HOW CAN I LEAD WHEN I AM IN THE DARK?

PRINCIPALS' ROLE IN WRITING INSTRUCTION IMPLEMENTATION

A Dissertation

by

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ABSTRACT

Student writing outcomes in the U.S. are dismal, and this has been an area of concern for decades, yet schools and teachers are not implementing evidence-based practices (EBP) in writing instruction. Self-regulated strategy development (SRSD) is an EBP in writing yet the administrator's role in implementing EBPs in writing has not been studied. This study focused on the principals' role during implementation of SRSD for writing since leadership has been identified as a possible barrier impacting the successful dissemination of EBPs. The purpose of the study was to investigate the impact of an implementation model: *Improving Implementation Leadership Effectiveness through Accountability and professional Development* (I.LEAD). The I.LEAD model is a systematic implementation intervention for principals focused on providing on-going support and accountability by utilizing implementation strategies to increase the principals' knowledge and support of both writing and the intervention. In this study, the impact of the principals' participation in I.LEAD was investigated by including both principals' perceptions and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, (d) intervention support, and (e) the impact the constructs (i.e., listed in a-d) had on fidelity. This study included principals (N = 9) and writing teachers (N = 64) from the intervention group of a multi-site cluster randomized trial (CRT) testing the efficacy of We-Write, an intervention designed to integrate teacher-led SRSD instruction with a web-based intelligent tutoring software. Quantitative data analysis of surveys revealed both principals' and teachers' perceptions of the principals' writing knowledge and support increased from pre to post survey after participating in I.LEAD. Results of analysis indicated discrepancies between principals' and teachers' perceptions of principals' knowledge and support of both

writing and the intervention, yet the gap in the discrepancies reduced after participating in I.LEAD. Principals' knowledge, support, and participation in I.LEAD did not significantly impact teacher fidelity (overall 96%), but principals' intervention knowledge significantly $(B = 0.43, t(66) = 5.09, p < .001)$ predicted an increase in fidelity of the computer-led lessons. While principals' participation in I.LEAD did not significantly impact teacher-led lessons and significantly predicted a decrease in fidelity for computer-led lessons, the findings suggest implementation leadership is a contributing factor to implementation effectiveness. Findings have implications for principals and schools supporting the implementation of EBPs in school-based settings.

DEDICATION

This dissertation is dedicated to my daughter Edith and the women in my life.

It is with your continued support that I felt strong enough, smart enough, and resilient enough to

continue on this journey despite devastating deaths, cross-country moves, personal hardships,

civil unrest, and a global pandemic.

We can do hard things.

Never forget it.

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This work was supervised by a dissertation committee consisting of Professors Debra McKeown [advisor], Kay Wijekumar, and Joanne Olson of the Teaching, Language, and Culture Department and Professor Julie Thompson of the Special Education Department.

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CHAPTER I

INTRODUCTION

Writing is an essential skill within American society and culture (Troia, 2014). Writing is not just a valued skill in K-12 public education; it is also a gate-keeper skill providing or denying access to individuals seeking upward mobility throughout their lifetime (Harris et al., 2009; NCOW; National Commission on Writing, 2003). Writing allows individuals to communicate, express themselves, demonstrate understanding, and provide and share information with others (Graham et al., 2001; Olinghouse & Santangelo, 2010).

That being said, students in America do not write well. On the most recent National Assessment of Educational Progress (NAEP) writing test, two-thirds of 8-12 grade students scored at or below the basic level (NCES; National Center for Educational Statistics, 2012). Research has established that students are not learning to write effectively (NCES, 2012); teachers are not taught to teach writing effectively (Brindle et al., 2016; Kiuhara et al., 2009); and administrators are not trained to directly affect change in writing instruction within their schools (Graham, 2019). Evidence-based practices (EBP) are interventions or instructional strategies supported by positive results from multiple rigorous research studies (Cook & Cook, 2013). Due to the generalizability of these extensive positive results of EBPs, educational stakeholders across the country should be finding effective ways to incorporate EBPs into writing instruction in all classrooms (Graham & Harris, 2016).

With the introduction of mandates such as No Child Left Behind (NCLB, 2002) and the Every Student Succeeds Act (ESSA, 2015) that require the use of EBPs in schools, districts and principals have been obligated to ensure the implementation of EBPs by teachers during their

classroom writing instruction; however, principals may encounter difficulties identifying such practices without the knowledge or understanding of specific evidence-based writing strategies. To begin with, researchers, district leaders, principals, and teachers are not consistent in their understanding of effective writing instruction (McGhee & Lew, 2007) or terminology of EBPs (i.e., research-based, best practice, grounded in research; Reeves, 2008). Also, principals and districts are not guaranteed access to research (Finnigan & Daly, 2014), resulting in a struggle to locate, analyze, choose, and implement EBPs that could be a key to improving poor writing outcomes (Fixsen et al., 2017).

In a national survey, (Penuel et al., 2016) principals were asked why research was helpful in their position. Principals reported electing a new curriculum was the least common reason named for why research was helpful (to support their own learning was most common). Ineffectual writing instruction results in loss of instructional opportunity in writing, a revolving door of writing curricula in classrooms (Penuel et al., 2016), and jaded views of EBPs (Fixsen et al., 2017; U.S. Department of Education Institute of Education Sciences, 2010). Once an EBP has been identified, the intervention must be implemented in schools and conducted with fidelity by teachers to increase the probability of achieving the EBP's efficacious results supported by research (Carroll et al., 2007; Durlak & Dupre, 2008).

The role of the principal to oversee the implementation of EBPs in writing and ensure the writing instruction is delivered by teachers with fidelity is integral to increasing student writing outcomes (Cook & Odom, 2013). Unfortunately, principals are often given the task of leading implementation changes in the curriculum without proper training on the innovation (Aarons, Ehrhart, Farahnak, & Sklar, 2014), with unclear and inconsistent views of effective writing instruction (Parrish, 2018) and while setting the tone of the change based on their own

conceptions without regard for research or epistemological understandings in the subject matter instruction (Coburn, 2005; Lorsbach, 2008; McGhee & Lew, 2007; Reeves, 2008; Wijekumar et al., 2019). The principal's role in the implementation of EBPs is discussed in research, but the empirical research examining the role closely is rare (Aarons, Ehrhart, & Farahnak, 2014).

Statement of Problem

EBPs in writing are limited and not being utilized in classroom writing instruction (Troia, 2014), with many of the writing approaches used by teachers being based on theory without research to support learning (Harris & Graham, 2016). Self-Regulated Strategy Development (SRSD; Harris et al., 2003) is a writing intervention recognized by What Works Clearinghouse (WWC, 2012) as being an EBP as well as receiving the highest designation (i.e., strong evidence) by The Institute of Education Sciences (IES; 2012). According to multiple meta-analyses, the SRSD instructional approach has the largest effect size on student writing outcomes (Graham et al., 2012; Graham & Perin, 2007).

Writing is a complex task, and SRSD provides teachers with multiple components to help address the demanding cognitive challenges students face when writing, as well as the motivations, attitudes, and perseverance needed to tackle writing for students (Harris & Graham, 2016). With over 100 studies conducted in a range of grade levels, across a variety of demographic, ability, and socio-economic levels, research indicates SRSD is an EBP in the area of writing (Ennis et al., 2013; Graham & Harris, 2016; Graham et al., 2012; McKeown et al., 2016; Reid et al., 2014; WWC, 2012).

However, positive results in research do not always translate to instructional strategies being implemented by teachers (Blasé et al., 2015; Pogrow, 2017), which is also true for SRSD and writing research. When seeking out research, principals and districts often seek (Spillane, 2006) and interpret (Coburn et al., 2009) research to support their own beliefs, which could

impact the principal's analysis when choosing writing curricula. This becomes even more problematic when the choices of writing curriculum hide behind mirages of theory, flashy marketing, engaging speakers, yet are missing the evidence to support their claims of effective writing instruction (Graham & Harris, 2016).

EBPs not being utilized by teachers, or the research to practice gap, has been a topic of concern for years (Boser & McDaniels, 2018; Ogden & Fixsen, 2014), and studies focused on the implementation of EBPs in schools are increasing to address this concern (Cook & Odom; 2013; Domitrovich et al., 2010). Implementation Science is an area of scientific study of methods to increase the use of EBPs in real-world settings (Lyon, 2017). In schools, implementation science studies allow researchers to identify the changes needed in the school to allow the teachers to implement the intervention with fidelity (Duda & Wilson, 2018).

Some researchers (Aarons et al., 2015; Duda et al., 2013; Lyon et al., 2018) are shifting to focus on innovative ways to improve the implementation of EBPs by investigating the determinants encountered when attempting to expand an intervention from a controlled research study into schools (Newman et al., 2017). Research focusing on specific implementation frameworks is growing (Fixsen et al., 2005; Meyers et al., 2012; Nilsen, 2015), and a variety of strategies (i.e., train leadership, provide ongoing consultation, audit and provide feedback) have been identified to improve the implementation of EBPs and innovations in school settings (Cook et al., 2019; Powell et al., 2015).

Researchers should begin by identifying what is needed (i.e., fidelity, training, dosage) to reach the desired student outcomes (Blasé et al., 2012), as well as any barriers or supports to implementation success. Leadership has been identified as one of the contextual factors impacting implementation success or failure (Aarons, Ehrhart, Farahnak, & Sklar, 2014;

Brookman-Frazee & Stahmer, 2018; Locke et al., 2019). Specifically, principals have been identified as a potential barrier to the implementation of EBPs (Bambara et al., 2012; Lohrmann et al., 2008) and one of the factors impacting teachers' writing instruction (McGhee & Lew, 2007). To support teachers in implementing the EBP with fidelity, principals should have an understanding of the writing content knowledge (Graham, 2019; Stein & Nelson, 2003) and the intervention (Aarons et al., 2016).

Principals are expected to lead the school through obstacles (e.g., new curriculum, mandates, new state standards), and often times principals lead teachers through these challenges without a plan or a complete understanding of the components of the initiative (Aarons, Ehrhart, Farahnak, & Sklar, 2014; Locke et al., 2019). Researchers investigating the principal's role in implementation are emerging in other disciplines and subject areas such as mathematics (Outhwaite et al., 2019), behavior interventions (Kam et al., 2003), and special education (Meza et al., 2019), however, the literature did not reveal any studies investigating the principal's role in the successful implementation of EBPs in writing.

Purpose of the Study

This study focused on the principals and teachers who were in the intervention group of a larger parent study, a multi-site cluster randomized trial (CRT) testing the efficacy of We-Write, an intervention designed to integrate teacher-led SRSD instruction with a web-based intelligent tutoring software focusing on persuasive writing and the Texas state writing assessment for grade 4 students (Wijkeumar et al., 2018).

We Write Parent Study

In the We Write study, schools were randomly assigned to intervention or control groups where teachers in the intervention group received professional development to learn how to teach SRSD for writing and how to utilize a web-based intelligent tutoring software program. The We

Write parent study occurred during the 2019-2020 school year. From August–December, the intervention schools implemented the We Write intervention (the administrators and teachers were the participants of this study), and the control schools conducted "business as usual" writing instruction and received access to a web-based revising and editing software addressing the multiple choice portion of the state writing exam, but not the composition portion. From January–May, the two groups reversed, and the former We Write intervention group gained access to the revising and editing software while the former control group received professional development in SRSD and the web-based tutor and began utilizing the We Write intervention.

Researcher's Role in the Parent Efficacy Study

Throughout the current study, I also performed the role of research specialist and school coordinator for multiple grants and studies with the principal investigator of the We Write parent study, Dr. Kay Wijekumar. My role in the parent study included: creating materials for both classroom and computer-led software lessons, conducting practice-based professional development on the SRSD writing intervention and computer program for the teachers of SRSD, maintaining the online teacher resources, coaching teachers through modeling, assisting in collaborative planning, fidelity observations, and sending weekly email updates and reminders. My role did not negatively impact my ability to conduct the current study. Researchers have reported building relationships between the research team and intervention participants can facilitate the implementation of the intervention and lead to positive results (Brookman-Frazee et al., 2019; Powell et al., 2015).

The I.LEAD Study

The purpose of the present study, I.LEAD, was to investigate the impact of an implementation model: *Improving **I**mplementation **L**eadership **E**ffectiveness through **A**ccountability and Professional **D**evelopment* (I.LEAD) for principals of the We Write

intervention schools. The aim of the study was to test the impact of the principals' engagement in I.LEAD on principals' self-reported perceptions and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, (d) intervention support, and (e) the impact the constructs (i.e., listed in a-d) had on teacher fidelity of implementation of teacher-led lessons and the computer-led lessons. With the I.LEAD model, I focused on improving the implementation leadership skills of the principals by utilizing implementation strategies and factors identified in research to support: (a) the principals' writing knowledge and support (McGhee & Lew, 2007), (b) the principals' intervention knowledge and support of the We Write intervention (Meza et al., 2019), and (c) the implementation leadership of the principal through strategic leadership skills for EBP implementation (Aarons, Ehrhart, & Farahnak, 2014).

Research Questions

1. What is the relationship between reported principals' self-perceptions and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support?

2. How does principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention supports impact the fidelity of implementation of teacher-led lessons? Of computer-led lessons?

3. How does the principals' engagement in I.LEAD impact the fidelity of implementation of teacher-led lessons? Of computer-led lessons?

Definitions of Terms

Dosage. The extent to which the total intervention content is delivered to participants (Durlak & Dupre, 2008).

Effectiveness. The investigation of beneficial effects under real-world conditions (Flay et al., 2005).

Efficacy. The investigation of beneficial effects under controlled conditions (Flay et al., 2005).

Evidenced-based practice. An intervention or instructional strategy supported by positive results from a number of rigorous studies (Cook & Cook, 2013).

Intervention Fidelity. The extent to which an intervention was implemented as originally designed (Carroll et al., 2007; Kim et al., 2017; Snyder et al., 2013).

Implementation. The supports required to purposefully and reliably produce full and effective uses of innovations in practice (Fixsen et al., 2005).

Implementation leadership. Specific behaviors and actions of leaders (in this case, principals) that show the level of knowledge, support, and ability to address barriers throughout the implementation of an EBP. (Aarons, Ehrhart, Farahnak, 2014).

Implementation strategies. Systematic intervention processes to adopt and integrate evidence-based health innovations into routine care, or the "how" of implementation (Powell et al., 2012).

Innovation. Something new and previously unused by potential users or recipients (Fixsen et al., 2017).

Knowledge. Knowledge can be defined as awareness, familiarity, and exposure to facts related to EBP and is described as a 'precursor to implementation' (Powell et al., 2017).

Leadership content knowledge. The intersection of subject matter, instruction, and leadership (Stein & Nelson, 2003).

Writing knowledge. "Knowledge about the subject of writing, how students learn and

develop as writers, and effective practices for teaching writing," (Graham, 2019, p. 284).

Summary

Writing is a critical skill for K-12 students to succeed in school and in life (Troia, 2014), and yet the majority of students in the United States do not meet grade-level writing expectations (National Center for Educational Statistics, 2012). Under the requirements set forth by NCLB and ESSA, principals are now required to ensure the use of EBPs by teachers in the classroom. However, limited EBPs have been identified for writing instruction; not all principals are equipped with the access, content knowledge, or skills to critically analyze research; and confusing terminology associated with EBPs make the mandate difficult for principals to meet.

"If writing practices in schools are to change, it is important to identify the factors that inhibit good writing instruction," (Graham, 2019, p. 281), and it appears principals could be a barrier in the implementation of EBPs in writing (Aarons, Ehrhart, & Farahnak, 2014; Locke et al., 2019; McGhee & Lew, 2007). Principals need more training on: (a) effective writing instruction, (b) the components and expectations of the intervention, and (c) a deeper understanding of what their teachers need to implement EBPs in writing (Graham, 2019; McGhee & Lew, 2007). Often times, principals lead teachers through these challenges without a plan or without a complete understanding of the components of the initiative (Aarons, Ehrhart, Farahnak, & Sklar, 2014; Locke et al., 2019). While great leadership cannot solve every problem in schools, educational reform success stories are rarely accomplished without skillful, instructional, and intentional principals and teachers (Hallinger & Murphy, 1987; Hallinger et al., 2013).

A gap in the research exists on identifying methods that can assist principals in improving their writing content knowledge (Graham, 2019), and little is understood regarding the

principal's role in writing instruction at all (McGhee & Lew, 2007). Principals are tasked with the challenge of balancing the logistics of being a manager of an operational building, as well as being knowledgeable of a multitude of content areas, pedagogy, and leadership skills. To make a significant change in a content area, such as writing, the principal must possess the basic knowledge and understanding of the curriculum and instruction (Hallinger & Murphy, 1987; Matsumura et al., 2009;).

Principal support and guidance of an EBP can positively increase teachers' satisfaction of the intervention (Aarons et al., 2016), and researchers (Aarons et al., 2016; Brookman-Frazee et al., 2019) have found a critical need for leadership to be involved throughout the implementation process. Educational researchers investigating EBPs rarely measure implementation fidelity despite the evidence supporting positive results when fidelity is measured (Killberby & Dunsmuir, 2018). In this study, I sought to address these gaps in the literature by implementing a systematic, research-based (Powell et al., 2015) intervention for principals aimed at improving the implementation of an EBP in writing and measuring the impact of the principals' role in implementation on teachers' fidelity of implementation.

CHAPTER II

LITERATURE REVIEW

The purpose of this literature review is to provide an understanding of related research that informed and framed the current I.LEAD study. The chapter will begin by reviewing the laws requiring EBPs into schools and the impact these changes had on principal expectations. Next, I will briefly review the research base supporting the EBP for writing instruction utilized in the parent We Write study; SRSD. Then, I will turn to implementation science to define, explain, and support the need for implementation studies to investigate the lack of EBPs in writing in schools. Next, the implementation determinant framework supporting the current I.LEAD study is discussed, and I review the research supporting the need for principal participation in the implementation process. Since no implementation effectiveness studies were found including principals and writing instruction, a review of five implementation effectiveness studies containing similar components to the current study are reviewed, with a focus on methodological components influencing the current study. Finally, the chapter ends with a synthesis of the literature that framed, guided, and supported the current I.LEAD study.

Implementation of EBPs in Schools

With the introduction of mandates such as No Child Left Behind (NCLB, 2002) and the Every Student Succeeds Act (ESSA, 2015) that require the use of EBPs in schools, districts and principals have been obligated to ensure the implementation of EBPs by teachers during their classroom writing instruction; however, principals may encounter difficulties identifying such practices without the knowledge or understanding of specific evidence-based writing strategies.

All schools and districts must maintain school improvement plans as outlined by the ESSA (2015) specifically placing responsibility on the schools to require EBPs to be used for struggling schools through effective instruction for literacy initiatives. While the law raised the rigor and standards for schools, it also presented a number of hurdles for districts and principals to find EBPs to meet the needs of their students for writing instruction. To begin with, the language is not consistent in terms of effective writing instruction (McGhee & Lew, 2007) or terminology of EBPs (i.e., research-based, best practice, grounded in research; Cook et al., 2012). This becomes an issue when the best-intentioned teachers and principals seek to find writing interventions to help their students and creators of writing curricula utilize these blurred lines of EBP terminology to market materials that are grounded in research and theory (Graham & Harris, 2016), yet do not have the evidence supporting actual change in student writing outcomes. Principals and districts are not guaranteed access to research (Finnigan & Daly, 2014), resulting in a struggle to locate, analyze, choose, and implement EBPs, and oftentimes rely on professional organizations and conferences to receive research (Penuel et al., 2016). Mandates for principals to use EBPs in schools, coupled with the issues behind clarity and access to EBPs, create a problem for principals, but the issues are even greater for EBPs in writing instruction due to the lack of identified EBPs in writing (Troia, 2014).

SRSD as an EBP in Writing

While there may be a lack of EBPs (Troia, 2014) for writing instruction, SRSD is an identified EBP not lacking in research or support. The purpose of the current study was focused specifically on the principal's impact on teacher fidelity of implementation of the We Write intervention utilizing SRSD to improve student writing outcomes. Thus, this section does not include an overview of all writing practices or writing interventions. Instead, the following is a

brief overview of the research of the one EBP identified by What Works Clearinghouse (WWC) to improve student writing achievement: SRSD (WWC, 2012).

SRSD has an extensive research base (i.e., true-experiments, quasi, and single-case design) including strong, positive results from multiple meta-analyses (Graham et al., 2012; Graham & Perin, 2007; Rogers & Graham, 2008). In a meta-analysis from 2003, Graham & Harris reported SRSD effect sizes of 1.47 for holistic quality and 1.78 for genre elements. In a more recent meta-analysis of writing strategies, Graham and colleagues (2012) found that SRSD was the writing intervention with the largest effect size, with a total of 14 studies and an average effect size of 1.17. SRSD has been identified as an evidence-based practice with the following recommendations: (a) rating of "strong evidence" by IES in 2012, (b) strongest impact of any research instructional approach in writing by the Carnegie Corporation, (c) strong, favorable ratings by the National Center for Response to Intervention, and (d) evidence-based practice (Baker et al., 2009, WWC, 2012). These results indicate SRSD has been found to be an effective writing strategy, yet the positive results raise the question, "Why isn't SRSD being utilized in schools?" To answer this question, researchers must turn the focus away from solely investigating what works and begin investigating how to sustain the use of efficacious practices by addressing barriers and fostering supports throughout implementation (Gottfredson et al., 2015).

Implementation Science

Implementation science was developed in response to the research to practice gap in healthcare (Nilsen, 2015) to begin researching the questions behind why EBPs are: (a) not being utilized in real-world settings, (b) not producing similar results to EBP efficacy studies, and (c) not being sustained by implementers. The following section will present the basic components in implementation science within the educational sector.

Implementation Science is defined as "the scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices into routine practice," (Eccles & Mittman, 2006, p.1). Efficacy studies are conducted to show if an intervention is effective, but implementation science is recognizing the unique challenges that exist when transferring an EBP conducted by researchers in a controlled setting into the real world full of uncontrollable contextual factors (Domitrovich et al., 2010).

Stages of Implementation

Implementation of an intervention is an extensive, iterative process that takes time, strategies, and adaptations before a school is fully implementing an EBP with fidelity. Fixsen and colleagues (2005) describe the process of implementing an intervention in four stages: exploration, installation, initial implementation, and full implementation. The exploration stage occurs at the beginning of the study to find the most effective intervention to fit a population's needs (Fixsen et al., 2017). Next, the installation stage includes gathering resources, training all implementers, and preparing the organizational stakeholders for the implementation process ahead (Fixsen et al., 2005). Then, the initial implementation stage begins the first time the intervention is used by teachers in the field, and often requires adjustments based on data collection (Fixsen & Blasé, 2008). The final stage is full implementation when the intervention is effectively and consistently utilized in the school system and classrooms with supports from leadership (Fixsen & Blasé, 2008). Three of the four implementation stages (i.e., exploration, installation, and initial implementation) will be the stages impacted by the I.LEAD study, as demonstrated in Figure 1.

Figure 1. Stages of Implementation (adapted from Fixsen & Blasé, 2008)

Stages of Implementation

Exploration	Installation	Initial Implementation	Full Implementation
Assess the needs of the educational environment	Acquire resources	Make adjustments to implementation drivers	Monitor and manage implementation drivers
Thoroughly examine the intervention components	Make logistical arrangements to prepare organization	Manage change	Achieve fidelity and outcomes
Identify implementation drivers	Prepare implementation drivers	Install data systems	Further improve fidelity and outcomes
Assess the fit of intervention to educational environment	Prepare the teachers and staff for implementation	Initiate improvement cycles	
Gather literature to develop implementation strategies for principals	Professional development for principals	Meet with principals to share data on We Write	
	Develop goals and action plans to address protential barriers	Revisit goals and action plans and adjust to the needs of the school	

General Implementation

I.LEAD Specific

Note: The stages have been altered to represent the I.LEAD study components represented at each stage of implementation.

Types of Implementation Studies

The two primary types of studies conducted to measure the implementation process of an intervention are implementation quality studies and implementation effectiveness studies (Albers & Pattuwage, 2017). Implementation quality studies focus on the quality with which an intervention (i.e., academic, behavioral, or medical) was implemented (Albers & Pattuwage, 2017), yet these studies do not investigate the impact of implementation quality on outcomes. Implementation effectiveness studies test implementation strategies and evaluate the impact on various outcomes (i.e., implementation outcomes, student achievement, teacher self-efficacy). Measured outcomes in implementation research most often include fidelity of implementation, dosage, implementation quality, and adaptation (Fixsen et al., 2017).

Measurements in Implementation

Implementation outcomes are the constructs measured to assess the effectiveness or quality of the implementation of an intervention (Proctor et al., 2011). It is critical to examine the effectiveness of the implementation of an intervention if an intervention's effectiveness seeks to expand into a real-world setting (Proctor et al., 2011). Proctor and colleagues (2011) provide eight implementation outcomes utilized in the field of implementation (i.e., across all fields of study): acceptability, adoption, appropriateness, feasibility, fidelity, implementation cost, penetration, and sustainability. In educational implementation research, fidelity is the most common implementation outcome reported in both implementation effectiveness and quality studies (Albers & Pattuwage, 2017), and was the focused outcome measured in the current I.LEAD study.

Fidelity. Intervention fidelity refers to the extent to which an intervention was implemented as originally designed (Carroll et al., 2007; Kim et al., 2017; Snyder et al., 2013). Implementation fidelity focuses on factors (i.e., competency, organization, leadership) that support or sabotage implementation of the intervention (Snyder et al., 2013). Fidelity measures should be included throughout the course of a research study to accurately capture possible elements in which human behavior affected the original intentions of the intervention (Ledford & Wolery, 2013). When implementing educational interventions within schools, the intervention is often conducted by teachers (O'Donnell, 2008). Researchers include fidelity measures within academic interventions, so they can make claims that the intervention was a variable in any changes made in the measured outcomes. Ledford and Wolery (2013) explain measuring fidelity can also include utilizing the data as a formative assessment for needs-based booster sessions to re-teach the intervention, increase internal validity, explain inconsistent results, and capture implementer differentiation.

When developing measures of fidelity, recommendations include: name and report specific variables; increase the precision of measurement; do not use self-report measures, include measures of intervention and control groups; include baseline fidelity; collect fidelity measures across participants and across time; include measures for structure; content, and process of intervention (Ledford & Wolery, 2013; Powell & Diamond, 2013). As noted by Powell and Diamond (2013), the need for the fidelity of content dimensions throughout the professional development or training of an intervention is also critical. This helps to maintain internal validity by ensuring all elements of the intervention, as originally intended, have been explained to the implementers.

Fidelity of intervention is essential when reporting outcome measures for academic interventions (Cook & Cook, 2013). Multiple researchers have found evidence that high fidelity of implementation correlates to positive student outcomes, and low fidelity of implementation correlates with higher variability in student outcomes and low sustainability of the evidence-based practice (Durlak & DuPre, 2008; Kearns, 2010; McKeown et al., 2019). Domitrovich and colleagues (2010) noted that trained experts in the intervention produce more reliable fidelity measures over self-reported fidelity due to teachers rating themselves higher in order to appear proficient in their teaching for research purposes.

Intervention fidelity data can help researchers develop future research questions, adapt interventions based on behaviors of implementers in the field, help to identify other contextual factors to investigate further, and report a more detailed data set when reporting effects of the intervention. Leadership, which is commonly noted as a factor impacting implementation (Snyder et al., 2013) in academic interventions yet rarely captured with data in articles, is now being included in more studies as a component within the intervention (Matsumura et al., 2009;

Steele et al., 2015). Strong principal support of the intervention and a deeper understanding of the impact of the intervention are both directly related to the fidelity of implementation (McIntosh, Mercer et al., 2016; Rohrbach et al., 1993). By capturing this administrator variable and how it potentially affects teacher fidelity of implementation of an academic intervention, researchers are collecting data within a social structure (i.e., principal-teacher relationship) not often recorded in the fidelity of academic interventions research or implementation fidelity research.

Factors Impacting Implementation

It is difficult to move forward promoting EBPs in schools, in writing or any subject, without evidence-based protocols for successful implementation (Goldman et al., 2001), yet a one size fits all protocol is unlikely with each school being a microcosm with strengths and weaknesses unique to the community. As a result, implementation science research is emerging in the field of education to include the identification of potential facilitators and barriers to implementation (Domitrovich et al., 2008; Kam et al. 2003; Lyon et al., 2018; Matsumura, 2010). When implementing an educational intervention, any number of unexpected barriers have the potential to derail the successful implementation of an EBP (e.g., staff turnover, teacher training, teacher professional characteristics, the complexity of the intervention, or resources; Albers & Pattuwage, 2017; Nilsen, 2015). Principals were the focus of the current I.LEAD study, and administrative leadership has been identified as both a barrier and facilitator to implementation outcomes of an intervention (Aarons et al., 2015; Domitrovich et al., 2008). Glisson and Williams (2015) stressed the importance for studies aimed at investigating strategic change mechanisms on barriers to implementation and the impact on fidelity of implementation Theories, frameworks, and models in implementation science specifically focused on

investigating the influence of contextual factors on implementation outcomes are known as determinant frameworks (Nilsen, 2015).

Conceptual Framework

Determinant frameworks are utilized in implementation science research to specifically address independent variables impacting implementation outcomes (Nilsen, 2015). By utilizing a determinant framework, researchers are able to identify potential positive and negative influences to barriers, which then lead to implementation strategies (Nilsen, 2015). When implementing an intervention in schools, a variety of factors (e.g., district policies, teacher beliefs, principal support) influence the implementation quality outcomes (i.e., the fidelity of implementation, dosage, quality, sustainability; Domitrovich et al., 2008). Thus, Domitrovich et al. (2008) developed a determinant framework specifically for school-based interventions focused on the array of factors influencing the implementation of interventions in the school context.

Domitrovich et al. (2008) established the multi-level implementation quality framework (see Figure 2) that categorizes these factors into three levels: (a) macro-level (e.g., community and society factors), (b) school-level (e.g., organizational functioning and climate), and (c) individual (e.g., teacher professional characteristics and personal perceptions). All three levels of the framework (i.e., macro, school, individual) are interconnected and have the potential to influence the implementation outcomes of an intervention throughout the stages of implementation. Multiple determinant factors were addressed in the We Write parent efficacy study, yet the current study focused on principals as determinant factors by utilizing empirically supported implementation strategies specific to leadership.

Figure 2. *Factors Affecting Implementation Outcomes: A Multi-Level Model (adapted from Domitrovich et al., 2008)*
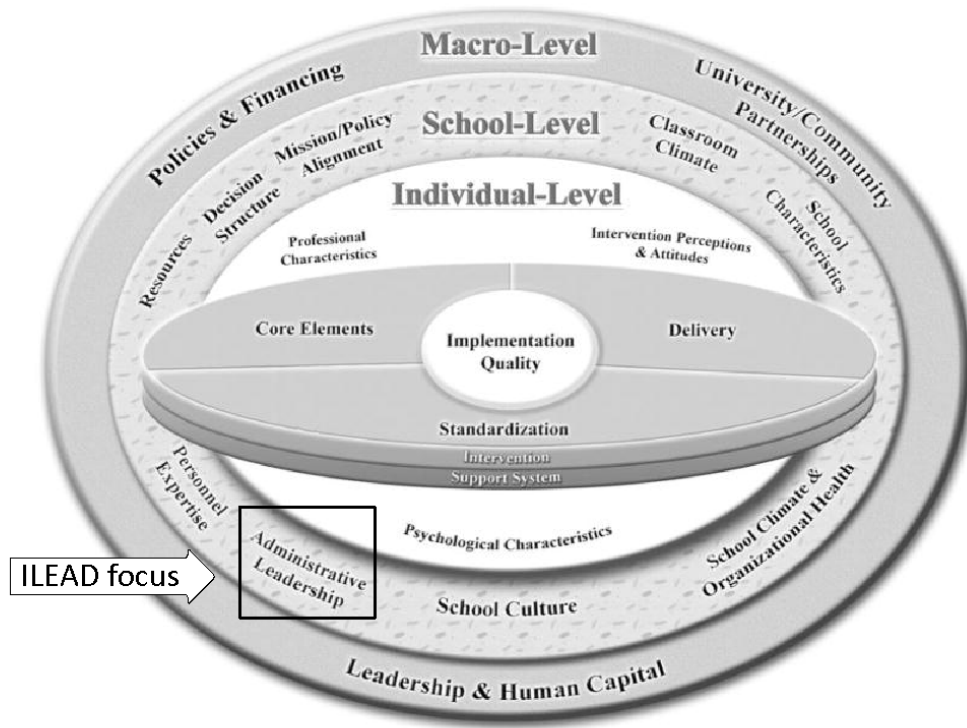
Note: This figure highlights the school-level determinant factor, administrative leadership, which is the focus of the I.LEAD model.

Implementation Strategies

Implementation strategies are the specific intervention processes chosen to assist in implementation (Lyon, 2017; Powell et al., 2015). Powell and colleagues (2015) gathered experts in implementation science to compile a list of 73 implementation strategies with agreed-upon terms and definitions to assist researchers when implementing a new program in a variety of disciplines. Powell et al. (2015) include strategies to address barriers at each level of implementation (Domitrovich et al., 2008): (a) macro level: develop academic partnerships, involve governing structures, access funding; (b) school level: assess barriers and facilitators, train leadership, identify early adopters; and (c) individual level: make training dynamic, provide feedback, conduct ongoing training. Implementation strategies provide researchers with a place

to begin when developing multi-level systems of support for implementation in intervention efficacy studies. The current study focused on utilizing these empirically supported implementation strategies (e.g., train the principal, provide ongoing support, provide feedback, address potential barriers to implementation; Powell et al., 2015) to address the principals' role in the implementation process.

Principals and Implementation

An important component of effective implementation is the school principal (McIntosh, Kelm et al., 2016). Principals affect change in school outcomes (e.g., student achievement and teacher efficacy; Heck & Hallinger, 2005; Marzano, 2005), the fidelity of implementation of an intervention (Domitrovich et al., 2008; Payne et al., 2006), and intervention sustainability (McIntosh et al., 2014). Research focusing on implementation strategies to develop interventions specific to principals does not exist for EBPs in writing instruction, yet researchers have discussed the need for such interventions to increase implementation effectiveness in future research (Meza et al. 2019; Neufeld & Donaldson, 2012; Kelly, 2012). Principal knowledge and support have been identified as constructs impacting both teachers' instruction of writing (McGhee & Lew, 2007) and teachers' implementation of an intervention (Blasé & Blasé, 2000; Powell et al., 2015), and these constructs were the focus of the implementation strategies utilized in the current study.

Principals' Knowledge and Support of Implementation

Principal knowledge and support are key variables in the implementation process (McIntosh, Mercer et al., 2016). Training leaders in the implementation process allows principals the opportunity to use their position within the school to encourage teachers to support and effectively implement the intervention (Lyon, 2017. During implementation, effective principals create an environment encouraging collaboration, developing relationships of trust and support

with staff, and continue their own learning (Fullan, 2014). In 2004, Woody and colleagues reported principals played an impactful role for teachers by either providing pressure or acting as a buffer for teachers as they navigated a new accountability system. Principals can also use their leadership to affect teachers by effectively allocating time and resources to support teachers during implementation (Cosner, 2011).

In 2016, Buttram and Farley-Ripple investigated the actions of four principals following a state mandate to implement professional learning communities (PLC) in schools statewide. Results indicated principals varied on their knowledge of the state mandate as well as its perceived opportunity to strengthen their schools. The variability in principal knowledge resulted in differing levels of support during implementation of the PLC state mandate. The principals who found value in the PLCs by setting high expectations for teachers to engage in the PLC process, and the principals participated in the PLC meetings, which conveyed to teachers the innovation was valued. One of the principals participating in the PLC summarized his level of participation in the PLCs by stating, "what gets monitored gets done," (Buttram & Farley-Ripple, 2016, p. 212). In contrast, the principals who stated the demands on their time were too great to attend the PLC meetings set the tone for the teachers that the initiative was not of great importance.

The implementation process is complex and contains many moving parts (Fixsen et al., 2005). If an EBP is to have a chance of being implemented with fidelity by teachers and being sustained in schools after the researchers leave, then principals should understand the components of the intervention in order to provide the teachers with appropriate support to increase implementation success (McIntosh, Kelm, et al., 2016).

Principals' Knowledge and Support of Content

An important component of effective implementation is the school principals' knowledge and support of the content because what a principal understands about the subject matter impacts the level of support provided (Hallinger et al., 1987). Principal knowledge, or leadership content knowledge, is the combination of a principal's subject matter knowledge, pedagogy knowledge, and leadership skills and practices (Stein & Nelson, 2003). Principal content knowledge requires the principal to engage as a learner to be proficient not only in the subject matter but also in how students learn the subject matter as well as how to best support teachers in effective teaching of the content area (Goldring et al., 2008). In terms of writing instruction, little research exists measuring principals' content knowledge in writing and how principals' support in writing directly affects teachers' instructional practices (McGhee & Lew, 2007; Olsen, 2010).

McGhee and Lew (2007) conducted a study of 169 elementary and secondary teachers' perceptions of principals' knowledge and support for effective writing instruction. Teachers reported via a 13-item five-point Likert scale survey (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree) and open-ended questions. The survey measured two constructs; knowledge and belief of literacy instruction (i.e., "My principal understands and can talk about best practice in writing instruction," "My principal reads and studies journals and research about writing and literacy") and the support for intervention of literacy instruction writing (i.e., "My principal models writing and celebrates literacy," "My principal provides resources and supplies including access to technologies"). The results indicated teachers perceive principals to play an important role in how literacy programs and interventions are implemented in schools. More specifically, the survey indicated principals who were perceived by teachers to have strong knowledge in effective writing techniques provide more support in writing. Teachers expanded on the survey questions through open-ended questions, and a common theme found

was the influence principals have on the writing practices of teachers. Teachers reported principals with writing knowledge make it a priority through their actions (i.e., providing PD, opportunities to share writing, time in the schedule for writing), and principals lacking writing knowledge do not make it a priority (i.e., focuses on test scores over effective writing skills). However, principals' self-perceptions of writing knowledge and support was not addressed.

Steele and colleagues (2015) investigated principals' knowledge in algebra and the effects on teachers' evaluations and instructional leadership. Participants included ten principals in secondary schools. The principals were provided with PD sessions on effective algebra instruction and given an assessment before and after the PD on the algebra content specific to the session. The results from the assessments indicated the principals' knowledge of algebra increased, which suggests a systematic intervention can be created to assist principals in increasing subject area content knowledge. Through semi-structured interviews, with principals only, and analysis of the assessment, Steele and colleagues (2015) reported a shift in principals' perspectives after the PD, and the content knowledge received allowed the principals to provide more specific feedback focused on instruction and student learning during observations and no longer focused on general criteria (e.g., teacher characteristics).

Lee & Madden (2019) studied the effects of using Japanese Lesson Study to increase content knowledge for principals and teachers of English and social studies in middle and secondary schools while also building leadership skills through coaching. The study was conducted with 37 middle and high school teachers and eight principals across five districts. Japanese Lesson Study is a complex intervention that includes analyzing high-quality lessons, principals and teachers developing lessons in collaboration, close analysis of each aspect of the lesson for specific student learning, and classroom observations within the team of collaborators

where focused feedback on student learning is provided (Lee & Madden, 2019). The study included a three day PD for principals and teachers, a space to share challenges and create action plans to improve, and collaboration among the research team, principals, and teachers. Lee & Madden (2019) reported principals gained a deeper understanding of teaching and strengthening pedagogical knowledge, improved the reciprocal relationship between principals and teachers, and a change in the principals' views on effective evaluations.

Principals are tasked with the challenge of balancing the logistics of being a manager of an operational building, as well as being knowledgeable of a multitude of content areas, pedagogy, and leadership skills. To make a significant change in a content area, such as writing, the principal must possess the basic knowledge and understanding of the curriculum and pedagogy (Matsumura et al., 2009).

Implementation Effectiveness Studies

In implementation effectiveness studies, researchers: (a) test the impact implementation strategies have on various outcomes (i.e., implementation outcomes, student achievement, teacher self-efficacy; Albers & Pattuwage, 2017), or (b) analyze the relationship between implementation quality measures and various outcomes (i.e., how does leadership impact dosage of an intervention). Implementation quality studies are often reported after an intervention efficacy study has been completed to provide more validity to the results of the educational intervention by reporting the intervention had been delivered as intended. Implementation quality studies are often descriptive in nature and do not make any explanatory claims (Albers & Pattuwage, 2017). Alternatively, implementation effectiveness studies are conducted to examine the relationship between variables (i.e., implementation strategies, activities, participants) and various outcomes (e.g., implementation outcomes, student outcomes, teacher self-efficacy). This can become confusing since measured outcomes in implementation research most often are

reported as implementation quality outcomes (i.e., the fidelity of implementation, dosage, implementation quality, and adaptation (Fixsen et al., 2017).

A systematic search of the literature revealed five studies that addressed implementation effectiveness including one or more of the following in the implementation plan: (a) literacy intervention, (b) web-based academic intervention, and/or, (c) principal or leadership component. There were no studies in which a writing intervention was included, but important lessons about implementing EBPs can be learned regardless of content matter or discipline, a review of each of these studies is described below in alphabetical order.

Aarons et al., 2016

A mixed-methods study published in 2016 (Aarons et al., 2016) used the Exploration, Preparation, Implementation, Sustainment (EPIS) implementation framework to collect data on the leadership factors relating to sustaining the EBP SafeCare for child welfare. SafeCare is a behavioral skills curriculum based EBP to assist caregivers of children of neglect. The study included inner context participants (i.e., those working directly with children; n = 162), and outer context participants (i.e., the administrators; n = 44). Implementation supports were not discussed explicitly, but PD was provided prior to the implementation of SafeCare, yet not discussed in detail.

Sustainment was the implementation quality measured at each site. Sustainment was measured by an independent reviewer with the following ratings: (a) fully: sufficient level of fidelity after initial implementation support was withdrawn, (b) partial: only some elements remained after support was withdrawn, or (c) non-sustainment: zero implementation of the components were implemented after support was withdrawn.

Leadership measures included a subscale of the Leadership Competence Scale of the Program Sustainability Index (Mancini & Marek, 2004) measuring just the subscale Leadership

Competence on the following constructs: (a) establish project mission/vision, (b) engage in early planning for sustainability, (c) continue planning for sustainment, (d) develop and follow a realistic project plan, and (e) identify alternative strategies for project survival. Inner context leadership measurement was the Multifactor Leadership Questionnaire (Bass & Avolio, 1995) in which providers directly working with the children rated their direct supervisor's leadership skills on the following constructs: (a) transformational leadership, (b) transactional leadership, and (c) passive/avoidant leadership (Aarons et al., 2016). Qualitative semi-structured interviews and focus groups were conducted with both the inner context participants (e.g., "How have leaders within your team supported the use of SafeCare?") and outer context participants (e.g., "Who are the most important decision-makers to influence whether SafeCare continues to be implemented?") to inquire about leadership throughout the implementation of SafeCare.

