



Reading, English, and Language Arts

Middle School Writing 7th Grade Extension
2023



THE BACKGROUND

- With the adoption of the Units of Study in Writing, all elementary schools have implemented the curriculum since the 2017 school year.
- An updated version of the Units of Study for teaching writing for middle school was released. The units are now grade-level specific and are aligned to standards.



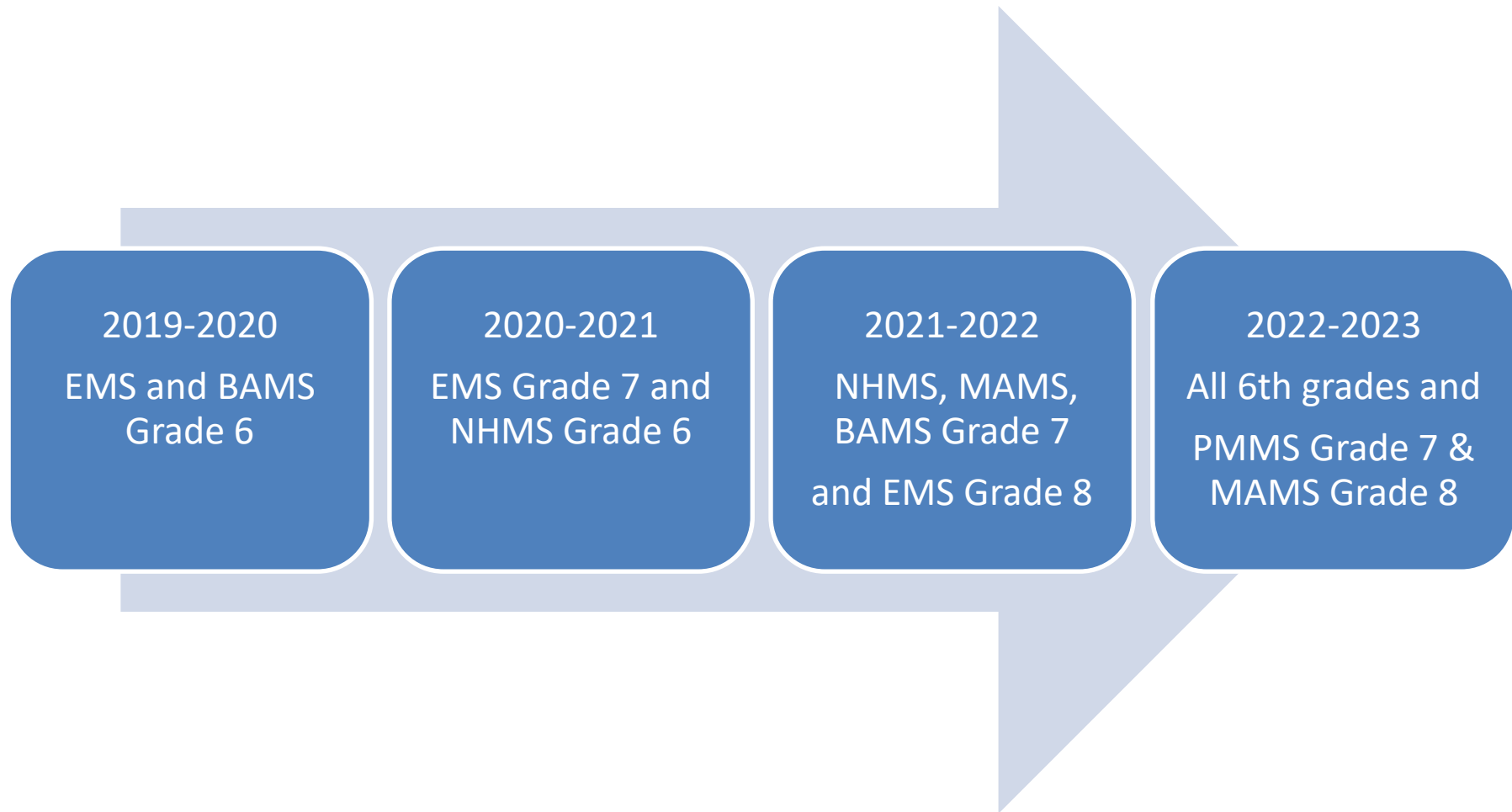


THE BACKGROUND

- The RELA Office has worked with middle schools to identify a need for greater support in the curriculum for the teaching of writing.
- Writing instruction is integrated in HMH *Collections*, the middle school anthology, but is not a comprehensive program.
- Currently, at the middle school level, a comprehensive, consistent writing curriculum exists in grade 6.

