of school.
- Describe an embarrassing moment.
- Describe how you would change one day in your life.
- Do you have any pets? What's different about them?
- Do you have a pet; what silly thing does it do?

Do you have brothers and sisters? Do you like them?  
Have you ever/do you ever intend to be a member of the armed forces?  
How has this class met your expectations so far?  
How do you feel when someone tells you their problems?  
How does one celebrate their birthday?  
How do you feel about your grades in schools?  
If you could write one thing for the world to read what would it be?  
If you were to pick a fruit or vegetable that best describes yourself what would it be and why?  
If you could have any animal for a pet, what would it be?  
If you could travel anywhere, where would you go?  
Name something you would like to really learn about.  
Write a letter to a friend.  
Should people judge other people on clothes, hairstyle, etc.?  
Tell us a story a walk you took.  
Tell us something risky.  
What should we do about the ozone layer? Rain forest?  
What was the most dangerous thing you have ever done?  
What type of music do you like?  
What is your favorite kind of pet?  
What is your favorite sport?  
What is the best movie you have ever seen?  
What do you need to be happy?  
What is one of your prejudices?  
What is your worst fear?  
What is one thing you would change about your school if you were in charge?  
What would you change about your parents?  
What is "freedom?"  
What is the fastest car on the street?  
What really makes you frustrated? Angry?  
What types of people are in your school?  
What was your most frightening experience?  
What was your most memorable experience?  
What has been your proudest moment?  
What's your favorite TV show or program?  
What's a good New Year's resolution for your teacher?  
Where would you like to travel? Why?  
Who is your favorite book author and why?  
Who is your favorite teacher and why?  
Who was your worst teacher and why?  
Who has been the most influential person in your life?  
Who was the most "unique" person you have met?  
Why/when would you fight/not fight for your country?  
Why are you going to the school you attend?

## TEACHER TASK- Two (2)

I. **UNIT/LESSONS** (Compose generic lesson for writing prompts; the lesson should include the following components):

TITLE:

- A. **Objectives** (Refer to writing standards for appropriate objectives, content, and skill objectives):
- B. **Materials** (List of materials to teach this lesson (i.e., books, videos, other technology equipment, and supplies such as construction paper, crayons, scissors, etc.):
- C. **Definitions, Key Vocabulary, & Examples** (If students already know a word(s) don't include it/them here; most of this information is available on the Writing Standards document):
- D. **Procedures/Activities** (List the steps on how you would proceed when teaching this lesson. Include motivating activity to introduce the lesson and additional, sequential activities and assignments that will lead to student learning. Provide step-by-step directions for all activities):
- E. **Assessment/Evaluation** (Provide any follow up activities through which students can demonstrate their understanding/mastery of the writing skills addressed in the unit/lessons):

II. **CULMINATING ACTIVITY** (Optional) (Describe how to end the lesson and make connections to student learning. These could include field trips, guest speakers, project options, etc.)

III. **HANDOUTS/WORKSHEETS** (Make a list of all handouts, worksheets, teacher-made test/quiz, etc., needed to teach this unit.)

IV. **BIBLIOGRAPHY** (List appropriately all books and materials used in teaching this unit/lessons.) (If school district approved resources are required disregard this section.)

Appendices

Important: Copyrighted materials should only be cited by source in the lessons, not photocopied and included as an appendix. If you want participants to find a particular page out of a book, be sure to include the page number(s) at the end of the information listed below:

Directions for Appendices

1. Any handout should be labeled as an appendix
2. Position all appendices at the end of the unit/lessons
3. Appendices should be labeled in alphabetical order according to their position in the unit/lessons
4. If a handout consists of more than one page, each page should be labeled with same letter, i.e., Appendix A. cont.
5. Appendix should be centered at the top of each page, allowing for a one-inch margin

Resource: *Unit/lesson format adapted from "Core Knowledge: K-8 Unit Format Description"*

## TEACHER TASK – Three (3)

Expected writing prompts for 4-8 grades for the second trimester assessment will focus on the Lakota culture by incorporating two themes. The task is to create content and ideas for writing prompts. Research the two themes listed below: **A. Past Lakota Warriors**, and **B. Sioux Treaties**. Use the Lakota Studies Coaches at each building to assist in this instructional project, if and when necessary.

### **A. Past Lakota Warriors**

- Iron Hawk
- John Sitting Bull
- Little Warrior
- Black Elk
- High Eagle
- Dewey Beard
- Little Soldier
- Comes Again
- Pemmican

### **B. Sioux Treaties**

- 1851 Treaty
- 1868 Fort Laramie Treaty

### **EVALUATION:** Constructive Criticism

Write suggestions and/or offer other related ideas for improvement about this particular professional development opportunity (turn in evaluation to facilitator in charge):