Quantitative results revealed the scores from LC predicted sustainment of the EBP when controlling for time and population with a .697 increase in the level of sustainment for every one unit increase on the LC subscale of the PSI. The MLQ results revealed that all constructs were predictive of EBP sustainability. Results from the qualitative analysis indicated that leaders who invested the time to learn and support the intervention, institutionalized the EBP, and allowed for collaboration which increased the sustainability of the EBP.

Domitrovich et al., 2010

Domitrovich and colleagues (2010) investigated the patterns of implementation of Research-based, Developmentally Informed (REDI) HeadStart classrooms and the impact of the implementation quality on student outcomes (language, emergent literacy, social and emotional learning). The REDI curriculum included center activities implemented by teachers throughout the school day and included four components: (a) dialogic reading, (b) sound games, (c) alphabet centers, and (d) social and emotional learning skills. The REDI intervention established efficacy

in a randomized clinical trial (Bierman et al., 2008) with REDI Head Start students scoring significantly higher than the control group in language, literacy, and social competency. Based on the data from the efficacy study, the researchers reported a variation in teacher implementation; therefore, the Domitrovich et al., 2010 focused on the intervention in Head Start classrooms (n = 22) and four-year-old students (n = 192) to investigate how implementation affects student outcomes. Participants were provided implementation supports that included manuals, a three-day PD with one booster session, and weekly mentoring (i.e., coaching, modeling, feedback) from REDI trainers.

Implementation quality measures included dosage, fidelity, generalization, and student engagement, and were conducted by REDI trainers. Each teacher was observed and measured on implementation quality using researcher created guidelines specific to the each curriculum component (e.g., fidelity for Sound Games: Were the activities delivered as written?; Generalization for SEL: Did the teacher reinforce vocabulary introduced in the lesson?; Child Engagement: How many of the children were positively engaged in the activity?). Dosage self-reported by teachers through weekly logs.

To calculate how the implementation quality measures impacted student outcomes for each of the REDI curriculum's core components (i.e., language, emergent literacy, SEL competence), the results from the parent study were utilized. Student outcome measures reported represented the core domains within the curriculum components of REDI; and validity, scoring, and reliability were reported in the efficacy study (Biermann et al., 2008).

Results indicated dosage and fidelity were high at the beginning for all curriculum components and remained so throughout the intervention, with generalization beginning low and increasing significantly throughout the year. Positive student outcomes were associated with

higher implementation measures, except diagnostic reading results, which indicated lower scores in grammatical understanding with higher fidelity ratings and higher ratings of generalization associated with lower levels of print knowledge. In the original efficacy study (Bierman et al., 2008), the largest effects of the REDI intervention were on phonological awareness skills, yet Domitrovich and colleagues (2010) found no association between fidelity of Sound Games and student's phonological skills. The authors hypothesized the lack of positive correlations between high fidelity and the language and literacy outcomes, and no correlation between fidelity and the positive results in phonological awareness could be contributed to the implementation measures not adequately assessing the adaptations teachers made based on the needs of their students.

Kam et al., 2003

In 2003, Kam, Greenberg, & Walls conducted a quasi-experimental matched-group design study to investigate the efficacy of an SEL curriculum, Promoting Alternative Thinking Strategies (PATHS). The study focused on the relationship between principals' and teachers' quality of implementation and the impact implementation quality had on student outcomes (e.g., aggression, dysregulation, social-emotional competence, on-task behavior). The study focused on the intervention classrooms (n = 13) and first-grade students (n = 164) in 13 intervention classrooms in a high poverty urban setting. Implementation supports included two one-day trainings for teachers, weekly classroom visits with consultations from a PATHS coordinator, and monthly visits with the principals of the schools from the PATHS coordinator.

Teacher implementation measures were conducted monthly utilizing a rating scale of 1 (low implementation) to 4 (high implementation) to assess "How well are PATHS concepts and skills taught by the teacher?" and "How well is the teacher generalizing the PATHS skills throughout the day" (Kam et al., 2003, p. 58) in the classroom environment. Implementation quality focused on how well the teacher taught the curriculum, and how well the teacher

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generalized the skills of the curriculum throughout the day. Principal implementation measures were conducted by the PATHS coordinator and supervisor using a rating scale of 1 (not supportive at all) to 4 (very supportive) to measure the principals' support of PATHS and the principals' support of the PATHS coordinator & supervisor, collected as two separate measures. Kam and colleagues (2003) explained portions of the principal implementation quality measures descriptively with examples of a high rating of support for the PATHS curriculum as integrating the curriculum into the mission of the school, effective support of teachers, evidence of curriculum, and positive interactions with the staff regarding the PATHS curriculum. The measure of principal support for the PATHS staff included specific behaviors and interactions such as welcoming the staff, including the PATHS staff into the culture of the school, and level of collaboration, yet specifics, such as a rubric, were not provided for either of the principal support measures.

Student outcomes were measured by teachers assessing student classroom behavior through the Teacher Social Competence Rating Scale (TSCRS; Kam & Greenberg, 1998), a 31-item Likert scale protocol measuring four domains (i.e., aggression, behavior dysregulation, social-emotional competence, and on-task behavior).

An analysis of covariance was conducted, using the classroom implementation quality measure and interaction terms between principal support and implementation scale as continuous variables, to assess comparisons on predicted changes in classrooms with high and low ratings of implementation but different levels of principal support. Implementation quality predicted no significant effects on student outcomes, yet significant interaction effects existed between principal support and implementation and all four domains of student outcomes: (a) Aggression: $F(3, 157) = 3:69$, $p = .01$; (b) behavior dysregulation: $F(3, 157) = 4:62$, $p < .005$; (c) social-

emotional competence: $F(3, 157) = 2:52$, $p < .06$; and (d) on-task behaviors: $F(3, 157) = 3:44$, p = .01. Kam et al. (2003) reported high principal support and high teacher implementation quality resulted in an increase in social competence and a decrease in aggression and behavioral dysregulation compared to students in the classrooms with low principal support.

Meza et al., 2019

Meza and colleagues (2019) conducted a mixed-methods study to investigate the unique challenges that occurred during the implementation process of multiple behavioral interventions over a school year and how the principal-staff relationship impacted the dosage of EBPs for students with autism spectrum disorder. The EBPs utilized by the teachers throughout the school year included: (a) Discrete Trial Training (DTT), (b) Pivotal Response Training (PRT), and (c) Visual Schedules (VS). Each of the interventions sought to help students with autism develop academic, behavioral, and social skills. Participants included principals (n = 57), kindergarten through third-grade teachers (n = 73), and classroom support staff (n = 122) in special education classrooms (n = 72) in schools (n = 57) across the Northeastern U.S. Student participants were not described. Implementation supports included a two-day didactic PD training (for teachers only), followed by implementation planning sessions with coaches highly experienced in the EBPs, monthly coaching sessions, and one consultation with principals.

The implementation quality measured the dosage through teacher and staff self-reports based on ratings of intensity unique to each EBP with the expectation that all students receive at least two sessions of DDT daily, at least one session of PRT daily, and targeted instruction on visual schedules one to two times a day. The dosage intensity was rated on a scale of one to four by intervention based on the specific expectations for each EBP set forth by the research team in order to maximize positive student outcomes. For example, DDT and PRT received the following dosage intensity scores based on the number of times each intervention was delivered

to each student during the week: zero (less than once a week), one (once a week), two (two to four times a week), three (once a day), and four (two times a day). Dosage is integral in this study because the more times the student was engaged in the intervention, the more opportunities the student had to learn and apply the skills. Teachers and staff self-reported dosage for each student on two occasions: twice in the middle of the year. The scores were averaged and reported by class.

The principals' implementation leadership was measured by teachers and staff (i.e., perceptions of principal) and principals (i.e., self-report) using the Implementation Leadership Scale (ILS; Aarons, Ehrhart, & Farahnak, 2014) a 12 question Likert scale survey (1 = not at all, 2 = slight extent, 3 = moderate extent, 4 = great extent, 5 = very great extent) measuring four areas of principal behaviors throughout the implementation process: (a) knowledge of EBP, (b) support of EBP, (c) proactiveness, and (d) perseverance. The teacher and staff ILS ratings were aggregated into one school level rating for each principal with a moderate within-group agreement of .63, and the intraclass correlation coefficient was .23 indicating a strong classroom-level effect for leadership.

The results of the ILS ratings indicated principals and teachers did not view the principals' implementation leadership skills similarly (i.e., 34.18% in agreement, 32.91% staff rating the principal higher than the principals' self-reports, and 32.91% of staff rating their principal lower than the principals' self-reports). A regression model analysis was conducted on the ILS ratings to account for variance in dosage, but only one of the three EBPs (PRT) was statistically significant. The dosage for PRT was higher at sites where the staff rated the principal high on the ILS, and the principal rated themselves low on the ILS. The dosage was lower at sites where staff rated the principal lower on the ILS and principals rated themselves high on the

ILS. Teacher age, experience, and specialized ASD training were not significant predictors of outcome variance.

Principals and teachers participated in semi-structured interviews to share insights on the implementation process of the EBPs to gain a better understanding of the quantitative results. The interviews were transcribed, independently coded to find recurring codes, and then the researchers used identified codes related to the implementation process (i.e., barriers, facilitators, implementation of EBPs). Meza and colleagues (2019) found four recurring themes impacted the implementation of the EBPs: (a) working in under-resourced contexts, (b) isolation, (c) teacher motivation, (d) external support. Teachers reported harsh working conditions and limited resources along with the isolation (both physical and social) special education teachers experience from being separated from general education as a barrier to implementation. Teachers' motivation to help their students get the best instruction and ensure EBPs were routinely used was identified as a facilitator to implementation along with relying on external supports (e.g., coaches, other teachers) to assist with suggestions and recommendations of best practices.

The quantitative results indicated a difference in principals' and teachers' perceptions of the principals' implementation leadership skills, yet those differences only accounted for variance in the dosage of one of the four interventions: PRT. This result (low principal self-report + high staff report of principal = increase in dosage) supports prior research (Aarons et al., 2017; Owens & Heckman, 2016), indicating humble leadership (i.e., principals who rate themselves lower) establishes an environment valuing humility and growth. Meza and colleagues (2019) utilized the qualitative data to find possibilities to explain why high principal self-reported ILS ratings and low teacher ILS ratings resulted in higher dosage results, and the

researchers stated that the majority of special education teachers were highly intrinsically motivated to implement EBPs and possibly aware the principal would not be a support for implementation, thus took it upon themselves to find external support or additional trainings on their own. Meza and colleagues (2019) also proposed the principals might have used high fidelity as an indication their support was not needed.

Outhwaite et al., 2019

A randomized control trial (RCT) by Outhwaite and colleagues (2019) utilized the determinant theoretical implementation framework and a mixed-methods approach to research the implementation quality of a mathematical app for four and five-year-olds (n = 461) and the impact implementation quality had on students' mathematical outcomes. Participating schools (n=12) were placed into three groups: (a) treatment group: math app + small group math instruction + whole-class math instruction, (b) Time equivalent with control treatment group: math app + whole-class instruction, and (c) Control: small group instruction + whole-class math instruction. The math app was implemented by teachers 30 minutes a day for 12 weeks. Due to the nature of the intervention being a fixed math app, fidelity and adaptations were not reported. Specifics regarding participants, intervention components, and research design were reported in the efficacy study (Outhwaite et al., 2018) and were not included. Implementation supports included a teacher manual on the math app and a visit to each school prior to implementation to ensure teacher understanding of the expectations.

In phase one of this study, the researchers used a qualitative approach to identify themes of implementation through semi-structured interviews with the teachers at the participating schools to inquire about the implementation of the math app. Interviewers used guiding questions, yet reported the interviews as authentic and free-flowing, and the researcher took field notes on explicit and implicit meanings of teacher answers. Outhwaite and colleagues (2019)

then used an inductive, bottom-up approach (Creswell & Creswell, 2018) to analyze the interviews and observations and identified four implementation themes: (a) teacher support (i.e., the level of support teachers provided students during the use of the math app), (b) teacher supervision (i.e., the level the teacher supervised the students while using the math app), (c) intended implementation (i.e., the way the math app was designed to be implemented as explained in training), and (d) established routine (i.e., a well-organized environment and schedule in the classroom to utilize the app).

In phase two, Outhwaite and colleagues (2019) utilized the four themes identified from the qualitative data analysis and rated each school using a rubric for each theme (i.e., high = three; medium = two; low = one). For example, the teacher support construct rubric ratings were as follows: (a) High (score three) = three to four types of support (e.g., guidance, behavior management, technical support) and used consistently throughout the session, (b) Medium (score two) = two types of support were intermittent throughout the session, and (c) Low (score one) = one type of support was reported throughout the intervention session. Within-group effect sizes were calculated to measure the learning gains, and no significant difference was found between the two intervention groups; thus, those results were collapsed, and learning gains' effect sizes were reported by school.

Correlation data analysis results indicated a significant positive correlation between the implementation theme of established routine ($M = 2.228$, $SD = .79$) and student learning outcomes ($M = .77$, $SD = .36$). Researchers found no other significant correlations between student learning outcomes and the remaining implementation quality themes (i.e., teacher support, teacher supervision, intended implementation). An exploratory linear regression analysis

was run to investigate if an established routine could predict learning outcomes, and established routine accounted for 41% of the variance of student learning outcomes with the math app.

Summary of Implementation Effectiveness Studies

Of the five implementation studies previously summarized, two researched the implementation quality's impact on student academic outcomes (i.e., literacy: Domitrovich et al., 2010; math: Outhwaite et al., 2019), and three focused on student behavioral outcomes (i.e., Aarons et al., 2016; Kam et al., 2003; Meza et al., 2019). All studies were conducted with elementary age students, and all were implemented by teachers and staff working directly with the children. Four of the studies occurred within elementary schools, and one study (Aarons et al., 2016) took place within the social service setting. Theoretical frameworks were not clearly defined in three of the studies, with the other two studies utilizing the EPIS framework and determinant theoretical framework to guide the study.

The most common implementation support for teachers was PD (n = four), yet the PD procedures were not clearly defined and ranged from one day to three days plus a booster session. Other implementation supports for teachers included manuals, weekly mentoring, planning sessions, with one study only offering one visit to the school prior to implementation. Three of the studies contained implementation supports for principals (Aarons et al., 2016; Kam et al., 2003; Meza et al., 2019). Two of the studies provided an initial PD for principals (Aarons et al., 2016 ; Meza et al., 2019), and one study provided PD for principals along with monthly visits with the principal (Kam et al., 2003). None of the studies clearly explained the components of the PD implementation supports in detail. Measures of implementation and leadership were inconsistent. One study measured principal support with two constructs (quality of support of intervention and quality of support for intervention team) rated on a scale of 1 (not supportive at all) to 4 (very supportive). A leadership competency subscale of the PSI (Mancini & Marek,

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2004) and the MLQ (Bass & Avolio, 1995) were utilized in one study (Aarons et al., 2016) to measure leadership behaviors. While Meza et al. (2019) included both teachers' and principals' perceptions of implementation leadership by utilizing the ILS (Aarons, Ehrhart, & Farahnak, 2014).

Implementation quality outcomes measured included fidelity, dosage, sustainment, generalization, student engagement, with one study (Kam et al., 2003) measuring implementation in general on a scale of 1 (low implementation) to 4 (high implementation). One study (Outhwaite et al., 2019) analyzed qualitative data from teachers to generate implementation themes to measure (e.g., teacher support, teacher supervision, intended implementation, and established routine). All implementation quality measures were researcher-created, yet the ratings were inconsistent and not clearly defined (i.e., little, somewhat, mostly). Dosage was self-reported by teachers in two of the studies (Domitrovich et al., 2010; Meza et al., 2019).

Results regarding implementation quality impacts on student outcomes were not consistent. Domitrovich et al. (2010) reported higher ratings in fidelity, dosage, and generalization increased student outcomes except in diagnostic reading, which the authors hypothesized was due to the teachers following fidelity and not adapting to the needs of their students. Outhwaite et al. (2019) found no significant correlation between teacher support, teacher supervision, or intended implementation, yet found a positive correlation to an established routine using the math app and student outcomes. Kam et al. (2003) found implementation quality had no significant effects on student outcomes, yet interaction effects between principal support and implementation impacted student outcomes with higher principal support yielding higher student outcomes. Meza et al. (2019) reported principals and teachers did

not rate implementation leadership similarly with approximately 1/3 of principals and teachers aligned, 1/3 of teachers rated principals higher, and 1/3 of teachers rated principals lower. Dosage was significantly impacted by leadership for only one of the EBPs in which dosage was lower when principals rated themselves higher and dosage was higher when principals rated themselves lower. Aarons et al. (2016) found that an increase implementation leadership predicted sustainment of the intervention.

Discussion

Student writing outcomes in the U.S. are dismal (NCES, 2012), and this has been an area of concern for decades (NCOW, 2003). In 2003, the NCOW declared writing a national priority, and in 2015, the ESSA began requiring the use of EBPs, as well as, trainings for principals to effectively evaluate and implement interventions. SRSD is an identified EBP with the largest effect size for student writing outcomes (Graham et al., 2012). However, SRSD has not been researched within implementation science research, and the majority of the research supporting SRSD was not teacher-implemented (Finlayson & McCrudden, 2020). This becomes a problem when investigating SRSD implementation since teachers report feeling unprepared to teach writing (Brindle et al., 2016).

McGhee & Lew (2007) surveyed 169 teachers to gain perspective on the teachers' perceptions of the principals' role in writing instruction. Teachers reported principals with higher knowledge in writing tended to offer more support. To date, no study has looked specifically at principals' perceptions of their role in writing instruction, nor has a study investigated an intervention for principals to increase writing knowledge or writing support. In two studies (Lee & Madden, 2019; Steele et al., 2015) reviewed, the researchers provided principals with professional development and supports to improve content knowledge. Steele and colleagues (2015), had successful results by providing PD for principals to increase content

knowledge in algebra, and Lee & Madden (2019) reported an increase in pedagogical knowledge through PD, observations, collaboration, and focused feedback. Both of these studies only reported principal results and discussed how this increase in knowledge would impact teachers, yet neither of these studies included teachers' perceptions of the principals' knowledge or support.

When implementing an innovation in a school, the principal sets the tone for how the intervention will be received and valued within the school. Principals have been identified as a barrier to implementation (Aarons, Ehrhart, Farahnak, & Sklar, 2014; Locke et al., 2019), and as an organizational factor impacting implementation outcomes (Kam et al., 2003). The principal and administrative team have the ability to provide or deny support, resources, and guidance throughout the implementation process of a new intervention (Debnam et al., 2013).

To date, no implementation effectiveness study has included a systematic intervention for principals in writing to increase implementation outcomes. Only three of the five implementation effectiveness (Aarons et al., 2016; Kam et al., 2003; Meza et al., 2019) studies included any implementation supports for principals, and none of the studies provided principals with on-going support throughout implementation, nor did the studies include measures to monitor principal participation. Research indicates principal involvement in innovations impacts a variety of outcomes: (a) implementation quality ratings (Kam et al., 2003), (b) dosage (Meza et al., 2019), and (c) sustainment (Aarons et al., 2016). Providing leadership trainings (Powell et al., 2015) and ensuring the principal has the knowledge of the intervention (Aarons, Ehrhart, Farahnak, & Sklar, 2014; McIntosh, Kelm et al., 2016) have been identified as implementation strategies. Principal content knowledge (Steele et al., 2015; Stein & Nelson, 2003) and principal

support (Lee & Madden, 2019; McGhee & Lew, 2007) have also been identified as constructs impacting teachers' writing instruction.

In previous SRSD efficacy studies, the researchers did not address implementation. The purpose of the present study was to investigate the impact of an implementation model, I.LEAD, for principals by providing a systematic implementation intervention for principals through on-going support and accountability with the intent to increase the writing knowledge and support and intervention knowledge and support. Unlike the majority of previous implementation effectiveness studies, the current I.LEAD study sought to proceed much like Meza et al. 2019 to test the impact of the participation in I.LEAD by including both principals' and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, (d) intervention support, and (e) the impact the constructs (i.e., listed in a-d) had on teacher fidelity of implementation of teacher-led lessons and the computer-led lessons. With the I.LEAD model, I focused on improving the implementation leadership skills of the principals by utilizing implementation strategies (Powell et al., 2015) and factors identified in research to support: (a) the principals' writing instruction (McGhee & Lew, 2007), (b) the principals' intervention knowledge and support (Meza et al., 2019), and (c) the implementation leadership of the principal through strategic leadership skills for EBP implementation (Aarons, Ehrhart, & Farahnak, 2014). In the next chapter, the methods of the I.LEAD study is presented.

CHAPTER III

METHODS

The role of the principal in the implementation of EBPs in writing is not well understood, yet research indicates the principal can impact teachers' fidelity of implementation of interventions (Aarons, Ehrhart, Farahnak, & Sklar, 2014). The review of literature provided specific models aimed at systematically improving principals' writing knowledge and support and principals' intervention knowledge and support. Implementation effectiveness studies have reported that principals are one barrier to implementation (Aarons et al., 2016), and teachers have indicated principals' writing knowledge and support can impact writing instruction (McGhee & Lew, 2007). Implementation strategies focused on leadership (Powell et al., 2015) provide the foundation for the components of the current study. This chapter provides a description of the methods used in the I.LEAD study by presenting the rationale for the research design, methodology, data collection, and data analysis.

Present Study

The purpose of this study was to determine the role of the principal during the implementation of an EBP in writing by providing the principals with a systematic intervention intended to increase the principals' writing knowledge and support and the principals' intervention knowledge and support of the We Write intervention, a larger parent study. Throughout this study, I provided training, support, and accountability to principals through the I.LEAD model and measured the impact the principals' role had on teacher fidelity of implementation of a new writing intervention. The relationship between principals' perceptions and teachers' perceptions of principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support was investigated. Also, principals'

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perceptions and teachers' perceptions of principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support were investigated for potential impact on teacher fidelity of implementation. The following research questions were the focus of the study.

Research Questions

1. What is the relationship between reported principals' self-perceptions and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support?

2. How does principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support impact the fidelity of implementation of teacher-led lessons? Of computer-led lessons?

3. How does the principals' engagement in I.LEAD impact the fidelity of implementation of teacher-led lessons? Of computer led lessons?

Sampling Procedures

This study took place during the fall semester of the 2019-2020 academic school year in one school district in the state of Texas. Participants were recruited from the sites that were randomly assigned to the intervention group in the multi-site cluster (CRT) We Write parent study (Wijekumar, 2012-2022). Randomized assignments occurred at the school level by an outside researcher. For the current study, all principals, third grade teachers, and fourth grade teachers from the intervention schools implementing We Write were invited to participate in the study.

Institutional Review Board

An amendment was created for the original We Write parent study and presented to the

Institutional Review Board (IRB) to include the components for the I.LEAD study and was

approved in June of 2019.

Principal Consent

Principals were presented with a consent form (see Appendix A), by me and a trained

research staff member, and asked to participate during the We Write principal PD session held at

the district office building. I was present at the time of consent to answer any questions and

ensure participants understood participation was voluntary, and withdrawal from the study could

be accomplished by informing any member of the research team at any time throughout the

duration of the study. Principals were not compensated for participation in this study. Of the nine

principals approached to participate in the I.LEAD study, nine (100%) principals agreed to

participate.

Teacher Consent

All third and fourth grade teachers were presented a consent form from the trained

research staff conducting PD (see Appendix B) and asked to participate during the initial two-

day PD for the We Write program located in the district office building. Researchers leading the

PD sessions were present at the time of consent to answer any questions and ensured participants

understood that participation was voluntary, and withdrawal from the study could be

accomplished by informing any member of the research team at any time throughout the duration

of the study. All teachers choosing to participate in the We Write parent study were compensated

$400 for attending PD during the summer, but teachers that attended PD during a make-up

session during the school year were not compensated and the study used the money to pay for

substitutes. Of the 65 writing teachers approached to participate in the study, 64 (98%) agreed to participate.

Setting and Participants

The nine participating schools from a school district in Texas were given labels A-I and given pseudonyms derived from the alphabetic labels to maintain the anonymity of the participants within the school. Principals were also given pseudonyms labeled A-I to match their school's name. Demographics of the school populations, teachers, and principals can be found in the sections below.

Schools

A total of 18 schools participated in the We Write parent efficacy study. Of the 18 total schools participating in the We Write parent efficacy study, only the nine intervention schools were the focus of the current I.LEAD study. The schools were categorized into three groups: (a) traditional instruction (n = 5); (b) dual language instruction (n = 2); and (c) multiple initiatives (n = 2). Both of the multiple initiative schools were both dual-language schools plus one more initiative unique to the schools (i.e., fine arts academy, international baccalaureate). To maintain the anonymity of the participants, the schools are not labeled by initiative in this document, yet school initiative is included as a covariate in the analysis and reported in the results section.

The nine schools participating in the study had a mean of 511 total students (n = 9, SD = 153.81, Mdn = 497, Min = 330, Max = 752; TEA, 2019). The ethnic/racial distributions of the students in the nine schools was 95% Hispanic, 3.5% White, and .37% African American with 24.84% of students identified as English Language Learners (ELL), 84.33% of students identified as economically disadvantaged, and 8.19% identified as students with disabilities (TEA, 2019) and can be found in Table 1.

Within the nine intervention schools, 75 classrooms were a part of this study. Of the 75 classrooms, 51% (n = 38) were third grade classrooms and 49% (n = 37) were fourth grade classrooms. The third and fourth grade classrooms had a total of 1,398 students with a class size mean of 18.53 (n = 75, *SD* = 2.47, *Mdn* = 19.00, Min = 11.00, Max = 23.00,) students per classroom.

State test results for the third and fourth grade of the nine intervention schools for the 2019 school year can be found in Table 2. The fourth grade (current grade tested by the state in writing) English Language Arts (ELA) test results for the nine schools consisted of a mean percentage of 7% mastered standards, 31% meets standards, 67% approaches standards.

Table 1. *School Setting Demographics*

School	Total Students	Class size	White	Hispanic	African American	Economically Disadvantaged	ELL	Students w/ Disabilities
	n	M	%	%	%	%	%	%
Atkinson	701	22.4	3.9	95 .0	0.7	88 .0	12.8	8.8
Brown	367	20.0	3 .0	95.6	0.3	89.9	23.4	6.4
Clark	398	22.0	0.8	98.0	0.0	92.7	40.2	8.3
Downton	497	15.5	3 .0	96.3	0.2	90.4	32.1	11.1
Elm Street	330	17.5	1.5	98.2	0.3	99.7	31.2	12.8
Freedom	623	19.2	2.9	96.3	0.2	90.4	32.1	8.8
Grover	719	19.5	4.0	93.6	1.3	69.0	21.1	7.2
Hope	752	36.4	8.2	90.6	0.3	54.8	13.2	3.5
Irving	502	17.3	4.2	95.8	0.0	84.1	17.5	6.8

Note. Data collected from the Texas Education Agency (TEA; 2019)

Table 2. *School State Test Reading and Writing Results for Third and Fourth Grade*

School	Reading 2019 State Test Results						Writing 2019 State Test Results		
	3rd Grade			4th Grade			4th grade		
	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters
	%	%	%	%	%	%	%	%	%
Atkinson	73	35	25	73	37	20	62	29	4
Brown	79	31	15	89	57	31	67	29	2
Clark	76	31	18	85	58	24	76	34	8
Downton	72	38	12	69	44	19	64	39	10
Elm St.	76	36	24	61	29	6	65	39	23
Freedom	65	26	16	53	21	8	45	16	5
Grover	91	71	50	84	56	25	83	34	3
Hope	83	52	31	78	41	20	73	30	7
Irving	78	45	31	78	45	31	64	28	4

Note. Data collected from the Texas Education Agency (TEA, 2019)

Principals

A total of nine principals participated in the I.LEAD study. The majority of principals identified as female (89%, n = 8) and one principal identified as male (11%, n = 1). The majority of principals (78%) identified as Hispanic (n = 7) and 22% identified as Caucasian (n = 2). Principal participants had been classroom teachers for an average of 13.98 years (n = 9, *SD* = 9.77, *Mdn* = 7, Min = 4.00, Max = 32), and had served as principal at their present school for a mean of 8.93 years (*SD* = 5.88, *Mdn* = 6.00, Min = 2.00, Max = 24.00). The highest level of education consisted of 100% master's degree from a face to face university (n = 9). Of the nine principals, all (n = 9, 100%) had been elementary school teachers, and all (n = 9, 100%) had classroom experience teaching writing. Principal demographics are not presented in table format by school to maintain anonymity of participants.

The participating principal at Hope Elementary was moved to another school a few weeks after the initial principal PD session. The replacement principal was the assistant principal from Hope Elementary from the previous school year, and as a former writing teacher, was actively involved in the writing instruction with the teachers. Therefore, the data collected from the teachers will remain in the analysis for Hope Elementary. The new principal was not given a PSWI-P Pre survey, which is a limitation.

Teachers

Out of the 75 classroom teachers, 51% were third grade (n = 38), and 49% were fourth grade (n = 37) teachers from the intervention schools of the parent We Write efficacy study. Of the 75 classroom teachers, 88% (n = 66) of those teachers taught writing, and 12% (n = 9; all of which were fourth grade teachers) were departmentalized and taught in other content areas. Out of the 65 total third and fourth grade writing teachers, 98% (n = 37) of the third grade and 100% (n = 27) of the fourth grade teachers chose to participate (n = 64) in the I.LEAD study. The

majority of teachers identified as female (n = 59, 92%), and the remaining teachers identified as male (n = 5, 8%). The racial/ethnic make-up of the teachers are as follows: 76% identified as Hispanic (n = 49), 17% identified as Hispanic/Caucasian, 5% were unidentified (n = 3), 2% identified as Caucasian (n = 1). Teacher participants' classroom teaching experience was an average of 13 years (SD = 7.98; Range = 0 to 33). Teacher participants' teaching at the current school was a mean of 3.85 years (SD = 3.84; Range = 0 to 15), years teaching current grade for a mean of 6.63 years (SD = 7.11; Range = 0 to 33). The highest level of education consisted of 28% master's degree, with 100% of the teachers having a bachelor's degree.

Measures

To investigate the impact of the I.LEAD model on teachers' fidelity of implementation, four constructs were measured in the current I.LEAD study. These are principals' self-perceptions and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support (Aarons et al., 2016; McGhee & Lew, 2007). These constructs and measures are visually represented in Figure 3. In the following section, I describe the measures (i.e., both principal and teacher) utilized in the study.

Figure 3. Constructs Measured in the I.LEAD Study
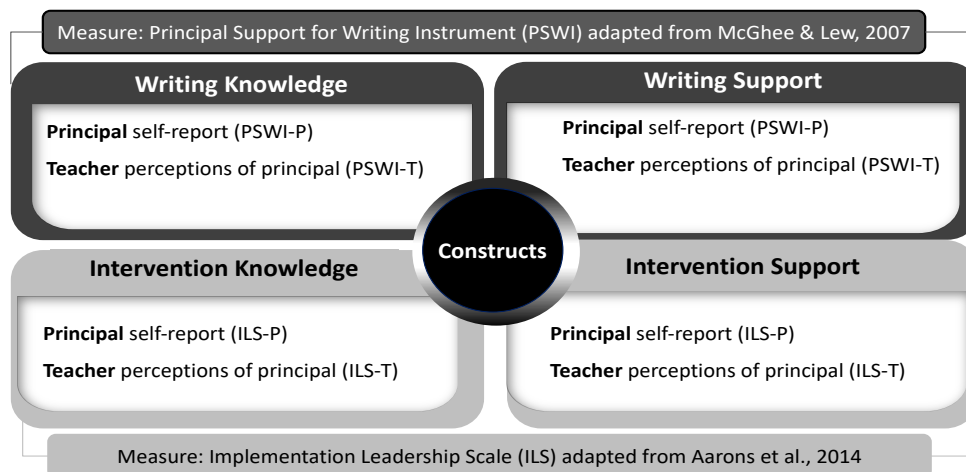
Demographic Questionnaire

Principal Demographics. The principal demographic form was administered on paper at the principal PD session, and all information was transferred to an excel sheet by a research assistant (RA), compiled, and reported in the participant section. The demographic form included the following: (a) name, (b) school, (c) subjects taught as a teacher, (d) years of teaching experience, (e) highest degree, (f) education degree (i.e., level of degree, year, area of degree, university, online/in-person college/university), and (g) experience teaching writing or reading (i.e., yes or no). Prior to analysis, a random 20% (n = 2) of the demographic data entry was reviewed by another researcher with 100% agreement.

Teacher Demographics. Teacher demographics were collected with the form used in the We Write parent study. This paper/pencil form was distributed at the Teacher PD, and all information was transferred to an excel sheet by an RA, compiled, and reported in the participant section. The demographic form included the following: (a) name, (b) school, (c) current grades teaching, (d) subjects taught, (d) gender, (e) race/ethnicity, (f) education degree (level of degree, year, area of degree, university, online/in-person, (g) certification, (h) voluntary attendance or mandatory attendance at PD, (i) writing instruction schedule, and (j) contact information and preferences. Prior to analysis, a random 20% (n = X)of the demographic data entry was reviewed by another researcher with 100% agreement.

Principals' Writing Knowledge and Support

The following section describes the instruments utilized to measure the principals' writing knowledge and support. The current I.LEAD model is focused on principals; therefore, in an attempt to gain a more in-depth view of the principals' role in the implementation process of the We Write intervention, both principals' and teachers' perspectives were measured.

Principal Support for Writing Instrument (PSWI). The PSWI created by McGhee &

Lew (2007) was utilized to measure the principals': (a) writing knowledge and (b) writing

support through both principals' self-reports and teachers' perceptions of the principal. The PSWI

(McGhee & Lew, 2007) is an instrument used to measure the perceptions of teachers regarding

principals' knowledge and support for writing instruction with prior reliability reported (McGhee

& Lew, 2007) of Cronbach's α = .94. The PSWI is a 13-item five-point Likert-scale survey (1 =

strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree) measuring two

constructs.

The first construct of the PSWI is Knowledge and Beliefs for Literacy Instruction. The

questions in this construct were used to measure principal writing knowledge (e.g., "My

principal understands and can talk about best practice in writing instruction," "My principal reads

and studies journals and research about writing and literacy."). The second construct measured in

the PSWI is the Intervention for Literacy Instruction, which "included the items that compose the

principals' support for literacy instruction," (McGhee & Lew, 2007, p. 366) such as resources,

time, modeling, etc. The items in this second construct were used to measure principal writing

support (e.g., "My principal models writing and celebrates literacy," "My principal provides

resources and supplies including access to technologies."). With the author's permission and

encouragement (M. McGhee, personal communication, April 23, 2019), the PSWI was adapted

to first-person to measure the principals' self-perception of writing knowledge and support (e.g.,

"I model writing and celebrate literacy"). For the current study, the items for writing knowledge

had a Cronbach's alpha coefficient of 0.70, indicating acceptable reliability. The items for writing

support had a Cronbach's alpha coefficient of 0.91, indicating excellent reliability (Intellectus

Statistics, 2019).

Altering the survey to allow for self-report introduces limitations to the measure. Those completing self-report measures may not be completely honest in order to appear more socially or academically acceptable (Goldring et al., 2009). They may not be able to report themselves accurately due to the inability to be introspective, see themselves through the eyes of others, or avoid self-report bias (Goldring et al., 2009). Thus to moderate these potential problems with self-reporting, I provided both the teacher and the principal with a survey aligned to measure the same constructs which will provide a more multi-dimensional view of the data without relying solely on self-report data.

PSWI-Principal Pre. The PSWI-Principal Pre (see Appendix C) is a survey adapted from McGhee & Lew (2007) and was administered to use with principals prior to the implementation of the We Write intervention during the I.LEAD principal PD. The PSWI-Principal Pre included open-ended questions to gain a more in-depth understanding of the writing practices of the school and writing knowledge of the principals. The open-ended questions assessed leadership content knowledge in writing as well as leadership skills through content knowledge questions and school-related scenarios (e.g., "When a teacher provides resistance to implementing a new initiative, what strategies do you use to help keep them on track?"). The responses were entered into a spreadsheet by trained research assistants; however, these questions were not thoroughly analyzed for the purposes of this study. Preliminary data analysis of these questions is reported in the results section. Prior to analysis, 20% (n = 2) of the PSWI-Principal Pre data entry was reviewed for accuracy by another researcher with 98% agreement. Surveys were chosen at random using a random number generator and the participants' identification number. The one data discrepancy included a participant writing in an answer of "maybe" for a yes/no question but was agreed upon and coded as other/unknown.

PSWI-Principal-Post. The PSWI-Principal Post was administered to all participating principals via Qualtrics after the completion and post-test of the We Write intervention. PSWI-Principal Post survey was the same as the pre-survey with adjustments made to the open-ended questions. The adaptations to the post-survey included open-ended questions about specific components of the I.LEAD model which would not have been possible to answer pre-intervention (e.g., "Describe the role Researcher A played in supporting you as an administrator and describe if you found this role a facilitator or hindrance to the intervention") and the intervention knowledge (e.g., "Please take this time to describe the We Write writing curriculum and how successful you feel it was for your teachers and students. Be specific,"). The results from the PSWI-Principal Post survey were exported to an excel sheet through Qualtrics; however, these questions were not thoroughly analyzed for the purposes of this study. Preliminary data analysis of these questions is reported in the results section.

PSWI-Teacher Pre. The PSWI-Teacher Pre(see Appendix D) is a survey adapted from McGhee & Lew (2007) and was administered by paper prior to the implementation of the We Write intervention to all third and fourth grade teachers during the two-day PBPD for the parent We Write study. The PSWI-Teacher Pre survey included open-ended questions to gain a more in-depth understanding of: (a) the writing practices of the school (e.g., "What instructional approach is currently used at your school?"; "Were you provided professional development on your current writing curriculum?"), (b) the administration (e.g., "How does your administration show support for writing in your school?"), (c) and the needs of the teachers (e.g., "What supports would you find helpful from your administrative team to support you in your writing instruction?"). The open-ended questions were typed and transferred to an excel sheet by trained research assistants; however, these questions were not thoroughly analyzed for the purposes of

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this study. Preliminary data analysis of these questions is reported in the results section. Prior to analysis, 20% (n = 13) of the PSWI-Teacher Pre data entry was reviewed for accuracy by another researcher with 100% agreement.

PSWI-Teacher Post. The PSWI-Teacher Post survey was administered to all third and fourth grade teachers via Qualtrics after the completion and post-testing of the We Write intervention. The PSWI-Teacher Post was adapted from the pre-survey to include an open-ended question capturing the thoughts and feelings on the implementation of the intervention (i.e., "Please use this space to list any components of We Write that worked well, any barriers to implementation, supports that worked or were not successful on our part, and explain your principal's involvement with We Write compared to other writing initiatives."). The results from the PSWI-Teacher Post were exported to an excel sheet through Qualtrics; however, these questions were not thoroughly analyzed for the purposes of this study. Preliminary data analysis of these questions is reported in the results section.

Principals' Intervention Knowledge and Support

Since the current I.LEAD model was focused on principals, both principals' and teachers' perspectives were measured to gain a more in-depth view of the principals' role in the implementation process of the We Write intervention. Principals have been identified as a critical determinant to the success or failure of the implementation process of an intervention (Aarons, Ehrhart, Farahnak, & Sklar, 2014; Aarons et al., 2016; McIntosh, Kelm et al., 2016, Meza et al., 2019). The following section describes the instruments utilized in the current study to measure the principals' intervention knowledge principals' intervention support during the implementation process.

Implementation Leadership Scale (ILS). Principals completed the Implementation Leadership Scale (ILS; Aarons, Ehrhart, & Farahnak, 2014), a 12-item five-point scale survey

measure (1 = not at all, 2 = slight extent, 3 = moderate extent, 4 = great extent, 5 = very great extent) measuring principals' behaviors during the implementation of an EBP. A validation study utilizing the ILS demonstrated internal validity and reliability with Cronbach alpha's ranging from .92 to .96 (Torres et al., 2018). The ILS assessed the following four constructs: (a) supportive leadership (support for the implementation of the EBP), (b) knowledge leadership (understands the EBP and implementation process), (c) perseverant leadership (responds to challenges consistently), and (d) proactive leadership (anticipates and addresses implementation challenges). For the current study, only two of the ILS constructs were utilized, renamed, and adapted to focus specifically on the We Write intervention: (a) knowledge leadership was renamed intervention knowledge, (e.g., "My principal is knowledgeable about the We Write intervention."), and (b) supportive leadership was renamed intervention support (e.g., "My principal recognizes and appreciates employee efforts toward successful implementation of the We Write intervention."). For the current study, the items for intervention knowledge had a Cronbach's alpha coefficient of 0.98, indicating excellent reliability, and the items for intervention support had a Cronbach's alpha coefficient of 0.96, indicating excellent reliability (Intellectus Statistics, 2019).

Principal ILS. The ILS-Principal survey (see Appendix E) was administered via Qualtrics through an internet link sent by me after the completion and post-test of the We Write intervention to all principals. The results from the principal ILS survey were exported to an excel sheet through Qualtrics.

Teacher ILS. The Teacher ILS post-survey (see Appendix F) was administered via Qualtrics through an internet link sent through an email from Researcher A after the completion

and post-test of the We Write intervention to all third and fourth grade students. The results from the post Teacher ILS measure were exported to an excel sheet through Qualtrics.

Principals' Engagement in I.LEAD

Principal engagement was measured by two constructs: (a) attendance at I.LEAD PD sessions, and (b) participation in the I.LEAD model. Principal participation in the PD and training of an EBP is a strategy recommended by implementation research (Lyon, 2017; Powell et al., 2015). In this section, the instruments created to measure the principals' engagement in the I.LEAD model are discussed. Principal engagement in the I.LEAD intervention was quantified by combining the scores acquired for PD attendance (i.e., both principal PD and teacher PD sessions) and participation in checkpoint meetings. The principals were given the opportunity to earn a total of 24 points for I.LEAD engagement (see Figure 4). Each principal was then given an overall percentage to measure their I.LEAD engagement.