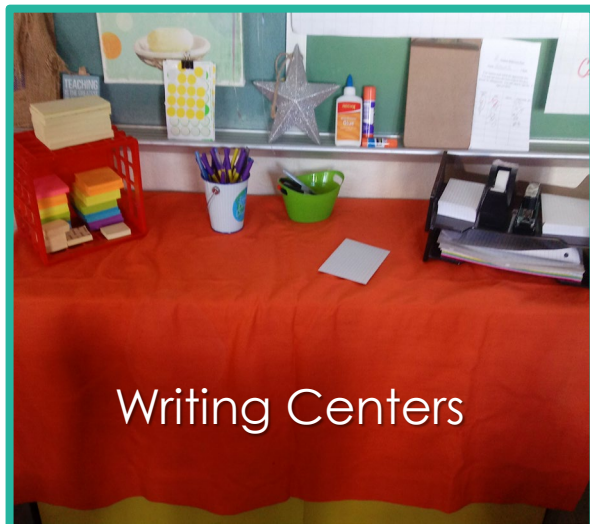


Pilot & Expansion Timeline

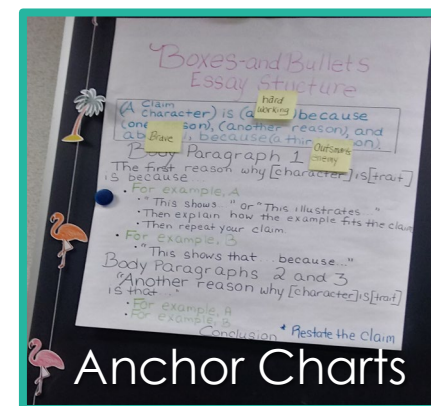
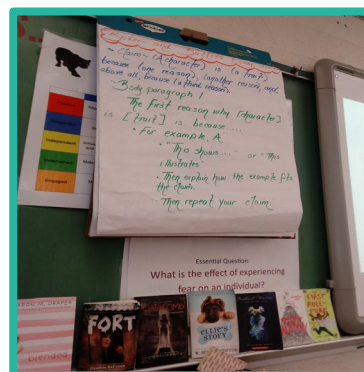
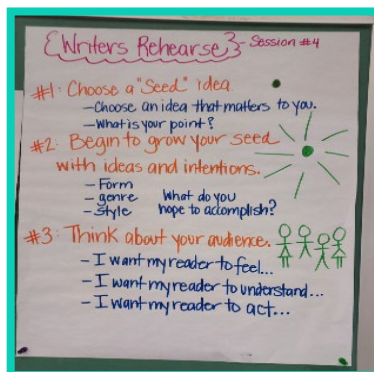
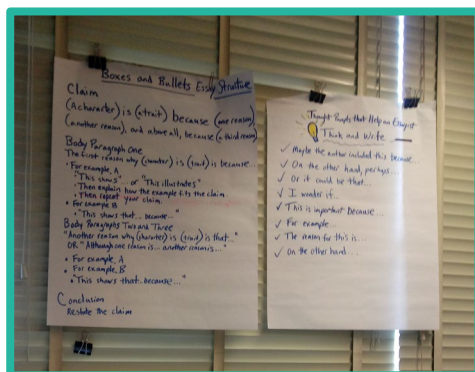
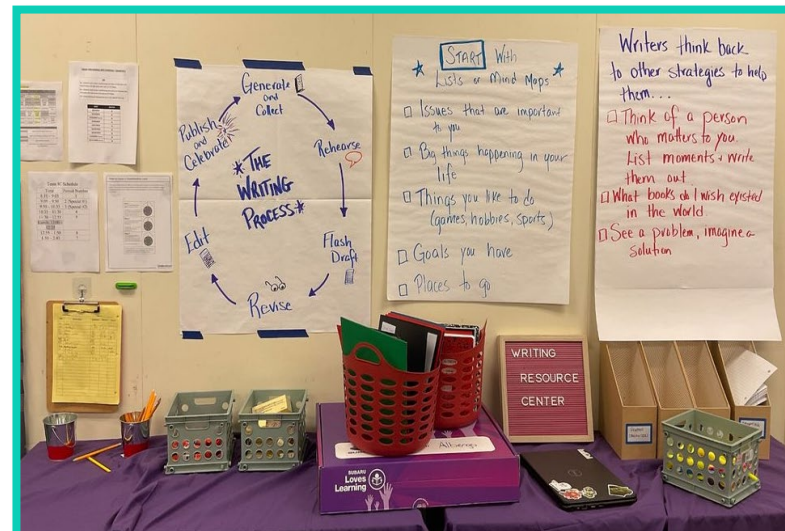
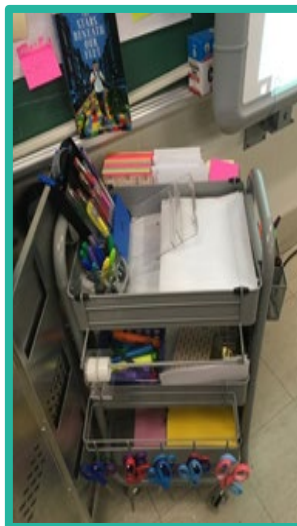




PROGRESS MADE: The Environment



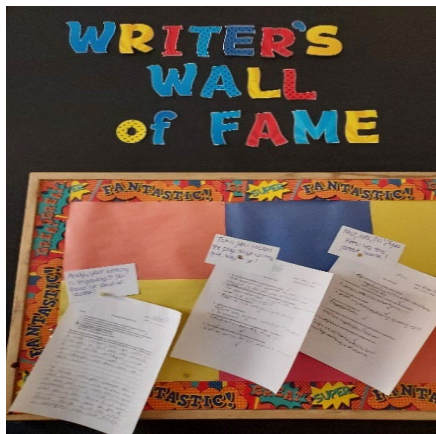
Writing Centers



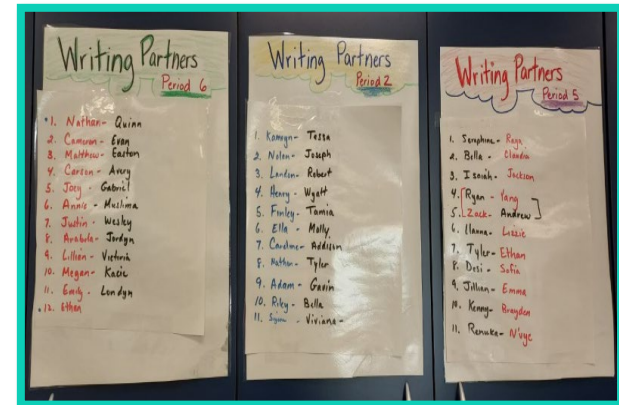
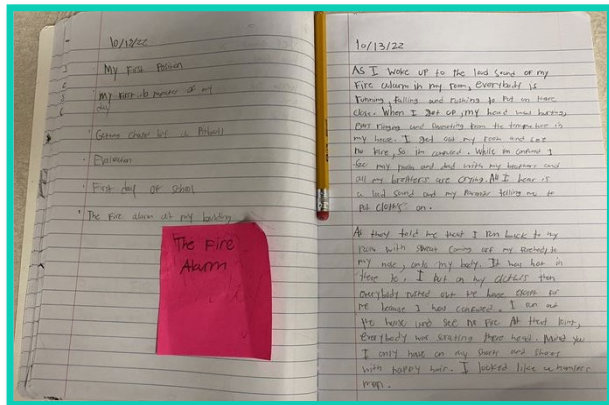
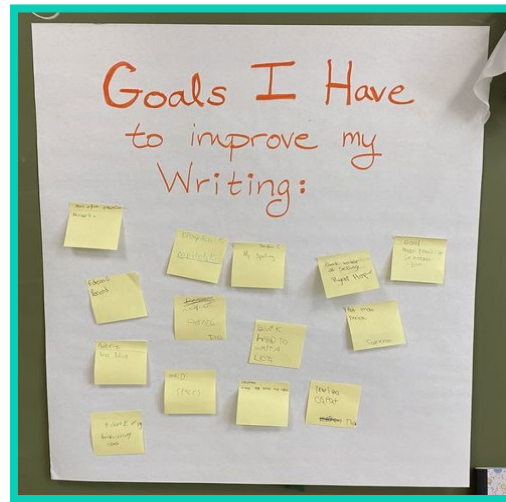
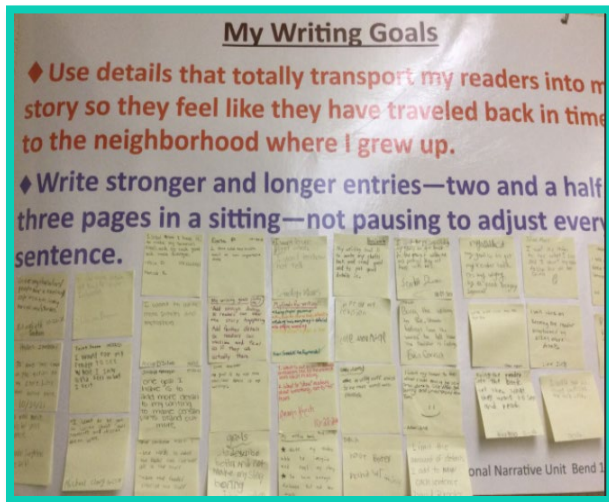
Anchor Charts



PROGRESS MADE: The Environment



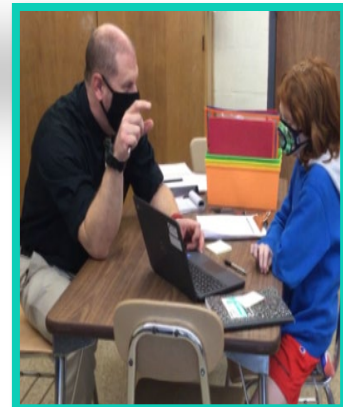
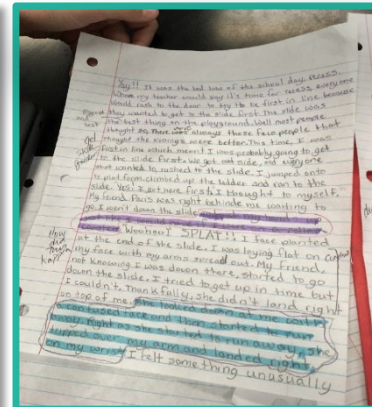
Progress Made: Student Ownership & Agency





Program Evaluation: Teachers on Their Teaching...

- Research-based curriculum
- Structure
- Motivation
- Feedback
- Opportunities



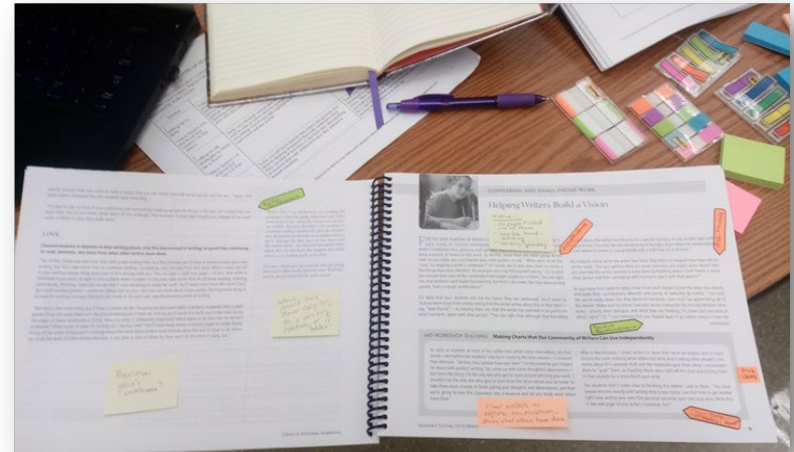
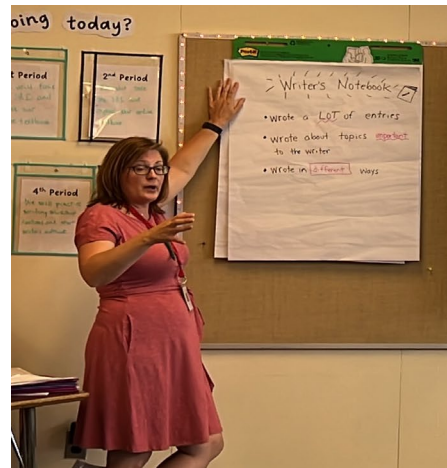


Program Evaluation: 6th Grade ELA Teachers on Their Teaching...