Figure 4. *I.LEAD Principal Engagement Flowchart*
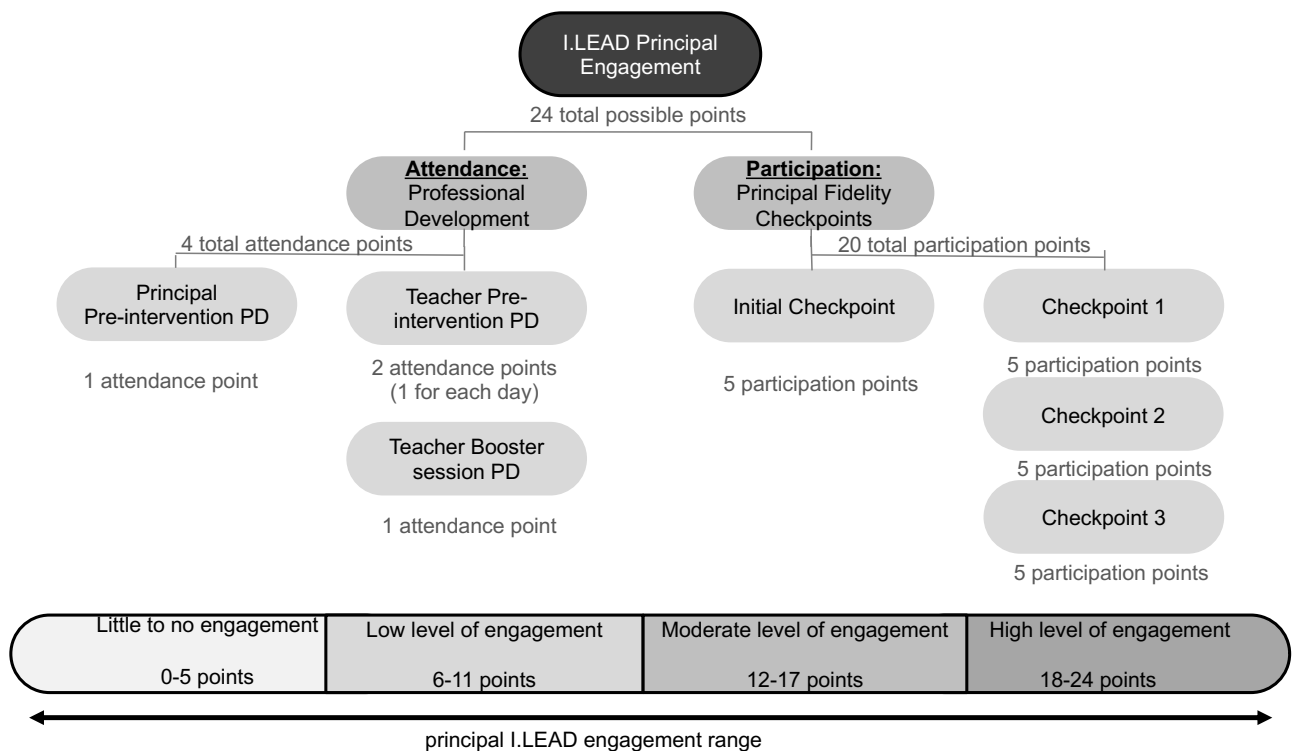
Principal PD Attendance. Principals were dichotomously scored for each day of PD

attended (one = attended, zero = not attended): (a) one-day Principal I.LEAD PD, (b) two-day

pre-intervention teacher PD, and (c) one day of booster session teacher PD. Attendance was

calculated from the sign-in sheets provided at each PD session and transferred to a spreadsheet.

The principals had the opportunity to earn a total of four points for attending all PD sessions

offered by the I.LEAD and We Write research teams. Since this study focused on principal

engagement in the implementation process, zero points were awarded for instructional coaches

or assistant principals attending the trainings in place of the principal.

Principal Participation. Each principal was provided the opportunity to earn 20 points

for participating in a total of four checkpoint sessions (i.e., five points each). To qualify for the

five participation points, principals were required to: (a) choose a meeting time by responding to

the online computer calendar link sent via email, (b) attend the meeting (i.e., virtually, by phone,

or in-person), (c) state the goals created to support teachers, (d) discuss specific actions taken to

reach the goal of supporting teachers throughout the We Write implementation, and (e) discuss

supports needed to improve implementation. Due to the principals' role in a school being integral

in a variety of areas, principals were given half credit (.5) if they were unable to attend the

meeting but sent another member of the administrative team in their place. Principals unable to

attend or send a proxy were provided an opportunity to meet virtually and received full credit (1)

for attendance.

Fidelity

Fidelity measures should be included throughout the course of a research study to

accurately capture possible elements in which human behavior affects the original intentions of

the intervention (Ledford & Wolery, 2013). Fidelity was captured in a variety of ways

throughout the current study to assess the teachers' fidelity of implementation of the We Write

intervention, the principals' fidelity of implementation of the I.LEAD intervention, as well as the researcher's fidelity of the I.LEAD intervention components. The following sections describe the fidelity instruments.

Principal Fidelity of Checkpoints. During each checkpoint meeting, a researcher created fidelity checkpoint instrument (See Appendix G) was utilized by myself to assess the principal's level of engagement in the I.LEAD intervention. Principals were asked to engage in four I.LEAD checkpoint meetings, once per month, throughout the four months of the intervention study. Each of the following was dichotomously scored as either one (completed/observed) or zero (not completed/observed): (a) schedule/accepted a meeting time, (b) attendance, (c) able to recall goals to support teachers during implementation of We Write, (d) evidence of goal implementation or action plan to move forward, and (e) discussed supports needed for teachers. Principals could earn up to five points per checkpoint for a total of 20 points across the intervention for principal fidelity of checkpoints. Qualitative notes were also recorded to capture any salient points made during the checkpoint meeting regarding the implementation process. In the case that a principal could not meet, I attempted to reschedule, hold the meeting via the internet/phone, or another suggested alternative from the principal. Such instances were documented on the fidelity sheet, and if the principal had arranged for another member of the administrative team to attend the meeting on their behalf, the principal received half credit (.5) for attendance, and the remaining points were scored dichotomously based on the replacement leader's ability to answer each of the questions. If the principal was unable to meet in any way or send someone in proxy, the principal received a zero for each checkpoint category for that checkpoint meeting.

Each of the principal checkpoint fidelity measures was completed by uploading the measure as a pdf document to an app on an iPad (Good Notes) and housed in a folder for each school. This allowed me to digitally add pictures and field notes to each checkpoint while optimizing the protection of the data. The iPad was password protected with double authentication with all logins and passwords kept behind a firewall-protected Dropbox.

The majority of the checkpoint meetings were audio-recorded (n = 28, 78%; with principal consent), and I used the recordings to ensure accurate evaluations of the principal fidelity of checkpoint scores recorded in real-time during each checkpoint meeting. At the end of each day, I reviewed 100% of the audio recordings to ensure accuracy of I.LEAD engagement scores and wrote extensive notes on each meeting that was not audio recorded. Using the audio recordings, a minimum of 20% of all principal fidelity checkpoint meetings were evaluated by an additional research assistant, trained to criterion (i.e., 90% agreement) to document which steps were completed by utilizing the principal fidelity of checkpoints instrument. Inter-observer agreement (IOA) was calculated by dividing the total number of times myself, and the trained research assistant was in agreement by the total number of steps scored (IOA = 97%). The overall principal engagement score was calculated by dividing the total number of steps completed out of the total number of steps given the opportunity to answer. Engagement points were not withheld from principals if the researcher did not pose the question or was unable to pose the question due to a principal related departure (i.e., if the principal was participating and called away due to a school discipline issue or school emergency). The audio recordings were transcribed; however, the recordings were not thoroughly analyzed for the purposes of this study. Preliminary data analysis of these questions is reported in the results section.

Researcher Fidelity of Checkpoints. The researcher fidelity of checkpoint instrument (see Appendix H) is a researcher created instrument to allow continuity throughout each of the checkpoint meetings ensuring each principal had equal opportunity to be assessed for participation in the I.LEAD intervention. In each checkpoint meeting, the following criteria were expected to be completed and/or discussed by the researcher: (a) provide a variety of times and dates to principals to choose the meeting times, (b) arrive at the scheduled meeting on time, (c) inquire about the goals set by the principal to support teachers, (d) discuss evidence of action plans to support the goal, (e) discuss supports provided to writing teachers or supports needed for the writing teachers, and (f) (*optional*) ask for details regarding observations or interactions with teachers regarding the We Write intervention. Each item was dichotomously scored as either a one (completed/observed) or zero (not completed/observed). I self-reported the completion of each step during each meeting and was able to receive a total of 20 points (five points for each of the four checkpoints) across the intervention on this measure. When meetings were cut short due to principal duties beyond their control, "not applicable" was recorded on the researcher's fidelity checklist for any questions that were unable to be posed.

Each of the researcher fidelity of checkpoint instruments was completed by uploading the measure as a pdf document to an iPad app (Good Notes) and housed in a folder for each school. This allowed the researcher to digitally add pictures and field notes to each checkpoint while optimizing the protection of the data. This also allowed for both the principal and researcher fidelity sheets to be opened and scored simultaneously. The iPad was password protected with double authentication with all logins and passwords kept behind a firewall-protected Dropbox.

The majority of the checkpoint meetings were audio-recorded with consent from participants (n = 28, 78%; with the principal, or administrative replacement, consent), and I used

the recordings to ensure accurate evaluations of my researcher's fidelity of checkpoint scores recorded in real-time during each checkpoint meeting. With all of the meetings where audio recording was not available, I took extensive notes during the meeting as well as conducted a post-meeting self-recording of all notes and perceptions of the meeting. At the end of each day, I reviewed 100% of the audio recordings to ensure I accurately assessed the researcher's fidelity checkpoint. Using the audio recordings and a random number generator, 20% of all researcher fidelity checkpoint instruments were reviewed by a research assistant, trained to criterion (i.e., 90% agreement) with the other 80% of audio recordings to document which steps were completed by the researcher during each checkpoint meeting. IOA was calculated by dividing the total number of times the research assistant and I were in agreement by the total number of steps available (IOA= 95%).

Fidelity of Implementation of Teacher-led. Fidelity of implementation of the We Write teacher-led lessons was measured using a fidelity checklist specific to each of the nine lessons in the We Write intervention. A fidelity measurement tool was created and piloted in a recent research study for the treatment fidelity of the SRSD teacher-led lessons being implemented in this study (McKeown et al., 2020). The treatment fidelity checklists (see Appendix I) were created based on the essential elements of each lesson taught by the teachers. Trained research staff observed teacher lessons and completed the fidelity checklists, marking off each component of the checklist witnessed within that lesson as being completed (one) or not completed (zero) to document adherence to treatment fidelity. The total fidelity of implementation was calculated and presented as a percentage (e.g., total number of intervention components observed during the observation divided by the total number of intervention components expected during the time of the observed lesson).

Observations were conducted both in person and via a SWIVL device. A SWIVL device is a robot that follows the teacher recording audio and video through an iPad. The teachers were able to start and stop the SWIVL observations at their discretion, and while encouraged to record one lesson per week, it was ultimately the teachers' decision to choose to record and upload the video to the SWIVL cloud. The SWIVL cloud is a password protected digital video storing space in which only IRB approved participants were provided access. Each school was provided one SWIVL device and one iPad, which became a limitation in the larger schools because scheduling and moving the SWIVL devices made it more difficult for teachers in the larger schools to record as often.

For 20% (n = 21) of the recorded lessons, I observed the lessons as a second observer to ensure reliability of fidelity. IOA was calculated by dividing the total number of times the research assistant and I were in agreement by the total number of steps available (IOA= 95%).

Fidelity of Implementation of Computer-led. Both third and fourth grade teachers were measured on fidelity of implementation of the computer-led lessons, that is, the We Write web-based intelligent tutor to assess if the teacher was able to implement the We Write computer program as intended. The expectations set by the We Write parent study were for each classroom to engage in one 45 minute computer session per week for 12 weeks (i.e., for a total of 540 minutes) with the expectation of completing lessons zero through eight (i.e., a total of nine lessons) on the We Write computer program. Reports were generated from the web-based intelligent tutoring platform and exported to an excel sheet consisting of the following for each student: (a) total number of weeks the student used the We Write computer program, (b) average minutes per week engaged in the We Write computer program, and (c) the number of lessons completed in the We Write computer program (i.e., lessons zero through eight corresponding

with the teacher-led lessons), (d) total number of questions answered. The report exported from the We Write intelligent tutoring platform included the school and homeroom teacher with each report, yet I added a column in the excel sheet to include the writing teacher identification codes for each student in order to analyze the results by school and writing teacher since only writing departmentalized teachers are included in this study.

Computer fidelity was calculated by for each classroom (n = 75) by generating a class mean for each of the following outputs: (a) total number of weeks, (b) average minutes per week, (c) number of lessons completed, and (d) total number of questions answered. The class means were then divided by the expectations set by the research team (i.e., 45 minutes a week for 12 weeks to complete the 71 questions and essays in all 8 We Write lessons) to create a percentage. Those percentages were then combined and divided by four, representing the total number of categories (i.e., weeks, minutes per week, number of lessons, questions answered) to create one overall computer fidelity percentage score for each classroom.

Data Analysis

Once data collection was completed, the data was downloaded and entered into a statistical software program (Intellectus Statistics, 2019) to calculate descriptive statistics and tests of statistical significance to establish the relationships as well as their significance. The quantitative data analysis for each research question is described in detail in the following section: (a) research question, (b) data analysis, (c) null hypothesis, and (d) alternative hypothesis. The null and alternative hypotheses present the research questions in a way that allowed for the relational statement to be tested between the variables presented in each of the research questions (Intellectus Statistics, 2019). The alternative hypothesis is what I predicted would occur based on the body of research presented in Chapters one and two, and the null hypothesis turns the research question into a statement that shows no relationship between the

variables. I utilized the Intellectus Statistics (2019) software output, in plain English sentences, throughout the methods section.

Research Question 1

What is the relationship reported between principals' self-perceptions and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support?

Data Analysis Plan. To investigate the research question, a Pearson product-moment r correlation was conducted to assess the relationship between principals' self-perceptions and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support. Pearson r correlation is a bivariate measure of association (strength) of the relationship between two variables. Pearson correlation analysis assumes that the variables have a linear relationship with each other (Conover & Iman, 1981). The assumption of linearity was assessed graphically with a scatterplot. Given that the variables are continuous (interval/ratio data), the assumption of linearity is met, and the hypotheses seek to assess the relationships, or how the distribution of the z scores vary, a Pearson r correlation is the appropriate bivariate statistic.

Correlation coefficients, r, vary from 0 (no relationship) to 1 (perfect linear relationship) or -1 (perfect negative linear relationship). Positive coefficients indicate a direct relationship, indicating that as one variable increases, the other variable also increases. Negative correlation coefficients indicate an indirect relationship, indicating that as one variable increases, the other variable decreases. Cohen's standard was used to evaluate the correlation coefficient, where 0.10 to .29 represents a weak association between the two variables, 0.30 to 0.49 represents a moderate association, and 0.50 or larger represents a strong association (Cohen, 1988).

Null Hypothesis. H$_o$: There is no statistically significant relationship between principals'

and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c)

intervention knowledge, and (d) intervention support.

Alternative Hypothesis. H$_a$: There is a statistically significant relationship between

principals' perceptions and teachers' perceptions of their principals': (a) writing knowledge, (b)

writing support, (c) intervention knowledge, and (d) intervention support.

Research Question 2

How does principals': (a) writing knowledge, (b) writing support, (c) intervention

knowledge, and (d) intervention support impact teacher fidelity of implementation of teacher-led

lessons? Of computer-led lessons?

Data Analysis Plan. To examine the research question, a multiple linear regression was

conducted to assess if principals' writing knowledge explains significantly more variance of

teacher fidelity of implementation (in teacher-led or computer-led) than principals' writing

support, principals' intervention knowledge, and principals' intervention support. Hierarchical

linear regression was conducted by entering each block of independent variables one step at a

time. Each regression block was compared to the previous block to determine if the added

predictors better predict the dependent variable.

The assumptions of normality of residuals, homoscedasticity of residuals, absence of

multicollinearity, and lack of outliers were assessed on each regression block. Normality of

residuals assumes that the residuals of the regression model follow a normal distribution (a bell-

shaped curve). Normality was examined with a Q-Q scatterplot of the residuals (Field, 2013;

Bates et al., 2014; DeCarlo, 1997). The assumption of homoscedasticity requires that there is no

underlying relationship between the residuals and the fitted values. The assumption was

examined with a scatterplot of the residuals and the fitted values (Field, 2013; Bates et al., 2014;

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Osborne & Waters, 2002). The absence of multicollinearity assumption implies that the predictor variables are not too highly correlated with one another and were assessed using variance inflation factors (VIF). VIF values over ten suggest the presence of multicollinearity (Menard, 2009). Lack of outliers was determined as any observation that has a studentized residual (Field, 2013; Stevens, 2009) that exceeds the .999 quantile of a t-distribution, with the degrees of freedom being n-1, where n is the sample size.

An F-test was used to assess whether a set of independent variables explained more variance of the dependent variable than the previous regression block. R-squared, the multiple correlation coefficient of determination, was reported and used to determine how much variance in the dependent variable could be accounted for by the set of independent variables. The change in R-squared was be reported, which compared one block of independent variables from another. In the final regression block, the t-test was used to determine the significance of each predictor, and beta coefficients were used to determine the magnitude of prediction for each independent variable.

The independent variables from writing knowledge and writing support from the PSWI Pre-surveys (for both principals and teachers) were perfectly predicted by a linear combination with the post-surveys and were removed from the analysis. Only the PSWI-Post survey results remained for the final data analysis for the constructs of writing knowledge and writing support.

Null Hypothesis. H_o: Teachers' perceptions and principals' self-perceptions of: (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support do not significantly impact teacher fidelity of implementation in both teacher-led lessons and computer-led lessons.

Alternative Hypothesis. H$_a$: Teachers' perceptions and principals' self-perceptions of: (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support do significantly impact teacher fidelity of implementation in both teacher-led lessons and computer-led lessons.

Research Question 3

How does the principals' engagement in I.LEAD impact the fidelity of implementation of teacher-led lessons? Of computer-led lessons?

Data Analysis Plan. To examine research question three, a linear regression was conducted to investigate whether or not principals' engagement in I.LEAD predicted teacher fidelity of implementation of teacher-led lessons or computer-led lessons. A linear regression is an appropriate analysis when the goal of research is to assess the extent of a relationship between a dichotomous or interval/ratio predictor variable on an interval/ratio criterion variable. In this case, the predictor variable was the principals' engagement in I.LEAD, and the criterion variable(s) were the teacher fidelity of implementation (teacher-led and computer-led). The following regression equation was used: y = b1*x + c; where y = estimated teacher fidelity of implementation, c = constant, b = regression coefficient and x = principal participation in I.LEAD. I investigated the predictive power of the principals' role in teacher fidelity by examining the significance of the regression coefficient (b). R-squared was reported and used to determine how much variance in teacher fidelity of implementation can be accounted for by the principals' participation in I.LEAD. The t-test was used to determine the significance of the predictor, and beta coefficients were used to determine the magnitude and direction of the relationship. For statistically significant models, for every one-unit increase in the predictor, the dependent variable increased or decreased by the number of unstandardized beta coefficients. The assumptions of a linear regression —linearity, and homoscedasticity—were assessed.

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Linearity assumes a straight-line relationship between the predictor variables and the criterion variable, and homoscedasticity assumes that scores are normally distributed about the regression line. Linearity and homoscedasticity were assessed by examination of scatter plots.

Null Hypothesis. H_o: Principals' engagement in I.LEAD does not impact teacher fidelity of implementation of teacher-led lessons or computer-led lessons.

Alternative Hypothesis. H_a: Principals' engagement in I.LEAD does impact teacher fidelity of implementation in both teacher-led lessons and computer-led lessons.

Procedures

In the following section, the procedures for the I.LEAD model are discussed: (a) Principal PD session, (b) principal checkpoints, (c) weekly email updates, and (d) teacher PD sessions. The teacher PD sessions are described since the principals were invited (and highly encouraged) to attend the teacher PD sessions, and the principals' attendance could have had an impact on the constructs measured in the current study.

I.LEAD Intervention Procedures

The following section describes each of the components included in the I.LEAD model which was created based on research-based strategies of implementation effectiveness (Powell et al., 2015).

Principal PD. I led the initial two-hour PD for all participating principals prior to the start of the school year on a date provided by the district. Although prior studies have demonstrated the effective use of practice-based professional development for teachers learning SRSD (Harris et al., 2012; McKeown et al., 2016), there is no existing data to demonstrate effective PD recommendations for implementation support for administration in regards to writing or SRSD, specifically. A research assistant was present during training to record fidelity of the PD to ensure the major components of the intervention were included. The research assistant utilized the agenda and crossed off each item of the agenda as it was addressed and reported 100% completion of the agenda.

During the PD, I distributed a We Write binder of materials (see Appendix J) containing pertinent information to the study (i.e., steps of SRSD, descriptions of all nine We Write teacher-led and computer lessons, a projected timeline of the study). The binder also included the principal consent form and the pre survey measure: the adapted PSWI-Principal Pre (see Appendix C; McGhee & Lew, 2007). Principals were asked to review and complete the adapted PSWI-Principal Pre survey (McGhee & Lew, 2007) prior to the start of the PD.

I provided a broad overview of the research supporting SRSD (Graham et al., 2012; Harris et al., 2002). The six major components of SRSD were explained, followed by a detailed explanation of how SRSD is embedded into the We Write parent study (Wijekumar, 2018-2022). A preview of the teacher PBPD was explained, outlining the two days of PD, along with a preview of the We Write web-based intelligent tutoring system, the online resources available to teachers, and examples of the materials being provided to teachers (i.e., meta-script of all teacher-led lessons, computer lessons, teacher fidelity sheets).

Principals received the following logistical information regarding the We Write parent study (Wijekumar, 2018-2022): (a) pre and post-testing procedures and dates, (b) computer access requirements and expectations; (c) optional SWIVL devices and iPads to record lessons for fidelity and quick feedback, (d) teaching and computer teaching recommendations discussed (e.g., three days a week teacher-led lessons and one day a week computer-led lessons), (d) the suggested calendar of the We Write intervention, and (e) information regarding compensation provided from the parent study for teachers to attend the training during the summer outside of their normal contract as well as make-up PD contingency plans after school begins.

Principals were informed of the I.LEAD study and the roles of both the researcher and the principal in regards to the implementation science research (Aarons et al., 2015; Lyon et al., 2018). Common problems existing in a school while implementing innovations were provided: (a) logistical issues fitting the intervention into multiple demands and district initiatives (Domitrovich et al., 2012), (b) pressures of meeting demands of pacing guides (Domitrovich et al., 2012), (c) lack of time to prepare, plan, and collaborate with peers with regards to the new curriculum (Debnam et al., 2013); and (d) the possibility of negative results from teachers feeling unsupported by administrators and/or unsupportive staff (McIntosh, Mercer et al., 2016).

I explained and discussed the supports provided by the research team to the principals: (a) coaching, (b) fidelity observations with feedback, and (c) providing evidence of the role of administration as a barrier or facilitator to successful implementation, and (d) accountability and support throughout the implementation process. The principals were informed of the supports made available to teachers by the We Write research team: (a) two local research assistants, (b) access to computer programmers via the We Write computer-led tutoring to address technical issues, (c) videos of the research team teaching each SRSD lesson, (d) professional development,

and (e) online of resources. We discussed the researcher's role in supporting implementation success by providing teachers support and resources: (a) weekly emails with reminders, (b) school visits to provide coaching, modeling, planning, troubleshooting; (c) videos to assist with implementing the lessons/utilizing the computer-led tutoring teacher dashboard/SWIVL webcam, (d) a resource for teachers to voice concerns and ask questions as problems arise with We Write.

The expectations being asked of the principals were outlined: (a) create Specific Measurable Attainable Realistic Time-specific (SMART) goals to support teachers throughout the We Write implementation, (b) create an action plan to support the SMART goals, (c) engage in communication with the We Write research team by reading weekly emails and contacting the team with concerns, (d) participate in monthly checkpoints for accountability of SMART goals and to discuss We Write progress, (e) complete two surveys and pre and post to assess self-perceptions of writing knowledge and writing support (adapted PSWI; McGhee & Lew, 2007), and (d) one survey post intervention to assess self-perceptions of implementation knowledge and implementation support (ILS; Aarons et al., 2014). Principals were invited and encouraged to attend the two-day PBPD session for teachers and informed of prior research results showing an increase in implementation when principals attend all trainings involved with the new intervention (McIntosh, Kelm et al., 2016).

Principal Check Point Meetings. Four principal checkpoint meetings were held throughout the duration of the study. I scheduled meetings with each of the nine principals of the We Write intervention schools via an online scheduling platform (DoodlePoll), allowing them to choose dates/times convenient to them. The intention of each checkpoint meeting was keeping the leadership informed of the We Write intervention, deepening content knowledge in writing,

understanding the components of the We Write intervention, and discussing strategies to support the teachers during the implementation process. Principals were encouraged to observe both the teacher-led and computer-led We Write lessons, and I sought to obtain the number of (if any) We Write lesson observations completed by the principal in the previous month. Principal observations were documented and discussed, yet not calculated towards the I.LEAD participation score due to the variability in each of the school's observation capabilities and shared leadership duties.

In the meetings, I utilized the researcher fidelity checklist to maintain consistency throughout each meeting at all schools and ensure each principal was provided equal opportunity to participate in I.LEAD to the level they were able. Each checkpoint meeting was recorded, upon approval from participants, to ensure accurate documentation of the meetings, accuracy and reliability for both researcher and principal fidelity measurements, and it allowed me to completely engage with the participants and the needs of the school and teachers.

The initial principal checkpoint meeting differed slightly from the subsequent checkpoint meetings. In the initial checkpoint meeting, I asked the principals to create a SMART goal and action plan to support teachers throughout the implementation process of the We Write intervention (e.g., Provide an additional 30 minutes a week of collaborative planning for all third and fourth grade teachers). I summarized the teachers' answers to an open-ended question (i.e., What would you find helpful from your administrative team to support you in your writing instruction) added to the adapted PSWI Teacher Pre survey (McGhee & Lee, 2007; See Appendix D) and shared the compiled, de-identified results with the principal in an attempt to aid the principal in creating goals and action plans based on the specific needs of the teachers in their school.

The most prevalent request from teachers was time (i.e., time to plan, time to learn the new curriculum, time to collaborate, time to organize and analyze writing, time to reflect, time in the schedule to teach writing and access the computer lab). Other suggestions made by teachers of the current study included: feedback, knowledge of writing/curriculum, support from instructional coach, model lessons, autonomy, vertical alignment, stop introducing new strategies, help with small groups/conferring, continued professional development, resources, and less focus on state assessment. The teachers' suggestions for administrative support from each school were shared with each principal, along with multiple research-based supports from implementation science to assist the principals in generating goals that were both teacher-focused and grounded in research (i.e., allow teachers to observe other teachers implement the intervention, observing lessons and providing feedback, attending all intervention meetings and trainings; McIntosh, Kelm et al., 2016; Powell et al., 2015).

The remaining time in each checkpoint varied in discussion topics based on the specific needs of: (a) the teachers in the school, (b) fidelity observations, and (c) the specific goals set by the principal. During each checkpoint meeting, I shared knowledge of effective writing instruction (Graham et al., 2012) along with personal classroom experience implementing SRSD in the classroom to increase the principals' writing knowledge and the implementation process (McIntosh, Kelm et al., 2016; Petty & Wegener, 1998). Maintaining principal engagement throughout the implementation process is critical to effective implementation of interventions and increases sustainment (Aarons et al., 2016; Brookman-Frazee et al., 2019), and these monthly I.LEAD checkpoints were an attempt to maintain leadership engagement with the We Write intervention during the difficult initial phase of implementation (Fixsen et al., 2005).

The principal and researcher fidelity measurements were used for all four checkpoint meetings with the only changes being the initial checkpoint measuring creation of implementation strategies and the remaining three measuring maintenance of the implementation strategies. Principals were given the opportunity to adjust goals as needed based on the needs of the teachers throughout the implementation of the We Write intervention. A summary of goals set by principals can be seen in Table 3.

Table 3. *Summary of Principal Goals to Support Teachers*

School	Goals
Atkinson	Allow time for collaboration; provide feedback; create a workable computer schedule
Brown .	Becoming familiar with the components of We Write; Creating time in computer lab; Using data from We Write computer program during data talks
Clark	Help get teacher buy-in; Hold teachers accountable; Time in master plan for writing and planning; Creating computer schedule for all of the district initiatives
Downton	Time and space in master schedule for planning every 3 weeks for We Write; Create space in lesson plans for We Write; Effective computer schedule
Elm	Provide teachers with materials needed to implement effectively; Provide extended planning time
Freedom	Provide extra planning time; Protect writing time in the master schedule; Provide support; Be consistent and use the program with fidelity
Grover	Understand the program in order to ensure fidelity; Time allocation for writing;
Hope	Proving PLC meetings focused on We Write to plan; Being in the classrooms during writing time to observe and provide feedback
Irving	Help teachers stop teaching to standardized test and start prioritizing the skills of writing instruction; Be involved; Provide time to plan and collaborate

We Write Check-in Email Updates. Research indicates PD is more successful when participants continue to have access to experts for support and coaching (Daniels & Lemons, 2018; Desimone, 2009; Fixsen, 2005). Weekly emails were provided for principals. The emails

addressed a variety of topics (i.e., upcoming school visits, summarizing findings from previous school visits, reminders of expectations, links to helpful materials, data findings from the We Write computer, and supports available). With the overwhelming nature of the job of an administrator, it was the hope that this routine weekly email provided a reminder of the expectations set forth by the We Write intervention and I.LEAD intervention for both teachers and principals. The emails were created weekly and sent at the beginning of each week throughout the duration of the study.

Additional Professional Development Opportunities

While the purpose of the study is to create an intervention for the principals to increase implementation effectiveness of the We Write program, it is difficult to defend the need for a more systematic focus on principals without fully understanding the complexities of the intervention and expectations put on of the teachers. Principals were informed of each PD session offered to teachers, provided a description of each PD session, and highly encouraged to attend the trainings. Participation in the teacher PD may have impacted the constructs measured in this study (i.e., writing knowledge, writing support, intervention knowledge, intervention support). Attending the teacher PDs was not a mandatory component for the principals in the I.LEAD study, yet those principals who chose to attend the teacher PD did earn points towards I.LEAD engagement, one point for each day attended. In the following section, the teacher PD sessions are described.

Teacher Pre-Intervention PBPD for We Write. In the pre-intervention PBPD, the teachers were taught the major components of the teacher level intervention of the parent We Write study: (a) teacher-led lessons on SRSD persuasive and informational genres, (b) computer-led intelligent tutor activities to accompany each teacher-led lesson. In PBPD, the research team spent two and half days with the teachers. The training consisted of a variety of research team members explicitly modeling each lesson for the teachers and showing a video of the computer activities associated with each We Write lesson. Next, teachers practiced each lesson with a peer to engage with the curriculum and receive feedback from both peers and experts (Ball & Cohen, 1999; McKeown et al., 2014).

The following is an in-depth description of the teacher-led lesson components presented both in the two-day PBPD and the materials (see Appendix K) created and provided for teachers from the parent We Write study, followed by a brief description of the activities included in each of the corresponding computer-led lessons.

Stage 1 of SRSD: Develop Background Knowledge. Developing background knowledge ensured all students had the same foundational knowledge required to learn and implement the strategies This stage is addressed primarily in Lessons 0 and 1.

Teacher-led Lesson 0. In lesson 0, teachers helped students develop extensive background knowledge of writing genres and process. In this lesson, the teacher engaged students in discussion to activate background knowledge of all areas of writing. Students learned the components of each writing genre included in the learning standards (narrative, informational, and persuasive) and explored the characteristics of each. The teacher begins with a phrase that will be reviewed in each lesson (i.e., All good essays are: fun to read, fun to write, make sense, and have all their parts). Next, the mnemonic for the writing process was

introduced: POW (Pick my idea, organize my notes, write and say more), and the mnemonic for

dissecting a writing prompt was introduced: TAP (underline the Topic, star the Audience, circle

the Purpose). Students were introduced to clue words indicating the genre within a writing

prompt (e.g., convince, persuade, inform, explain, describe). The teacher modeled the process of

how to TAP a prompt and provided opportunities for student practice. The teachers had

autonomy to explore the genres at length by exploring different types of texts from each genre.

 Computer-led Lesson 0 Activities. The following informational and interactive activities

were included in the computer-led We Write lesson 0: (a) Good essays video: reviewing good

essays are fun to read, fun to write, make sense, and have all their parts, (b) Good Writers video:

Informational video reviewing what good writers think about while writing, (c) POW and TAP

video: Informational video reviewing the POW+TAP strategies, (d) POW and TAP sort: Sort the

letter to match definition of each mnemonic, (e) TAP the Prompt: Students were given examples

of writing prompts and asked to sort the prompt components by topic, audience, and purpose, (f)

Genre video: Informational video reviewing the term genre, and (g) Genre words sort: Students

practiced sorting keywords and phrases commonly used in persuasive, narrative, and

informational writing prompts.

 Teacher-led Lesson 1. In lesson 1, the teacher introduced, or dove deeper into, the genre

of focus for lessons one through seven: persuasive writing. The teacher probed the students to

activate prior knowledge of the persuasive genre in their everyday lives, media, and literature.

The mnemonic for remembering the basic genre elements for persuasive writing was introduced:

TREE (e.g., topic, reasons, examples/explanations, ending). Teachers were given the option to

adapt the required elements to meet the needs of their current students. They had the option to

teach students to begin by including two or three reasons, including zero to three 0-3 for each

reason, and/or including zero to three explanations for each reason. The teacher had the option of teaching the students a song previously created in PD, creating a new chant or song with their current students, or introducing the mnemonic without a chant. The teacher introduced how using the mnemonic would ensure their persuasive essay had all of its parts by providing a structured organization to assist in telling what they believe, supporting the belief with reasons, providing the reader with explanations to support the reasons, and a clear conclusion reminding the reader of their position.

Computer-led Lesson 1 Activities. The computer-led activities for lesson 1 included: (a) Persuade video: Informational video introducing the concept of writing to persuade, (b) Fact & Opinion video: Information video teaching the difference between the terms: fact and opinion, (c) Fact and opinion sort: Students practiced sorting statements into fact and opinion categories, (d) TREE video: Informational video reviewing the TREE strategy, (e) POW+TAP+TREE video: Informational video showing how TREE fits into POW and TAP mnemonics, (f) Vocabulary practice: Students practiced writing the terms of important vocabulary in lesson 1 based on definitions and a word bank, and (g) Mnemonic sort: Students practiced their knowledge of the mnemonics POW+TAP+TREE by sorting the parts of each of mnemonic and why they are used in the writing process.

Stage 2 of SRSD: Discuss it. During the discuss it stage, teachers engaged the students in rich discussion to ensure the students understood the components of the genre, the writing process, and how to utilize the strategies introduced to assist them in the writing process.

Teacher-led Lesson 2. In lesson 2, the teacher began with a spiral review of persuasive writing and the mnemonics introduced thus far: POW+TAP+TREE. The concept of creating notes to plan writing was introduced, and the time-saving and organizational benefits of creating

notes before writing were discussed. Notes were described using a phrase chosen by the teacher to assist the students in understanding the concept of notes (e.g., caveman talk, #hashtag notes, text talk, or other teacher-created labels). The teacher reminded the students that all good essays are: fun to read, fun to write, make sense, and have *ALL THEIR PARTS*. Students were then presented with a persuasive essay, and the teacher guided the students into finding the key genre parts which were written, in "notes" form, on a graphic organizer with the mnemonic TREE. The teacher guided the students in: (a) identifying each genre part (TREE) in the essay, (b) labeling it, and (c) using the TREE graphic organizer to create possible notes the author may have used to create the essay. The teacher was encouraged to use multiple essay examples to assist students in modeling this "backwards note-taking" strategy with essays containing all parts of TREE and essays missing parts of TREE to solidify the importance of using the TREE graphic organizer to ensure the essay has all of its parts before beginning to write. Transition words were introduced in lesson 2 by describing the purpose of transition words in writing, reviewing examples of the transition words, and introducing how to include transition words in the TREE notes to plan.

 Computer-led Lesson 2 Activities. The computer-led activities for lesson 2 included: (a) Repeat good essays video, good writers video, and TREE video: Repeating these informational videos continuously circled back to these key concepts, (b) Identify TREE in essay: Students highlighted each part of TREE in example essays by identifying the topic, reasons, explanations, and conclusion sentences, (c) Note-taking video: Informational video reminding students of the concept of note-taking and its purpose in the writing process, (d) Notes multiple choice: Multiple choice questions to assess the concept of note-taking, (e) Notes sort: Students read an essay and sorted possible notes the writer could have used to write the essay, (f) Backwards note-taking: Students read an essay and attempted to create notes based on the author's topic sentence,

reasons, explanations, and conclusion, (g) Transition word video: Informational video reviewing transition words, and (h) Transition word sort: Students read a CLOZE notes essay and sorted transition words into the best place for the essay.

Teacher-led Lesson 3. In lesson 3, the teacher built on previous lessons by reviewing the genre, good writing, and mnemonics introduced thus far: POW+TAP+TREE. The teacher reviewed the previous lesson by reminding students that the TREE mnemonic assists students in ensuring the essay includes all the genre elements needed for a strong persuasive essay. The teacher then reminded students that all essays are fun to read, fun to write, *MAKE SENSE*, and have all their parts. In this lesson, the students were presented with one (or more, if the teacher chose to repeat the lesson) essays containing all of the parts of TREE, yet the essay did not make sense (e.g., repeats the same reason, reasons do not support the topic sentence, examples do not support the reasons, or unrelated information included). This lesson allowed teachers to guide students through identifying the parts of TREE, labeling each part in the essay, creating notes for each part of TREE, and then modeling how to revise the notes to make the essay stronger by ensuring the notes contained all the parts of TREE while also making sense. Million-dollar words and phrases were introduced in lesson 3 as another strategy good writers use to make their writing fun to read by using descriptive vocabulary to engage the reader.

Computer-led Lesson 3 Activities. The computer-led activities for lesson 3 included: (a) Repeat informational videos to help students internalize the information: Good essays, good writers, POW+TAP+TREE, (b) Identify TREE with poor reasons: Students identified TREE in an essay with poor reasons, (c) Strong/weak reasons sorts: Students practiced identifying strong versus weak reasons to support a topic sentence, (d) Note-taking video: Informational video to review the importance of note-taking to plan an essay, (e) Audience Sort: Students read a prompt

and topic sentence then sorted reasons based on the different audiences (e.g., the best reason to persuade a teacher vs. parent vs. a friend), (f) Million-dollar words video: Informational video to introduce million-dollar words and phrases, and (g) Million-dollar word multiple-choice: Students chose more effective, descriptive language to replace words or phrases presented.

Stage 3 of SRSD: Model it. During the model it stage of SRSD, the teacher completes an explicit cognitive model of each of the steps of the strategies introduced thus far.

Teacher-led Lesson 4. Lesson 4 provided students with an explicit, in-depth teacher model of the entire writing process using the strategies and mnemonics introduced thus far. The teacher modeled the thinking process involved: (a) reading and analyzing a prompt using TAP, (b) creating and then picking ideas (P in POW), (c) using TREE to create and organize notes (O in POW), (d) turning notes into engaging organized text by writing (W in POW), (e) self-monitoring for use of the strategy (e.g., self-statements for getting started, self-statements to continue writing when it becomes difficult) , (f) reviewing their writing to check for all the parts and cohesion through self-evaluation by graphing each part of the essay (i.e., topic, reasons, ending) present on a rocket graphic to help the students visualize how incorporating each part of an essay helps the essay "blast off", (g) and goal setting by reviewing the essay to set a goal to continuously improve writing. Throughout the writing process, the teacher was asked to engage in verbalizing the internal dialogue and thinking processes required to write a successful persuasive essay (e.g., cognitive modeling). Teachers also used self-statements throughout the process (i.e., "I don't even know where to start. Oh yeah, I have a strategy. I can start by using TREE to create my notes."). The modeling of the think-aloud strategy and use of self-statements provided students with an explicit model of not only how to complete each step of the writing

process, but also how to self-monitor, self-reinforce, and self-regulate their emotions and thinking throughout the writing process.

Computer-led Lesson 4 Activities. The computer-led activities for lesson 4 included: (a) Review informational videos: Good essays, good writers, POW+TAP+TREE, (b) TAP prompt (favorite TV show): Students used the prompt in the teacher-led lesson 4 to TAP to ensure an understanding of the topic, audience, and purpose, (c) Audience sort (TV show prompt): Students sorted reasons based on the audience of the prompt used in teacher-led lesson 4, (d) Goals activity: Students reviewed why goals are important and sorted between good goals and not so good goals based on certain criteria, and (e) Hook Introduction: Students were introduced to a strategy for creating engaging introductory hooks and sorted examples into bold statements, attention-grabbing details, and making comparisons (BAM).

Teacher-led Lesson 5. Lesson 5 was a collaborative model in which the students took the majority of the cognitive responsibility for each step of the writing process, with the teacher acting as both a guide and scribe throughout the process of creating a collaborative, persuasive essay. Lesson 4 and lesson 5 contain the same components with the only difference being the change from an explicit teacher model to a collaborative model.

Computer-led Lesson 5 Activities. The computer-led activities for lesson 5 included: (a) Repeat informational videos: Good essays, good writers, POW+TAP+TREE, (b) Self-statements sort: Students sorted self-statement examples into categories based on when they would be most effective in the writing process (i.e., to get started, when writing gets hard, after writing to self-assess), (c) TAP the prompt: Student TAP the prompt used in the teacher-led lesson 5 lesson, (d) Backwards note planning: Students read an example essay based on the prompt used in the teacher-led lesson 5 and created backwards notes, (e) Transition words: Students read an

example essay and replaced formulaic transition words with more interesting examples based on their most effective placement, and (f) Million-dollar word sort: Students read a mock student's essay and were asked to review the highlighted words and identify the million-dollar words and phrases used.

Stage 4: Memorize it. This stage of SRSD was embedded into multiple lessons beginning in lesson 0 and reviewed in every subsequent lesson taught that followed through the review of the genre elements and the mnemonics POW+TAP+TREE. The current genre elements being taught and the mnemonics for the persuasive genre were reviewed at the beginning and end of each lesson to decrease the cognitive demands needed when writing a persuasive essay.

Stage 5: Support it. Throughout the support it stage, the teacher provided scaffolding and support as needed for each student. Support could have been working with a peer(s), working in a small group with a teacher, providing the student with a one-on-one teacher model again, or any other support a student might need to reach mastery.

Teacher-led Lesson 6. In lesson 6, the teacher released the students in small groups or pairs to engage in a supported writing lesson using the strategies for writing a successful persuasive essay from start to finish: POW+TAP+TREE. The teacher used their knowledge of the students and assessment data to group students based on students' specific needs. The students engaged in writing an essay with the level of support needed for each student to successfully apply the strategies learned. In this lesson, teachers were encouraged to reteach lessons to students that showed evidence of a need for additional support in small groups, and/or circulate to confer and assess the students' application of the strategies.

Computer-led Lesson 6 Activities. The computer-led activities for lesson 6 included: (a) Repeat informational videos: Good essays, good writers, POW+TAP+TREE, (b) TAP Peer

prompt: Students were asked to look at a mock classmate's prompt and identify if they accurately used the TAP strategy, (c) Identify TREE: Students read a mock classmate's essay based on the prompt from teacher-led lesson 6 and identified the parts of TREE, (d) Backwards note planning: Students read an example essay based on the prompt from the teacher-led lesson 6 and created possible backwards notes, (e) Transition words: Students read an example essay and replaced formulaic transition words with more interesting examples based on their most effective placement, (f) Million-dollar word sort: Students read a mock student's essay and were asked to review the highlight words and identify the million-dollar words and phrases used, and (g) Rocket: Students reviewed the purpose of graphing the rocket after writing and were asked to answer questions after reading student examples to identify if the essays were able to blast off based on the if the essay contained the TREE components..

Stage 6 of SRSD: Independent Practice. Independent practice is the stage in SRSD when the students were released to practice the strategies learned thus far into their own writing independently.

Teacher-led Lesson 7. Lesson 7 allowed students the opportunity to utilize the writing strategies for writing a successful persuasive essay independently. The teacher was encouraged to review the strategies at the beginning of the lesson and then move into the role of monitoring the students and supporting students as needed. Recommendations for teachers were to repeat this lesson until each student was able to successfully and independently complete a persuasive essay containing all of the parts of TREE.

Computer-led Lesson 7 Activities. The computer-led activities for lesson 7 included: (a) Repeat informational videos: Good essays, good writers, POW+TAP+TREE, (b) Independent Opinion essays: Students were given writing prompts and asked to create notes, use notes to

write the essay, revise the essay, then identify TREE in their essay. The essays were NOT scored by the computer and teachers were informed of their responsibility to score and provide the students feedback. Feedback could be provided either through audio or written feedback through the We-Write platform, (c) Introductions: Students read essay examples and identified the most effective introductions using the BAM strategy. These questions were presented after they had written their own essay on the prompt and provided more exposure to exemplary essays, and (d) Million-dollar words: Students read essays and identified more effective words or phrases to use to add voice to the essay.

     Teacher-led Lesson 8. In lesson 8, all of the stages of SRSD were revisited to demonstrate the transfer of knowledge from the persuasive genre to the informational genre. In the state of Texas, the fourth grade writing assessment is an informational essay prompt, yet upon deeper analysis, most previous prompts contained elements of all three genres: narrative, persuasive, and informational. For example, in 2017, the fourth grade STAAR writing prompt was the following: "WRITE about the person you would want to meet and explain why you would choose that person" (TEA, 2017). In this prompt, students were asked to choose one person they would most like to meet and why (reasons), which is a belief and contains elements from the persuasive writing genre; while also pulling from personal experiences in choosing the person, which contains elements from the narrative writing genre; while also being asked to explain this information to their reader (but not convince) which contains elements from the informational genre. In lesson 8, the teacher modeled and explained how to TAP the prompt while also spiraling the review of genre elements. The teacher then modeled utilizing the TREE mnemonic, used previously for persuasive writing, and how it could be applied with these types of essays: T: Topic sentence-tell what you think; R: Reasons- create reasons why to deeper

explain your thinking; E: Explain-provide examples and explanations to develop a deeper understanding of each reason; E: Ending- provide a conclusion summarizing what you think. The teacher was given the autonomy to choose modeling this process through either an explicit teacher model or a collaborative model. After lesson 8, the teacher proceeded with providing students with a supported lesson applying this strategy and multiple independent lessons until each student reached mastery of applying the strategy.

Computer-led Lesson 8 Activities. The computer-led activities for lesson 8 included: (a) Repeat informational videos: Good essays, good writers, (b) Independent STAAR essays: Students were given informational writing prompts much like those of the state standardized test and asked to create notes, use notes to write the essay, revise the essay, then identify TREE in their essay. Feedback could be provided either through audio or written feedback through the We-Write platform, (c) Introductions: Students would read essay examples and identify the most effective introductions based on the BAM strategy. These were presented after they had written their own essay on the prompt to provide more exposure to exemplary essays, (d) Million-dollar words: Students read essays and identified more effective words or phrases to use to add voice to the essay, and (e) Revise/edit essays: Students were given example essays and provided a short answer space to give feedback on how they could change the essay to make it better. These were not scored by the computer and teachers were informed of their role to provide feedback on the students' essays. By reviewing the students' essays and providing feedback, this provided teachers with formative assessments of the students' ability to transfer the TREE mnemonic to the informational genre.

Teacher Web-based Dashboard. During PD, teachers were shown the dashboard of the We Write web-based intelligent tutor and the computer-led lessons. The dashboard contained

student attempts and the highest scores on each of the computer-led formative assessments. Trainers demonstrated how to access this information in order to reflect, plan, and pace the lessons according to the students' performance on the activities.

Teacher Booster Session PD. Midway during the intervention, a booster session was offered for fourth-grade teachers to review the components of lesson 8 in the We Write study, which assisted with transferring the strategies learned in the persuasive genre to the informational genre. In the state of Texas, the fourth grade writing assessment is an informational essay prompt, and this PD session allowed for the researchers and teachers to engage in a more in-depth look at the expectations of the state writing assessment and review the We Write strategies to assist students in meeting the requirements. The PD session included the following: (a) teacher discussions and reflections on the We Write intervention thus far, (b) teachers were asked to TAP a prompt and plan an informational essay, (c) review past essays and analyze the scores with the state rubric, (d) use an essay to create a revised plan to increase the score of a previous informational state essay, and (e) small group discussions based on teacher concerns. The principals were informed of this PD session and encouraged to attend.

Summary

In this chapter, the elements of the I.LEAD study were detailed, including the specific research design elements including setting, participants, measures, and the data analysis plans to investigate the research questions presented in Chapter 1. The study included nine schools, nine principals, and 64 third and fourth grade teachers. Measures were described, including the pre/post surveys of both principals and teachers using the PSWI (McGhee and Lew, 2007) to measure the perceptions of principals' writing knowledge and principals' writing support. The ILS (Aarons, Ehrhart, & Farahnak, 2014) instrument was utilized post-intervention for both the principals and teachers to measure perceptions of the principals' intervention knowledge and

intervention support during the implementation process. Principal engagement in I.LEAD was defined, and the calculations explained for the two components of attendance of PD sessions (both principal and teacher) and fidelity of principal check point meetings. Teacher fidelity of implementation was captured by trained researchers using a fidelity of implementation sheet for each teacher-led lessons and data compiled. Fidelity of implementation for computer-led lessons was defined, and the calculations for the scores explained through the data compiled from the We Write web-based program.

The data analysis plans explained with the quantitative techniques (i.e., Pearson correlation, multiple regression, linear regression) utilized to analyze the relationship between principals and teachers during the implementation of an EBP in writing to investigate if certain constructs (i.e., writing knowledge and support, intervention knowledge and support) impact teacher fidelity of implementation as well as if the principals' level of engagement in I.LEAD impacted the constructs. Finally, descriptions of the procedures of the study were discussed, including the: (a) PD for principals using the LEAD model, (b) goal-setting to address barriers to implementation, (c) action plans to proactively identify supports to implementation, (d) weekly email check-ins with pertinent information to the intervention, and monthly check-ins for accountability. The PD offered to teachers was also detailed since the principals were highly encouraged to attend all trainings offered to the teachers through the We Write study. It was through this I.LEAD model that it was predicted that the perceptions of principals' writing knowledge, writing support, intervention knowledge, intervention support would improve and impact teachers resulting in higher levels of fidelity of implementation and a more effective implementation of an intervention.

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to investigate the role of the principal during the

implementation of an EBP in writing by providing the principals with a systematic intervention

intended to increase the principals' writing knowledge and support and the principals'

intervention knowledge and support of the We Write intervention. Through this study, I provided

training, support, and accountability to principals through the I.LEAD model and measured the

impact the principals' role had on teacher fidelity of implementation of a new writing

intervention. The relationship between principals' perceptions and teachers' perceptions of

principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d)

intervention support were investigated. Also, principals' perceptions and teachers' perceptions of

principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d)

intervention support were investigated for potential impact on teacher fidelity of implementation.

Intellectus Statistics (2019) software was used for data analysis and the narrative output was used

throughout the following results section.

Descriptive Statistics

Descriptive statistics were completed by using a web-based software (Intellectus

Statistics, 2019). The following are the descriptive statistics for each of the instruments and

constructs used in this study.

Demographic Questionnaire

The principals' response rate for the demographic information was 100% (n = 9), with the one principal entering the study completing the demographics information via computer through Qualtrics. The response rate for the demographics information was 84 % (n = 54).

PSWI

The descriptive scores for the PSWI for each school can be found in Table 4. Of the nine principals, the participation response rates for on the PSWI-P Pre was 100% (n = 9). Of the nine principals, the participation response rate for the PSWI-P Post was 100% (n = 9). Of the 64 writing teachers participating in the study, the response rate for the PSWI-T Pre was 88% (n = 56). Of the 64 writing teachers participating in the study, the response rate for the PSWI-T Post was 77% (n = 48). Six of the teachers (9%) did not return either a pre or post survey.

For the construct of writing knowledge, pre-intervention scores were analyzed and 65% of teachers rated their principals lower than their principals rated themselves, 27% of teachers rated their principal higher than their principal rated themselves, and only 8% were in agreement with the same scores. Post-intervention scores were analyzed and 61% of teachers rated their principals lower than the principals rated themselves, 29% of teachers rated their principals higher than the principals rated themselves, and 10% were aligned with the same scores.

For the construct of writing support, pre-intervention scores were analyzed and 56% of teachers rated their principals lower than the principals rated themselves, 40% of teachers rated their principals higher than the principals rated themselves, and 4% were aligned with the same scores. Post-intervention scores were analyzed, and 45% teachers rated their principals lower than the principals rated themselves, 51% of teachers rated their principals higher than the principal rated themselves, and 4% were aligned with the same scores

Teacher. Teachers' perceptions for the construct of writing knowledge scores increased in all nine schools from the pre to post with an average increase of 0.65 *(SD = 0.30, Mdn = 0.62, Min = 0.13, Max = 1.00).* For writing support, eight of the nine schools increased from pre to post with an average increase of .39 *(SD = 0.26, Mdn = 0.40,* Min = 0.00, Max = 0.90) with one school, Freedom, maintaining the same mean average at both pre and post.

Principal. Principals' perceptions for the construct of writing knowledge averaged a change from pre to post of 0.22 (*SD = 0.58, Mdn = 0.25,* Min = -0.50, Max = 1.00) with five principals increasing scores, three principals decreasing scores (e.g., Downton, Freedom, and Grover), and one principal maintaining the same score from pre to post. For the construct of support for writing, all nine principals increased scores from pre to post with an average increase of 0.61 (*SD = 0.31, Mdn = 0.60,* Min = 0.20, Max = 1.10).

Table 4. *Descriptive Statistics for PSWI Writing Knowledge and Writing Support*

| | | Teachers' Perceptions of Principals' Writing | | | | | | Principals' Self-Perceptions Writing | | | |
| | | knowledge | | | support | | | knowledge | | support | |
		n	*Mdn*	SD	n	*Mdn*	SD	n	*Mdn*	n	*Mdn*
Atkinson											
	Pre	8	3.0	0.53	8	3.2	0.57	1	3.25	1	2.70
	Post	8	3.50	0.51	8	4.10	0.27	1	3.50	1	3.60
Brown											
	Pre	3	3.01	0.66	3	3.80	0.56	1	3.00	1	2.90
	Post	3	4.00	0.29	3	4.20	0.21	1	3.50	1	3.60
Clark											
	Pre	4	2.88	.52	4	2.95	.46	1	3.50	1	3.10
	Post	4	3.25	0.55	4	3.35	.89	1	4.00	1	4.00
Downton											
	Pre	7	3.25	0.73	7	3.70	0.62	1	3.50	1	3.90
	Post	6	3.38	0.79	6	3.75	0.73	1	3.25	1	4.10
Elm Street											
	Pre	5	2.00	0.78	5	2.90	0.49	1	3.50	1	4.20
	Post	3	3.00	0.38	3	3.30	0.40	1	3.50	1	4.70
Freedom											
	Pre	7	2.75	0.48	7	2.90	0.39	1	3.75	1	3.40
	Post	4	3.62	0.94	4	2.90	1.11	1	3.25	1	3.70
Grover											
	Pre	8	3.12	0.55	8	3.65	0.69	1	3.25	1	3.3
	Post	6	4.00	0.67	6	4.05	0.70	1	2.75	1	3.60
Hope											
	Pre	7	3.00	0.47	7	3.40	0.74	1	2.75	1	3.4
	Post	8	3.50	0.56	8	3.85	0.71	1	3.75	1	4.50
Irving											
	Pre	7	3.00	0.48	7	3.20	0.67	1	2.75	1	3.10
	Post	6	3.62	0.58	6	3.75	0.55	1	3.75	1	3.70

Note. Measure adapted from PSWI (McGhee & Lew, 2007). The PSWI is a 13-item five-point Likert-scale survey (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree). *Principal change at start of the school year.

ILS

The descriptive scores of the ILS for each school can be found in Table 5. Of the nine principals, the participation response rate for the ILS-P was 100% (n = 9). Of the 64 writing teachers participating in the current study, the response rates for the ILS-T was 72% (n = 46).

For the construct of intervention knowledge, the post-intervention scores were analyzed and 43% of teachers rated their principals lower than the principals rated themselves, 36% of teachers rated their principals higher than the principals rated themselves, and 21% were aligned with the same scores.

For the construct of intervention support, post-intervention scores were analyzed and 40% of teachers rated their principals lower than the principals rated themselves, 27% of teachers rated their principals higher than the principals rated themselves, and 32% were aligned with the same scores.

Teacher. Teacher perceptions for the construct of intervention knowledge had an average of 3.27 (*SD* = 0.95, *Mdn* = 3.33, Min = 1.33, Max = 5.00). The construct of intervention support had an average of 3.93 (*SD* = 0.88, *Mdn* = 4.00, Min = 2.00, Max = 5.00).

Principal. For principal self-perceptions, the construct of intervention knowledge had an average of 3.81 (*SD* = 0.85, *Mdn* = 4.00, Min = 2.33, Max = 5.00). The construct of intervention support had an average of 4.56 (*SD* = 0.53, *Mdn* = 5.00, Min = 4.00, Max = 5.00. The descriptive scores of the ILS for each school can be found in 5

Table 5. *Descriptive Statistics for ILS Intervention Knowledge and Intervention Support*

| | Teachers' Perception of Principal Intervention | | | | | | Principals' Self-Perception Intervention | | | |
| | Knowledge | | | Support | | | Knowledge | | Support | |
	n	Mdn	SD	n	Mdn	SD	n	Mdn	n	Mdn
Atkinson	8	3.50	.74	8	4.00	.75	1	3.00	1	4.00
Brown	1	4.67		1	4.33		1	4.33	1	5.00
Clark	4	3.17	.47	4	4.33	.64	1	4.00	1	4.00
Downton	5	3.00	.87	5	4.67	.80	1	3.00	1	4.00
Elm St.	4	2.17	.69	4	3.33	1.00	1	5.00	1	5.00
Freedom	5	2.33	.85	5	4.00	1.00	1	3.00	1	5.00
Grover	7	4.00	.60	7	4.33	.69	1	2.33	1	4.00
Hope	8	4.00	.86	8	4.00	1.00	1	4.00	1	4.00
Irving	4	2.17	.69	4	3.17	1.17	1	4.33	1	5.00

Note. Implementation Leadership Scale (ILS; Aarons, Ehrhart, & Farahnak, 2014), a 12-item five-point scale survey measure (1 = not at all, 2 = slight extent, 3 = moderate extent, 4 = great extent, 5 = very great extent).

Principals' Engagement in I.LEAD

Descriptive statistics for principals' engagement in I.LEAD can be found in Table 6. The overall I.LEAD engagement percentage among the nine principals in the intervention had an average of 74.89% *(SD* = 18.20, *Mdn* = 83.00, Min = 44.00, Max = 92.00) with Principal G from Grover Elementary receiving the lowest I.LEAD engagement score of 44% and Principal I from Irving Elementary receiving the highest I.LEAD engagement score of 92%.

Attendance. The majority of principals (67%, n = 6) participated in the initial principal PD session for the I.LEAD intervention with principals C and E not in attendance. Principal H

was not the principal at the time of the principal PD, and this attendance point was removed from the overall I.LEAD engagement score and did not impact the principal negatively. The majority of principals did not attend the teacher PD sessions, with 67% (n = 6) not attending the initial teacher PBPD, and 78% (n = 7) not attending the booster session PD. Three principals attended the initial teacher PD in some capacity, with Principal I attending two days of the initial teacher PD, and Principals E and F attending one day of the initial teacher PD. Principals C and D were the only two principals to attend the booster session PD, yet neither of the principals stayed for the full day. While instructional coaches and assistant principals were not the focus of the I.LEAD study, many schools had representation at the teacher PBPD sessions from other members of the administrative team with 78% (n = 7; Brown, Clark, Downton, Elm, Freedom, Hope, and Irving) all having instructional coaches present for all three days of the initial teacher PD. Clark, Freedom, Hope, and Irving also had assistant principals for the teacher PBPD sessions as well. Grover Elementary was the only school without any member of the administrative team (i.e., principal, assistant principal, instructional coach) present at any of the teacher PBPD sessions. Attendance scores can be found in Table 6.

Checkpoints. The initial checkpoint was the most successful in terms of participation, with all of the principals 100% (n = 9) receiving all five participation points. Checkpoint three had the lowest participation with an average of 3.33 (*SD* = 1.66, *Mdn* = 4.00, Min = 1.00, Max = 5.00). The principal from Grover received the lowest I.LEAD score, with a 44% engagement score. The principal only attended the initial meeting, and did not meet, in-person or virtually, again throughout the study. The initial meeting with the principal from Grover included the instructional coach, and both were skeptical and concerned about the amount of work for the teachers and the logistics of implementing We Write. Checkpoint scores can be found in Table 6.

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Table 6. *I.LEAD Principal Engagement by School*

	Attendance		Checkpoint								I.LEAD Engagement		
			1		2		3		4				
	n	Pt	n	RF	n	RF	n	RF	n	RF	n	RF	%
Atkinson	1	4	5	5	4	5	5	5	5	5	20	24	83
Brown	1	4	5	5	4.5	5	3	3	5	5	18.5	22	84
Clark	1	4	5	5	3	5	2	5	0	5	11	24	46
Downton	2	4	5	5	3.5	4	5	5	5	5	20.5	23	89
Elm Street	1	4	5	5	3	4	1	3	3	3	13	19	68
Freedom	2	4	5	5	4.5	5	4	5	5	5	20.5	24	86
Grover	1	4	5	5	3.5	5	1	5	0	5	10.5	24	44
Hope	0	3*	5	5	5	5	4	5	4	4	18	22	82
Irving	3	4	5	5	5	5	5	5	4	5	22	24	92

Note: Pt = points possible for attendance. RF = the total possible points as calculated from the

research fidelity checklist. *This participant was not principal at the time of the principal PD

session

Fidelity of Implementation

A total of 171 fidelity observations for teacher-led lessons were completed, with 97% (n = 63) of the teachers being observed at least once throughout the study. Of the 171 fidelity observations completed, 76% (n = 130) occurred in fourth grade classrooms and 24% (n =41) occurred in third grade classrooms.

The We Write computer program exported data on 1,398 students from the nine intervention schools, yet fidelity of implementation of computer-led lessons was collected for 1,363 students from the nine intervention schools. Thirty-five students never logged into the We Write program. Since this study is focused on principals and teachers, student attrition issues were not investigated; thus, these students' data were not included in the We Write data set for final analysis.

Teacher-led Lessons. The fidelity of teacher-led lessons had an overall average of 96%D.

School. Downton received the overall highest fidelity of implementation percentage for teacher-led lessons with 99% (n = 12), and Brown received the lowest fidelity of implementation percentage of teacher-led lessons with 84% (n = 11). The three largest schools made up 49% of the fidelity observations: Atkinson with 22% (n = 38), Grover with 20% (n = 34), and Hope with 7% (n = 12). Irving school had the lowest number of fidelity observations (5%), with each of the teachers only being observed once for a total of eight observations.

Grade. All fourth grade writing teachers (n = 27) were observed at least once, with the majority of observations (n = 104, 80%) were obtained through video observations remotely via SWILV devices. The majority of third grade teachers (n = 36, 97%) were observed at least once

for the fidelity of implementation on the teacher-led lessons, with the majority of observations (n = 39) obtained through in-person observations. .

Lesson. Of the teacher-led fidelity observations, lesson 4 accounted for the most frequently observed lesson with 22% (n = 37) of the observations. Lesson 8 was observed the least with only five observations, or 3% of the observations.

Computer-led Lessons. The fidelity of implementation of computer-led lessons along with descriptive statistics can be found in Table 7. Fidelity of implementation of computer-led lessons had overall average of 56% (n = 9, SD = 0.17, Mdn = 0.61, Min = 0.21, Max = 0.90). Average minutes per week had an overall average of 31.25 minutes (SD = 13.89, Mdn = 29.87, Min = 15.14, Max = 115.40). The total weeks used had an average of 5.49 (SD = 2.17, Mdn = 5.16, Min = 1.00, Max = 10.14). The average We Write lesson number reached was lesson 4.19 (SD = 2.01, Mdn = 4.53, Min = 0.93, Max = 7.67) with only 7% (n = 96) of students reaching the final lesson 8. Total questions answered had an average of 43.76 (SD = 14.81, Mdn = 46.25, Min = 6.17, Max = 64.76).

School. Grover had the highest percentage of fidelity for computer-led lessons of all nine schools with 77%, and Brown had the lowest percentage of fidelity of computer-led lessons of all with 33%. Grover had the highest percentage of fidelity for computer-led lessons by grade level as well with third grade averaging 70% and fourth grade averaging 84%. Brown had the lowest percentage of fidelity for computer-led lessons by grade level with third grade averaging 22% and fourth grade averaging 39%.

Grade. Descriptive statistics by grade level indicated fourth grade classrooms participated at a higher percentage of fidelity of implementation of computer-led lessons with 62% (n = 37) over third grade classrooms with 51% (n = 38). The fourth grade classrooms were

also able to go further in the We Write program (lesson 5) than third grade (lesson 3), and fourth

grade (49.29) answered an average of approximately ten more questions than third grade (38.37).

     Student Essays. Within the We Write computer data 1,246 entries were submitted as

completed essays written by students in lessons seven and eight assessing the students'

independent writing. Of the 1,246 essays written, 30% (n = 386) were nonsense essays consisting

of nonsensical repetition of letters or numbers (i.e. " j8ukojkj,k"). Out of the 384 nonsense

essays, 0.5% (n = 2) were from Hope, 1.3% (n = 5) were from Freedom, 5% (n = 19) were from

Atkinson, 7% (n = 28) were from Elm St., 23% (n = 90) were from Downton, 29% (n = 111)

were from Clark, and 34% (n = 130) were from Grover. Two schools contained zero nonsense

essays (e.g., Brown, Irving), yet those schools had minimal student essays completed at all (e.g.,

Brown (n = 9); Irving (n =3) due to the students not reaching lessons seven and eight in the We

Write computer program. Essays containing any form of a word, even those spelled phonetically,

were counted as an independent essay. Out of the 862 independent essays, the majority (n = 571;

66%) were from Grover, and Hope had the least amount with zero independent student essays.

The fidelity of implementation of computer-led lessons along with descriptive statistics can be

found in Table 7.

Table 7. *Descriptive Statistics of We Write Computer Components by School*

School	Grade	Sn	We Write Lesson			Weeks Used			Average Min. per Week			Questions Answered		
			M	Mdn	SD	M	Mdn	SD	M	Mdn	SD	M	Mdn	SD
Atkinson	3rd	99	2.89	2	1.81	4 7	4	1.33	30.35	30.33	8 9	35.23	33	15.44
	4th	92	5.39	6	1.65	5.35	5	1.65	34.13	32.15	9.76	53 5	56	10 5
Brown	3rd	35	.97	1	.17	1	1	0	25.63	26 0	2.83	6.57	7	1 9
	4th	58	2.22	2	1.65	4.91	5	1.53	20.52	18.70	6.43	30.28	27	13.20
Clover	3rd	53	4.98	6	2.25	7.47	8	2.74	31 3	31.60	6.72	49.68	57	16.40
	4th	52	5.60	6	2.19	6.92	7	1.44	28.53	28.86	4.5	53 4	58	14.57
Downton	3rd	67	2.64	2	1.87	3.81	4	.99	30.66	28.25	9.93	35.55	37	14.21
	4th	54	5.93	6	1 4	5.22	5	.88	34.27	31.80	10.16	56.78	57	5 7
Elm St.	3rd	45	5.62	6	2.22	7.89	8	1.28	29.89	28.56	12.18	53.40	57	13.64
	4th	45	5.98	6	1.73	6.38	6	1.4	26.77	27.33	5.65	55.80	55	9.93
Freedom	3rd	89	3.10	2	2.42	4.72	3	3.32	26.95	26 0	7.94	32.97	29	20.86
	4th	65	5.31	6	1.25	5 9	5	1 4	31.15	30.33	7.33	52.86	55	8.60
Grover	3rd	115	5.45	6	1.87	8.49	9	1.97	30.65	30.73	5.69	54.11	57	14.75
	4th	120	7.22	7	1.10	8.82	9	1.53	57.28	38.17	47.50	62.36	63	7.87
Hope	3rd	120	2 2	2	1 5	3.95	4	1.48	23.88	23.17	6 7	31.51	29	12.82
	4th	104	2.70	2	1.8	5 3	5	1.54	21.88	20.73	10.37	32.59	31	16.22
Irving	3rd	63	3.27	3	2 6	3.67	4	1.24	33.10	31.50	8.74	37.87	45	17.59
	4th	75	4.23	4	2 1	4.53	5	1.18	32.20	31 0	7.92	47.23	50	11.68

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Preliminary Qualitative Data

While the current study does not include a full qualitative analysis of the data gathered from the recordings with principals, field notes collected during each checkpoint, or open-ended questions from the PSWI, a preliminary analysis of the qualitative data was completed to identify possible supports or barriers to implementation to supplement the quantitative data. A preliminary analysis of the data appears to show an emergence of two consistent themes impacting the implementation of both I.LEAD and We Write studies: Principal involvement in implementation is a support to implementation and too many initiatives is a barrier to implementation.

Principal Involvement & Support During Implementation

Principals revealed how rarely principals are trained in new initiatives and this often leaves them without the tools to effectively evaluate or support their teachers. Examples of principals' comments can be found in Table 8.

Table 8. *Examples of Principal Involvement in Implementation is a Support to Implementation*

School	Example quotation
Irving	"A lot of times They train the teachers and they don't train us and, so we don't know and so we go in and we're like what am I supposed to be observing?"
Atkinson	"I definitely think that [I.LEAD] was helpful, I think as knowing what was going on, 'cause a lot of times they'll roll it out to teachers and we're clueless so we don't know what to look for or what not to look for. You know what I mean? And it kind of doesn't become something important... I definitely think that having both the coach and the principal involved... that's super important."
Brown	"I do, 'cause I was able to meet with you and ask you very specific questions of like "look fors" and I really liked your emails. I think I mentioned that before like, "Oh, okay, they should be here or"... Because when [fourth grade teacher] would come in and I'd actually have some background behind it. I would be able to speak too rather. We're all speaking the same language, we know what, like when we go in we know what that's about, and so I think it was very good, useful for me, absolutely."

Too Many Initiatives

The "too many initiatives" theme is displayed by principals' and teachers' comments below in Tables 9 and 10, respectively. It is important to note that the "too many initiatives" theme represents both too many initiatives during implementation and too many changes in writing curricula year to year. During the We Write implementation, the district also began implementation of two other literacy initiatives (i.e., new guided reading initiative and scientific spelling initiative).

Table 9. *Examples of Principals' Thoughts on Too Many Initiatives*

Freedom	"This is my year 4 as an instructional coach here, it's her [points to principal] year three, and every year we've had a different piece [writing initiative] come from the district, and I think that's where you hear that [referring to teacher comments on support from PSWI-pre], and so there's some frustration and I, as a coach, it's like I need to support the district initiative, so just giving them that consistency and fidelity, I think would be helpful."
Irving	"the only thing that would have made a little better maybe would have been if we weren't in the middle of so many... Dang initiatives. So that's like... That's not y'all's fault. But we were... And so it makes it hard, but a school like us, we were not happy with what we were doing, and we were hungry for something new, so we will sustain it."

Table 10. *Examples of Teachers' Thoughts on Too Many Initiatives*

School	Example quotation
Freedom	We attended many writing training's over the years. Many ideas were thrown at us and expected to have quick turn-around to take to our students. It became confusing and overwhelming. Since the We write training, administrators and teachers have been on the same page about the focus for our student writing."
Grover	I believe the problem is the lack of consistency. Every year, it seems that there is a "new" thing out there that is going to be the solution to all of our writing challenges. We don't ever get to really learn a program or strategy. It is different all the time."
Hope	District needs to not push so many initiatives at once.

Research Question 1

A Pearson correlation analysis was conducted on the results of the PSWI pre and post and the ILS to investigate the relationship between reported principal self-perception and teacher perceptions of their principal's: (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support. Cohen's standard was used to evaluate the strength of the relationships, where coefficients between .10 and .29 represent a small effect size, coefficients between .30 and .49 represent a moderate effect size, and coefficients above .50 indicate a large effect size (Cohen, 1988). The result of the correlations were examined using Holm corrections to adjust for multiple comparisons based on an alpha value of 0.05. The results of the correlation analysis can be found in Table 11.

Principal Knowledge and Support

Writing Knowledge. A significant positive correlation was observed between Writing Knowledge Teacher Pre and Writing Knowledge Teacher Post ($r_p = 0.56$, $p < .001$, 95% CI [0.38, 0.69]) indicating a large effect size. A significant positive correlation was observed between Writing Knowledge Principal Pre and Writing Support Principal Pre ($r_p = 0.31$, $p = .007$, 95% CI [0.09, 0.50]) indicating a moderate effect size.

A significant negative correlation was observed between Writing Knowledge Principal Pre and Writing Knowledge Principal Post ($r_p = -0.37$, $p < .001$, 95% CI [-0.55, -0.16]) indicating a moderate effect size. A significant negative correlation was observed between Writing Knowledge Principal Pre and Writing Knowledge Teacher Pre ($r_p = -0.30$, $p = .008$, 95% CI [-0.50, -0.08]) indicating a moderate effect size. A significant negative correlation was observed between Writing Knowledge Principal Post and Writing Knowledge Teacher Post ($r_p = -0.60$, $p < .001$, 95% CI [-0.73, -0.44]) indicating a large effect size.

Writing Support. A significant positive correlation was observed between Writing Support Principal Pre and Writing Support Principal Post ($r_p = 0.67$, $p < .001$, 95% CI [0.52, 0.78]) indicating a large effect size. A significant positive correlation was observed between Writing Support Teacher Pre and Writing Support Teacher Post ($r_p = 0.75$, $p < .001$, 95% CI [0.64, 0.84]) indicating a large effect size.

Writing Knowledge and Support. A significant positive correlation was observed between Writing Knowledge Teacher Pre and Writing Support Teacher Pre ($r_p = 0.69$, $p < .001$, 95% CI [0.56, 0.80]) indicating a large effect size. A significant positive correlation was observed between Writing Knowledge Principal Pre and Writing Support Principal Pre ($r_p = 0.31$, $p = .007$, 95% CI [0.09, 0.50]) indicating a moderate effect size. A significant positive correlation was observed between Writing Knowledge Principal Post and Writing Support Principal Post ($r_p = 0.43$, $p < .001$, 95% CI [0.23, 0.60]) indicating a moderate effect size. A significant positive correlation was observed between Writing Knowledge Teacher Post and Writing Support Teacher Post ($r_p = 0.46$, $p < .001$, 95% CI [0.27, 0.63]) indicating a moderate effect size.

Principals' Intervention Knowledge and Support

Intervention Knowledge. A significant positive correlation was observed between Intervention Knowledge Principal and Writing Knowledge Principal Post and ($r_p = 0.78$, $p < .001$, 95% CI [0.68, 0.86]) indicating a large effect size. A significant positive correlation was observed between Intervention Knowledge Teacher and Writing Knowledge Teacher Post and ($r_p = 0.53$, $p < .001$, 95% CI [0.35, 0.68]) indicating a large effect size.

A significant negative correlation was observed between Intervention Knowledge Principal and Intervention Knowledge Teacher (r_p = -0.25, p = .033, 95% CI [-0.45, -0.02]) indicating a small effect size.

Intervention Support. A significant positive correlation was observed between Intervention Support Teacher and Writing Knowledge Teacher Post and (r_p = 0.26, p = .024, 95% CI [0.04, 0.46]) indicating a small effect size.

A significant negative correlation was observed between Intervention Support Principal and Intervention Support Teacher (r_p = -0.61, p < .001, 95% CI [-0.74, -0.45]) indicating a large effect size.

Intervention Knowledge and Support. A significant positive correlation was observed between Intervention Knowledge Principal and Intervention Support Principal (r_p = 0.48, p < .001, 95% CI [0.29, 0.64]) indicating a moderate effect size. A significant positive correlation was observed between Intervention Knowledge Teacher and Intervention Support Teacher (r_p = 0.57, p < .001, 95% CI [0.39, 0.70]) indicating a large effect size.

Table 11. *Pearson Correlation: Principals' & Teachers' Perceptions of I.LEAD Constructions*

	n	Mdn	M	SD	1	2	3	4	5	6	7	8	9	10	11
1 IKP	9	3.00	3.50	.80	—										
2 IKT	46	3.50	3.29	.80	-.25	—									
3 ISP	9	4.00	4.36	.48	.48**	-.57	—								
4 IST	46	4.00	4.04	.43	-.60**	.57**	-.61	—							
5 WKP Pre	9	3.25	3.22	.34	-.39**	-.39**	.10	.36	—						
6 WKT Pre	54	3.00	3.04	.68	-.55**	.52**	-.54**	.56**	-.30	—					
7 WSP Pre	9	3.30	3.31	.40	.16	-.36	.11	.03	.31	-.44**	—				
8 WST Pre	54	3.20	3.17	.75	-.33	.70	-.40**	.56**	-.35	.69**	.01	—			
9 WKP Post	9	3.50	3.43	.37	.78**	-.19	.12	-.40**	-.37**	-.21	-.19	-.45**	—		
10 WKT Post	49	3.50	3.57	.28	-.52**	.53**	.00	.26	-.23	.56**	-.44**	.59**	-.60**	—	
11 WSP Post	9	3.70	3.93	.38	.57**	-.07	-.12	-.15	-.18	-.46**	.67**	-.15	.43**	-.68**	—
12 WST Post	49	3.85	3.73	.40	-.18	.73**	-.49**	.21	-.61**	.60**	-.43**	.75**	-.16	.46**	-.22

Note. ** indicates *p* < .01. IKP = Intervention Knowledge Principal; IKT = Intervention Knowledge Teacher; ISP = Intervention Support Principal; IST = Intervention Support Teacher; WKP = Writing Knowledge Principal; WKT = Writing Knowledge Teacher; WSP = Writing Support Principal; WST = Writing Support Teacher.

Research Question 2

A four-step hierarchical linear regression was conducted to determine how principals':
(a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention
supports impact fidelity of implementation of teacher-led lessons? Of computer-led lessons?

Fidelity of Implementation of Teacher-led Lessons

A four-step hierarchical linear regression was conducted with fidelity of implementation
of teacher-led lessons as the dependent variable. Upon initial analysis, the principal and teacher
PSWI pre and post scores were too highly correlated; thus the PSWI-pre scores were removed
from the final analysis. For Step 1, writing knowledge principal post and writing knowledge
teacher post were entered as predictor variables into the null model. Writing support principal
post and writing support teacher post were added as predictor variables into the model at Step 2.
Intervention knowledge principal and intervention knowledge teacher were added as predictor
variables into the model at Step 3. Intervention support principal and intervention support teacher
were added as predictor variables into the model at Step 4.

The hierarchical regression analysis results consist of model comparisons and a model
interpretation based on an alpha of 0.05. Each step in the hierarchical regression was compared
to the previous step using F-tests. The coefficients of the model in the final step were interpreted.

Multicollinearity. Variance Inflation Factors (VIFs) were calculated to detect the
presence of multicollinearity between predictors for each regression model. Multicollinearity
occurs when a predictor variable is highly correlated with one or more other predictor variables.
If a variable exhibits multicollinearity then the regression coefficient for that variable can be
unreliable and difficult to interpret. Multicollinearity also causes the regression model to have a
loss in statistical power (Yoo et al., 2014). High VIFs indicate increased effects of

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multicollinearity in the model. Variance Inflation Factors greater than 5 are cause for concern, whereas VIFs of 10 should be considered the maximum upper limit (Menard, 2009). For Step 1, all predictors in the regression model have VIFs less than 10. For Step 2, all predictors in the regression model have VIFs less than 10. For Step 3, all predictors in the regression model have VIFs less than 10. For Step 4, two predictors had VIFs greater than 10: Intervention Knowledge Principal and Intervention Support Principal (Intellectus Statistics, 2019). Table 12 presents the VIF for each predictor in the model.

Table 12. *Variance Inflation Factors for Each Step of Constructs for RQ2 Fidelity of Teacher-Led Lessons*

	Variable	**VIF**
Step 1	Writing Knowledge Principal Post	1.63
	Writing Knowledge Teacher Post	1.63
Step 2	Writing Knowledge Principal Post	1.67
	Writing Knowledge Teacher Post	3.10
	Writing Support Principal Post	1.96
	Writing Support Teacher Post	1.28
Step 3	Writing Knowledge Principal Post	4.62
	Writing Knowledge Teacher Post	5.47
	Writing Support Principal Post	4.56
	Writing Support Teacher Post	2.50
	Intervention Knowledge Principal	5.15
	Intervention Knowledge Teacher	4.49
Step 4	Writing Knowledge Principal Post	8.46
	Writing Knowledge Teacher Post	7.95
	Writing Support Principal Post	7.72
	Writing Support Teacher Post	6.61
	Intervention Knowledge Principal	24.88
	Intervention Knowledge Teacher	8.86
	Intervention Support Principal	14.95
	Intervention Support Teacher	4.20

The hierarchical regression analysis results consist of model comparisons and a model interpretation based on an alpha of 0.05. Each step in the hierarchical regression was compared to the previous step using F-tests. The coefficients of the model in the final step were interpreted.

Comparing Models. The F-test for Step 1 was significant, F (2, 60) = 3.49, p = .037, ΔR^2 = 0.10. This model indicates that adding Writing Knowledge Principal Post and Writing Knowledge Teacher Post explained an additional 10.42% of the variation in Teacher Fidelity of Teacher-led Lessons. The F-test for Step 2 was not significant, F (2, 58) = 0.68, p = .512, ΔR^2 = 0.02. This model indicates that adding Writing Support Principal Post and Writing Support Teacher Post did not account for a significant amount of additional variation in Teacher Fidelity of teacher-led Lessons. The F-test for Step 3 was significant, F (2, 56) = 5.14, p = .009, ΔR^2 = 0.14. This model indicates that adding Intervention Knowledge Principal and Intervention Knowledge Teacher explained an additional 13.58% of the variation in Teacher Fidelity of Teacher-led Lessons. The F-test for Step 4 was not significant, F (2, 54) = 0.74, p = .483, ΔR^2 = 0.02. This model indicates that adding Intervention Support Principal and Intervention Support Teacher did not account for a significant amount of additional variation in Teacher Fidelity of Teacher-led Lessons. The results for the model comparisons are in Table 13.

Table 13. *Model Comparisons for Variables Predicting Fidelity of Teacher-led Lessons*

Model	R^2	df_{mod}	df_{res}	F	p	ΔR^2
Step 1	0.10	2	60	3.49	.037	0.10
Step 2	0.12	2	58	0.68	.512	0.02
Step 3	0.26	2	56	5.14	.009	0.14
Step 4	0.28	2	54	0.74	.483	0.02

Note. Each Step was compared to the previous model in the hierarchical regression analysis.

Model Interpretation. Principals' and teachers' perception of principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention supports did not

significantly predict teacher fidelity of implementation of teacher-led lessons. The results for

each regression are shown in Table 14.

Table 14. *Hierarchical Regression Analysis for I.LEAD Constructs Predicting Fidelity of Teacher-led Lessons*

Variable	B	SE	95% CI	β	t	p
Step 1						
(Intercept)	1.61	0.25	[1.11, 2.11]	0.00	6.43	< .001
Writing Knowledge Principal Post	-0.08	0.03	[-0.15, -0.02]	-0.39	-2.50	.015
Writing Knowledge Teacher Post	-0.10	0.05	[-0.19, -0.01]	-0.35	-2.22	.030
Step 2						
(Intercept)	1.43	0.37	[0.70, 2.16]	0.00	3.91	< .001
Writing Knowledge Principal Post	-0.09	0.03	[-0.16, -0.02]	-0.41	-2.59	.012
Writing Knowledge Teacher Post	-0.10	0.06	[-0.22, 0.03]	-0.33	-1.52	.134
Writing Support Principal Post	0.02	0.04	[-0.05, 0.10]	0.12	0.67	.503
Writing Support Teacher Post	0.02	0.03	[-0.03, 0.08]	0.11	0.83	.411
Step 3						
(Intercept)	1.01	0.52	[-0.03, 2.05]	0.00	1.95	.056
Writing Knowledge Principal Post	0.02	0.05	[-0.08, 0.13]	0.10	0.41	.686
Writing Knowledge Teacher Post	-0.06	0.08	[-0.22, 0.09]	-0.22	-0.81	.419
Writing Support Principal Post	0.07	0.05	[-0.03, 0.18]	0.35	1.43	.159
Writing Support Teacher Post	0.01	0.04	[-0.06, 0.08]	0.05	0.26	.800
Intervention Knowledge Principal	-0.07	0.03	[-0.12, -0.02]	-0.68	-2.60	.012
Intervention Knowledge Teacher	0.00	0.02	[-0.05, 0.05]	0.04	0.15	.885
Step 4						
(Intercept)	1.84	0.86	[0.11, 3.57]	0.00	2.13	.038
Writing Knowledge Principal Post	-0.03	0.07	[-0.17, 0.12]	-0.12	-0.37	.715
Writing Knowledge Teacher Post	-0.07	0.10	[-0.26, 0.12]	-0.23	-0.70	.485
Writing Support Principal Post	0.03	0.07	[-0.11, 0.17]	0.14	0.44	.659
Writing Support Teacher Post	-0.04	0.06	[-0.16, 0.07]	-0.22	-0.73	.468
Intervention Knowledge Principal	-0.04	0.06	[-0.15, 0.08]	-0.35	-0.61	.541
Intervention Knowledge Teacher	0.01	0.03	[-0.05, 0.08]	0.14	0.42	.677
Intervention Support Principal	-0.06	0.07	[-0.21, 0.08]	-0.38	-0.86	.392
Intervention Support Teacher	-0.04	0.04	[-0.12, 0.05]	-0.22	-0.94	.353

Fidelity of Implementation of Computer-led Lessons

A four-step hierarchical linear regression was conducted with the fidelity of

implementation of computer-led averages as the dependent variable for each class. Upon initial

analysis, the principal and teacher PSWI pre and post scores were too highly correlated; thus the PSWI-pre scores were removed from the final analysis. For Step 1, writing knowledge principal post and writing knowledge teacher post were entered as predictor variables into the null model. Writing support principal post and writing support teacher post were added as predictor variables into the model at Step 2. Intervention knowledge principal and intervention knowledge teacher were added as predictor variables into the model at Step 3. Intervention support principal and intervention support teacher were added as predictor variables into the model at Step 4.