“I've also grown as a teacher and I learned just how valuable student driven lessons are!”

“I feel like a better instructor of writing because of the structures, tips, and strategies provided in Units of Study. Never before have I had an explicit writing curriculum ... To me, it is much more effective than the integrated language arts approach I'm used to.”

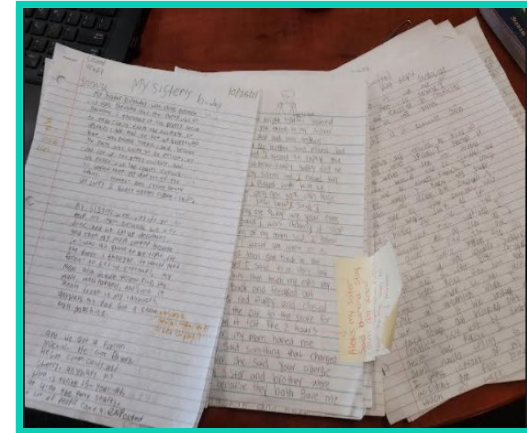
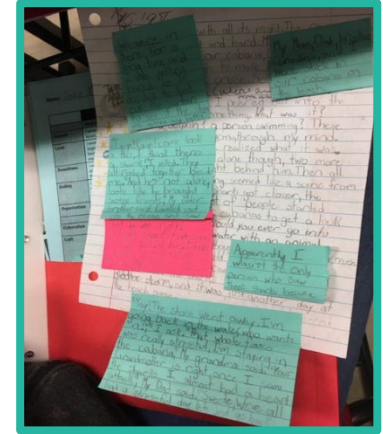
“I am so very thankful to have this curriculum for writing class this year. It has been amazing to see my students grow as critical readers and writers.”





Program Evaluation: Teachers on the Impact on Students...

- Time and consistency
- Opportunities for choice, focus, and self-efficacy to write extensively and to make improvements in their writing
- Improvement and growth
- Increase in confidence and stamina for reluctant writers; Refinement of skills for more proficient writers
- Increase in engagement especially for boys

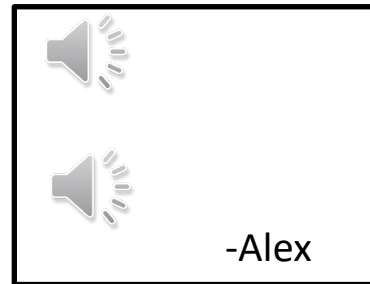




Program Evaluation: Students share ...

I am most improved with my detailing and adding evidence to my essays because in fifth grade a lot of my writing felt out of place compared to the rest of them.

-Evelyn



I used to just write, and all the words would spill out, but now I write with purpose and intention.

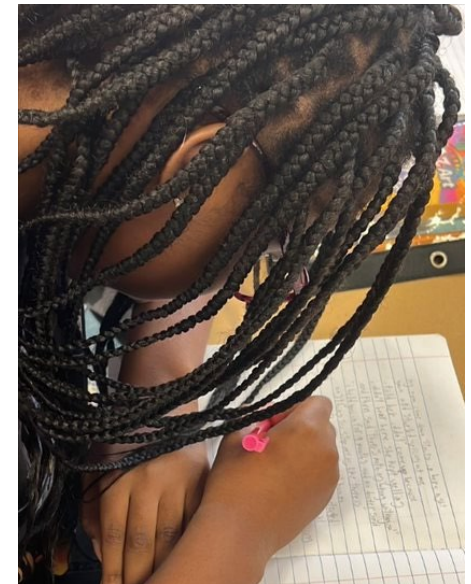
-Kaylee

I think I've grown the most in adding dialogue to stories and to pieces and giving the characters more distinct personalities.

-Petra

I used to be a terrible writer and now I can't stop thinking about claims and writing them! Like I understand and I can do it! I can write now!

-Elle





No Words

by Max, EMS

I want to be a writer! I want my work to be taught in schools for years.

Like Edgar Allen Poe and William Shakespeare. I want to be creative and use lots of word available in many languages. I want to be eloquent with words like my great grandfather who was a great philosopher of his time in the 60s.

But here I am.

Searching through the internet, trying to find inspiration from flickering videos on social media platforms because I have no words! I know words, I can read words, I can hear words I can understand words but have no words for that blank paper glaring at me ever so bright white, - right in front of me. It's blinding and yet I still have no words.

But here I am.

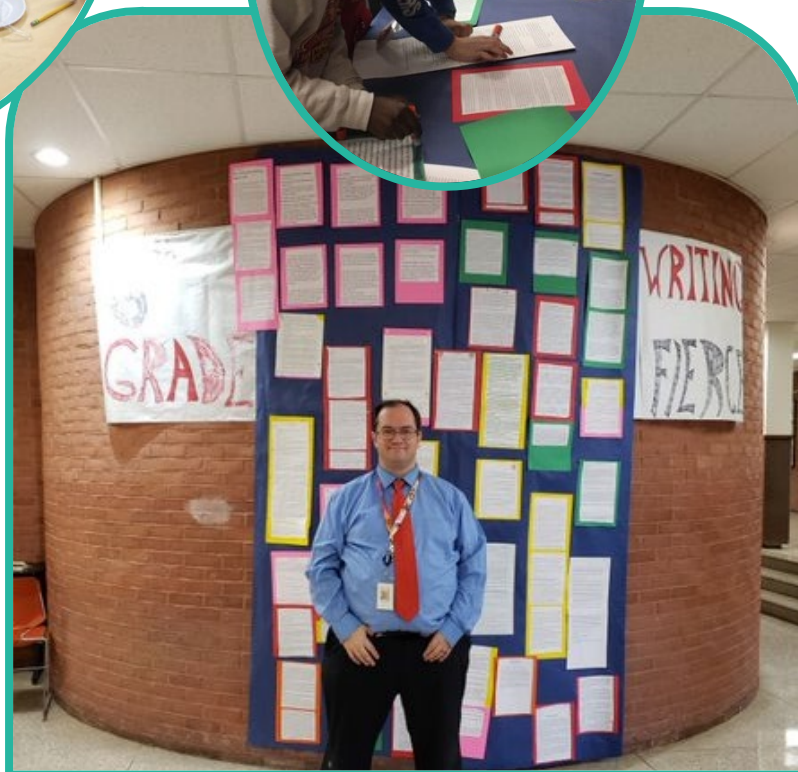
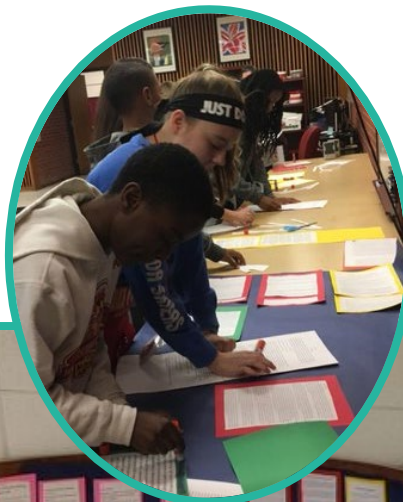
Picking up that virtual pen of mine and pushing these words on the glaring ever so bright white paper.

Is it ever getting darker? Do I need to use the thicker marker? Does it need to rhyme, or should I just let it shine? A poem is not always a rhyme, and I am running out of time.

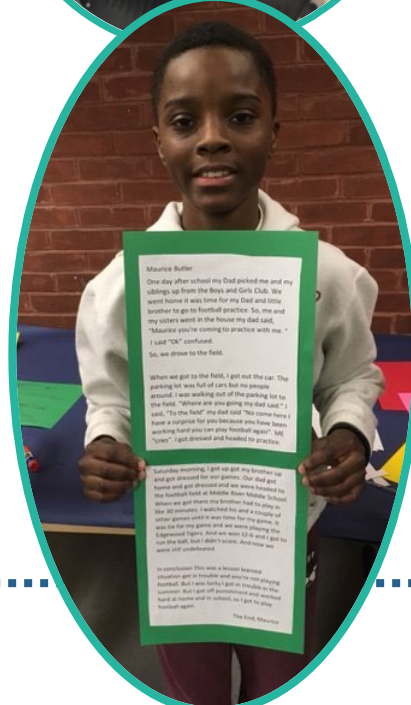
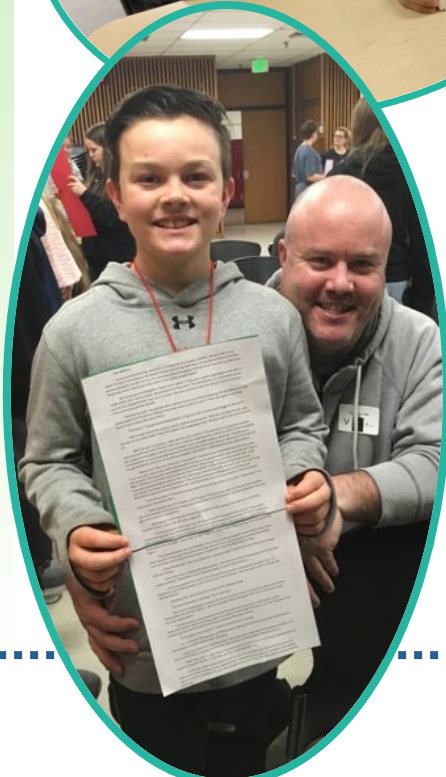
I have no words.



PROGRESS MADE: Writing Celebrations

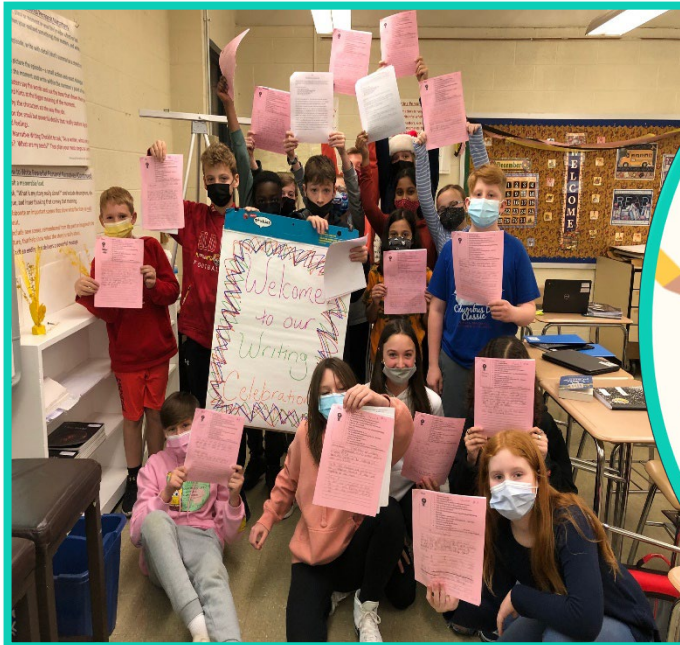


Edgewood Middle School, Grade 6





PROGRESS MADE: Writing Celebrations



NORTH HARFORD MIDDLE SCHOOL PRESENTS 6TH GRADE WRITING SHOWCASE

A CELEBRATION OF YOUR
CHILD'S WRITING!