Multicollinearity. Variance Inflation Factors (VIFs) were calculated to detect the presence of multicollinearity between predictors for each regression model. Multicollinearity occurs when a predictor variable is highly correlated with one or more other predictor variables. If a variable exhibits multicollinearity then the regression coefficient for that variable can be unreliable and difficult to interpret. Multicollinearity also causes the regression model to have a loss in statistical power (Yoo et al., 2014). High VIFs indicate increased effects of multicollinearity in the model. Variance Inflation Factors greater than 5 are cause for concern, whereas VIFs of 10 should be considered the maximum upper limit (Menard, 2009). For Step 1, all predictors in the regression model have VIFs less than 10. For Step 2, all predictors in the regression model have VIFs less than 10. For Step 3, all predictors in the regression model have VIFs less than 10. For Step 4, the following predictors had VIFs greater than 10: Intervention Knowledge Principal and Intervention Support Principal. Table 15 presents the VIF for each predictor in the model.

Table 15. *Variance Inflation Factors for Each Step RQ2 Fidelity of Computer-Led Lessons*

Variable	VIF
Step 1	
Writing Knowledge Principal Post	1.57
Writing Knowledge Teacher Post	1.57
Step 2	
Writing Knowledge Principal Post	1.62
Writing Knowledge Teacher Post	3.01
Writing Support Principal Post	1.91
Writing Support Teacher Post	1.34
Step 3	
Writing Knowledge Principal Post	4.28
Writing Knowledge Teacher Post	5.57
Writing Support Principal Post	4.13
Writing Support Teacher Post	2.49
Intervention Knowledge Principal	4.29
Intervention Knowledge Teacher	4.27
Step 4	
Writing Knowledge Principal Post	8.16
Writing Knowledge Teacher Post	8.32
Writing Support Principal Post	7.17
Writing Support Teacher Post	5.82
Intervention Knowledge Principal	22.71
Intervention Knowledge Teacher	9.21
Intervention Support Principal	13.21
Intervention Support Teacher	3.79

The hierarchical regression analysis results consist of model comparisons and a model interpretation based on an alpha of 0.05. Each step in the hierarchical regression was compared to the previous step using F-tests. The coefficients of the model in the final step were interpreted.

Comparing Models. The F-test for Step 1 was significant, $F (2, 72) = 12.54, p < .001,$ $\Delta R^2 = 0.26$. This model indicates that adding Writing Knowledge Principal Post and Writing Knowledge Teacher Post explained an additional 25.83% of the variation in Computer Fidelity.

The *F*-test for Step 2 was not significant, $F(2, 70) = 1.80$, $p = .174$, $\Delta R^2 = 0.04$. This model indicates that adding Writing Support Principal Post and Writing Support Teacher Post did not account for a significant amount of additional variation in computer fidelity. The *F*-test for Step 3 was not significant, $F(2, 68) = 0.04$, $p = .957$, $\Delta R^2 = 0.00$. This model indicates that adding intervention knowledge principal and Intervention knowledge teacher did not account for a significant amount of additional variation in Computer Fidelity. The *F*-test for Step 4 was significant, $F(2, 66) = 19.02$, $p < .001$, $\Delta R^2 = 0.26$. This model indicates that adding Intervention Support Principal and Intervention Support Teacher explained an additional 25.76% of the variation in computer fidelity (Intellectus Statistics, 2019). The results for the model comparisons are in Table 16.

Table 16. *Model Comparisons for Variables Predicting Fidelity of Computer-Led Lessons*

Model	R^2	df_{mod}	df_{res}	F	p	ΔR^2
Step 1	0.26	2	72	12.54	< .001	0.26
Step 2	0.29	2	70	1.80	.174	0.04
Step 3	0.30	2	68	0.04	.957	0.00
Step 4	0.55	2	66	19.02	< .001	0.26

Note. Each Step was compared to the previous model in the hierarchical regression analysis.

Model Interpretation. Writing Knowledge Principal Post significantly predicted Computer Fidelity, $B = -0.77$, $t(66) = -6.97$, $p < .001$. This indicates that on average, a one-unit increase of Writing Knowledge Principal Post will decrease the value of Computer Fidelity by 0.77 units. Writing Support Principal Post significantly predicted Computer Fidelity, $B = -0.51$, $t(66) = -5.13$, $p < .001$. This indicates that on average, a one-unit increase of Writing Support Principal Post will decrease the value of Computer Fidelity by 0.51 units. Writing Support Teacher Post significantly predicted Computer Fidelity, $B = -0.36$, $t(66) = -4.17$, $p < .001$. This indicates that on average, a one-unit increase of Writing Support Teacher Post will decrease the

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value of Computer Fidelity by 0.36 units. Intervention Knowledge Principal significantly predicted Computer Fidelity, $B = 0.43$, $t(66) = 5.09$, $p < .001$. This indicates that on average, a one-unit increase of Intervention Knowledge Principal will increase the value of Computer Fidelity by 0.43 units. Intervention Support Principal significantly predicted Computer Fidelity, $B = -0.64$, $t(66) = -6.01$, $p < .001$. This indicates that on average, a one-unit increase of Intervention Support Principal will decrease the value of Computer Fidelity by 0.64 units. Writing knowledge teacher post, intervention knowledge teacher, and intervention support teacher did not significantly predict fidelity of implementation of computer-led lessons (Intellectus Statistics, 2019). The results for each regression are shown in Table 17 .

Table 17. *Hierarchical Regression Analysis for I.LEAD Constructs Predicting Fidelity of Computer-Led Lessons*

Variable	*B*	*SE*	95% CI	β	*t*	*p*
Step 1						
(Intercept)	2.35	0.44	[1.48, 3.22]	0.00	5.39	< .001
Writing Knowledge Principal Post	-0.30	0.06	[-0.42, -0.18]	-0.64	-5.00	< .001
Writing Knowledge Teacher Post	-0.22	0.08	[-0.37, -0.06]	-0.35	-2.73	.008
Step 2						
(Intercept)	3.18	0.61	[1.95, 4.41]	0.00	5.17	< .001
Writing Knowledge Principal Post	-0.30	0.06	[-0.41, -0.18]	-0.63	-4.96	< .001
Writing Knowledge Teacher Post	-0.34	0.11	[-0.55, -0.12]	-0.54	-3.12	.003
Writing Support Principal Post	-0.12	0.06	[-0.24, 0.01]	-0.26	-1.89	.062
Writing Support Teacher Post	0.02	0.05	[-0.08, 0.12]	0.04	0.33	.744
Step 3						
(Intercept)	3.08	0.97	[1.16, 5.01]	0.00	3.19	.002
Writing Knowledge Principal Post	-0.30	0.10	[-0.49, -0.10]	-0.64	-3.04	.003
Writing Knowledge Teacher Post	-0.32	0.15	[-0.62, -0.02]	-0.52	-2.15	.035
Writing Support Principal Post	-0.11	0.09	[-0.30, 0.07]	-0.25	-1.19	.236
Writing Support Teacher Post	0.03	0.07	[-0.11, 0.17]	0.06	0.40	.687
Intervention Knowledge Principal	0.00	0.05	[-0.09, 0.09]	0.01	0.07	.948
Intervention Knowledge Teacher	-0.01	0.05	[-0.10, 0.08]	-0.05	-0.22	.825
Step 4						
(Intercept)	8.71	1.29	[6.15, 11.28]	0.00	6.78	< .001
Writing Knowledge Principal Post	-0.77	0.11	[-0.98, -0.55]	-1.64	-6.97	< .001
Writing Knowledge Teacher Post	-0.06	0.15	[-0.35, 0.23]	-0.10	-0.42	.679
Writing Support Principal Post	-0.51	0.10	[-0.71, -0.31]	-1.13	-5.13	< .001
Writing Support Teacher Post	-0.36	0.09	[-0.53, -0.19]	-0.83	-4.17	< .001
Intervention Knowledge Principal	0.43	0.08	[0.26, 0.60]	2.00	5.09	< .001
Intervention Knowledge Teacher	-0.05	0.05	[-0.16, 0.06]	-0.22	-0.88	.385
Intervention Support Principal	-0.64	0.11	[-0.86, -0.43]	-1.80	-6.01	< .001
Intervention Support Teacher	-0.13	0.06	[-0.26, 0.00]	-0.32	-1.97	.053

Research Question Three

How does the principals' engagement in I.LEAD impact the fidelity of implementation of teacher-led lessons? Of computer led lessons?

Fidelity of Implementation of Teacher-led Lessons

A linear regression analysis was conducted to assess whether the principals' level of engagement in I.LEAD significantly predicted fidelity of implementation of teacher-led lessons.

The results of the linear regression model were not significant, $F(1,63) = 2.69$, $p = .106$, $R^2 = 0.04$, indicating principals' engagement in did not explain a significant proportion of variation in fidelity of implementation of teacher-led lessons. Since the overall model was not significant, the individual predictors were not examined further (Intellectus Statistics, 2019). Table 18 summarizes the results of the regression model.

Table 18. *Linear Regression with Principals' Engagement in I.LEAD Predicting Fidelity of Teacher-Led Lessons*

Variable	B	SE	95% CI	β	t	p
(Intercept)	1.03	0.04	[0.95, 1.11]	0.00	24.50	< .001
I LEAD Engagement	-0.09	0.05	[-0.20, 0.02]	-0.21	-1.64	.106

Note. Results: $F(1,61) = 2.69$, $p = .106$, $R^2 = 0.04$. Unstandardized Regression Equation: Fidelity of Teacher led Lessons = 1.03 - 0.09*I.LEAD Engagement

Fidelity of Computer-Led Lessons

A linear regression analysis was conducted to assess whether the principals' level of engagement in I.LEAD significantly predicted fidelity of computer-led lessons.

The results of the linear regression model were significant, $F(1,75) = 36.55$, $p < .001$, $R^2 = 0.33$, indicating that approximately 33% of the variance in fidelity of computer-led lessons is explainable by the principals' engagement in I.LEAD. I.LEAD engagement significantly predicted fidelity of computer-led lessons, $B = -0.65$, $t(73) = -6.05$, $p < .001$. This indicates that on average, a one-unit increase of I.LEAD Engagement will decrease the value of the fidelity of the computer-led lessons by 0.65 units (Intellectus Statistics, 2019). Table 19 summarizes the results of the regression model.

Table 19. *Linear Regression with Principals' Engagement in I.LEAD Predicting Fidelity of Computer-Led Lessons*

Variable	*B*	*SE*	95% CI	β	*t*	*p*
(Intercept)	1.08	0.08	[0.91, 1.24]	0.00	13.14	< .001
I.LEAD Engagement	-0.65	0.11	[-0.86, -0.43]	-0.58	-6.05	< .001

Note. Results: $F(1,73) = 36.55$, $p < .001$, $R^2 = 0.33$ Unstandardized Regression Equation: Fidelity of computer-led lessons = 1.08 - 0.65*I.LEAD Engagement

CHAPTER V

DISCUSSION AND CONCLUSION

The purpose of this study was to investigate the impact of a systematic, implementation intervention model, I.LEAD, for principals of the intervention schools in the We Write efficacy study (Wijekumar, 2018-2022). The aim of the study was to test the impact of the principals' engagement in I.LEAD on principals' self-reported perceptions and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, (d) intervention support, and (e) the impact the constructs (i.e., listed in a-d) had on teacher fidelity of implementation of teacher-led lessons and the computer-led lessons. With the I.LEAD model, I focused on improving the implementation leadership skills of the principals by utilizing implementation strategies and factors identified in research to support: (a) the principals' writing knowledge and support (McGhee & Lew, 2007), (b) the principals' intervention knowledge and support of the We-Write intervention (Meza et al., 2019), and (c) the implementation leadership of the principal through strategic leadership skills for EBP implementation (Aarons, Ehrhart, & Farahnak, 2014). The research questions guiding this study are below, followed by a discussion of each questions' salient points:

1. What is the relationship between reported principals' self-perceptions and teachers' perceptions of their principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention support?

2. How does principals': (a) writing knowledge, (b) writing support, (c) intervention knowledge, and (d) intervention supports impact the fidelity of implementation of teacher-led lessons? Of computer-led lessons?

3. How does the principals' engagement in I.LEAD impact the fidelity of implementation of teacher-led lessons? Of computer-led lessons?

Principal and Teacher Relationships

As predicted, some relationships between principals' and teachers' perceptions were statistically significant, and other relationships between principals' and teachers' perceptions were not statistically significant. The correlations between pre and post for the construct of writing knowledge are interesting because principals had a moderate negative correlation from pre to post, teachers had and a large positive correlation from pre to post, yet principals and teachers had a moderate negative correlation pre-intervention, and a large negative correlation post-intervention.

It appears that while the teachers perceived their principal gained writing knowledge before and after participating in I.LEAD, the principals' perceptions suggest they may have realized, after participating in I.LEAD, that they did not know as much as they had originally thought they did about writing. One-third of the principals (n = 3) reported a lower writing knowledge score post I.LEAD, one of which was the principal of Grover Elementary, the principal with the lowest I.LEAD engagement scores, yet this school received the highest fidelity of implementation percentages for computer-led lessons (77%) and high fidelity of teacher-led lessons (99%).

Humble Leaders

These findings support previous research on humble leadership (Aarons et al., 2017; Meza et al., 2019) indicating that principals that rate their leadership lower compared to their staff experienced greater teacher involvement. Owens (2009) described humility among leaders as the ability to accurately view one's strengths and weaknesses. Principals are often given the task of leading implementation changes in curricula and evaluating teachers on their ability to

effectively delivery the instruction without having been trained (Aarons et al., 2014), as was also voiced by administrators in the current study. Therefore, principals in the current study reporting lower writing knowledge post I.LEAD could be viewed less as a negative impact of the principals' participation in I.LEAD and more as an intervention highlighting the complexities of the writing process (Troia, 2014) resulting in a humble awareness among some principals of their own writing knowledge (Oyer, 2015).

Overconfident Leaders

In contrast, many teachers rated their principals lower than the principals rated themselves at both pre and post in both writing knowledge and writing support. These results align with researchers' (Meza et al., 2019) conclusions regarding principals' tendencies to overrate their leadership. Issues arise when leaders overrate themselves, thus unaware of their own shortcomings and the needs of their teachers to feel supported in the implementation process (Meza et al., 2019). For example, preliminary analysis of field notes, interviews, and open-ended questions revealed a consistent misunderstanding from Principal C of Clark Elementary. They continuously referred to the We Write intervention by referencing elements of the text structures for reading comprehension strategy (Wijekumar et al.2014), which is a reading intervention by Dr. Kay Wijekumar. On several occasions, I explained to the principal the difference between We Write incorporating SRSD for writing instruction and text structures incorporating strategies for reading comprehension instruction. Principal C rated themself higher than their staff on both writing knowledge and writing support. This example illustrates how a principal confidently viewed themselves as having adequate knowledge and supporting the teachers, yet they lacked core understandings that could have potentially impacted their support and evaluation of the intervention.

Principal and Teacher Discrepancies

The results suggest that discrepancies in principals' and teachers' perceptions of

principals' writing and intervention knowledge and support exists, yet the data suggests the gap in the discrepancies closed a bit after the I.LEAD intervention. The majority of teachers rated their principals lower than the principals rated themselves in almost every construct except writing support post: (a) writing knowledge (e.g., 65% pre-intervention and 56% post-intervention), (b) writing support (e.g., 56% pre-intervention), (c) intervention knowledge (e.g., 43%), and (d) intervention support (e.g., 40%). For writing support post, 56% of teachers rated their principals higher than the principals rated themselves, which was an increase of 11% from the 40% of teachers that rated their principals higher than the principals rated themselves for writing support pre-intervention.

Multi-Level Factors Impacting Implementation

Leadership was not the only factor potentially impacting teachers' perceptions and fidelity of implementation in the current study. For writing support, significant positive correlations were observed for both principals pre and post and teachers pre and post, yet no significant correlations were observed between principals and teachers at either pre or post. One reason for this could be due to the fact that not all teachers completed the PSWI-Post survey. Recently, Urick et al. (2020) suggested aggregating teacher perceptions to demonstrate perceptions of principal leadership could miss capturing the variance among individual teachers. This aligns with the multi-level model of Domitrovich et al., (2008) and the idea that perceptions, attitudes, professional characteristics, and psychological characteristics of the individual teachers have potential to impact implementation.

While this study was an attempt to respond to the call for future directions of research to include professional development for leaders to assist in effective implementation of school reform initiatives (Buttram & Farley-Ripple, 2016), I was unaware of the outer-level factors that

would impact both the teachers and principals. In the current study, both principals and teachers voiced concerns regarding too many initiatives impacting implementation. The district approved three new literacy initiatives rolled out simultaneously: We Write, a new guided reading curriculum, and a new scientific spelling initiative. This was an issue I encountered every school visit, with teachers voicing their concerns to me regarding wanting time to master We Write and the other initiatives, but instead feeling inadequate in all of them. It is difficult to examine the efficacy of a writing program when teachers are desperately paddling to keep their head above water with so many different literacy initiatives. Furthermore, teachers expressed concern with how frequently writing curricula have changed in the district. It appears districts could benefit from steering clear of introducing "the next best thing" or "quick-fix" in writing instruction (Harris & Graham, 2016) and instead give teachers adequate time to learn, practice, and adapt EBPs in writing instruction, such as SRSD.

Principals' Knowledge and Support Impacts on Fidelity

Contrary to expectations, principals' writing knowledge, writing support, intervention knowledge, and intervention support did not significantly impact teacher fidelity of implementation in teacher-led lessons, but principals' writing knowledge, writing support, intervention knowledge, and intervention support did significantly impact teacher fidelity of implementation on computer-led lessons. Since, fidelity of teacher-led lessons was high (96%) with little variance in fidelity scores among teachers, but fidelity of computer-led lessons was low (56%) and varied by teacher, this could be one explanation to why the I.LEAD constructs predicted computer fidelity and not teacher-led fidelity. When the overall implementation fidelity is high without a large range of scores it becomes difficult to identify potential impacts (Cho et al., 2005).

Surprisingly, increases in principals' intervention knowledge was the only construct to significantly predict an increase in fidelity of computer-led. Increases in writing knowledge-principal, writing support-principal, writing support-teacher, and intervention support-principal significantly predicted a decrease in computer fidelity all predicted a decrease in fidelity of computer-led lessons. Teachers' perceptions of writing knowledge, intervention knowledge, and intervention support did not predict fidelity of computer lessons. These results do not align with previous research indicating increases in leadership knowledge and support positively impacting outcomes (Hallinger & Murphy, 1987; McIntosh, Kelm et al., 2016).

I.LEAD's Impact on Fidelity

Interestingly, principals' engagement in I.LEAD did not impact teacher fidelity of implementation of teacher-led lessons yet increases in principals' engagement in I.LEAD engagement significantly predicted a decrease in fidelity of computer-led lessons. Once again, fidelity of teacher-led lessons was high (96%) with little variance in fidelity scores among teachers, but fidelity of computer-led lessons was low (56%) and varied by teacher, which could be one explanation to why the principals' engagement in I.LEAD predicted fidelity of computer-led lessons and not fidelity of teacher-led lessons. Content validity of the I.LEAD engagement measure could also be a factor in results suggesting higher principals' engagement in I.LEAD predicted lower fidelity of computer-led lessons. Since no previous research had been done in this area, previous instruments or successful measures were not available.

The Unexplainable

Grover Elementary teachers and Principal G had a dynamic unlike any other school in the current study. Principal G had the lowest I.LEAD engagement percentage with 44%, yet the teacher fidelity of both teacher-led and computer-led lessons was high. From the beginning in the pre-intervention teacher PD, these teachers were hesitant and critically questioned We Write at

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every turn, and in the end decided to give it a try because they would be supported by the We Write research team along the way. Principal G only attended the initial checkpoint meeting, and at this meeting (and in subsequent emails) she rarely made decisions for the teachers of Grover and answered many of my questions with, "I will have to talk to the grade level team leads first." This shared leadership carried over into other aspects at Grover with the team leaders and instructional coach never making decisions without discussing options with teachers. Every visit to Grover was organized with the team leaders creating a schedule for my visit, so that I could have time to observe each teacher, model lessons, provide feedback, and meet with each grade level during planning. This type of organization, sharing of responsibilities, and value for each teachers' input was unique to Grover. Grover's principal engagement in I.LEAD and the teachers' high fidelity of implementation could align with Meza et al.'s (2019) hypothesis of teachers viewing a principal as not supportive and relying on internal motivation to implement the intervention. However, the results could be a unique case of shared leadership (Frazee et al., 2013) protocols and/or established routines (Outhwaite et al., 2019) in the building not captured by the I.LEAD measures.

Limitations and Implications for Future Research

Due to a number of limitations in the present study, conclusions and generalizations regarding the impact a systematic intervention for principals can have on implementation fidelity are cautioned. Since an intervention such as I.LEAD has not been investigated during the implementation of an EBP in writing, this study could be considered a pilot study providing information for future research into the role of the principal during implementation of a writing intervention. By design, the study was limited by not including a control group for comparison. Also, this study lacked valid, reliable measures. The researcher-created I.LEAD engagement measure was potentially inadequate in capturing the leadership styles of the principals by only

focusing solely on constructs centering around goal-setting and the principals' level of participation and engagement with the researcher, and less focused on the principals' level of engagement and participation with the teachers throughout the implementation process. Future studies of this type should consider including a comparison group as well as valid and reliable measures capturing multiple aspects of leadership qualities and behaviors that could provide more insight into how principals can positively impact implementation. This study did not include student outcomes, and since principals can influence the effects of an intervention on student outcomes (Kam et al., 2003), future research should examine the impact of an implementation leadership intervention has on student outcomes during the implementation of EBPs in writing.

Also, the instruments utilized in this study to measure the principals' and teachers' perceptions of knowledge and support were all self-report. Limitations included with self-reporting measures include self-report bias, in which the participants may not be completely honest in order to appear more socially or academically acceptable (Goldring et al., 2009). Principals may not be able to report themselves accurately due to the inability to be introspective or see themselves through the eyes of a teacher. The PSWI and ILS were not able to effectively capture the knowledge and support of the principals in this study, and future studies should work towards creating and validating instruments to effectively capture knowledge of content area instruction for administrators.

Fidelity

Overall fidelity of teacher-led lessons was high (96%). However, this study was only able to collect 171 fidelity observations of teacher-led lessons, and when considering 64 teachers were being asked to conduct two to three lessons per week for twelve weeks, this number is relatively low. Increasing the number of fidelity observations could provide a clearer picture of

both the implementation of the We Write lessons, as well as an opportunity to witness and collect data on teacher adaptations of the program. Overall fidelity of teacher-led lessons was high (96%), yet the number of fidelity observations was not equally distributed among the lesson numbers, teachers, or schools. Many teachers' reluctance to participate in the video fidelity observations resulted in lower than expected fidelity observations. These types of fidelity observations offer an opportunity for researchers and teachers to reflect on fidelity of implementation as well as reflective teaching. So future studies should include specific plans to assist teachers in more extensive training on how to effectively use the SWIVL devices, or other digital observation tools, to increase the frequency of fidelity observations and assist with the implementation process. Considerations include providing adequate time during PD to allow teachers to get comfortable with the equipment, troubleshoot errors, and feel safe being recording for observations.

There is a fine line researchers walk while conducting studies in schools; seeking fidelity from teachers to ensure the intervention is implemented as intended without making the teachers feel stifled from using their own expertise and autonomy to adapt the intervention to meet the needs of their students (Domitrovich et al., 2010). Adaptation is not clearly defined in research with definitions including: any change to the initial intervention, teachers taking an active role in the intervention, and/or needed changes to allow for successful implementation of the intervention with the local participants (Kim et al., 2017). Adaptations made by teachers have shown positive effects in studies (Brindle et al., 2016; Durlap &Dupree, 2008). As a proponent for teacher autonomy, with an end goal to improve writing instruction in schools through the use of EBPs, it is essential to be aware of the skills and unique knowledge (i.e., content, student-level, community) teachers bring to the research study. These elements should not be viewed as

barriers to implementation but captured by data and reported in the study. Future studies should investigate ways to capture adaptations to interventions in fidelity measures to improve the intervention, create future directions, stay relevant in the classroom, and build stronger relationships with schools and teachers.

Factors Impacting Implementation

While the differences in grade level were discussed in the results section, I did not have a guiding research question investigating possible differences in the principals' level of support by grade level. A limitation of the current study is the fourth grade teachers and students were the primary participants in the We Write study since fourth grade is currently the grade tested in writing in Texas. Fourth grade classrooms participated at higher percentage of fidelity of implementation of the computer-led lessons with 62% and third grade classrooms with 51%. Since fourth grade is grade best tested in writing currently in Texas, this could be a reason why the fourth grade classrooms prioritized the We Write computer lessons. The average lesson completed on the We Write intelligent tutor was lesson 4, which means most students were only able to get halfway through the entire set of lessons, and only 7% of students were able to reach lesson 8, the final lesson. Future researchers should seek to identify the motivations of both principals and teachers to "buy-in" to new initiatives.

While the preliminary analysis of the qualitative data was able to enrich the understanding of the teachers' and principals' perceptions of leadership during the implementation process, the lack of a thorough qualitative data analysis is a limitation, due to the lack of dependability and confirmability in the analysis of the preliminary qualitative data by other researchers. While the purpose of this study was to provide quantitative answers to the research questions, I felt the preliminary analysis of the qualitative data helped identify potential supports and barriers to implementation needing research (e.g., district-level involvement in

implementation; need for principal support during implementation). As a result, this study also has implications for additional stakeholders (i.e., district-level, instructional coaches, grade-level teacher-leaders) when engaging in the implementation of an EBP, or new initiative. Future implementation studies should investigate the levels of knowledge, support, and participation of educational stakeholders from the macro, school, and individual level (Domitrovich et al., 2008) affecting the implementation process. It is difficult to increase knowledge of writing without a measure to adequately assess baseline knowledge of the skills. Future directions could include investigating whether principals' need pedagogical content knowledge in writing instruction or more focused knowledge regarding the specific initiative increases support for teachers.

Conclusion

The results in the current study were mixed, yet the variability captured the multitude of factors and complexities included in measuring the principals' and teachers' perceptions of leadership during the implementation of an evidence-based writing intervention. In all nine schools, both principals' and teachers' perceptions showed an increase in perceptions of their principals' writing support, and all nine schools showed an increase in teachers' perceptions of their principals' writing knowledge after participating in I.LEAD. The results of this study support the research indicating principals impact implementation (Aarons et al., 2015), while also highlighting the importance of investigating the perceptions of both principals and teachers during the implementation of an EBP (Meza et al., 2019).

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HRP-5xx (5/30/2017)

INFORMED CONSENT DOCUMENT
TEACHERS AND ADMINISTRATORS

Title of Research Study: We-Write

Investigator: Kay Wijekumar, Ph.D., Professor of Teaching, Learning and Culture, Texas A&M University
420 Harrington Tower, College Station, TX 77843
724-422-3183,
K_Wijekumar@tamu.edu

Co-Principal Investigator:
Debra McKeown, Ph.D. Associate Professor, Teaching, Learning and Culture, Texas A&M University
420 Harrington Tower, College Station, TX 77843,
DebraMcKeown@tamu.edu

Funded/Supported By: This research is funded by US Department of Education.

What is the key information that you need to know about this study?

This research study is aimed at providing teachers with professional development to teach writing using the self-regulated strategies development (SRSD) model for writing and improve students' writing skills. Work with the We-Write lessons and software will help you learn how to use the lessons and software to improve writing for your students. The We-Write software is designed to promote interactive practice for reading strategies and provide motivational learning modules for your students. Teachers and administrators will take a pre- and post survey about writing, and we will also conduct classroom observations for teachers.

How long will the research last?

The study will involve your students for approximately 45 minutes (We-Write software) each week. Additionally, students who choose to participate will complete a 90-minute pre-test and a 90 minute post-test.

Why are you being invited to take part in a research study?

You are being asked to participate because you are a teacher or an administrator in a school district that has agreed to be a site for this study.

What should you know about a research study?

Your participation in this study is voluntary. You may withdraw at any time by notifying Dr. Wijekumar or Dr. McKeown. In addition, you can decline to answer specific questions asked during this project. Refusing to participate or withdrawing early from the study will involve no penalty or loss of benefits you would be entitled to otherwise.

What happens if I say "Yes, I want to be in this research"?

The program will be conducted in your District during the next two academic years. You may be assigned to the early start or late start groups during the first two academic years of the project. We are requesting that you allow approximately 2-3 observations of your classroom for the research study per year. The research team may use SWIVL web cams to connect to your classrooms at pre-arranged convenient times for you to conduct fidelity observations. We are asking that you complete two ten-minute surveys at the beginning of the st... ... and more

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TEACHERS AND ADMINISTRATORS

about your experiences with writing instruction and the use of technology. We would also like to receive feedback from you about the We-Write lessons, web-based lessons, and professional development.

You will be trained by the We-Write team on the use of the SRSD Model for writing and will be given a username and password to access the online system during the project. During the professional development you may also be asked to record your teaching practice sessions for your reflection on the use of We-Write. Your classroom students will have access to the web-based We-Write – a student version to help them practice using the writing strategies. You will also have access to reports on student performance and can use the We-Write dashboard to review student progress.

Each child from your classroom who participates in the study will use a username and password on-line during the first and second year.

   a. Your students who have parent permission will complete a 90 minute pre-test of the Weschler Writing Test, a researcher-designed test similar to the Texas STAAR test, and complete a writing motivational scale. The research team will administer these tests and surveys in your presence.
   b. The students in your classroom will use the We-Write software for approximately 45 minutes each week of the data collection period (14 weeks).
   a. Prior to the State tests, we will administer the 90-minute posttest of the Weschler Writing Test, a researcher-designed test similar to the Texas STAAR test, and complete a writing motivational scale. The research team will administer these tests and surveys in your presence.
   b. We will request the STAAR test scores of students in your classroom with parent permission.

For administrators, we are asking that you complete two ten-minute surveys at the beginning of the study to learn more about your experiences with writing instruction and the use of technology. We would also like to receive feedback from you about the We-Write lessons, web-based lessons, and professional development.

How many people will be studied?

We expect to enroll about 300 teachers & administrators in this research study. We also anticipate about 15,000 students to participate in the study.

What happens if I do not want to be in this research?

You can leave the research at any time and it will not be held against you.

What happens if I say "Yes", but I change my mind later?

You can leave the research at any time and it will not be held against you. You may withdraw at any time by notifying Dr. Wijekumar or Dr. McKeown.

Is there any way being in this study could be bad for me?

There are no known risks or discomforts for you if you choose to participate in this study.

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TEACHERS AND ADMINISTRATORS

Will being in this study help me in any way?

Work with the We-Write professional development will help you learn how to use the SRSD Model of writing to improve writing skills of your students. The We-Write software is designed to promote interactive practice for writing strategies and provide motivational learning modules for your students.

Will I be paid for being in this research?

Teachers will be paid $400 for this study if you attend professional development training in the summer. If you attend training during the school year, we will cover the district's costs for substitute teachers for your classroom. Administrators are not eligible for compensation.

Who can I talk to?

If you have questions, concerns, or complaints, or think the research has hurt you, talk to the Prinipal Investgitar, Dr. Kay Wijekumar at 724-422-3183 or via email at K_Wijekumar@tamu.edu.

This research has been reviewed and approved by the Texas A&M Institutional Review Board (IRB). You may talk to them at at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu., if you cannot reach the research team, your questions, concerns, or complaints are not being answered by the research team, you want to talk to someone besides the research team, you have questions about your rights as a research participant, you want to get information or provide input about this research.

What happens to the information collected for the research?

Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly. No individual teacher data will be shared during the dissemination of the results.

Your data may be used in future research with all personal identifiers removed.

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INFORMED CONSENT DOCUMENT
TEACHERS AND ADMINISTRATORS

You must be 18 years of age or older. If you consent to participate in this study, please sign and date below. You will be given a copy of the consent form to keep for your records.

Interviews and observations may be conducted during or after the study is completed.

I consent to my observation and interview being:
☐ In class observations(approximately 3) <u>without</u> video or audio recording
☐ Video recorded
☐ Audio recorded

_____   _____

Teacher Signature   Date

_____

Teacher Name

Your school name: _____

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Informed Consent Form for Social Science Research
Teachers
Texas A&M University

Title of Project:	We-Write

Principal Investigator: Kay Wijekumar, Ph.D., Professor of Teaching, Learning and Culture
Texas A&M University
420 Harrington Tower, College Station, TX 77843
724-422-3183, K_Wijekumar@tamu.edu

Co-Principal Investigator: Debra McKeown, Ph.D. Associate Professor, Teaching, Learning and Culture
420 Harrington Tower, College Station, TX 77843
DebraMcKeown@tamu.edu

1. **Purpose of the study:** This research study, funded by the US Department of Education Institute of Education Sciences, is aimed at providing 3rd, 4th, and 5th grade children the opportunity to improve their writing skills and reading comprehension by receiving teacher-led and computer supported practice via state-of-the-art computer technology.

2. **Procedures to be followed:** The program will be conducted in the _____ School District during the next three academic years. You may be assigned to the early start or late start groups during the first two academic years of the project. We are requesting that you allow approximately 2-3 observations of your classroom for the research study per year. The research team may use SWIVL web cams to connect to your classrooms at pre-arranged convenient times for you to conduct fidelity observations. We are asking that you complete a ten-minute survey at the beginning of the study to learn more about teachers' experiences with language arts instruction and the use of technology. We would also like to receive feedback from you about the text structure strategy lessons, We-Write lessons, professional development, and software.

   You will be trained by the We-Write team on the use of the We-Write program and will be given a username and password to access the system during the project. You will also have access to reports on student performance and can use the We-Write software to assess progress of your students.

   Each child from your classroom who participates in the study will use a username and password on-line during the first and second year.

   a. Your students who have parent permission will complete a 90 minute pre-test of the Wechsler Individual Achievement Test III, write an essay using a STAAR released 4th grade writing prompt, write an essay to a persuasive prompt, and complete a writing self-efficacy scale. The research team will administer these tests and surveys in your presence.
   b. The students in your classroom will use the We-Write teacher led lessons for approximately 90 minutes and the software for approximately 45 minutes each week of the data collection period (12 weeks).
   c. Prior to the State tests, we will administer the 90 minute posttest of the Wechsler Individual Achievement Test III, have students write an essay using a STAAR released 4th grade writing prompt and essay to a persuasive prompt, and complete a writing self-efficacy scale.
   d. We will request the STAAR test scores of students in your classroom with parent permission.

3. **Benefits:** Work with the We-Write teacher-led lessons and software is expected to yield improved writing skills and efficacy for your students. The software is designed to promote interactive practice for writing and provide motivational learning modules.

4. **Honorarium:** Teachers will receive an honorarium for participating in the study. We approximate $200 to $500 for attending the professional development and supporting the research. The amount y̶i̶ depending on the need for substitutes on professional development days.

5. **Duration:** The study will involve your students for approximately 90 minutes (teacher-led) and 45 minutes (software) each week for 12 weeks to use the We-Write lessons. Additionally, students will complete a 90-minute pre-test and a 90 minute post-test.

6. **Statement of Confidentiality:** Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly. No individual teacher data will be shared during the dissemination of the results.

7. **Right to ask questions:** Please contact Dr. Kay Wijekumar at 724-422-3183 with questions, complaints or concerns about this research.

8. **Voluntary Participation:** Your participation in this study is voluntary. You may withdraw at any time by notifying Dr. Wijekumar. In addition, you can decline to answer specific questions asked during this project. Refusing to participate or withdrawing early from the study will involve no penalty or loss of benefits you would be entitled to otherwise.

9. For questions about your rights as a research participant, to provide input regarding research, or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Research Protection Program office by phone at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu.

You must be 18 years of age or older. If you consent to participate in this study, please sign and date below. You will be given a copy of the consent form to keep for your records.

☐ YES, I want to participate in this study. ☐ NO, I do not want to participate.
Interviews and observations may be conducted during or after the study is completed.
I consent to my observation and interview being:
☐ Video recorded; ☐ Audio recorded.

_____   _____
Teacher Name   Date

Your school name: _____

_____   _____
Person Obtaining Consent   Date

Teacher Copy

Title of Project:	We-Write

Principal Investigator: Kay Wijekumar, Ph.D., Professor of Teaching, Learning and Culture
Texas A&M University
420 Harrington Tower, College Station, TX 77843
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Co-Principal Investigator: Debra McKeown, Ph.D. Associate Professor, Teaching, Learning and Culture
420 Harrington Tower, College Station, TX 77843
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11. **Procedures to be followed:** The program will be conducted in the _____School District during the next three academic years. You may be assigned to the early start or late start groups during the first two academic years of the project. We are requesting that you allow approximately 2-3 observations of your classroom for the research study per year. The research team may use SWIVL web cams to connect to your classrooms at pre-arranged convenient times for you to conduct fidelity observations. We are asking that you complete a ten-minute survey at the beginning of the study to learn more about teachers' experiences with language arts instruction and the use of technology. We would also like to receive feedback from you about the text structure strategy lessons, We-Write lessons, professional development, and software.

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Each child from your classroom who participates in the study will use a username and password on-line during the first and second year.

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f. The students in your classroom will use the We-Write teacher led lessons for approximately 90 minutes and the software for approximately 45 minutes each week of the data collection period (12 weeks).
g. Prior to the State tests, we will administer the 90 minute posttest of the Wechsler Individual Achievement Test III, have students write an essay using a STAAR released 4th grade writing prompt and essay to a persuasive prompt, and complete a writing self-efficacy scale.
h. We will request the STAAR test scores of students in your classroom with parent permission.

12. **Benefits:** Work with the We-Write teacher-led lessons and software is expected to yield improved writing skills and efficacy for your students. The software is designed to promote interactive practice for writing and provide motivational learning modules.

13. **Honorarium:** Teachers will receive an honorarium for participating in the study. We approximate $200 to $500 for attending the professional development and supporting the research. The amount may vary depending on the need for substitutes on professional development days.

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14. **Duration:** The study will involve your students for approximately 90 minutes (teacher-led) and 45 minutes (software) each week for 12 weeks to use the We-Write lessons. Additionally, students will complete a 90-minute pre-test and a 90 minute post-test.

15. **Statement of Confidentiality:** Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly. No individual teacher data will be shared during the dissemination of the results.

16. **Right to ask questions:** Please contact Dr. Kay Wijekumar at 724-422-3183 with questions, complaints or concerns about this research.

17. **Voluntary Participation:** Your participation in this study is voluntary. You may withdraw at any time by notifying Dr. Wijekumar. In addition, you can decline to answer specific questions asked during this project. Refusing to participate or withdrawing early from the study will involve no penalty or loss of benefits you would be entitled to otherwise.

18. For questions about your rights as a research participant, to provide input regarding research, or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Research Protection Program office by phone at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu.

You must be 18 years of age or older. If you consent to participate in this study, please sign and date below. You will be given a copy of the consent form to keep for your records.

☐ YES, I want to participate in this study. ☐ NO, I do not want to participate.
Interviews and observations may be conducted during or after the study is completed.
I consent to my observation and interview being:
☐ Video recorded; ☐ Audio recorded.

_____   _____
Teacher Name   Date

Your school name: _____

_____   _____
Person Obtaining Consent   Date

IRB NUMBER: IRB2019-0062D
IRB APPROVAL DATE: 02/12/2019

WeWrite
—— LITERACY.IO ——

Principal Survey of Writing Practices

Dear Administrator,

We are gathering information from each participating administrator so that we can carefully support the delivery of the intervention in your schools. The intervention for writing includes teacher practice based professional development (PBPD) on SRSD, coaching and modeling in the classrooms, classroom materials, software for student use, and observations. Please answer the following questions based on your own classroom practices (when you taught) and/or from recent experiences as an administrator. Thank you for your input on this important project.

1. Demographic information
   a. Current School Name: _____
   b. Grades taught (as a teacher): _____
   c. Subjects taught (as a teacher): _____
   d. Years of teaching: _____
   e. Highest Degree: _____ (e.g., BS)
   f. Degree earned from: _____
      (University or College Name)
   g. Was the degree online? Yes/No
   h. Have you taught reading? Yes/No
   i. Have you taught writing? Yes/No

2. What Language Arts (LA) textbooks do you use?

3. What writing instructional approach do you currently use? *Please provide any evidence (you are aware of) that supports the writing instruction of your teachers.*

4. When you were a classroom teacher, describe your writing instruction.

5. When you were a classroom teacher, describe your level of confidence teaching writing.

6. How do your teachers organize the Language Arts period? (e.g., Writing time, Reading time, whole group, small group)

7. As a principal, you do many teacher observations. Think of the *ideal* writing instruction lesson. Describe elements/characteristics of an exemplary writing lesson you would hope to see from your teachers.

8. Think about professional development in writing you have provided for your teachers: Describe the professional development and what evidence you had to support it.

9. When seeking new interventions for writing to help your teachers with instruction, where do you begin your search?

10. When implementing a new school curriculum initiative, how do you help to support your teachers?

11. When a teacher provides resistance to implementing a new initiative, what strategies do you use to help keep them on track?

12. What supports, if any, would you find helpful as a principal to support your teachers in writing?

13. How much time each week do you (or your teachers) devote to writing instruction?

14. Describe professional developments you have received as a principal.

15. Please give us a brief background about the typical students in your classroom so that we can take your needs into consideration while developing the materials for this project.

16. Please provide feedback in regards to this survey. Please provide information about how you feel this survey could be improved for future research use:

Thank you very much for your time in completing this important survey!

WeWrite
— LITERACY.IO —

Principal Support in Writing Scale-Principal Survey

Instructions: Please read the following questions and answer

1. Overall, as a principal I….

☐ am extremely active and effective in supporting excellent writing instruction.

☐ am moderately effective in supporting excellent writing instruction.

☐ neither inhibit nor help writing instruction.

☐ am somewhat prohibitive to my teachers' writing instruction.

☐ do things to inhibit or actually interfere with efforts to effectively teach writing.

2. I understand and can talk about best practice in writing instruction.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

3. I provide quality staff development opportunities focused on writing process instruction.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

4. I discourage "canned" writing programs.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

5. I provide time in the master schedule for writing.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

6. I provide resources and supplies including access to technologies.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

7. I provide time to talk about and exchange ideas about writing.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

8. I communicate with parents and community about the writing process.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

9. I model writing and celebrate literacy.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

10. I serve as an audience for student writing.

☑ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

11. I find outlets for the publication of student works.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

12. I read and study journals and research about writing and literacy.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

13. I encourage writing across the curriculum.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

14. I do not emphasize state accountability testing at the expense of good writing instruction.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

15. Have you ever participated in a major writing project?

☐ 1   ☐ 2

Yes   No

16. What else would you like to say about this about this topic?

WeWrite
—— LITERACY.IO ——

Teacher Survey on Principal Support of Writing Instruction

Dear Teacher,

We are gathering information from each participating teacher so that we can carefully support the delivery of the writing intervention in your schools by gaining a deeper understanding of administration's role in writing instruction. Please answer the following questions based on your classroom practices and your interactions with administration. Thank you for your input on this important project.

Note: If you have not worked with the current administration before, please answer the questions based on your previous year's administration.

1. Demographic information
2. Name:_____
   a. Current School Name: _____
   b. Number of years working with the current administration:_____

3. What Language Arts (LA) textbooks do you use?

4. What writing instructional approach is currently used at your school? Were you provided professional development on your current writing curriculum?

5. How do you organize the Language Arts period? (e.g., Writing time, Reading time, whole group, small group)

6. What does your administrative team look for when observing a writing lesson? Have they ever described their ideal writing instruction?

7. Think about writing professional development you have attended over the past 3 or 4 years: Describe the professional development and what evidence was provided to support it.

8. How does your administration show support for writing in your school? (be specific)

9. Does your administration ever provide new interventions for writing?

10. How does administration support teachers when implementing a new school curriculum initiative?

11. When a teacher struggles with curriculum instruction, what steps does administration take to assist them?

12. What supports, if any, would you find helpful from your administrative team to support you in your writing instruction?

13. More specifically, what supports would you find helpful from your administrative team regarding the implementation of We Write?

14. How much time each week do you typically devote to writing instruction?

15. How do you feel high stakes testing (in writing) is affecting the way writing is being taught in schools today?

Thank you very much for your time in completing this important survey!

WeWrite
— LITERACY.IO —

Principal Support in Writing Scale-Teaher Survey

Instructions: Please read the following questions and answer

1. Overall, my principal….

☐ is extremely active and effective in supporting excellent writing instruction.

☐ is moderately effective in supporting excellent writing instruction.

☐ neither inhibits nor helps writing instruction.

☐ is somewhat prohibitive in relation to my writing instruction.

☐ does things to inhibit or actually interfere with my efforts to effectively teach writing.

2. My principal understands and can talk about best practice in writing instruction.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

3. My principal provides quality staff development opportunities focused on writing process instruction.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

4. My principal discourages "canned" writing programs.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

5. My principal provides time in the master schedule for writing.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

6. My principal provides resources and supplies including access to technologies to assist in writing instruction.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

7. My principal provides time for my teachers to talk about and exchange ideas about writing.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

8. My principal communicates with parents and community about the writing process.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

9. My principal models writing and celebrates literacy.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

10. My principal serves as an audience for student writing.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

11. My principal finds outlets for the publication of student works.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

12. My principal reads and studies journals and research about writing and literacy.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

13. My principal encourages writing across the curriculum.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

14. My principal does not emphasize state accountability testing at the expense of good writing instruction.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

15. Has you principal ever participated in a major writing project?

☐ 1   ☐ 2

Yes   No

16. What else would you like to say about this about this topic?

ILS-T

Implementation Leadership Scale (ILS)
Adapted for I.LEAD and We Write

Gregory A. Aarons
gaarons@ucsd.edu

Mark Ehrhart
mehrhart@mail.sdsu.edu

Lauren Farahnak
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The ILS assesses the degree to which a leader is Proactive, Knowledgeable, Supportive, and Perseverant in regard to the We-Write Intervention implementation. There are two versions of the ILS, one for staff to report about their supervisor/leader, and another for supervisors/leaders to report about themselves.

Reference

Aarons, G.A., Ehrhart, M.G., & Farahnak, L.R. (2014). The Implementation Leadership Scale (ILS): Development of a Brief Measure of Unit Level Implementation Leadership. *Implementation Science.*

For information contact Gregory Aarons:
gaarons@ucsd.edu

Teacher Version

Please indicate the extent to which you agree with each statement.

0	1	2	3	4
Not at all	**Slight extent**	**Moderate extent**	**Great extent**	**Very great extent**

Proactive

1. My principal has developed a plan to facilitate implementation of evidence-based practice 0 1 2 3 4

2. My principal has removed obstacles to the implementation of the We-Write Intervention 0 1 2 3 4

3. My principal has established clear department standards for the implementation of the We-Write Intervention 0 1 2 3 4

Knowledgeable

4. My principal is knowledgeable about the We-Write Intervention 0 1 2 3 4

5. My principal is able to answer my questions about the We-Write Intervention..... 0 1 2 3 4

6. My principal knows what he or she is talking about when it comes to evidence-based practice 0 1 2 3 4

Supportive

7. My principal recognizes and appreciates employee efforts toward successful implementation of the We-Write Intervention 0 1 2 3 4

8. My principal supports employee efforts to learn more about the We-Write Intervention 0 1 2 3 4

9. My principal supports employee efforts to use the We-Write Intervention 0 1 2 3 4

Perseverant

10. My principal perseveres through the ups and downs of implementing the We Write Intervention 0 1 2 3 4

11. My principal carries on through the challenges of implementing the We Write Intervention... 0 1 2 3 4

12. My principal reacts to critical issues regarding the implementation of the We Write Intervention by openly and effectively addressing the problem………………….. 0 1 2 3 4

Thoughts concerning implementation of We Write:

ILS-P

Implementation Leadership Scale (ILS)
Adapted for I.LEAD and We Write

Gregory A. Aarons gaarons@ucsd.edu

Mark Ehrhart mehrhart@mail.sdsu.edu

Lauren Farahnak lfarahnak@ucsd.edu

The ILS assesses the degree to which a leader is Proactive, Knowledgeable, Supportive, and Perseverant in regard to the We-Write Intervention implementation. There are two versions of the ILS, one for staff to report about their supervisor/leader, and another for supervisors/leaders to report about themselves.

Reference

Aarons, G.A., Ehrhart, M.G., & Farahnak, L.R. (2014). The Implementation Leadership Scale (ILS): Development of a Brief Measure of Unit Level Implementation Leadership. *Implementation Science.*

For information contact Gregory Aarons:

Principal Version

Please indicate the extent to which you agree with each statement.

0	1	2	3	4
Not at all	**Slight extent**	**Moderate extent**	**Great extent**	**Very great extent**

Proactive

1. I have developed a plan to facilitate implementation of the We Write Intervention   0 1 2 3 4

2. I have removed obstacles to the implementation of 0 1 2 3 4

3. I have established clear department standards for the implementation of evidence- based practice
....   0 1 2 3 4

Knowledgeable

4. I am knowledgeable about the We-Write Intervention
....   0 1 2 3 4

5. I am able to answer staff's questions about the We-Write Intervention
....   0 1 2 3 4

6. I know what I am talking about when it comes to the We-Write Intervention
....   0 1 2 3 4

Supportive

7. I recognize and appreciate employee efforts toward successful implementation of the We-Write
Intervention..   0 1 2 3 4

8. I support employee efforts to learn more about the We-Write Intervention
....   0 1 2 3 4

9. I support employee efforts to use the We-Write Intervention
....   0 1 2 3 4

Perseverant

10. I persevere through the ups and downs of implementing the We-Write Intervention 0 1 2 3 4

11. I carry on through the challenges of implementing the We-Write Intervention.................   0 1 2 3 4

12. I react to critical issues regarding the implementation of the We-Write Intervention by openly and effectively addressing the problem(s)
....   0 1 2 3 4

Thoughts concerning implementation of We Write:

APPENDIX G

Principal Check-Point Fidelity Sheet

*Principal*_____ *School:* _____ *Check-point #:*___1_____2_____3.___4

Completed by: _____ *Date:* _____

Other Attendees: _____

	1= step done, 0 = not done/completely, 7= answered by another member of Admin Team (name/role)	
Completed		**Likert Scale**
	1. Scheduled/Accepted Check-point meeting date and time.	*1…2…3…4…5 NA*
	2. Did the principal attend the scheduled meeting.	*1…2…3…4…5 NA*
	3. Able to state goal/plan created to facilitate implementation of We Write	*1…2…3…4…5 NA*
	4. Provided evidence of goal implementation and/or action plan.	*1…2…3…4…5 NA*
	5. Discussed supports provided for teachers in writing	*1…2…3…4…5 NA*
Total		
	Number of Classroom visits/observations:	*1…2…3…4…5 NA*

1=Fell Well Short of Expectations, 2=Fell Short of Expectations, 3=Met Expectations, 4=Exceeded Expectations, 5=Greatly Exceeded Expectations

Qualitative Notes from Check-point:

Qualitative Notes from school observation:

Implementation: Early Start (August-December) & Late Start (January-May)

Name: _____

School: _____

Create SMART goals for yourself, as a leader, to support the teachers throughout the We-Write Intervention.

S	Specific and strategic with a clear focus
M	Measurable goals to monitor progress
A	Action-oriented to include actions steps for you to follow
R	Rigorous and realistic in order to be achievable
T	Timebound in order to track progress

*Throughout the intervention, you will participate in check-in sessions regarding your goals **every four weeks**.*
- Keep this form handy in order to document progress
- Reach out to research team when support is needed
- Check emails from TAMU regarding observations and check-ins

Leader Goals	Action Steps	Potential Obstacles	Potential Solutions
Goal 1:			
Goal 2:			
Goal 3:			

Goal 1 Progress Sheet

Use this document to help keep track of the amazing work you are doing towards meeting your goals. This document will be helpful during the monthly check-in sessions.

GOAL 1	*Goal 1:*			
	Week 1	*Week 2*	*Week 3*	*Week 4*
	Week 5	*Week 6*	*Week 7*	*Week 8*
	Week 9	*Week 10*	*Week 11*	*Week 12*

Notes/Thoughts:

Goal 2 Progress Sheet

Use this document to help keep track of the amazing work you are doing towards meeting your goals. This document will be helpful during the monthly check-in sessions.

Goal 2:		

GOAL 2	Week 1	Week 2	Week 3	Week 4
	Week 5	Week 6	Week 7	Week 8
	Week 9	Week 10	Week 11	Week 12

Notes/Thoughts:

Goal 3 Progress Sheet

Use this document to help keep track of the amazing work you are doing towards meeting your goals. This document will be helpful during the monthly check-in sessions.

GOAL 3	Goal 3:			
	Week 1	Week 2	Week 3	Week 4
	Week 5	Week 6	Week 7	Week 8
	Week 9	Week 10	Week 11	Week 12

APPENDIX H

Researcher Check-Point Fidelity Sheet

Principal_____ ***School:***_____ ***Check-point #:___1_____2_____3._____4___***

Completed by:_____ Date:_____

Other Attendees:_____

Completed	*1= step done, 0 = not done/completely*	Notes
	1. Provided principal with variety of dates/times for meetings.	
	2. Asked principal about the goals set for We Write.	
	3. Asked principal to provide/explain evidence of action plan towards meeting the goal.	
	4. Asked principal to discuss other types of supports for writing instruction for teachers.	
	5. Asked principal to discuss teacher perceptions of We Write	
Not scored	6. Asked principal to discuss ways we can support	
Total		
	Asked if principal had been able to observe teacher lessons.	

1=Fell Well Short of Expectations, 2=Fell Short of Expectations, 3=Met Expectations, 4=Exceeded Expectations, 5=Greatly Exceeded Expectations

APPENDIX I

WE WRITE TREAMENT FIDELITY CHECKLISTS

WE WRITE: POW + TAP + TREE: *LESSON # 0*

Instructor _____ **Completed by:** _____ **Date:** _____

Time Started: _____ **Time Stopped:** _____ **Total time:** _____ **min.**

1= step done, 0 = not done/completely, 7= not scored; A= taught to all/whole class; SG=small group; I = Individual

Complete	Group		
		1.1 Introduction – you will help them learn ☐ how to plan and write good essays and ☐ strategies good writers use. ☐ Inform how good writers use strategies for writing to help them plan and write a good essay	1…2…3…4…5 NA
		1.2 Discuss All Good Essays ☐ Fun to read ☐ Fun to write ☐ Make sense, and ☐ Have all their parts	1…2…3…4…5 NA
		1.3 Ask what makes a good essay? ☐ Fun to read ☐ Fun to write ☐ Makes sense, and ☐ Has all their parts ☐ We will learn a mnemonic to help us use the writing process and to remember all the parts	1…2…3…4…5 NA
		1.4 Introduce Writing Process ☐ Discuss that writing is a process ☐ Writing is hard, but if we break it into smaller chunks, it makes it easier and more fun. Plus, we can all do hard things.	1…2…3…4…5 NA
		1.5 Discuss background understanding of process Optional ☐ Ask what is a process? ☐ **Ask other guiding questions. #_____**	1…2…3…4…5 NA
		STEP 2: POW+TAP	
		2.1 Introduce POW for writing process	1…2…3…4…5

		☐ Define what a mnemonic is and why we use them ☐ Introduce POW ☐ POW is a trick good writers use - POWer	NA
		2.2 Learn parts of POW ☐ P: Pick an idea ☐ O: Organize my notes ☐ W: Write and say more	1...2...3...4...5 NA
		2.3-2.4 Check Understanding: Writing Process ☐ Ask mnemonic for writing process: POW ☐ What does POW stand for? ☐ Review each part	1...2...3...4...5 NA
		2.5 Introduce TAP ☐ The P in POW is Pick my idea and we can use TAP to dissect prompt	1...2...3...4...5 NA
		2.6 T in TAP ☐ T: Topic ☐ Underline the topic	1...2...3...4...5 NA
		2.7 A in TAP ☐ A: Audience ☐ Star the audience ☐ If audience is not named, it is Ms. KIA	1...2...3...4...5 NA
		2.8 P in TAP ☐ P: Purpose ☐ Circle the purpose	1...2...3...4...5 NA
		STEP 3: GENRE	
		3.1 Discuss term genre ☐ Review types of genres for background knowledge ☐ Ask students questions about what genres they know ☐ Ask what reading genres students can name	1...2...3...4...5 NA
		3.2 Discuss writing genres ☐ Discuss persuasive, narrative informational Ask for examples of each: ☐ Narrative ☐ Persuasive ☐ Informational Develop & write class definitions: ☐ Narrative ☐ Persuasive ☐ Informational	1...2...3...4...5 NA

		3.3 Introduce genre clue words ☐ Narrative: story ☐ Persuasive: convince/persuade/opinion ☐ Informational: explain/describe ☐ It is important to know the purpose when writing	1...2...3...4...5 NA
		3.4 TAP the Prompt: Practice what we have learned ☐ Review Purpose of TAP ☐ Review parts of TAP ☐ TAP Prompt 1: used visual cues____ ☐ TAP Prompt 2: used visual cues____ ☐ TAP Prompt 3: used visual cues____	1...2...3...4...5 NA

STEP 4: NARRATIVE			
		4.1 Introduce narrative genre ☐ Ask students other names for narrative ☐ Narrative can be a made up story ☐ Discuss personal narrative ☐ Discuss main character ideas	1...2...3...4...5 NA
		4.2-4.4 Practice & Discuss Narrative Prompts ☐ Pass out handout ☐ Read examples of prompts ☐ Discuss realistic versus fantasy ☐ Discuss main characters ☐ Discuss similarities/differences ☐ Discuss qualities that make prompts narrative ☐ TAP each prompt	1...2...3...4...5 NA

STEP 5: PERSUASIVE			
		5.1 Introduce persuasive genre ☐ Ask what is persuasive writing ☐ Ask students when they have had to convince someone	1...2...3...4...5 NA
		5.2-5.5 Practice & Discuss Persuasive Prompts ☐ Pass out handout ☐ Read examples of prompts ☐ Discuss similarities/differences ☐ Discuss qualities that make prompts persuasive ☐ Discuss clue words for genre ☐ TAP each prompt ☐ Discuss how persuasive writing often asks for your opinion	1...2...3...4...5 NA

STEP 6: INFORMATIONAL			
		6.1 Introduce informational genre ☐ What does it mean to inform?	1...2...3...4...5

		☐ Ask students examples of something to explain ☐ Informational writing is used to inform ☐ Discuss personal narrative ☐ Discuss clue words: describe/explain	NA
		6.2-6.3 Practice & Discuss Informational Prompts ☐ Pass out handout ☐ Read examples of prompts ☐ Discuss similarities/differences ☐ Discuss qualities that make prompts informational ☐ Discuss clue words of informational: describe/explain ☐ TAP each prompt	1...2...3...4...5 NA

	STEP 7: WRAP UP	
	7.0 TEACHER CHOICE: WRAP UP THE LESSON **NOTES:**	
	7.1-7.2 Review & Practice POW ☐ Remind students they learned a strategy for the writing process: POW ☐ Practice POW	1...2...3...4...5 NA
	7.3-7.4 Review & Practice TAP ☐ Remind students they learned a strategy to help find out what to write about: TAP ☐ Practice TAP	1...2...3...4...5 NA
	7.5 Announce test next session ☐ Not graded ☐ Test over POW+TAP	1...2...3...4...5 NA
	7.6 Reflect on student needs	1...2...3...4...5 NA

1=Fell Well Short of Expectations, **2**=Fell Short of Expectations, **3**=Met Expectations,
4=Exceeded Expectations, **5**=Greatly Exceeded Expectations

Observer Feedback Form

Answer each on a scale of 1-5 where 1 is "not evident" to 5 which is "strongly evident."

1.	This teacher was enthusiastic about SRSD instruction.	1	2	3	4	5
2.	Students with writing difficulties were carefully monitored, appropriately supported, and involved in instruction.	1	2	3	4	5
3.	Behavior problems in this classroom interfered with instruction.	1	2	3	4	5
4.	This teacher's lessons were well-paced and not rushed.	1	2	3	4	5
5.	This teacher was clearly committed to, had "bought in to," SRSD instruction.	1	2	3	4	5

Record notes on your observations. Consider the questions below; you may not have information for each question. Provide examples, when possible. Add anything else you feel important. Observers may complete this at school electronically.

1. What outstanding strengths or problems did you see in this lesson?

2. Is this teacher making any notable adaptations for their students (like rhymes, songs, physical movements, etc); if so, what?

3. What is this teacher doing differently or in addition for their strongest writers (please note if the advanced goal sheet is being used)?

4. What is this teacher doing differently or in addition for the students having the most trouble with writing?

5. Describe any use of grouping or peers during the lesson.

6. Describe any use of technology during the lesson.

Notes:

WE-WRITE: POW + TAP + TREE: *LESSON # 1 – Develop Background Knowledge*

Instructor _____ Completed by: _____ Date: _____

Time Started: _____ Time Stopped: _____ Total time: _____ min.

1= step done, 0 = not done/completely, 7= not scored; A= taught to all/whole class; SG=small group; I = Individual

Com plete	Group		
		STEP 1: ACTIVATE PRIOR KNOWLEDGE	
		1.2 Ask What all Good Essays have ☐ Remind students we are learning mnemonics to help them plan and write good opinion essays ☐ Remind students there are other genres but we are starting with writing to persuade Good essays: ☐ are fun to read ☐ fun to write ☐ make sense, and ☐ have all their parts	1…2…3…4…5 NA
		1.3 Review POW: Writing Process ☐ P: Pick an idea ☐ O: Organize my notes ☐ W: Write and say more	1…2…3…4…5 NA
		1.4 Review parts of TAP/Discuss each ☐ The P in POW is Pick my idea and we can use TAP to dissect prompt ☐ T: Topic ☐ A: Audience ☐ P: Purpose ☐ Reviews "marking up the prompt"/visual cues	1…2…3…4…5 NA
		Step 2: Discuss It-Writing to Persuade	
		2.1-2.5 Introduce opinion essays/Build Background Knowledge ☐ Asks guiding questions #_____ *(tally marks)* Examples include (but are not limited to): ☐ What does it mean to persuade? ☐ When have you been persuaded? ☐ Times you might want to persuade someone. ☐ What books have you read that try to persuade? ---------- ☐ Discuss 1 or 2 books/texts/stories ☐ Discuss powerful opinion essays tell the reader what your position is and try to convince the reader to agree with you	1…2…3…4…5 NA

		☐ Good opinion essays make sense and have all their parts: we will learn a trick for this	

		Step 3: Discuss GOOD Opinion Essays	
		3.1 Discuss Good opinion essays ☐ tells the reader what you believe {your position} ☐ gives the reader at least three reasons why you believe it ☐ explains the reasons or gives examples for each reason ☐ has a good ending/concluding statement ☐ might convince your reader to agree with you ☐ Remind students it is not a failure when readers don't agree with their position, but an opportunity to learn different points of view.	1…2…3…4…5 NA
		Step 4: TREE	
		4.1 Introduce TREE ☐ Reference TREE chart ☐ The O in POW is organize my notes ☐ Discuss how good writers use this mnemonic to organize notes for opinion essays ☐ Remind students about mnemonics for other genres	1…2…3…4…5 NA
		4.2 Review Parts of TREE ☐ T: Topic Sentence ☐ R: Reasons (3 or more) ☐ E: Explain ☐ E: Ending	1…2…3…4…5 NA
		4.3 Discuss T: Topic Sentence ☐ Discuss what makes a good topic sentence ☐ Hooks reader's attention ☐ Provides examples of topic sentences: #_____ ☐ Analyzes examples and why they are good	1…2…3…4…5 NA
		4.4 Discuss R: Reasons (3 or more) ☐ Discuss definition of reason ☐ Qualities that make good reasons	1…2…3…4…5 NA
		4.5 Discuss E: Explain ☐ Discuss definition of explanation ☐ Discuss how details and examples support the reasons ☐ Reviews questions to ask: Do these make sense? Will they help convince the reader?	1…2…3…4…5 NA
		4.6 Discuss E: Ending ☐ Definition of ending/conclusion statement ☐ Sums up reasons ☐ Reminds reader of the claim/position ☐ Wrap it up right	1…2…3…4…5 NA

		STEP 5: PRACTICE TREE	
		5.1 Practice TREE ☐ Practice reviewing each letter in TREE and what it stands for **How did students practice?** _____	1…2…3…4…5 NA
		Step 6: Lesson Wrap Up	
		6.0 TEACHER CHOICE: WRAP UP THE LESSON **NOTES:**	
		6.1 Practice POW, TAP, & TREE ☐ POW ☐ TAP ☐ TREE	1…2…3…4…5 NA
		6.2-6.3 Wrap up lesson. ☐ Announce test, ungraded ☐ Remind students they have learned POW+TAP+TREE for writing good opinion essays ☐ Put materials in student folder ☐ Collect folders.	1…2…3…4…5 NA
		6.4 Reflect on student needs	1…2…3…4…5 NA
Total:	/		
Self-Statements Tally:			

1=Fell Well Short of Expectations, **2**=Fell Short of Expectations, **3**=Met Expectations, **4**=Exceeded Expectations, **5**=Greatly Exceeded Expectations

Observer Feedback Form

Answer each on a scale of 1-5 where 1 is "not evident" to 5 which is "strongly evident."

1.	This teacher was enthusiastic about SRSD instruction.	1	2	3	4	5
2.	Students with writing difficulties were carefully monitored, appropriately supported, and involved in instruction.	1	2	3	4	5
3.	Behavior problems in this classroom interfered with instruction.	1	2	3	4	5
4.	This teacher's lessons were well-paced and not rushed.	1	2	3	4	5
5.	This teacher was clearly committed to, had "bought in to," SRSD instruction.	1	2	3	4	5

Record notes on your observations. Consider the questions below; you may not have information for each question. Provide examples, when possible. Add anything else you feel important. Observers may complete this at school electronically.

1. What outstanding strengths or problems did you see in this lesson?

2. Is this teacher making any notable adaptations for their students (like rhymes, songs, physical movements, etc); if so, what?

3. What is this teacher doing differently or in addition for their strongest writers (please note if the advanced goal sheet is being used)?

4. What is this teacher doing differently or in addition for the students having the most trouble with writing?

5. Describe any use of grouping or peers during the lesson.

6. Describe any use of technology during the lesson.

Notes:

WE-WRITE: POW + TAP + TREE: *LESSON # 2 – Discuss It, Memorize It*

Instructor _____ **Completed by:** _____ **Date:** _____

Time Started: _____ **Time Stopped:** _____ **Total time:** _____ **min.**

1= step done, 0 = not done/completely, 7= not scored; A= taught to all/whole class; SG=small group; I = Individual

Com plete	Group		
		STEP 1: ACTIVATE PRIOR KNOWLEDGE	
		1.2 Ask What all Good Essays have ☐ Remind students we are learning mnemonics to help them plan and write good opinion essays ☐ Remind students there are other genres but we are starting with writing to persuade <u>Good essays:</u> ☐ are fun to read ☐ fun to write ☐ make sense, and ☐ have all their parts	1…2…3…4…5 NA
		STEP 2: REVIEW/TEST POW+TAP+TREE	
		2.1 Review parts of POW ☐ P: Pick an idea ☐ O: Organize my notes ☐ W: Write and say more	1…2…3…4…5 NA
		2.2 Review parts of TAP ☐ The P in POW is Pick my idea and we can use TAP to dissect prompt ☐ T: Topic ☐ A: Audience ☐ P: Purpose ☐ Reviews "marking up the prompt"/visual cues	1…2…3…4…5 NA
		2.2-2.3 Review Persuasive Genre ☐ Ask what genre we currently working on? ☐ What does it mean to persuade? ☐ Remind students it is not a failure if reader doesn't agree after reading essay	1…2…3…4…5 NA
		2.4 Review TREE ☐ **T: Topic** ☐ **R: Reasons** ☐ **E: Explain** ☐ **E: Ending**	
		2.5 Discuss Memorize	1…2…3…4…5

		☐ Why is it important to memorize? ☐ Discuss the importance of practicing and memorizing ☐	NA

	2.6. Practice/Test POW+TAP+TREE (Optional) <u>You can have students:</u> ☐ Write out POW+TAP+TREE on scratch paper. ☐ Quiz each other in partners or small groups. ☐ Respond chorally to the teacher ☐ Use flashcards to quiz each other	

	Step 3: Note-taking	
	3.1-3.4 Discuss concept of notes ☐ Examples of when and why someone makes notes ☐ Good writers use notes ☐ Notes can change ☐ Notes are written like #Hashtag or Text Talk ☐ Notes are faster ☐ Notes help remember ideas, write faster, and include all my parts	1…2…3…4…5 NA
	Step 4: Find TREE in Essay	
	4.1-4.2 Introduce how to begin writing process ☐ Tell students you will read and examine a prompt for an opinion essay ☐ We will check to see if the writer included all the parts What mnemonic do we use to figure out what to write about? TAP	1…2…3…4…5 NA
	4.2 Read prompt & TAP the prompt ☐ Review TAP ☐ Review visual marks for TAP ☐ Finds TAP in prompt	1…2…3…4…5 NA
	4.3-4.4 Review TREE & Display graphic organizer ☐ Remind students of parts of TREE ☐ Display G.O. for TREE ☐ Use TREE G.O. to write in notes form	1…2…3…4…5 NA
	4.5 Backward Plan an Essay – Topic sentence ☐ Read essay with students ☐ Have students **identify** topic sentence. (Don't use YES/NO in response to the prompt question.) ☐ Model using #hashtag notes/text talk ☐ **Make notes for T= Topic** Sentence on the graphic organizer	1…2…3…4…5 NA
	4.6 Backward Plan an Essay - Reasons ☐ Have students identify reasons and number them.	1…2…3…4…5 NA

		☐ Make notes for R=Reasons on the graphic organizer ☐ Have students add more or better reasons ☐ Have students identify explanations and number them (if any) ☐ Make notes for E=Explanations (if any)	
		4.7 Backward Plan an Essay - Ending ☐ Have students identify the ending sentence. ☐ Make notes for E=Ending on the graphic organizer ☐ Examine parts. Are they all there? Options for checking for understanding parts – have students: ☐ Underline or circle parts ☐ Point parts out to a partner Respond orally	1…2…3…4…5 NA
		4.8 Transition Words ☐ Words to show that a reason is given ☐ Every reason starts with a transition ☐ Review chart of transition words ☐ Find transition words in essay	1…2…3…4…5 NA
		**Step 5: Lesson Wrap-up**	
		5.0 TEACHER CHOICE: WRAP UP THE LESSON **NOTES:**	
		5.1 Practice POW, TAP, & TREE ☐ POW ☐ TAP ☐ TREE	1…2…3…4…5 NA
		5.2-5.3 Wrap up lesson. ☐ Announce test, ungraded ☐ Remind students they have learned POW+TAP+TREE for writing good opinion essays ☐ Put materials in student folder ☐ Collect folders.	1…2…3…4…5 NA
		6.4 Reflect on student needs	1…2…3…4…5 NA
Total:	/		

1=Fell Well Short of Expectations, **2**=Fell Short of Expectations, **3**=Met Expectations, **4**=Exceeded Expectations, **5**=Greatly Exceeded Expectations

Observer Feedback Form

Answer each on a scale of 1-5 where 1 is "not evident" to 5 which is "strongly evident."

		1	2	3	4	5
1.	This teacher was enthusiastic about SRSD instruction.	1	2	3	4	5
2.	Students with writing difficulties were carefully monitored, appropriately supported, and involved in instruction.	1	2	3	4	5
3.	Behavior problems in this classroom interfered with instruction.	1	2	3	4	5
4.	This teacher's lessons were well-paced and not rushed.	1	2	3	4	5
5.	This teacher was clearly committed to, had "bought in to," SRSD instruction.	1	2	3	4	5

Record notes on your observations. Consider the questions below; you may not have information for each question. Provide examples, when possible. Add anything else you feel important. Observers may complete this at school electronically.

1. What outstanding strengths or problems did you see in this lesson?

2. Is this teacher making any notable adaptations for their students (like rhymes, songs, physical movements, etc); if so, what?

3. What is this teacher doing differently or in addition for their strongest writers (please note if the advanced goal sheet is being used)?

4. What is this teacher doing differently or in addition for the students having the most trouble with writing?

5. Describe any use of grouping or peers during the lesson.

6. Describe any use of technology during the lesson.

Notes

WE-WRITE: POW + TAP + TREE with Reasons that Make Sense: *LESSON # 3*

Instructor _____ **Completed by:** _____ **Date:** _____

Time Started: _____ **Time Stopped:** _____ **Total time:** _____ **min.**

1= step done, 0 = not done/completely, 7= not scored; A= taught to all/whole class; SG=small group; I = Individual

Complete	Group		
		STEP 1: ACTIVATE PRIOR KNOWLEDGE	
		1.2 Ask What all Good Essays have ☐ Remind students we are learning mnemonics' to help them plan and write good opinion essays ☐ Remind students there are other genres but we are starting with writing to persuade Good essays: ☐ are fun to read ☐ fun to write ☐ make sense, and ☐ have all their parts	1…2…3…4…5 NA
		STEP 2: REVIEW POW+TAP+TREE	
		2.1 Review parts of POW ☐ **P: Pick an idea** ☐ **O: Organize my notes** ☐ **W: Write and say more**	1…2…3…4…5 NA
		2.2 Review parts of TAP ☐ **The P in POW is Pick my idea and we can use** ☐ **TAP to dissect prompt** ☐ **T: Topic** ☐ **A: Audience** ☐ **P: Purpose** ☐ **Reviews "marking up the prompt"/visual cues**	1…2…3…4…5 NA
		2.3 Review Persuasive Genre ☐ **What does it mean to persuade?** ☐ **Remind students it is not a failure if reader doesn't agree after reading essay**	1…2…3…4…5 NA

		2.4 **Review parts of TREE** ☐ **T: Topic** ☐ **R: Reasons** ☐ **E: Explain** ☐ **E: Ending**	1…2…3…4…5 NA
		2.5 **Discuss Importance of Memorizing**	1…2…3…4…5 NA
		2.6. **Practice/Test POW+TAP+TREE (Optional)** <u>You can have students:</u> ☐ Write out POW+TAP+TREE on scratch paper. ☐ Quiz each other in partners or small groups. ☐ Respond chorally to the teacher ☐ Use flashcards to quiz each other	
**Step 3: Find TREE in an Essay**
		3.1 **Review TREE & Display graphic organizer** ☐ Remind students of parts of TREE ☐ Display G.O. for TREE ☐ TREE G.O. to write in notes form	1…2…3…4…5 NA
		3.2 **Review & Complete POW+TAP the prompt** ☐ Review POW ☐ Review TAP ☐ Review visual marks for TAP ☐ Read prompt ☐ Finds TAP in prompt using cues	1…2…3…4…5 NA
		3.3 -3.4 & 3.8 **Backward Plan an Essay** ☐ Read essay with students ☐ Have students identify topic sentence. (Don't use YES/NO in response to the prompt question.) ☐ Make notes for T= Topic Sentence on the graphic organizer ☐ Have students identify reasons and number them. ☐ Make notes for R=Reasons on the graphic organizer ☐ Have students identify explanations and number them. ☐ Make notes for E=Explanations ☐ Have students identify the ending sentence. ☐ Make notes for E=Ending on the graphic organizer ☐ Examine parts. Are they all there? <u>Options for checking for understanding parts – have students:</u> ☐ Underline or circle parts ☐ Point parts out to a partner ☐ Respond orally	1…2…3…4…5 NA

		3.7 Review Transition Words ☐ Words to show that a reason is given ☐ Every reason starts with a transition ☐ Review chart of transition words ☐ Find transition words in essay	1…2…3…4…5 NA
		3.8 Introduce Million Dollar/Sparkle words ☐ Words grab the reader ☐ Make writing more fun ☐ Good opinion essays use Million $ words ☐ Help reader see what you mean ☐ Million dollar words used instead of common words ☐ Provides examples: # of examples _____ ☐ Discusses why a change of word is needed (e.g., word is not the right word for the sentence, wants to use a more accurate word).	1…2…3…4…5 NA
		3.9 Find common words & Replace with Million Dollar words ☐ Model how to review essay to find common words and replace with million dollar words ☐ Discusses why a change of word is needed (e.g., word is not the right word for the sentence, wants to use a more accurate word). ☐ Asks students to help	1…2…3…4…5 NA
		3.10 REVISE NOTES ☐ Discuss why these reasons are not strong ☐ Discuss how notes can be revised ☐ Revise reasons and examples to improve ○ Discusses the best way to revise reasons. ☐ Discusses and thinks aloud about how to revise the topic sentence (e.g., How could I best replace the first sentence?, How could I replace the first sentence to provide a better central idea?) ☐ Discusses and thinks aloud about adding more details. (e.g., I forgot to include this important detail., I need another detail to support reason number ___). ☐ Discusses improving transitions (e.g., I need to use a more appropriate transition, I have not used the most effective transition…) ☐ Discusses and thinks aloud about improving ending (e.g., How can I revise the last sentence to create a more effective closing?)	
		**Step 4: Lesson Wrap-up**	
		4.0 TEACHER CHOICE: LESSON WRAP UP	

		NOTES:	
		4.1 Practice POW, TAP, & TREE ☐ POW ☐ TAP ☐ TREE	1…2…3…4…5 NA
		4.2-4.3 Wrap up lesson. ☐ Announce test, ungraded ☐ Remind students they have learned POW+TAP+TREE for writing good opinion essays ☐ Put materials in student folder ☐ Collect folders.	1…2…3…4…5 NA
		4.4 Reflect on student needs	1…2…3…4…5 NA
Total: /			
Self-Statements Tally:			

1=Fell Well Short of Expectations, **2**=Fell Short of Expectations, **3**=Met Expectations,
4=Exceeded Expectations, **5**=Greatly Exceeded Expectations

Observer Feedback Form

Answer each on a scale of 1-5 where 1 is "not evident" to 5 which is "strongly evident."

1.	This teacher was enthusiastic about SRSD instruction.	1	2	3	4	5
2.	Students with writing difficulties were carefully monitored, appropriately supported, and involved in instruction.	1	2	3	4	5
3.	Behavior problems in this classroom interfered with instruction.	1	2	3	4	5
4.	This teacher's lessons were well-paced and not rushed.	1	2	3	4	5
5.	This teacher was clearly committed to, had "bought in to," SRSD instruction.	1	2	3	4	5

Record notes on your observations. Consider the questions below; you may not have information for each question. Provide examples, when possible. Add anything else you feel important. Observers may complete this at school electronically.

1. What outstanding strengths or problems did you see in this lesson?

2. Is this teacher making any notable adaptations for their students (like rhymes, songs, physical movements, etc); if so, what?

3. What is this teacher doing differently or in addition for their strongest writers (please note if the advanced goal sheet is being used)?

4. What is this teacher doing differently or in addition for the students having the most trouble with writing?

5. Describe any use of grouping or peers during the lesson.

6. Describe any use of technology during the lesson.

Notes:

WE-WRITE: POW + **TAP** + **TREE:** *LESSON # 4 Teacher Model*

Instructor _____ **Completed by:** _____ **Date:** _____

Time Started: _____ **Time Stopped:** _____ **Total time:** _____ **min.**

1= step done, 0 = not done/completely, 7= not scored; A= taught to all/whole class; SG=small group; I = Individual

Com plete	Group		
		STEP 1: ACTIVATE PRIOR KNOWLEDGE	
		1.2 Ask What all Good Essays have ☐ Remind students we are learning mnemonics to help them plan and write good opinion essays ☐ Remind students there are other genres but we are starting with writing to persuade Good essays: ☐ are fun to read ☐ fun to write ☐ make sense, and ☐ have all their parts	1…2…3…4…5 NA
		STEP 2: REVIEW/TEST POW+TAP+TREE	
		2.1 Review parts of POW ☐ P: Pick an idea ☐ O: Organize my notes ☐ W: Write and say more	1…2…3…4…5 NA
		2.2 Review parts of TAP ☐ The P in POW is Pick my idea and we can use TAP to dissect prompt ☐ T: Topic ☐ A: Audience ☐ P: Purpose ☐ Reviews "marking up the prompt"/visual cues	1…2…3…4…5 NA
		2.2-2.3 Review Persuasive Genre ☐ Ask what genre we currently working on? ☐ What does it mean to persuade? ☐ Remind students it is not a failure if reader doesn't agree after reading essay	1…2…3…4…5 NA
		2.4 Review TREE	

		☐ **T: Topic** ☐ **R: Reasons** ☐ **E: Explain** ☐ **E: Ending**	
		2.5 Discuss Memorize ☐ Why is it important to memorize? ☐ Discuss the importance of practicing and memorizing ☐	1…2…3…4…5 NA
		2.6. Practice/Test POW+TAP+TREE (Optional) You can have students: ☐ Write out POW+TAP+TREE on scratch paper. ☐ Quiz each other in partners or small groups. ☐ Respond chorally to the teacher ☐ Use flashcards to quiz each other	
**Step 3: Plan an essay using TREE**		
		3.1-3.2 Model using self-statements for P= "Pick my ideas" in POW. ☐ Inform students that today they will help you write a good opinion essay ☐ Tell students sometimes you say things to yourself to help you through the writing process Model Self Statements ☐ Self-evaluation ☐ Self-reinforcement ☐ Coping statements as you work. ☐ #_____ Examples: "I might think in my head, what is it that I have to do? I have to write to persuade. A good opinion essay makes sense, has all the parts, and needs to be powerful to try to convince the reader to agree with me." Notes:	1…2…3…4…5 NA
		3.3 Review & Complete POW+TAP the prompt ☐ Review POW ☐ Review TAP ☐ Review visual marks for TAP ☐ Read prompt ☐ Finds TAP in prompt using cues	
		3.4 Model self-statements to get started ☐ Self-evaluation	1…2…3…4…5 NA

		□ Self-reinforcement	
		□ Coping statements as you work	
		□ #_____	
		<u>Examples:</u> "I have to let my mind be free."; "Take my time. A good idea will come to me."; "Think of new, fun ideas."	

Step 4: Plan an opinion essay			
		4.1-4.4 Discuss O in POW using TREE to plan an essay	1…2…3…4…5 NA
		□ Explain you will write a persuasive essay today using POW and TREE.	
		□ Show graphic organizer for TREE.	
		□ Review TREE	
		□ Tell students they will use POW and TREE when they write persuasive essays too.	
		□ Self-statements #_____	
		4.5-4.11 Model making notes using TREE	1…2…3…4…5 NA
		□ What do I believe?	
		□ Uses #Hashtag/Text Talk	
		□ Make notes for T= Topic Sentence on the graphic organizer	
		□ Make notes for R=Reasons on the graphic organizer	
		□ Make notes for E=Explanations	
		□ Make notes for E=Ending on the graphic organizer	
		□ Revise notes	
		□ Transition words	
		□ Use Self-statement/coping statements #_____	
Step 5: Model writing an essay using POW+TAP+TREE			
		5.1-5.5 Model W in POW: Write and say more	1…2…3…4…5 NA
		□ Display POW+TAP+TREE charts	
		□ Use TREE graphic organizer to model process of writing a persuasive essay.	
		□ Cross off notes as you use them.	
		□ Include strong topic sentence	
		□ Include three reasons with supporting details.	
		□ Model a good ending.	
		□ Model changing words to million dollar words	
		o Discusses why a change of word is needed (e.g., word is not the right	

			word for the sentence, wants to use a more accurate word).	

			☐ Revise essay
			   o Discusses changing word/words if the meaning of the sentence is unclear.
			   o Discusses adding important detail to essay. Thinks aloud about best place to insert important detail.
			   o Discusses adding sentence to support a given reason. Thinks aloud about the best place to insert the supporting detail.
			   o Discusses and thinks aloud about deleting sentences that do not belong.
			☐ Edit essay
			   o Discusses and thinks aloud about the best way to combine two sentences.
			   o Discusses comma usage (compound sentence, ideas in a list or series, change of comma to period, other: _____)
			   o Discusses capitalization of a word (historical periods/event/documents; titles of books/stories/essays; languages/races/nationalities; official titles of people; holidays; geographical names/places; other_____)
			   o Discusses spelling:
			      ▪ Homophones
			      ▪ Spelling Rule (doubling final consonant, dropping final e, changing y to i, other: _____).
			      ▪ Spelling pattern: _____
			      ▪ Syllable division: _____
			   o Discusses apostrophe usage (contraction, possessive, other: _____)
			   o Discusses use of quotation marks
			   o Discusses subject-verb agreement
			   o Discusses general edits (e.g., What changes need to me made to this sentence?)	

		○ Discusses and thinks aloud about other grammar/convention concept/standard. Grammar/Convention concept discussed: _____ ☐ Use Self-talk/Coping statements #_____ Examples: "How do I start?" Does my essay make sense? "Good work! I'm done! It'll be fun to share my paper with others."	