FEATURING
MRS. PRACKO'S,
MRS. SCHMIDT'S, +
MRS. ROMMELMAN'S
CLASSES

APRIL 11, 2022
8:30AM - 9:30AM
NHMS CAFETERIA

RSVP USING THIS LINK
OR THE QR CODE

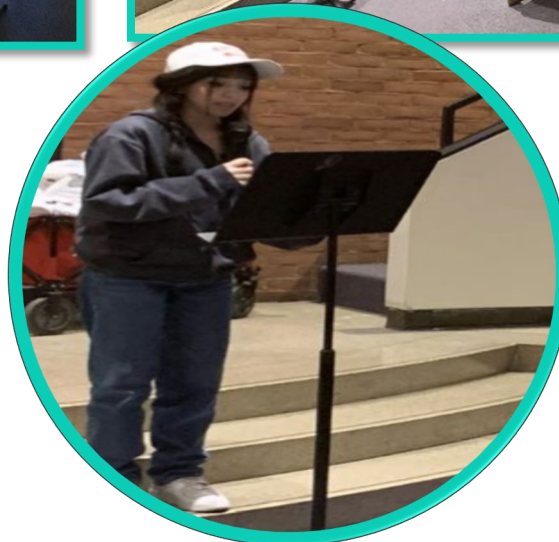


Celebrating Our Personal Narratives Period 1
Made with lots of reflections

<p>emma</p> <p>I was angry with my mom. She knows I hate E.J. She knows me and he does not get along. I put on my shoes and jacket because it was cold outside. Then off to the swing set, I went. The other two swings were taking by E.J. and Zoey, so I went to the see saw with Haley.</p>	<p>Liana (elaboration)</p> <p>I am most proud of this section. I can remember my mom telling me all these crazy stories of what happened! "Hanny had a remotely smaller sized house, with a lot of stuff in it." My mom started the story. "Hanny already had some dogs of her own and she had to take him to her house some way, someday before Christmas. Though her dogs had loved the thought of that, like a new person to play with, their dogs though were huge and tank was a little puppy! I think Hanny could have kept them apart but, "shhnn" don't tell her I said that! "One time when Mason (Hanny's dog) had tried to play with Tanky he had played a little too rough for such a little pup!" "M" mom said continuing the story. "My mom did not want a puppy I thought, then why did she get one then?" So I asked, "Mom did you actually want a puppy?" This, actually Hanny overheard me and my friend playing around, but of course I love him!" she said excitedly.</p>	<p>Gavin</p> <p>I was sitting at home like any other normal day. Then my mom gets home from work looking like she was sick she says to my dad "I just had the worst headache ever on the way home," my mom said, "My fear rushes through my body and I feel like she has covid. She says I am going to take a test just to make sure. 10 minutes later I see her crying and at that point I just knew.</p>	<p>Alex</p> <p>Last year I got a scopes to but lost We went to 16th street where my cousins were staying it was a really nice hotel we got on the elevator and went up to their floor. We went to their room and knocked on the door and yelled surprise! I was so happy to see them and we had a whole day to play and spend time with them. After we up with my cousins we went out onto the boardwalk. Then we went to a place called the scopes and we got a family picture and message in a tiny scope and when you look into it you see the picture and every time I look in it reminds me of my amazing family and how much I love them. It so I got another chance to keep this one and this time I was more mature so I knew I would not lose it because I understood it and realized how much it meant to me. The scope was an orange mini telescope of me my grandparents cousins aunts</p>
<p>Reese</p> <p>"Once there was a man who lived alone and always carried a hatchet." As I listened to the stories I ate my snore and it was perfect. The chocolate was melted and the marshmallow was well toasted. My mom got up and tried to scare everyone but it didn't work. She then took pictures of us kids and sadly it was time to go home. During the picture I sat next to Mia and Travis. I liked sitting next to them because they were trying to make everyone laugh during the picture. "Happy Halloween!" I said. "We're going to go home, bye everyone," said my dad.</p>	<p>Aubrey</p> <p>After a little later, our team scored the first goal. I was saying inside myself "we might win this!" knowing that I might jinx myself. It was a little later until the other team scored a goal. It was now 1 to 1. I was now thinking to myself that I did jinx myself. Soon after the other team scored their first goal, they scored another goal. I was not so confident about winning now. I was saying inside my head, "oh oh, this is not good!" It was now 1 to 2 and we were now losing. A while later the other team scored another goal and it was now 1 to 3. A few minutes after the other team scored the</p>		



Progress Made: Writing Celebrations



Patterson Mill and Edgewood Middle Schools, Grades 7 & 8



20-21 Teacher Survey

. The Units of Study improved my pedagogy in the area of teaching writing.

[More Details](#)



. The Units of Study provided me with resources to support my writing instruction such as anchor charts, checklists, rubrics, writing progressions, mentor texts, and writing models.

[More Details](#)



The Units of Study helped to provide structure to the writing workshop instructional block.

[More Details](#)



The Units of Study implementation in my classroom supported my students' growth as writers.