Step 6: Introduce Graphing Sheet/Graph the Paper

		6.0-6.3 Introduce & Complete Graph ☐ Draw a graphing rocket on the board/use poster ☐ Does the essay have all its parts? ☐ Topic sentence? Color in block ☐ 3 reasons? Color in three more blocks. ☐ 3 explanations? Color in three more blocks ☐ Ending sentence? Color in block ☐ Add stars for transition words ☐ Add stars for million dollar words ☐ Did your essay BLAST OFF into excellence? ☐ Remind students it is the goal to blast off the writing every time we write opinion essays	1…2…3…4…5 NA

Step 7: Teacher introduces Goal Setting & Models Goal Setting

		7.0 Discuss Goals ☐ Discuss why making goals is important. ☐ Discuss how they help us to know what to work towards	1…2…3…4…5 NA
		7.1-7.3 Model setting goals ☐ Think out loud the process ☐ Where could I improve my writing? ☐ What goals could I set for myself next time I write? ☐ Model choosing 1 to 3 goals for the essay ☐ Add goals to goal sheet ☐ Self-statements/coping #_____	1…2…3…4…5 NA

Step 8: Self-Statements for TREE

		8.1-8.7 Discuss & Identify self-statements ☐ Pass out self-statement sheets ☐ Discuss concept of self-statements Ask students to identify self-statements teacher used	1…2…3…4…5 NA

		during model & add to their sheets: ☐ to get started ☐ while you were working ☐ when you finished ☐ when something got hard ☐ to check your work Remind students that they don't always have to use these statements out loud	
		Step 9: Lesson Wrap Up	
		9.0 TEACHER CHOICE: LESSON WRAP-UP **NOTES:**	
		9.1 Practice POW, TAP, & TREE ☐ POW ☐ TAP ☐ TREE	1…2…3…4…5 NA
		9.2-9.3 Wrap up lesson. ☐ Announce test, ungraded ☐ Remind students they have learned POW+TAP+TREE for writing good opinion essays ☐ Put materials in student folder ☐ Collect folders.	1…2…3…4…5 NA
		9.4 Reflect on student needs	1…2…3…4…5 NA

Total:	/
Self-Statements Tally:	

1=Fell Well Short of Expectations, **2**=Fell Short of Expectations, **3**=Met Expectations, **4**=Exceeded Expectations, **5**=Greatly Exceeded Expectations

Observer Feedback Form

Answer each on a scale of 1-5 where 1 is "not evident" to 5 which is "strongly evident."

1.	This teacher was enthusiastic about SRSD instruction.	1	2	3	4	5
2.	Students with writing difficulties were carefully monitored, appropriately supported, and involved in instruction.	1	2	3	4	5
3.	Behavior problems in this classroom interfered with instruction.	1	2	3	4	5
4.	This teacher's lessons were well-paced and not rushed.	1	2	3	4	5
5.	This teacher was clearly committed to, had "bought in to," SRSD instruction.	1	2	3	4	5

Record notes on your observations. Consider the questions below; you may not have information for each question. Provide examples, when possible. Add anything else you feel important. Observers may complete this at school electronically.

1. What outstanding strengths or problems did you see in this lesson?

2. Is this teacher making any notable adaptations for their students (like rhymes, songs, physical movements, etc); if so, what?

3. What is this teacher doing differently or in addition for their strongest writers (please note if the advanced goal sheet is being used)?

4. What is this teacher doing differently or in addition for the students having the most trouble with writing?

5. Describe any use of grouping or peers during the lesson.

6. Describe any use of technology during the lesson.

Notes:

WE-WRITE: POW + TAP + TREE: *LESSON # 5 – Collaborative Model*

Instructor _____ **Completed by:** _____ **Date:** _____

Time Started: _____ **Time Stopped:** _____ **Total time:** _____ **min.**

1= step done, 0 = not done/completely, 7= not scored; A= taught to all/whole class; SG=small group; I = Individual

Complete	Group		
		STEP 1: ACTIVATE PRIOR KNOWLEDGE	
		1.2 Ask What all Good Essays have ☐ Remind students we are learning mnemonics to help them plan and write good opinion essays ☐ Remind students there are other genres but we are starting with writing to persuade Good essays: ☐ are fun to read ☐ fun to write ☐ make sense, and ☐ have all their parts	1…2…3…4…5 NA
		STEP 2: REVIEW/TEST POW+TAP+TREE	
		2.1 Review parts of POW ☐ P: Pick an idea ☐ O: Organize my notes ☐ W: Write and say more	1…2…3…4…5 NA
		2.2 Review parts of TAP ☐ The P in POW is Pick my idea and we can use TAP to dissect prompt ☐ T: Topic ☐ A: Audience ☐ P: Purpose ☐ Reviews "marking up the prompt"/visual cues	1…2…3…4…5 NA
		2.2-2.3 Review Persuasive Genre ☐ Ask what genre we currently working on? ☐ What does it mean to persuade? ☐ Remind students it is not a failure if reader doesn't agree after reading essay	1…2…3…4…5 NA
		2.4 Review TREE ☐ **T: Topic** ☐ **R: Reasons** ☐ **E: Explain**	

		□ E: Ending	
		2.5 Discuss Memorize □ Why is it important to memorize? □ Discuss the importance of practicing and memorizing □	1…2…3…4…5 NA
		2.6. Practice/Test POW+TAP+TREE (Optional) You can have students: □ Write out POW+TAP+TREE on scratch paper. □ Quiz each other in partners or small groups. □ Respond chorally to the teacher □ Use flashcards to quiz each other	

Step 3: Review Self-Statements			
		3.0 Introduce/Discuss Self-Statements Notes:	
		3.1 **Pass out self-Statements List** □ Discuss concept of self-statements □ Ask students to think about what they can say to themselves during the writing process	1…2…3…4…5 NA
		3.2-3.5 Students complete self-statements list □ To get started □ While they work □ When you finished □ When something gets hard □ To check their work	1…2…3…4…5 NA
Step 4: Collaborative Planning			
		4.1-4.2 Prepare materials □ Ask students to get TREE reminder chart, transition word chart and self-statements. □ Write or display prompt and write POW+TAP+TREE on board or paper	1…2…3…4…5 NA
		4.3-4.4 Student Led- P: Pick my idea & TAP the prompt □ Ask students how to start. □ Refer students to self-statements to get started. □ First letter of POW is P for Pick my idea and I need to TAP the prompt □ TAP the prompt □ Decide as a group the position to take	1…2…3…4…5 NA
		4.5 Student Led-O: Organize my Notes □ What do we do next?	1…2…3…4…5

		☐ Follow student lead, but guide to O – organize my notes…using what? ☐ TREE ☐ Use TREE to make notes on G.O. ☐ Use #hashtag/text talk notes ☐ Students add notes to their own G.O.	NA
		4.6 Student Led-Review Goals ☐ Review goals from Lesson 4 to ensure any goals can be addressed in notes	1…2…3…4 …5 NA
		4.7 Student led-Revise Notes ☐ Add more parts ☐ Better reasons ☐ Transition words ☐ More reasons ☐ Other	1…2…3…4 …5 NA
Step 5: Collaborative Writing			

		5.1-5.3 Student led-W: Write and Say More
		☐ What do we do next?
		☐ Refer students to their self-statements for what to say while they work.
		☐ Have students write a persuasive essay using their notes using TREE
		☐ They may write independently, in pairs, or in a group with the teacher, as needed.
		☐ Revise essay (if in group with teacher):
		    ○ Discusses changing word/words if the meaning of the sentence is unclear.
		    ○ Discusses adding important detail to essay. Thinks aloud about best place to insert important detail.
		    ○ Discusses adding sentence to support a given reason. Thinks aloud about the best place to insert the supporting detail.
		    ○ Discusses and thinks aloud about deleting sentences that do not belong.
		☐ Edit essay (if in group with teacher):
		    ○ Discusses and thinks aloud about the best way to combine two sentences.
		    ○ Discusses comma usage (compound sentence, ideas in a list or series, change of comma to period, other: _____)
		    ○ Discusses capitalization of a word (historical periods/event/documents; titles of books/stories/essays; languages/races/nationalities; official titles
			1…2…3…4
			…5
			NA

of people; holidays; geographical names/places; other_____)
- o Discusses spelling:
  - ▪ Homophones
  - ▪ Spelling Rule (doubling final consonant, dropping final e, changing y to i, other: _____).
  - ▪ Spelling pattern: _____
  - ▪ Syllable division: _____
- o Discusses apostrophe usage (contraction, possessive, other: _____)
- o Discusses use of quotation marks
- o Discusses subject-verb agreement
- o Discusses general edits (e.g., What changes need to me made to this sentence?)
- o Discusses and thinks aloud about other grammar/convention concept/standard. Grammar/Convention concept discussed: _____

☐ Add transition words
- o Discusses improving transitions (e.g., I need to use a more appropriate transition, I have not used the most effective transition…)

☐ Add million dollar words
- o Discusses why a change of word is needed (e.g., word is not the right word for the sentence, wants to use a more accurate word).

Step 6: Graph the Essay	
6.0 Introduce/Discuss Graphing	
6.1-6.4 Student Led Graphing Session ☐ Draw a graphing rocket on the board/use poster ☐ Asks students if we used each steps of writing a good opinion essay (TREE) ☐ Topic sentence? Color in block ☐ 3 reasons? Color in three more blocks. ☐ 3 explanations? Color in three more blocks ☐ Ending sentence? Color in block ☐ Add stars for transition words ☐ Add stars for million dollar words ☐ Did your essay BLAST OFF into excellence? ☐ Remind students it is the goal to blast off the writing every time we write opinion essays	1…2…3…4…5 NA
Step 7: Review Goal Setting	

		7.0 Introduce/Discuss Goal Setting	
		7.1 Review why making goals is important	1…2…3…4…5 NA
		7.2-7.4 Students Create Goals ☐ Pass out goals sheets ☐ Student collaboratively select 1 to 3 goals ☐ Assists students in selecting goals ☐ Create a class goal	1…2…3…4…5 NA
		**Step 8: Lesson Wrap Up**	
		8.0 TEACHER CHOICE: LESSON WRAP UP **NOTES:**	
		8.1 Practice POW, TAP, & TREE ☐ POW ☐ TAP ☐ TREE	1…2…3…4…5 NA
		8.2-8.3 Wrap up lesson. ☐ Announce test, ungraded ☐ Remind students they have learned POW+TAP+TREE for writing good opinion essays ☐ Put materials in student folder ☐ Collect folders.	1…2…3…4…5 NA
		8.4 Reflect on student needs	1…2…3…4…5 NA

Total: /
Self-Statements Tally:

1=Fell Well Short of Expectations, **2**=Fell Short of Expectations, **3**=Met Expectations, **4**=Exceeded Expectations, **5**=Greatly Exceeded Expectations

Observer Feedback Form

Answer each on a scale of 1-5 where 1 is "not evident" to 5 which is "strongly evident."

1. This teacher was enthusiastic about SRSD instruction.	___ ___ ___ ___ ___ 1 2 3 4 5
2. Students with writing difficulties were carefully monitored, appropriately supported, and involved in instruction.	___ ___ ___ ___ ___ 1 2 3 4 5
3. Behavior problems in this classroom interfered with instruction.	___ ___ ___ ___ ___ 1 2 3 4 5
4. This teacher's lessons were well-paced and not rushed.	___ ___ ___ ___ ___ 1 2 3 4 5
5. This teacher was clearly committed to, had "bought in to," SRSD instruction.	___ ___ ___ ___ ___ 1 2 3 4 5

Record notes on your observations. Consider the questions below; you may not have information for each question. Provide examples, when possible. Add anything else you feel important. Observers may complete this at school electronically.

1. What outstanding strengths or problems did you see in this lesson?

2. Is this teacher making any notable adaptations for their students (like rhymes, songs, physical movements, etc); if so, what?

3. What is this teacher doing differently or in addition for their strongest writers (please note if the advanced goal sheet is being used)?

4. What is this teacher doing differently or in addition for the students having the most trouble with writing?

5. Describe any use of grouping or peers during the lesson.

6. Describe any use of technology during the lesson.

Notes:

WE WRITE: POW + TAP + TREE: *LESSON # 6 – Support It – Peer Collaborative Writing*

Instructor _____ **Completed by:** _____ **Date:** _____

Time Started: _____ **Time Stopped:** _____ **Total time:** _____ **min.**

1= step done, 0 = not done/completely, 7= not scored; A= taught to all/whole class; SG=small group; I = Individual

Comple te	Group		
		STEP 1: ACTIVATE PRIOR KNOWLEDGE	
		1.2 Ask What all Good Essays have ☐ Remind students we are learning mnemonics to help them plan and write good opinion essays ☐ Remind students there are other genres but we are starting with writing to persuade Good essays: ☐ are fun to read ☐ fun to write ☐ make sense, and ☐ have all their parts	1…2…3…4…5 NA
		STEP 2: REVIEW/TEST POW+TAP+TREE	
		2.1 Review parts of POW ☐ P: Pick an idea ☐ O: Organize my notes ☐ W: Write and say more	1…2…3…4…5 NA
		2.2 Review parts of TAP ☐ The P in POW is Pick my idea and we can use TAP to dissect prompt ☐ T: Topic ☐ A: Audience ☐ P: Purpose ☐ Reviews "marking up the prompt"/visual cues	1…2…3…4…5 NA
		2.2-2.3 Review Persuasive Genre ☐ Ask what genre we currently working on? ☐ What does it mean to persuade? ☐ Remind students it is not a failure if reader doesn't agree after reading essay	1…2…3…4…5 NA
		2.4 Review TREE ☐ **T: Topic** ☐ **R: Reasons** ☐ **E: Explain** ☐ **E: Ending**	

		2.5 Discuss Memorize ☐ Why is it important to memorize? ☐ Discuss the importance of practicing and memorizing ☐	1…2…3…4…5 NA
		2.6. Practice/Test POW+TAP+TREE (Optional) <u>You can have students:</u> ☐ Write out POW+TAP+TREE on scratch paper. ☐ Quiz each other in partners or small groups. ☐ Respond chorally to the teacher ☐ Use flashcards to quiz each other	

Step 3: Supported Planning			
		3.1-3.2 Prepare materials ☐ Pass out student folders ☐ Ask students to get TREE reminder chart, transition word chart and self-statements. ☐ Write or display prompt and write POW+TAP+TREE on board or paper	1…2…3…4…5 NA
		3.3 Self Statements for getting started ☐ Ask students how to start. ☐ Refer students to self-statements to get started. ☐ First letter of POW is P for Pick my idea and I need to TAP the prompt ☐ TAP the prompt ☐ Decide as a group/pair the position to take	1…2…3…4…5 NA
		3.4 Student Led-O: Organize my Notes ☐ What do we do next? ☐ Follow student lead, but guide to O – organize my notes…using what? ☐ TREE ☐ Use TREE to make notes on G.O. ☐ Use #hashtag/text talk notes ☐ Students add notes to their own G.O.	1…2…3…4…5 NA
		3.5 Student led-Review Goals ☐ Remind students to review goals	1…2…3…4…5 NA
		3.6 Student led-Revise Notes ☐ Add more parts ☐ Better reasons ☐ Transition words ☐ More reasons	1…2…3…4…5 NA

		☐ Other	
Step 4: Supported Writing (with peer or teacher)			

		4.1-4.2 Student led-W: Write and Say More
		☐ What do we do next?
		☐ Refer students to their self-statements for what to say while they work.
		☐ Have students write a persuasive essay using their notes using TREE
		☐ They may write independently, in pairs, or in a group with the teacher, as needed.
		☐ Independently, in pairs, or in a group with the teacher revises essay.
		    o Changes word/words if the meaning of the sentence is unclear.
		    o Adds important detail to essay. Thinks aloud about best place to insert important detail.
		    o Adds sentence to support a given reason. Thinks aloud about the best place to insert the supporting detail.
		    o Deletes sentences that do not belong.
		☐ Independently, in pairs, or in a group with the teacher edits essay.
		    o Best way to combine two sentences.
		    o Comma usage (compound sentence, ideas in a list or series, change of comma to period, other: _____)
		    o Capitalization of a word (historical periods/event/documents; titles of books/stories/essays; languages/races/nationalities; official titles of people; holidays; geographical names/places; other_____)
		    o Spelling:
		        ▪ Homophones
		        ▪ Spelling Rule (doubling final consonant, dropping final e, changing y to i, other: _____).
			1…2…3…4…5
			NA

		▪ Spelling pattern: _____
		▪ Syllable division: _____
		o Apostrophe usage (contraction, possessive, other: _____)
		o Use of quotation marks
		o Subject-verb agreement
		o Other grammar/convention concept: _____
		☐ Add transition words
		o Discusses improving transitions (e.g., I need to use a more appropriate transition, I have not used the most effective transition…)
		☐ Add million dollar words
		o Discusses why a change of word is needed (e.g., word is not the right word for the sentence, wants to use a more accurate word).

Step 5: Graph the Paper Written with Support (peer or teacher	

		5.1-5.3 Student Led Graphing Session ☐ Draw a graphing rocket on the board/use poster ☐ Asks students if we used each steps of writing a good opinion essay (TREE) ☐ Topic sentence? Color in block ☐ 3 reasons? Color in three more blocks. ☐ 3 explanations? Color in three more blocks ☐ Ending sentence? Color in block ☐ Add stars for transition words ☐ Add stars for million dollar words ☐ Did your essay BLAST OFF into excellence? ☐ Remind students it is the goal to blast off the writing every time we write opinion essays	1…2…3…4…5 NA

Step 6: Establish Prior Performance	

		6.1-6.2 Review Writing BEFORE POW+TAP+TREE	

		☐ Pass out student pretest (persuasive prompt). ☐ Tell them they had not learned these strategies so they should not expect to have all the parts. ☐ Now, writing has improved. ☐ Graph pretest performance on the rocket. ☐ Discuss which parts they had ☐ Discuss which pars they did not have	
		6.3 Compare the pretest paper to the collaborative model they graphed the previous lesson. ☐ Graph collaborative essay on the rocket. ☐ Compare to pretest essay. ☐ Emphasize they did not know the strategies at pretest, but now they do and their writing is better. ☐ Discuss how the essays compare	
		6.4 Set a new goal of writing better persuasive essays that always: ☐ Tells the reader what you believe ☐ At least 3 reasons why ☐ Uses transition words ☐ Has a good ending ☐ Makes sense ☐ Has all the parts ☐ Can convince the reader to agree with you	
**Step 7: Lesson Wrap Up**			
		7.0 TEACHER CHOICE: LESSON WRAP UP **NOTES:**	
		7.1 Practice POW, TAP, & TREE ☐ POW ☐ TAP ☐ TREE	1…2…3…4…5 NA
		7.2-7.3 Wrap up lesson. ☐ Announce test, ungraded ☐ Remind students they have learned POW+TAP+TREE for writing good opinion essays ☐ Put materials in student folder ☐ Collect folders.	1…2…3…4…5 NA

		7.4 Reflect on student needs	1…2…3…4…5 NA
Total:	/		
Self-Statements Tally:			

1=Fell Well Short of Expectations, **2**=Fell Short of Expectations, **3**=Met Expectations, **4**=Exceeded Expectations, **5**=Greatly Exceeded Expectations

Observer Feedback Form

Answer each on a scale of 1-5 where 1 is "not evident" to 5 which is "strongly evident."

1. This teacher was enthusiastic about SRSD instruction.	1	2	3	4	5
2. Students with writing difficulties were carefully monitored, appropriately supported, and involved in instruction.	1	2	3	4	5
3. Behavior problems in this classroom interfered with instruction.	1	2	3	4	5
4. This teacher's lessons were well-paced and not rushed.	1	2	3	4	5
5. This teacher was clearly committed to, had "bought in to," SRSD instruction.	1	2	3	4	5

Record notes on your observations. Consider the questions below; you may not have information for each question. Provide examples, when possible. Add anything else you feel important. Observers may complete this at school electronically.

1. What outstanding strengths or problems did you see in this lesson?

2. Is this teacher making any notable adaptations for their students (like rhymes, songs, physical movements, etc); if so, what?

3. What is this teacher doing differently or in addition for their strongest writers (please note if the advanced goal sheet is being used)?

4. What is this teacher doing differently or in addition for the students having the most trouble with writing?

5. Describe any use of grouping or peers during the lesson.

WE WRITE: POW + TAP + TREE: *LESSON #7 –Independent Writing*

Instructor _____ **Completed by:** _____ **Date:** _____

Time Started: _____ **Time Stopped:** _____ **Total time:** _____ **min.**

1= step done, 0 = not done/completely, 7= not scored; A= taught to all/whole class; SG=small group; I = Individual

Complete	Group		
		STEP 1: ACTIVATE PRIOR KNOWLEDGE	
		1.2 Ask What all Good Essays have ☐ Remind students we are learning mnemonics to help them plan and write good opinion essays ☐ Remind students there are other genres but we are starting with writing to persuade <u>Good essays:</u> ☐ are fun to read ☐ fun to write ☐ make sense, and ☐ have all their parts	1…2…3…4 …5 NA
		STEP 2: REVIEW/TEST POW+TAP+TREE	
		2.1 Review parts of POW ☐ P: Pick an idea ☐ O: Organize my notes ☐ W: Write and say more	1…2…3…4 …5 NA
		2.2 Review parts of TAP ☐ The P in POW is Pick my idea and we can use TAP to dissect prompt ☐ T: Topic ☐ A: Audience ☐ P: Purpose ☐ Reviews "marking up the prompt"/visual cues	1…2…3…4 …5 NA
		2.2-2.3 Review Persuasive Genre ☐ Ask what genre we currently working on? ☐ What does it mean to persuade? ☐ Remind students it is not a failure if reader doesn't agree after reading essay	1…2…3…4 …5 NA
		2.4 Review TREE ☐ **T: Topic** ☐ **R: Reasons** ☐ **E: Explain** ☐ **E: Ending**	

		2.5 Discuss Memorize ☐ Why is it important to memorize? ☐ Discuss the importance of practicing and memorizing ☐	1…2…3…4…5 NA
		2.6. Practice/Test POW+TAP+TREE (Optional) You can have students: ☐ Write out POW+TAP+TREE on scratch paper. ☐ Quiz each other in partners or small groups. ☐ Respond chorally to the teacher ☐ Use flashcards to quiz each other	

Step 3: Review Self-Statements			
		3.1 REVIEW self-Statements List ☐ Discuss concept of self-statements ☐ Ask students to review their self-statements before starting to write their next essay	1…2…3…4…5 NA
Step 4: Review Goals			
		4.1 Review why making goals is important	1…2…3…4…5 NA
		4.2-4.3 Review Student Goals ☐ Ask students to review goals sheets ☐ Encourage students to add to their goal sheets ☐ Each student reviews goals ☐ Review class goals	1…2…3…4…5 NA
Step 5: Genre Review/What makes a good opinion essay			
		5.1 Review purpose of writing opinion essay ☐ Tells the reader what you believe ☐ At least 3 reasons why ☐ Gives explanations for each reason ☐ Uses transition words ☐ Has a good ending ☐ Makes sense ☐ Has all the parts ☐ May convince the reader to agree with you	1…2…3…4…5 NA
Step 6: Introduce Independent Writing			
		6.1-6.2 Prepare materials ☐ Pass out folders ☐ Ask students to get out their transition word chart ☐ Self-statements list ☐ Blank TREE G.O.	1…2…3…4…5 NA

		☐ Choose and read prompt/write on board ☐ Remind students they will be writing an opinion essay on their own using the strategies POW+TAP+TREE	
**Step 7: Practice Independent Writing**

		7.1-7.4 Students Plan and write using TREE ☐ Ask students how to start. ☐ Ask students to write TREE alongside of paper ☐ Circulate around room ☐ Offer help as needed ☐ Provides guiding questions to complete TREE ☐ Encourage students to read their paper and - Add transition words - Million dollar words - Revise Essay: - Change word/words if the meaning of the sentence is unclear. - Adds important detail to essay. Think about best place to insert important detail. - Add sentence to support a given reason. Thinks aloud about the best place to insert the supporting detail. - Delete sentences that do not belong. - Edit Essay: - Best way to combine two sentences. - Comma usage (compound sentence, ideas in a list or series, change of comma to period, other: _____) - Capitalization of a word (historical periods/event/documents; titles of books/stories/essays; languages/races/nationalities; official titles of people; holidays; geographical names/places; other_____) - Spelling: - Homophones - Spelling Rule (doubling final consonant, dropping final e, changing y to i, other: _____). - Spelling pattern: _____	1…2…3…4…5 NA

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		o Syllable division: _____ o Apostrophe usage (contraction, possessive, other: _____) o Use of quotation marks o Subject-verb agreement o Other grammar/convention concept: _____	
Step 8: Graph the Independently Written Paper			
		8.1-8.3 Student Led Graphing Session ☐ Draw a graphing rocket on the board/use poster ☐ Asks students if we used each steps of writing a good opinion essay (TREE) ☐ Topic sentence? Color in block ☐ 3 reasons? Color in three more blocks. ☐ 3 explanations? Color in three more blocks ☐ Ending sentence? Color in block ☐ Add stars for transition words ☐ Add stars for million dollar words ☐ Did your essay BLAST OFF into excellence? ☐ Remind students it is the goal to blast off the writing every time we write opinion essays	1…2…3…4…5 NA
		8.4 Congratulate students on their hard work	1…2…3…4…5 NA
Step 9: Revisit Goals (If needed)			
		9.1 Return to Goal Sheets ☐ Did they meet their goals? ☐ Encourage students to add to their goal sheet ☐ Remind students that writers are constantly checking to see if they met their goals and creating new ones to improve writing	1…2…3…4…5 NA
		9.2 Share teacher goal setting ☐ Share an experience that shows you, as a teacher, continue to meet goals and set new ones to be a better writing	1…2…3…4…5 NA
Step 10: Lesson Wrap Up			
		10.0 TEACHER CHOICE: LESSON WRAP-UP **NOTES:**	
		10.1 Practice POW, TAP, & TREE ☐ POW ☐ TAP ☐ TREE	1…2…3…4…5 NA

		10.2-10.3Wrap up lesson. ☐ Announce test, ungraded ☐ Remind students they have learned POW+TAP+TREE for writing good opinion essays ☐ Put materials in student folder ☐ Collect folders.	1…2…3…4 …5 NA
		10.4 Reflect on student needs	1…2…3…4 …5 NA

Total: /

Self-Statements Tally:

1=Fell Well Short of Expectations, **2**=Fell Short of Expectations, **3**=Met Expectations,
4=Exceeded Expectations, **5**=Greatly Exceeded Expectations

Observer Feedback Form

Answer each on a scale of 1-5 where 1 is "not evident" to 5 which is "strongly evident."

		1	2	3	4	5
1.	This teacher was enthusiastic about SRSD instruction.	1	2	3	4	5
2.	Students with writing difficulties were carefully monitored, appropriately supported, and involved in instruction.	1	2	3	4	5
3.	Behavior problems in this classroom interfered with instruction.	1	2	3	4	5
4.	This teacher's lessons were well-paced and not rushed.	1	2	3	4	5
5.	This teacher was clearly committed to, had "bought in to," SRSD instruction.	1	2	3	4	5

Record notes on your observations. Consider the questions below; you may not have information for each question. Provide examples, when possible. Add anything else you feel important. Observers may complete this at school electronically.

1. What outstanding strengths or problems did you see in this lesson?

2. Is this teacher making any notable adaptations for their students (like rhymes, songs, physical movements, etc); if so, what?

3. What is this teacher doing differently or in addition for their strongest writers (please note if the advanced goal sheet is being used)?

4. What is this teacher doing differently or in addition for the students having the most trouble with writing?

5. Describe any use of grouping or peers during the lesson.

6. Describe any use of technology during the lesson.

Notes:

WE WRITE: POW + TAP + TREE: *LESSON #8 – Generalize to STAAR Test*

Instructor _____ **Completed by:** _____ **Date:** _____

Time Started: _____ **Time Stopped:** _____ **Total time:** _____ min.

1= step done, 0 = not done/completely, 7= not scored; A= taught to all/whole class; SG=small group; I = Individual

Complete	Group		
STEP 1: ACTIVATE PRIOR KNOWLEDGE			
		1.2 Ask What all Good Essays have ☐ Remind students we are learning mnemonics to help them plan and write good opinion essays ☐ Remind students there are other genres but we are starting with writing to persuade <u>Good essays:</u> ☐ are fun to read ☐ fun to write ☐ make sense, and ☐ have all their parts	1…2…3…4…5 NA
STEP 2: REVIEW/TEST POW+TAP+TREE			
		2.1 Review parts of POW ☐ P: Pick an idea ☐ O: Organize my notes ☐ W: Write and say more	1…2…3…4…5 NA
		2.2 Review parts of TAP ☐ The P in POW is Pick my idea and we can use TAP to dissect prompt ☐ T: Topic ☐ A: Audience ☐ P: Purpose ☐ Reviews "marking up the prompt"/visual cues	1…2…3…4…5 NA
		2.2-2.3 Review Persuasive Genre ☐ Ask what genre we currently working on? ☐ What does it mean to persuade? ☐ Remind students it is not a failure if reader doesn't agree after reading essay	1…2…3…4…5 NA
		2.4 Review TREE ☐ **T: Topic** ☐ **R: Reasons** ☐ **E: Explain** ☐ **E: Ending**	

			2.5 Discuss Memorize ☐ Why is it important to memorize? ☐ Discuss the importance of practicing and memorizing ☐	1…2…3…4…5 NA
			2.6. Practice/Test POW+TAP+TREE (Optional) You can have students: ☐ Write out POW+TAP+TREE on scratch paper. ☐ Quiz each other in partners or small groups. ☐ Respond chorally to the teacher ☐ Use flashcards to quiz each other	

Step 3: Generalize to STAAR Written Composition Assessment				
4			**3.1 Discuss that writing is always a process** ☐ Writing is hard, but can be broken down into smaller chunks to make it easier and more fun ☐ We can do hard things	1…2…3…4…5 NA
5			**3.2-3.3 Introduce we will learn how to use POW+TAP for STAAR** Teacher will help students learn ☐ How to use POW & TAP on state writing test ☐ How to adapt/change TREE for state ☐ Pass out student folders	1…2…3…4…5 NA
6			**3.4 Review Persuasive Genre** ☐ Ask if all writing is persuasive? ☐ Ask if every time we write we are trying to get the reader to agree with us? ☐ Asks other reasons writer's write? Answers may include: inform, entertain, tell a story, to persuade ☐ Remind students not all writing is persuasive ☐ Explain STAAR state test usually asks to tell about something without needing to persuade ☐ The STAAR tests requires students to inform	1…2…3…4…5 NA
Step 4: Understanding the Prompts				
7			**4.1 Introduce the structure of the STAAR prompts** STAAR prompts are always similar	1…2…3…4…5 NA

			☐ They include the following parts: ☐ <u>READ:</u> a short summary or quote ☐ <u>THINK:</u> about the summary or quote ☐ <u>WRITE:</u> specific directions given but often include instructions to write about or tell about a time, person, activity, or even a reason. ☐ <u>BE SURE TO:</u> Clearly state your central idea, Organize your writing, Develop your writing in detail, Choose your words carefully, Use correct spelling, capitalization, punctuation, grammar, and sentences ☐ STAAR prompts don't require special research; you can answer the prompts from your own ideas ☐ Responses should be in 1st person (I, me, myself) ☐ Must be organized and use transition words	
8			**4.2 Review an example prompt** ☐ Refer students to handout ☐ READ prompt ☐ THINK about people you care about ☐ WRITE about one person important to you ☐ Remind students to include the following: ☐ clearly state your central idea ☐ organize your writing ☐ develop your writing in detail ☐ choose your words carefully ☐ use correct spelling, capitalization, punctuation, grammar, and sentences	1…2…3…4…5 NA
9			**4.3 TAP the example prompt** ☐ Review TAP ☐ Review visual marks of TAP: underline topic, star audience, circle purpose ☐ What do we have to READ? (info in box) ☐ What do we have to THINK about? (people we care about) ☐ What do we have to WRITE about? (write a person important to you and explain) ☐ TAP the prompt ☐ Discuss the TWO parts in the writing directions: Write and explain ☐ Discuss how we can think of many people	1…2…3…4…5 NA

			but are asked to focus and write about ONE ☐ Can I take a lot of time to to pick my person? (No, it is a timed test) ☐ Closely breakdown the topic of prompt ☐ Discuss audience: When not specified we assume it is a teacher we do not know, but who knows a lot about writing ☐ Review explain portion of prompt	
10			**4.4 Review the Reminders of Prompt** ☐ Refer students to section "BE SURE TO…" <u>Review the following:</u> ☐ clearly state your central idea ☐ organize your writing ☐ develop your writing in detail ☐ choose your words carefully ☐ use correct spelling, capitalization, punctuation, grammar, and sentences ☐ Ask: Are any of these similar to what we know about good writing? (Review portions of TAP+POW+TREE) ☐ Encourage students to check these boxes when complete on the test	1…2…3…4…5 NA
11			**4.5 Connect STAAR to TREE** ☐ Review mnemonic for persuasive essays: TREE ☐ Review parts of TREE ☐ Asks students to suggest ways in which TREE could help write informational essays on the STAAR	1…2…3…4…5 NA
12			**4.6 Review & Adapt T in T<u>R</u>EE** ☐ Review Topic in persuasive: tell what you believe, state position/opinion ☐ Discuss concept of clearly state your central idea ☐ Remind students we are informing our readers and not persuading ☐ Compare central idea to topic in opinion essay ☐ T in TREE can be TOPIC SENTENCE ☐ Ask students to review the topic of the example prompt	1…2…3…4…5 NA
13			**4.7 Review & Adapt R in T<u>R</u>EE** ☐ Discuss how prompt asks to "explain"	1…2…3…4…5

			☐ The R in TREE can be the reasons to explain ☐ Reasons support topic sentences ☐ In the STAAR we don't have to convince, but explain ☐ The reasons can explain how to support the topic sentence	NA
14			**4.8 Review & Adapt E in TR<u>E</u>E** ☐ Discuss how prompt reminds to "develop your writing in detail" ☐ Ask: How did we add details in persuasive writing? (Examples and explanations) ☐ Information essays also need examples and explanations	1…2…3…4…5 NA
15			**4.9 Review & Adapt E in TRE<u>E</u>** ☐ Asks what last E in TREE standards for? Ending ☐ Do informational essays need an ending? Yes ☐ Discuss how to wrap it up right. ☐ Discuss how to use **transition words** ☐ Discuss how to use **million dollar words** o Discusses why a change of word is needed (e.g., word is not the right word for the sentence, wants to use a more accurate word).	1…2…3…4…5 NA
16			**4.10 Summarize Adaptations of TREE to STAAR** ☐ Review how to adapt TREE on STAAR test ☐ Change T from tell what you believe to Topic ☐ REE stay the same ☐ Informal assessment of student confidence: (Ex: Fist to Five)	1…2…3…4…5 NA
			Step 5: Understand the Test Logistics	
17			**5.1 Discuss Test Directions** ☐ Remind students STAAR is a timed test ☐ Writing portion is 25% of the exam ☐ Pass out Test Directions and read together ☐ Asks questions about directions #_____	1…2…3…4…5 NA
18			**5.2 Review Time Management**	1…2…3…4…

			☐ Ask why managing time is important? ☐ Remind students to plan but don't spend too much time ☐ Planning is not scored ☐ Only essay on lined paper is scored (only 26 lines) ☐ Remind to clear, direct, efficient ☐ Discuss and create break down of time to spend on each part of the writing process (times will vary by teacher. Suggested 45 min total) ☐ Remind students to keep track of time ☐ Remind students to set goals for the STAAR and try to meet their goals	5 NA
			5.3 (Optional) Develop a sense of time ☐ Use strategies to teach concept of time ☐ Review concept of 1 minute ☐ Practice writing for 1 minute ☐ Practice writing for 3 minutes ☐ Practice writing for 5 minutes ☐ Practice writing for 10 minutes ☐ Review times for entire 4 hour test	1…2…3…4… 5 NA
			Step 6: Collaborative Practice writing to a STAAR Prompt	
19			**6.1-6.2 Introduce the STAAR Prompt** ☐ Pass out goal sheet, writing prompt, response sheets ☐ Explain we will write an informational essay ☐ Review prompt together ☐ Explain STAAR test is timed, but this first practice won't be timed	1…2…3…4… 5 NA
20			**6.3 Use POW+TAP+TREE to Plan essay** ☐ Asks students to guide steps ☐ Create #hashtag notes	1…2…3…4… 5 NA
21			**6.4 Write an essay using notes** Teacher may choose the following: ☐ Write essay as whole group OR ☐ Write in pairs OR ☐ Write individually Teacher discusses with (individual, small group, whole group): ☐ Revise Essay: o Discusses changing word/words if the meaning of the sentence is unclear.	1…2…3…4… 5 NA

				- o Discusses adding important detail to essay. Thinks aloud about best place to insert important detail. - o Discusses adding sentence to support a given reason. Thinks aloud about the best place to insert the supporting detail. - o Discusses and thinks aloud about deleting sentences that do not belong. ☐ Edit Essay: - o Discusses and thinks aloud about the best way to combine two sentences. - o Discusses comma usage (compound sentence, ideas in a list or series, change of comma to period, other: _____) - o Discusses capitalization of a word (historical periods/event/documents; titles of books/stories/essays; languages/races/nationalities; official titles of people; holidays; geographical names/places; other_____) - o Discusses spelling: ▪ Homophones ▪ Spelling Rule (doubling final consonant, dropping final e, changing y to i, other: _____). ▪ Spelling pattern: _____ ▪ Syllable division: _____ - o Discusses apostrophe usage (contraction, possessive, other: _____) - o Discusses use of quotation marks - o Discusses subject-verb agreement - o Discusses general edits (e.g., What changes need to me made to this sentence?)	

			o Discusses and thinks aloud about other grammar/convention concept/standard. Grammar/Convention concept discussed:
			
			_____
			
			☐ Ad transition words
			  o Discusses improving transitions (e.g., I need to use a more appropriate transition, I have not used the most effective transition…)
			☐ Add million dollar words
			  o Discusses why a change of word is needed (e.g., word is not the right word for the sentence, wants to use a more accurate word).	

22			**6.5 Graph the essay**	1…2…3…4…5 NA
23			**6.6 Determine if individual writing goals need to be updated**	1…2…3…4…5 NA
**Step 7: Practice Writing Under Timed-Writing Conditions**					
24			**7.1-7.2 Introduce the STAAR Prompt** ☐ Pass out goal sheet, writing prompt, response sheets ☐ SAY: ***You are going to write a timed practice essay as if you were writing for the STAAR test. You will have 45 minutes to plan and write. Remember to use the strategies, including POW, TAP, TREE, your writing goals, and your self-statements.*** ☐ Read STAAR Prompt aloud	1…2…3…4…5 NA
25			**7.3 Start the timer** ☐ Say, "***There are/is ___ min remaining to write***" at the ____10 min, ____5 min, and, ____1 min remaining time points. (check for completion)	1…2…3…4…5 NA
**Step 8: (optional) Introduce the Scoring Rubric**					
			8.1 Introduce rubrics ☐ Discuss how essays are scored by using rubrics	1…2…3…4…5 NA

			☐ Review strategies we have learned to improve writing #_____ ☐ Introduce examining rubric task ☐ Pass out scoring rubrics	
			8.2 Examine rubric ☐ Read aloud characteristics of scores 4 to 1 ☐ Compare/contrast characteristics of a stories with scores 1-4 ☐ Asks how reading and examining rubrics could help achieve high writing scores ☐ Asks students to think about the essays they have been writing and what elements they need to add based on rubric	1…2…3…4…5 NA
			8.3-8.8 Elements of the rubric **Review/Examine elements of the rubric:** Organization/Progression ☐ **Organizing Structure** ☐ **Central Idea** ☐ **Progression** Ideas ☐ **Engaging, interesting** Use of Language and Conventions ☐ **Word Choice** ☐ **Sentences** ☐ **Spelling, capitalization, punctuation, grammar**	1…2…3…4…5 NA
			8.9 Discuss how POW+TAP+TREE can help them reach higher scores on the rubric	1…2…3…4…5 NA
			8.10 (Optional) Download sample essays and evaluate using rubrics and engage in discussion	1…2…3…4…5 NA
Step 9: Graph the independently written Expository Essay				
26			**9.1-9.2 Students Graph Essay** ☐ Pass out graphing sheet ☐ Encourage Students to graph essay ☐ Engage in discussion about meeting their goals	1…2…3…4…5 NA
Step 10: Share Stories (Optional)				
			10.1 Read aloud student stories Check all that apply: ☐ One student at a time aloud whole group ☐ Post essays ☐ Share in pairs	1…2…3…4…5 NA

			☐ Small group	
			☐ Other _____	
			☐ Discuss score based on rubric	
			10.2 Provide Glows and Grows ☐ **Teacher** provides comments one thing they liked <u>Examples:</u> ☐ *Students* provide comments on one thing they liked. <u>Examples:</u> ☐ **Teacher** provides comments on one way to improve the essay <u>Examples:</u> ☐ *Students* provide comments on one way to improve the essay <u>Examples:</u>	1…2…3…4…5 NA

Step 11: Lesson Wrap Up

			11.0 TEACHER CHOICE: WRAP UP LESSON **NOTES:**	
27			**11.1 TEACHER CHOICE: Wrap up lesson.** ☐ Remind students that the STAAR test essay includes writing an informational essay ☐ Review parts of STAAR test: READ, THINK, WRITE ☐ Remind students they learned how to use POW+TAP+TREE on STAAR test ☐ Remind students the STAAR test is timed	1…2…3…4…5 NA

			and discuss strategies for time management ☐ Put materials in student folder ☐ Collect folders.	
Total:		/		
Self-Statements Tally:				

1=Fell Well Short of Expectations, **2**=Fell Short of Expectations, **3**=Met Expectations,
4=Exceeded Expectations, **5**=Greatly Exceeded Expectations

Observer Feedback Form

Answer each on a scale of 1-5 where 1 is "not evident" to 5 which is "strongly evident."

1.	This teacher was enthusiastic about SRSD instruction.	____ ____ ____ ____ ____ 1 2 3 4 5
2.	Students with writing difficulties were carefully monitored, appropriately supported, and involved in instruction.	____ ____ ____ ____ ____ 1 2 3 4 5
3.	Behavior problems in this classroom interfered with instruction.	____ ____ ____ ____ ____ 1 2 3 4 5
4.	This teacher's lessons were well-paced and not rushed.	____ ____ ____ ____ ____ 1 2 3 4 5
5.	This teacher was clearly committed to, had "bought in to," SRSD instruction.	____ ____ ____ ____ ____ 1 2 3 4 5

Record notes on your observations. Consider the questions below; you may not have information for each question. Provide examples, when possible. Add anything else you feel important. Observers may complete this at school electronically.

1. What outstanding strengths or problems did you see in this lesson?

2. Is this teacher making any notable adaptations for their students (like rhymes, songs, physical movements, etc); if so, what?

3. What is this teacher doing differently or in addition for their strongest writers (please note if the advanced goal sheet is being used)?