[More Details](#)





22-23 Teacher Survey

The Units of Study in Writing helped me develop my writing content knowledge and pedagogy in:

Meeting students' individual needs as writers	52%
Providing explicit writing instruction	59%
Evaluating writing & providing feedback to writers	66%
Standards-based teaching	44%
Acquiring & utilizing best practice writing strategies & methods for instruction	41%

The Units of Study in Writing curriculum provided my PLC or school with the opportunity to:

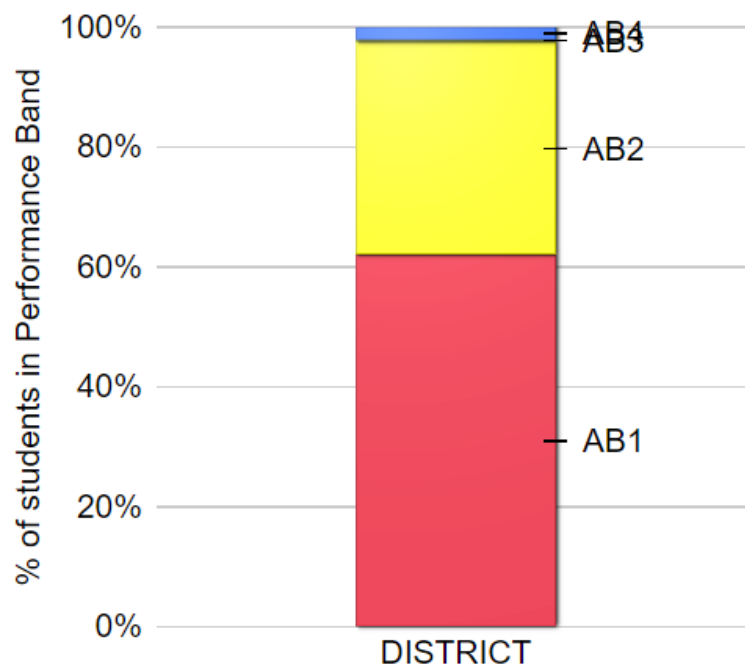
Work collaboratively	81%
Plan writing instruction for students	81%
Reflect on our teaching and writing instruction	75%
Evaluate student writing and monitor their progress	59%
Share writing resources	78%

53% teachers felt the WUOS supported their students' growth as writers.

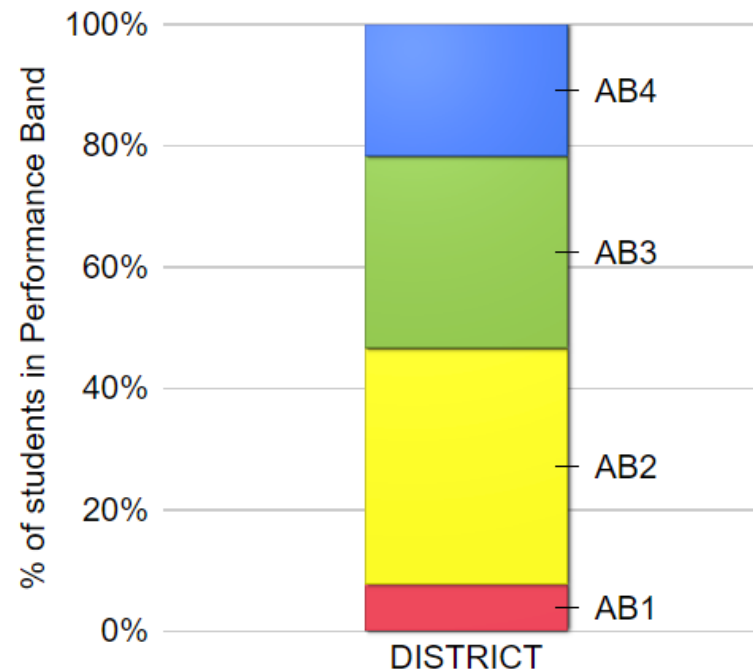


On Demand Performance Task Writing Data Narrative

Pre-Assessment



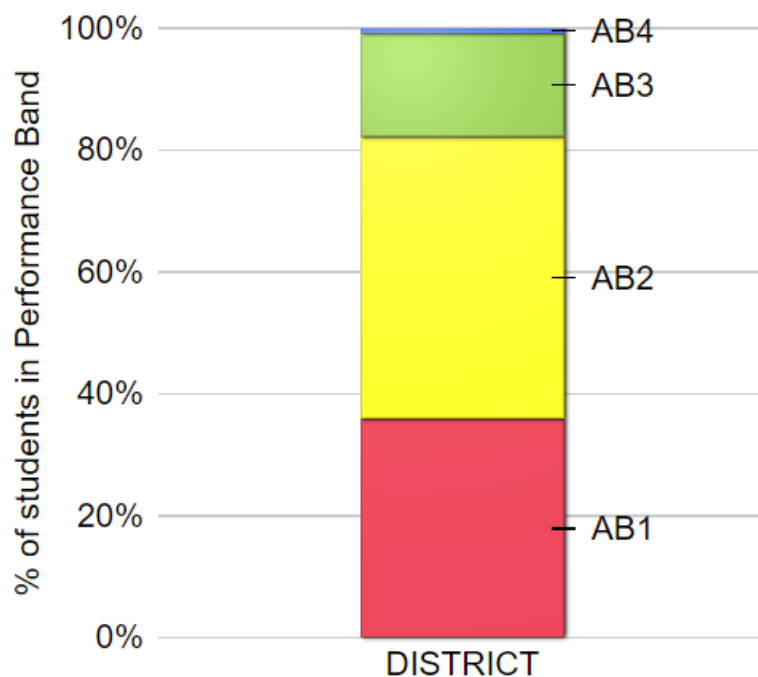
Post-Assessment



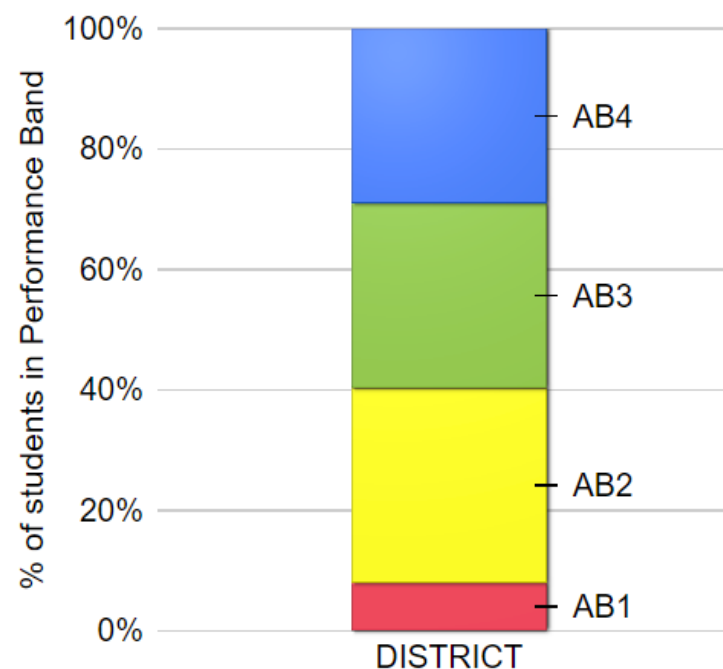


On Demand Performance Task Writing Data Argument

Pre-Assessment



Post-Assessment





THE VISION



The extension of the Units of Study in Writing to all HCPS 7th grade ELA classrooms will provide an authentic, intentional writing program and more consistency across the instruction and expectations for the middle school teacher teams.

Argument Writing Checklist

	Grade 6	NOT YET	STARTING TO	YES!	Grade 7
	Structure				Structure
Overall	I explained the topic/text and staked out a position that can be supported by a variety of trustworthy sources. Each part of my text helped build my argument, and led to a conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I laid out a well-supported argument and made it clear that this argument is part of a bigger conversation about a topic/text. I acknowledged positions on the topic or text that might disagree with my own position, but I still showed why my position makes sense.
Lead	I wrote an introduction to interest readers and help them understand and care about a topic or text. I thought backwards between the piece and the introduction to make sure that the introduction fit with the whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I interested the reader in my argument and helped them to understand the backstory behind it. I gave the backstory in a way that got the reader ready to see my point.
	Not only did I clearly state my claim, I also told my readers how my text would unfold.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I made it clear to readers what my piece will argue and forecasted the parts of my argument.
Transitions	I used transitions to help readers understand how the different parts of my piece fit together to explain and support my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitions to link the parts of my argument. The transitions help the reader follow from part to part and make it clear when I am stating a claim or counterclaim, giving a reason, or offering or analyzing evidence. These transitions include terms such as <i>the text states, this means, another reason, some people may say, but, nevertheless, and on the other hand.</i>

Learning Progression for Information Writing					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Overall	The writer taught readers information about a subject. He put in ideas, observations, and questions.	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	STRUCTURE	
Lead	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would later develop, as well as the sequence.	The writer conveyed ideas and information about a subject in a well-structured text. Sometimes she incorporated arguments, explanations, stories, or procedural passages.	The writer provided information as needed to explain a passage.
Transitions	The writer used words to show sequence such as <i>before, after, then, and later</i> . He also used words to show what did not fit such as <i>however</i> and <i>but</i> .	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in such as <i>before, later, next, then, and after</i> . If he organized the section in kinds or parts, he used words such as <i>another, also, and for example</i> .	When the writer wrote about results, she used words and phrases like <i>consequently, as a result, and because</i> . When she compared information, contrast, by comparison, and especially in narrative parts, she used phrases that go with stories such as <i>a little later and three hours later</i> . In the sections that as <i>but the most important reason, for example, and consequently</i> .	The writer used transitions to help readers understand how different bits of information and different parts of his writing fit together. He used transitions to help connect ideas, information, and examples, and to imply relationships, such as when material exemplifies, adds to, is similar to, explains, is a result of, or contrasts. He used transitions such as <i>for instance, such as, similarly, therefore, as a result, in contrast to, and on the other hand</i> .	The writer provided information as needed to explain a passage.
Ending	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.	The writer wrote a conclusion in which she restated the important ideas and offered a final insight or implication for the reader to consider.	The writer provided information as needed to explain a passage.



Next Steps

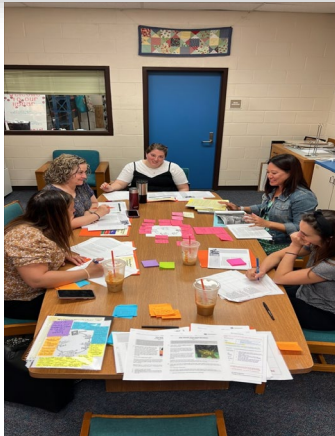
Leadership

Teacher
Professional
Development

School-based
Expectations



Professional Development Plan



The RELA Office Supervisors, Curriculum Specialist, and priority school Literacy Specialists will support 7th grade ELA teachers across all middle school teams.

Support will be provided through instructional planning, demonstration lessons, co-teaching, and coaching.

Professional development will be provided during pre-school meetings, department meetings, county-wide professional development, and school-based PLCs.



REQUEST

The Reading, English and Language Arts Office requests that the Units of Study in Writing for the 2023-2024 school year be expanded to the following middle schools in 7th grade -

- Aberdeen Middle
- Fallston Middle
- Havre de Grace Middle
- Southampton Middle
- Swan Creek School



Questions