4. What is this teacher doing differently or in addition for the students having the most trouble

APPENDIX J

PRINCIPAL PD BINDER MATERIALS

We-Write Efficacy Grant

School Leader Session

June 5, 2019

Harlingen, Texas

DR. KAY WIJEKUMAR

DR. DEBRA MCKEOWN & MS. JULIE OWENS

MS. GINA CARDENAS, MS. ROSARIA PARRA & MS. TONI LOUDERBACK

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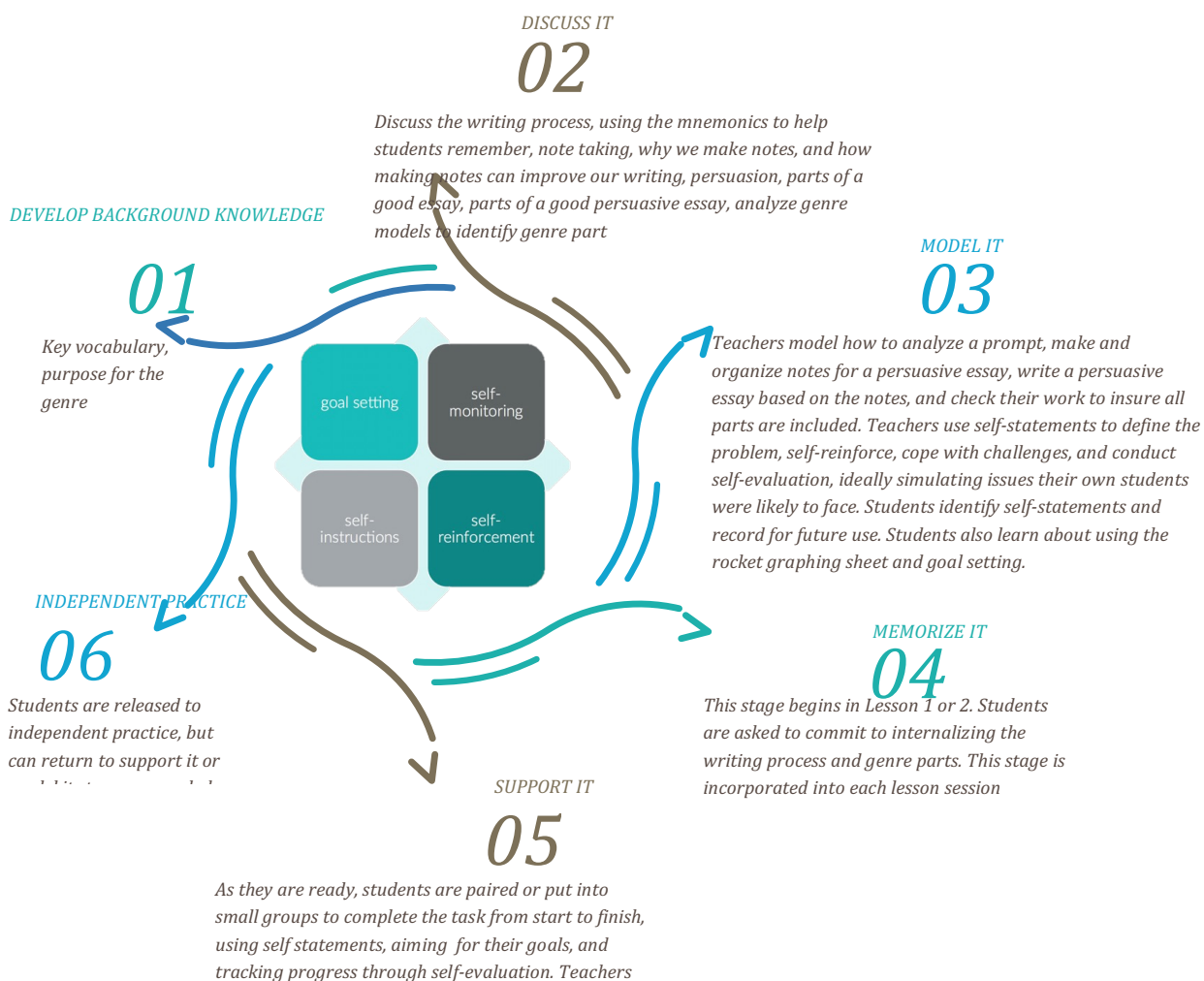
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What is We-Write?

We-Write is a fully-developed intervention that combines teacher-led lessons and a web-based intelligent tutoring system. It is an extension of the evidence-based Self-Regulated Strategy Development (SRSD) which has been shown to be effective for improving writing outcomes for students in elementary, middle, and high school. We-Write teaches students strategies for writing including planning and goal-setting, as well as structure strategy skills such as classifying text structures. The We-Write Research Team supports school leaders and teachers throughout the entire intervention through professional development, on site classroom observations and modeling, SWIVL observations, and check-in sessions.

What is SRSD?

Self-regulated Strategy Development (SRSD) – a strategies-based writing intervention that focuses on teaching students the elements of writing genres using a mnemonic to help students include all the essential elements of the genre. It uses cognitive strategies to help students maintain focus, motivation, and self-regulation, and it is taught explicitly.

DISCUSS IT

02

Discuss the writing process, using the mnemonics to help students remember, note taking, why we make notes, and how making notes can improve our writing, persuasion, parts of a good essay, parts of a good persuasive essay, analyze genre models to identify genre part

DEVELOP BACKGROUND KNOWLEDGE

01

Key vocabulary, purpose for the genre

MODEL IT

03

Teachers model how to analyze a prompt, make and organize notes for a persuasive essay, write a persuasive essay based on the notes, and check their work to insure all parts are included. Teachers use self-statements to define the problem, self-reinforce, cope with challenges, and conduct self-evaluation, ideally simulating issues their own students were likely to face. Students identify self-statements and record for future use. Students also learn about using the rocket graphing sheet and goal setting.

goal setting

self-monitoring

self-instructions

self-reinforcement

INDEPENDENT PRACTICE

06

Students are released to independent practice, but can return to support it or

MEMORIZE IT

04

This stage begins in Lesson 1 or 2. Students are asked to commit to internalizing the writing process and genre parts. This stage is incorporated into each lesson session

SUPPORT IT

05

As they are ready, students are paired or put into small groups to complete the task from start to finish, using self statements, aiming for their goals, and tracking progress through self-evaluation. Teachers

What Evidence Supports SRSD?

SRSD has been deemed an evidence-based practice by four independent groups (cf. Baker et al., 2009; Graham & Perin, 2007; National Center for Response to Intervention, 2011; What Works Clearinghouse, 2012). With over 100 studies conducted across grades 1 to 12 (Graham, Harris, & McKeown, in press), SRSD is consistently reported as having the highest effect sizes amongst writing interventions (Graham & Perrin, 2009; Graham, McKeown, Kiuhara, & Harris, 2013).
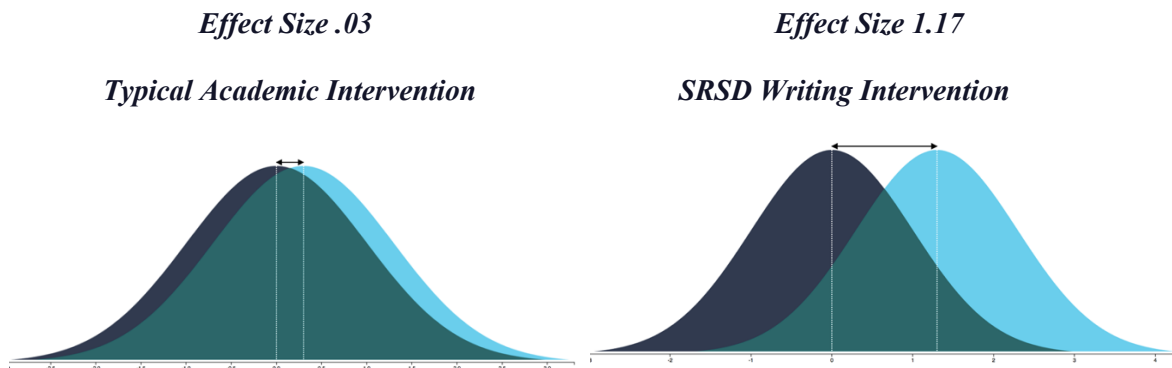

Effect Sizes (ES) *(typical academic intervention results in 0.3 effect size)*

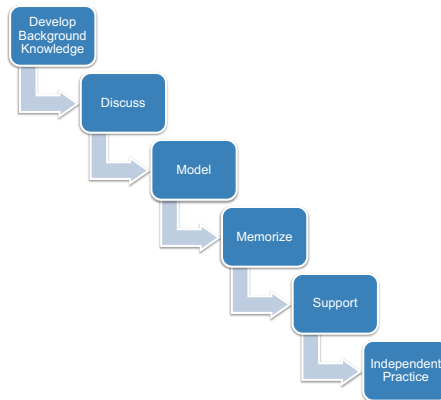*SRSD in meta-analyses (broad synthesis): Average weighted* **ES = 1.17**

Table 2
Average Weighted Effect Sizes and Confidence Intervals for Writing Treatments

Writing intervention	No. of studies	Effect size	Confidence interval	Test of null hypothesis		Heterogeneity	
				SE	p	Q	I²
Strategy instruction	20	1.02	[0.74, 1.30]	.142	<.001	55.73[a]	65.91
SRSD	14	1.17	[0.81, 1.53]	.184	<.001	40.61[a]	67.87
Non-SRSD	6	0.59	[0.74, 1.30]	.134	<.001	4.32	0.00
Adding self-regulation to strategy instruction	6	0.50	[0.16, 0.83]	.170	.003	7.27	31.18
Text structure instruction	9	0.59	[0.35, 0.83]	.121	<.001	4.73	0.00
Creativity/imagery instruction	4	0.70	[0.41, 1.00]	.151	<.001	2.69	0.00
Teaching transcription skills	8	0.55	[0.08, 1.02]	.240	.022	31.67[a]	78.79
Grammar instruction	4	−0.41	[−1.2, 0.38]	.404	.312	13.31[a]	77.46
Prewriting activities	8	0.54	[0.31, 0.76]	.114	<.001	3.37	0.00
Peer assistance	4	0.89	[0.35, 1.42]	.271	.001	1.08	0.00
Product goals	7	0.76	[0.44, 1.08]	.163	<.001	13.14[b]	54.34
Assessing writing	14	0.42	[0.22, 0.62]	.102	<.001	24.35[b]	46.61
Adult feedback	5	0.80	[0.48, 1.13]	.167	<.001	1.55	0.00
Peer/self-feedback	10	0.37	[0.14, 0.60]	.116	.001	20.31[b]	55.67
Word processing	10	0.47	[0.19, 0.75]	.143	.001	15.87	43.29
Extra writing time	5	0.30					
Comprehensive writing programs	25	0.42	[0.28, 0.56]	.073	<.001	36.80[b]	34.78
Process approach	16	0.40	[0.31, 0.49]	.047	<.001	12.37	0.00
Other comprehensive programs	9	0.55	[0.29, 0.95]	.205	.007	24.34[a]	67.13

Note. SRSD = self-regulated strategy development.
[a] Process approach.   [b] True experimental design.

Effect Size .03   *Effect Size 1.17*

Typical Academic Intervention   **SRSD Writing Intervention**

Building Background Knowledge. *To build background knowledge, discuss the characteristics of good writing, teach text structure for genre to be developed, develop the vocabulary of the genre, introduce the mnemonic for the strategy, use a mentor text in the genre being address to develop relevant vocabulary, genre knowledge, and writing techniques.*

Discuss it. *During the discuss it stage, teachers and students talk about good writing, practice memorizing the tricks (strategies), taking notes, and analyzing writing. Teachers discuss what good genre-specific writing is and that students need to commit to memorizing the strategy and use the strategy in their writing.*

Model it. *During the model it stage, teachers model the writing process using the strategy. The teacher models thinking and planning the essay. Then, the teacher writes the essay using the strategy to write a complete essay. The teacher checks the work. Throughout the process, the teacher is thinking aloud and using self-statements.*

Memorize it. *The memorize it stage occurs along with other stages and it starts with the first lesson, during Discuss it. Teachers will help students practice memorizing the mnemonic and tell students they will best tested on the mnemonic in the next writing session. Teachers will emphasize why it is important to memorize the trick.*

Support it*. During the support it stage, the teacher will support students as they begin to use the strategies and self-regulation procedures. Teachers will provide the support and assistance needed for each student. Teachers may re-model, write collaboratively with each student, or assign students to work in pairs, depending on the student needs based on readiness and interest.*

Independent performance*. During the final stage, independent performance, students will use the strategies to write a SAM that includes all the elements without teacher support.*

Self-Regulation in SRSD
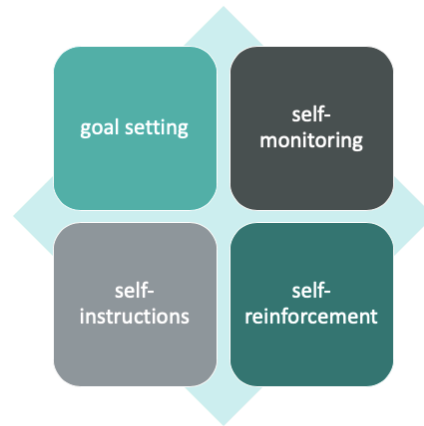
Goal Setting

- *enhances attention, motivation, and effort*
- *facilitates strategic behavior*
- *prompts self-evaluation*
- *goals should be challenging, specific, proximal, and, if possible, self-selected*
- *goals can focus on a process or an aspect of the product (for product goals, quality and quantity goals can be established)*

Self-Statements

SELF-INSTRUCTION (INSTRUCTIONS OR QUESTIONS)

- *help orient attention to relevant information, organize thoughts, plan actions, and execute behaviors*
- *help cope with anxiety, frustration, self-doubt, and impulsivity*
- *provide self-affirmation and encouragement*

Self-Monitoring

- *comprised of self-monitoring and self-recording*
- *can self-assess attention, strategy use, & performance*
- *most effective for performance deficits*

Self-reinforcement

- *requires self-evaluation in relation to a performance standard*
- *just as powerful as external inducements*

SELF-STATEMENTS ARE THINGS WE SAY TO OURSELVES:

- *To get started*
- *While we work*
- *To get through parts that are hard*
- *To check our work*
- *To praise hard work, use of the strategy, & finishing the task*

Lesson 0-Background Knowledge of Writing Process

- *Introduction to good writing*
- *Identify genre of a writing prompt*
- *Introduce POW for the writing process*
- *Introduce TAP for identifying parts of a writing prompt*

Lesson 1-Introduce Opinion Writing & Tree

- *Review POW+TAP*
- ***Introduce persuasive writing** genre and opinion essays*
- ***Introduce TREE** mnemonic for persuasive writing*
- *Discuss and define key terms – mnemonics, writing prompt, essays, convince, opinion, persuade, reasons, explanations, prompt, encourage, change someone's mind, influence, position, claim, etc.*

Lesson 2-Identify TREE and Model Note-taking (Backwards Notes)

- *Review writing to persuade and practice POW+TAP+TREE*
- *Identification of TREE parts in essay example*
- *Students will be familiar with the following term: making notes, Hashtag Talk/HASHTAG#/Text talk*
- *Teacher **models backwards note-taking***
- *Teacher introduces transitions words*

- *Review persuasive writing and practice POW+TAP+TREE*
- *Identification of TREE parts in essay example (with poor reasons)*
- *Students will be familiar with the following term: making notes, HashTag#/Text talk*
- ***Teach recognizing weak/strong reasons** and creating reasons that make sense*
- *Introduce million dollar words*

Lesson 4- Teacher Model

- *Review persuasive writing and practice POW+TAP+TREE*
- *The **teacher will model** planning and writing an essay using strategies and TREE.*
- *Students will learn and discuss new concepts: self-statements, goal setting.*
- *Teacher will model goal setting based on model essay*
- *Teacher will model graphing*

Lesson 5-Collaborative Model

- *Review persuasive writing and practice POW+TAP+TREE.*
- *Students will engage in **collaborative** practice, planning and writing an essay using TREE.*
- *Students will graph the collaboratively written essay.*
- *Students will set goals based on the collaborative essay*

Lesson 6-Supported Writing

- *Students will review and practice POW+TAP+TREE.*
- *Students will engage in **collaborative peer** practice, planning and writing an essay using TREE*
- *Students write their plan and write the responses to the prompt*
- *Students will actively use self-statements, goals, graph*
- *Students will examine pre-test, graph, and return to self-statements/goals as needed*

Lesson 7-Independent Writing

- *Students will review and practice POW+TAP+TREE.*
- *Students will **write independently,** using a TREE planning sheet they create.*
- *Students will review self-statements, transitions, and goals*
- *Students will graph their performance.*

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- *Students will review and practice POW+TAP+TREE*
- *Students will analyze STAAR test prompts*
- *Students will write independently, using a TREE planning sheet to plan an essay in response to a STAAR prompt*
- *Students will review self-statements, transitions, and goals*
- *Students will graph their performance.*
- *Repeat with multiple STAAR prompts until STAAR Test on computer*

READ the quotation in the box below.

> Take care of your body. It's the only place you have to live.
>
> -Jim Rohn

THINK about ways people take care of themselves.

WRITE about something you do to keep healthy. Explain what you do and why you do it.

Be sure to-
- Clearly state your controlling idea
- Organize and develop your explanation effectively
- Choose your words carefully
- Use correct spelling, capitalization, punctuation, grammar and sentences

Here I am running around, outside in the grass, chasing my neice, and out of breath. I have to do something with this. This is exousting! But, I need to keep going to get more, and more healthy! Running is like going on a long trip. I really don't like it.

R₀ Going to School

E, Learning
E₂ P.E.

R₂ Play   outside with niece
E, Play tag
Ea run around in circles

F Flow,

Here I am running around outside in the grass with my neice. Pheecw! I'm out of breath! I have to do something about this! But, I need to Keep going so I can stay healthy! Running is like going on a long trip because the traveling is not fun but once you get there it's all worth it.
    On my way to school I feel so weak, but when I go to P.E, and go to my classes I feel entergized. They make my mind and body feel like, a Super hero. Boom! School is like a basketball! You run up and down the court like Michael Jordan!
    After School, running around in circles with my neice at home is a way to keep me still going! Playing tag outside and running around is as healthy as a cucumber! Also, getting sore and tired doesn't feel as great. But, inside your body it helps the musles grow! Once you settle down. The soreness wanns away.
   I may not run around with my neice everyday. But, sometimes I get too tired, and I don't want to do anything! Keeping yourself healthy includes hard work!

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We-Write Software

The We-Write Software reinforces the skills and components of the SRSD teacher lessons. Teachers will have the opportunity to use the Teacher Dashboard to assess student knowledge of key skills in order to remediate, reteach, or accelerate the learning as needed.

*Computer Software Activities Include:*

- *Review and assess knowledge of genres, mnemonics, key vocabulary terms*
- *Practice note-taking strategy while reading exemplary essays*
- *Activities to practice identifying BEST topic sentence, reasons, examples, hook, transition words, conclusion, and more.*
- *Edit/revise real student writing samples based on the strategies*
- *Plan, write, and revise multiple STAAR style prompts, and more…*
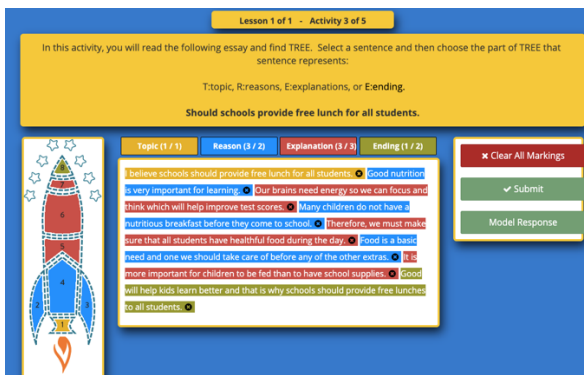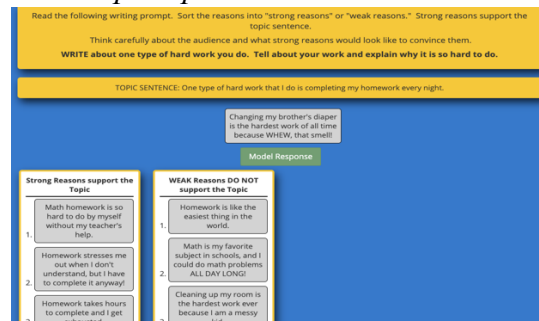

Find TREE in an example essay by highlighting the sentences and see if this essay has all its parts and can BLAST OFF!
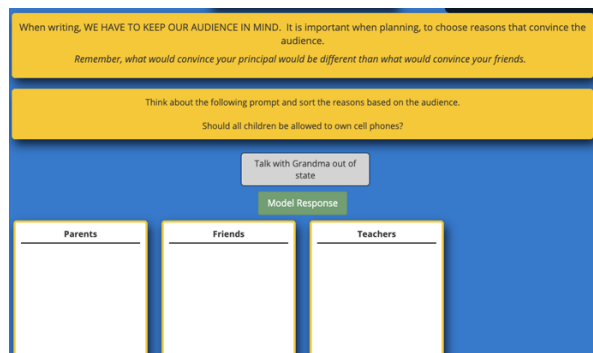
Students practice keeping their audience in mind by sorting possible reasons of the same prompt based on the audience.
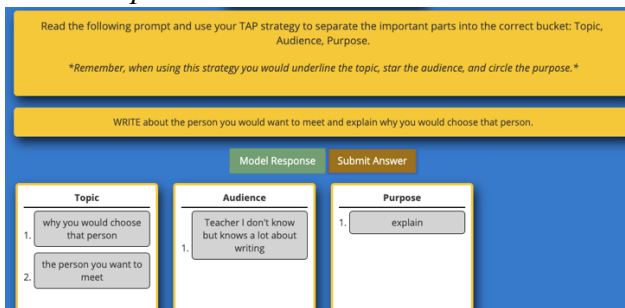
Students will have multiple opportunities to TAP the prompt to ensure their understanding of writing TO THE PROMPT.

Sort between strong reasons and weak reasons to help students better understand strong reasons stay ON TOPIC.

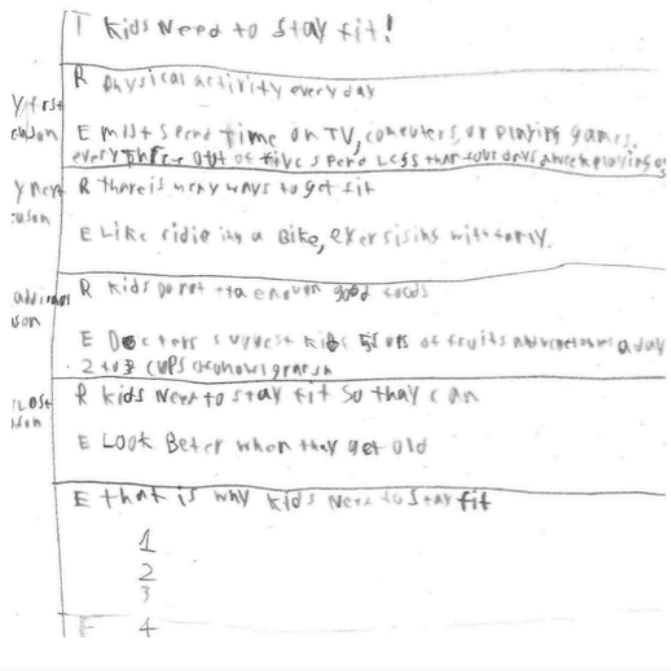*Before SRSD Strategy*   *After SRSD Strategy*

Directions: Write an essay to your classmates persuading them that it is important to save water.

Directions: Write an essay to your classmates persuading them that it is good to be a fit kid.

   "I learned that there is a good order to follow and what to think and do. It is also pretty fun, because you can use TREE, TAP, and POW! I feel more confident than other times I have written, which is awesome since it was only one day. They have a perfect set-up to help us understand and grow. I don't feel confused or worried about this stuff because its fun but also helps answer all questions and concerns. I feel like it will help kids with STAAR [state writing test] and essays! In conclusion, I feel confident and satisfied with this program and excited to learn more to make my writing stand out but also intriguing. "

                                        -Student from Texas after 1 day of SRSD instruction

   "Kids learn to connect their writing to interesting topics using the mnemonics POW, TAP, and TREE. These chants helped the kids remember the writing process to relieve their anxiety about writing and improve the outcome. The kids enjoyed singing and writing about what really matters to them. I plan to use SRSD early next year.

                                        -ESOL teacher from Texas

   "POW gave my students POWer! They had a toolbox to tackle writing. The confidence I saw in them was mind blowing. Not one student did not have a skeleton or framework for a good piece. The biggest struggle was updating goals and addressing each writer's challenge of a personal growth. What a beautiful program !!!!! Thank you A&M…we love We-Write and SRSD."

                                        -4th Grade Teacher from Texas

School leaders are a vital part of any successful intervention in schools, and the teachers will need your support to implement SRSD with fidelity. You will be asked to create goals and action plans to support your teachers while they grapple with the difficult task of learning a new writing curriculum. Throughout this study, you will be asked to periodically report on the progress of your goals throughout the implementation of this intervention.

School leaders should…

- *Attend professional development for school leaders, and actively participate to gain as much information about the intervention as possible.*
- *Set SMART goals (specific, measurable, action-oriented, realistic, timely) for yourself in order to actively support your teachers throughout this intervention.*
- *Understand the components of SRSD in order to give constructive feedback to teachers when observing writing instruction lessons.*
- *Anticipate ways to assist reluctant teachers or those struggling to effectively deliver the SRSD instruction.*

Brainstorm Goals:

Image Adapted from Canyons School District: http://www.canyonsdistrict.org/scc-manual/1131-smart-goal-framework

Implementation: Early Start (August-December) & Late Start (January-May)

Name: _____

School: _____

Create SMART goals for yourself, as a leader, to support the teachers throughout the We-Write Intervention.

S	Specific and strategic with a clear focus
M	Measurable goals to monitor progress
A	Action-oriented to include actions steps for you to follow
R	Rigorous and realistic in order to be achievable
T	Timebound in order to track progress

*Throughout the intervention, you will participate in check-in sessions regarding your goals **every four weeks**.*
- Keep this form handy in order to document progress
- Reach out to research team when support is needed
- Check emails from TAMU regarding observations and check-ins

Leader Goals	Action Steps	Potential Obstacles	Potential Solutions
Goal 1:			
Goal 2:			
Goal 3:			

Goal 1 Progress Sheet

Use this document to help keep track of the amazing work you are doing towards meeting your goals. This document will be helpful during the monthly check-in sessions.

GOAL 1	*Goal 1:*			
	Week 1	*Week 2*	*Week 3*	*Week 4*
	Week 5	*Week 6*	*Week 7*	*Week 8*
	Week 9	*Week 10*	*Week 11*	*Week 12*

Notes/Thoughts:

Goal 2 Progress Sheet

Use this document to help keep track of the amazing work you are doing towards meeting your goals. This document will be helpful during the monthly check-in sessions.

GOAL 2	Goal 2:			
	Week 1	Week 2	Week 3	Week 4
	Week 5	Week 6	Week 7	Week 8
	Week 9	Week 10	Week 11	Week 12

Notes/Thoughts:

Goal 3 Progress Sheet

Use this document to help keep track of the amazing work you are doing towards meeting your goals. This document will be helpful during the monthly check-in sessions.

GOAL 3	Goal 3:			
	Week 1	Week 2	Week 3	Week 4
	Week 5	Week 6	Week 7	Week 8
	Week 9	Week 10	Week 11	Week 12

Notes/Thoughts:

What this year will look like…

Principals

June 5, 2019
- learn components of study
- survey
- set goals and expectations
- discuss test dates, locations, and point of contact for pre/post tests

August 2019
- send home parent consent letters

September 2019
- pre-tests for all 3rd and 4th grade students
- Begin Action Steps for implementing Goals

August-December 2019
(Early Start Only)
- participate in check-in sessions with Julie Owens every 4 weeks
- support teachers in We-Write
- Check-ins on Goals every 4 weeks with Julie Owens

December 2019
- post-tests
- follow-up interviews
- post survey

January-April 2020
- Continue to support teachers in writing until STAAR

April 7, 2020
- Rock the STAAR

Early Start Teachers

July 29, 30, 31, 2019
- practiced Based Professional Development
- each teacher will need to bring laptop and writing from previous year
- complete survey

August 2019
- collect parent consent forms

September 2019
- pre-tests for all 3rd and 4th grade students
- begin using the We-Write lessons and computer program

October-November 2019
- classroom observations using SWIVL and in-class observations
- monitor We-Write software on Teacher Dashboard to aid in instruction

December 2019
- post-tests for all 3rd and 4th grade students
- complete survey

January-April 2020
- begin using the revision and editing software

April 7, 2020
- Rock the STAAR

Late Start Teachers

July 31, 2019 (1/2 day)
- PD to learn how to use the We Write software for revision and editing

August 2019
- collect consent forms

September 2019
- pre-tests for all 3rd and 4th grade students
- begin using the We-Write software for revising and editing

December 2019
- post-tests for all 3rd and 4th grade students

January 2020
- recieve full professional development for We-Write program

January -April 2020
- use We-Write teacher lessons and software

April 7, 2020
- Rock the STAAR

2019 - 2020 SCHOOL CALENDAR
Harlingen Consolidated Independent School District

2019

JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	(12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
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INSTRUCTIONAL PERIODS

1st Term August 12 - December 18	86
2nd Term January 7 - May 22	90
1st Quarter August 12 - October 11	44
2nd Quarter October 15 - December 18	42
3rd Quarter January 7 - March 13	47
4th Quarter March 23 - May 22	43

Total Instructional Days: 176

Beginning of 9 week period (
End of 9 week period)

DISTRICT HOLIDAYS

Labor Day	September 2
Thanksgiving	November 25-29
Christmas/New Year's	December 20-January 3
Spring Break	March 16-20
Easter Break	April 10 & April 13

ADDITIONAL STUDENT HOLIDAYS

Columbus Day	October 14
Christmas/New Year's	December 19-January 6
MLK Day	January 20
Presidents' Day	February 17

PROF DEVELOPMENT / WORK DAYS

PROF DEVELOPMENT	WORK DAYS
August 5	August 8
August 6	August 9
August 7	December 19
October 14	January 6
January 20	February 17
	May 23

OTHER DAYS

Students' First Day	August 12
Students' Last Day	May 22

2020

JANUARY

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Notes:

WE WRITE TEACHER-LED LESSONS

WE WRITE LESSON OVERVIEW

Lesson 0-Background Knowledge of Writing Process
1. Introduction to good writing
2. Identify genre of a writing prompt
3. Writing process (POW)
4. Identifying parts of a writing prompt (TAP)

Lesson 1-Introduce Opinion Writing & Tree
1. Introduce persuasive writing genre
2. Introduce opinion essays
3. Introduce TREE mnemonic for persuasive writing
4. Discuss and define key terms – mnemonics, writing prompt, essays, convince, opinion, persuade, reasons, explanations, prompt, encourage, change someone's mind, influence, position, claim, etc.

Lesson 2-Identify TREE and Model Note-taking (Backwards Notes)
1. Review good writing
2. Review writing to persuade
3. Review TREE
4. Identification of TREE parts in essay example
5. Students will be familiar with the following term: making notes, Hashtag Talk/HASHTAG#/Text talk
6. Teacher models backwards note-taking
7. Teacher introduces transitions words

Lesson 3-Identify TREE, Model Note-taking (Backwards Notes), Revise notes with Strong Reasons
1. Review good writing
2. Review writing to persuade
3. Review POW+TAP+TREE
4. Identification of TREE parts in essay example (with poor reasons)
5. Students will be familiar with the following term: making notes, HashTag#/Text talk
6. Teach recognizing weak/strong reasons and creating reasons that make sense
7. Introduce million dollar words

Lesson 4- Teacher Model
1. review POW and TREE; model; develop self-instructions.
2. Students will review good writing
3. Review persuasive writing
4. Review and practice POW+TAP and TREE
5. The teacher will model (think aloud) planning and writing an essay using the strategies, the mnemonic TREE, and self-statements.
6. Students will learn and discuss new concepts: *self-statements, goal setting.*
7. Teacher will model goal setting based on model essay
8. Teacher will model graphing

Lesson 5-Collaborative Model
1. Students will review and practice POW+TAP+TREE.
2. Students will engage in collaborative practice, planning and writing an essay using TREE.
3. Students will graph the collaboratively written essay.
4. Students will set goals based on the collaborative essay

Lesson 6-Supported Writing
1. Students will review good writing
2. Students will review persuasive writing
3. Students will review and practice TREE.
4. Students will engage in collaborative peer practice, planning and writing an essay using TREE; Students write their plan and write the responses to the prompt
5. Students will actively use self-statements, goals, graph
6. Students will examine pre-test, graph, and return to self-statements/goals as needed

Lesson 7-Independent Writing
1. Students will review and practice POW+TAP+TREE.
2. Students will write independently, using a TREE planning sheet they create.
3. Students will review self-statements, transitions, and goals
4. Students will graph their performance.

Lesson 8-STAAR
1. Students will review and practice POW+TAP+TREE.
2. Students will analyze STAAR test prompts

3. Students will write independently, using a TREE planning sheet to plan an essay in response to a STAAR prompt
4. Students will review self-statements, transitions, and goals
5. Students will graph their performance.

WE WRITE: POW + TAP + TREE
LESSON # 0

Purpose: Good essays; Analyzing a Writing Prompt, Writing genres; POW+TAP

Objectives:
5. Introduction to good writing
6. Identify genre of a writing prompt
7. Writing process (POW)
8. Identifying parts of a writing prompt (TAP)

Materials		
Lesson 0 Student Handout		pencils
		scratch paper
Board or Large paper (to write class definitions of the genres)		student folders
SmartBoard or Projector to display Student Handout		

Learning Standards:

The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

(15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by categorizing ideas and organizing them into paragraphs; *Readiness Standard*

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; *Readiness Standard*

110.6 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; create brief compositions that:
- establish a central idea in a topic sentence;
- include supporting sentences with details and explanations;
- contain a concluding statement.

Vocabulary: Persuasive, prompt, narrative, information, writing process

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_____ **Step 1: Set the Context for Learning**

💬	**1.1 Introduction**
	Tell students you're going to help them learn
	      (a) how to plan and write good essays and
	      (b) strategies good writers use.
	
	Good writers use strategies to help them write well. I am going to teach you those strategies as well.
	
	Remind students we are learning <u>strategies for writing</u> that will help them plan and write a good essay.	

☰	Pass out the Lesson 0 Student Handout.	

	1.2 Discuss All Good Essays
	
	What makes a good essay? (allow students to respond, but zero in on the following ideas:)
	
	*Good essays***:**
	      are fun to read
	      fun to write
	      make sense, and
	      have all their parts	

❓ 💬	**1.3 Ask what makes a good essay?**
	
	All good writing should have these characteristics. Do you want to write something that is boring to read? Do you want to write something that is boring to write? Do you want to write something that makes no sense? Do you want to write something that is missing important parts? What are good essays?
	
	Good writing/essays:
	      are fun to read
	      fun to write
	      make sense, and
	      have all their parts	

❓ 💬	Ask students: **What makes a good essay?** *ANSWER: Good essays are fun to read, fun to write, make sense, and have all their parts.*	
💬	**First, we're going to learn a mnemonic or tool good writers use to help us remember the process of writing. Next, we will learn a**	

	mnemonic or trick good writers use to figure out what we need to write about. Often when we are asked to write, we are given a prompt or a topic. The prompt or topic helps to guide our writing.	
💬	**1.4** Introduce Writing Process-POW Discuss that <u>writing is always a process</u>. **Writing is hard, but if we break it into smaller chunks, it makes it easier and more fun. Plus, we can all do hard things.**	
Optional 🌱 ❓	**1.5 Discuss background knowledge of the term process** **What is a process?** *(a series of actions or steps taken in order to achieve a particular end.)* **What are some processes you use in your life?** *(Examples: Brushing teeth, getting ready for bed, getting ready for school, making a sandwich, lining up for lunch)* **Why is it helpful to use a process?** *(It is helpful to break down big/long/complex tasks into smaller steps)*	

Step 2: POW + TAP

💬	**2.1 Introduce POW for writing process** For a process to be useful, we have to remember what the process is. **A mnemonic is a tool we can use to help us remember something. POW is a mnemonic we can use to remember the writing process. POW guides us through the writing process.** Go over parts of POW, discussing each. Emphasize: **POW is a trick good writers use, for many things they write.** Emphasize that a good way to remember POW is to remember that **POW gives you POWer for everything you write.**	

💬	**2.2 Learn parts of POW** **P = Pick an idea to start with – I will teach you what you need to think about when you pick your idea.** *{You may use TAP to analyze the prompt}* **O = Organize my notes – You will learn a mnemonic later to help organize your notes.** *(You may use a mnemonic called TREE to organize notes for Persuasive writing).* **W = Write and say more– we will use our notes to help us write and say more.**	
❓ 💬	**2.3 Check for Understanding: Writing Process** Ask students: **What mnemonic do good writers use to help remember the writing process?** ANSWER: *POW*	
💬 💬	**2.4 What does POW stand for?** *P = Pick an idea* *O = Organize my notes* *W = Write and say more*	
💬 💬 📋	**2.5 Introduce TAP** **We can use a mnemonic to help us pick our idea when we write. remember what to look for in the prompt. We can use the mnemonic TAP.** Go over parts of TAP, discussing each. You may direct students to look at the class poster, the graphic in their Student Folders, or other source. **T = Topic – pay attention to the topic you need to write about.** **A = Audience – Who is your reader? Who are you trying to entertain, persuade, or inform?** **P = Purpose – the genre (narrative, persuasive, or informational) and the form of the essay (narrative, persuasive, or informational** **Students, now we are going to practice TAP**.	

💬	**2.6 (TAP) T stands for Topic.** **Prompts have a lot of information in them.** **To make sure we include all the information in our plan and written response, we can label the important parts in the prompt. We will** *Underline the topic* **The parts are different in each prompt and in each genre.**	
💬	**2.7 (TAP) A stands for Audience.** **Sometimes, prompts will tell you your audience. Usually it is your class, principal, teachers, a company, or other students.** **If it is a story prompt or if the audience is not named, the audience is a teacher you don't know, but who knows a lot about writing.** **We will** ***Star the audience****	
💬	**2.8 (TAP) P stands for purpose. The purpose is the reason we are writing. If we are writing a story, the purpose might be to entertain. If we are writing a persuasive essay, our purpose is to try hard to convince our reader. If we are writing an informational essay, our purpose is to give our reader information.** **We will** *Circle the purpose (words that give clues to the genre and format)*	

Step 3: Introduce Genre & Form

❓ 💬	**3.1 Discuss term genre** **A writing genre means the kind of writing and the purpose of the writing. There are also genres in reading, music, and art. Examples of Music genres include R&B, country, pop, and jazz.** **Can you name some reading genres?**	

	Answers may include: *drama, comedy, tragedy, adventure, non-fiction, science-fiction, fantasy, romance*	
💬	**3.2 Discuss writing genres** **In writing for elementary school, we have three genres. Can anyone name those three genres?** They are: *persuasive, narrative, and informational writing.* **Can anyone tell me what persuasive writing means or give an example?** (Give ample wait time and probe to stimulate student responses) **Narrative? Informational?** (Discuss until you have a good working definition and at least one example for each genre. Record your class definition for each genre to use throughout the year.) **Class definitions** Persuasive: Narrative: Informational: **We need to learn how to identify which genre we are being asked to write about.**	
💬	**3.3 Introduce genre clue words** **If we are being asked to write a story, the prompt will usually include the word "story".** **If it is a persuasive prompt, it will usually include the word "convince" or "persuade" and let you know you need to convince the audience of your opinion.** **If it is an informational prompt, it will usually include the word "explain" OR "describe" OR "tell" and will focus on factual information.** **It is important to know your purpose for writing as each writing genre as different important parts. Later, we will learn more about each genre.**	

3.4 TAP the Prompt: Practice what we have learned

Pass out Lesson 0 Student Handout

Look at an example of each genre of prompt and determine what the important parts are in each of them. Let's use TAP to help us figure out what to write about. We will "TAP" the prompt.

> *Underline the topic*
> *Star the audience*
> *Circle the purpose (words that give clues to the genre and format)*

Prompt 1:
As you wake up, you realize that today is going to be different. You look in the mirror and see that you are 20 years older. Write a story about what happens the day you wake up 20 years older.

TAP the prompt:
As you wake up, you realize that today is going to be different. You look in the mirror and see that you are 20 years older. Write a story about what happens the day you wake up 20 years older. *teacher I don't know*

Prompt 2:
You have seen trash on the side of the road. You want to form a student group to clean up the trash. Write a speech to convince the students at your school to join the clean-up group.

TAP the prompt:
You have seen trash on the side of the road. You want to form a student group to clean up the trash. Write a speech to convince the *students at your school* to join the clean-up group.

Prompt 3:
Your teacher has asked the class to help third grade students learn about safety. Think about ways to stay safe at home or at school. Write a report for third grade students explaining ways to avoid accidents and stay safe.

Tap the Prompt:
Your teacher has asked the class to help third grade students learn about safety. Think about ways to stay safe at home **or** at school. Write a report for *third grade students* explaining ways to avoid accidents and stay safe.

3.5 We have practiced finding the important parts in a few writing

	prompts.	
	Next, we will learn more about each genre. Later, we will practice a bit more with finding the parts of a prompt.	

____ **Step 4. Introduce Narrative**

	If you are starting a new lesson, please go to the INTRODUCTION before moving to the next step.	
? ...	**4.1 Introduce narrative genre** **What is another word for the genre we call "Narrative"?** (allow students to respond). Answers: *story, tale, something made up, something that really happened to us or someone else* **Right, Narrative is a story. Narrative can be a story about something that really happened to you. We call this a personal narrative. It can be a story about something that never happened, a story that is made up.** **You, or someone you know, may be the main character. It could even be a made up character such as a unicorn or a troll** [insert known interests here].	
▤	**4.2** Pass out the Lesson 0 Student Handout .	
◯	**4.3 Look at your handout. Find the section called Narrative Prompts.** **Please read the examples of narrative prompts.** [This can be done in pairs, small groups, whole class, or a combination of these to allow teacher time with those who need more support] **As you read them, think about which ones <u>could have happened</u> and which ones must be <u>make believe/imaginary</u>.** **Also, note who the <u>main character</u> is in each.**	
	Prompts: 1. As you wake up, you realize that today is going to be different. You look in the mirror and see that you are 20 years older. Write a story about what happens the day you wake up 20 years older.	

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	2. Stormy weather has caused the electricity to go out. You cannot use your TV, computer, refrigerator, lights or anything else than runs on electricity. Write about one day without electricity. 3. Scientists have created a city that is at the bottom of the ocean. You have a chance to live in the underwater city for a day. Write a story about your day in the underwater city. 4. Think about a special person in your life. This person may or may not live with you. Write about one day you spent with this special person. 5. Think about a special place you have been or would like to go. It could be near your home or in a different part of the world. Write a story about one day you spend in this special place.	
? 💬	**4.4 What is alike in each of these prompts? What is different? What makes these prompts "narrative" genre?** ANSWER: *They are all asking students to write stories. In each of the prompts for narrative writing, the directions included "write a story," "tell about," or "write about" an event. That is how you know you need to write a narrative response; they ask you to write a story or write about an event that happened, could have happened, or that we imagine could happen.*	
🌱	*It is important to label all the parts in the prompt (and then to write about them).* *Identify what parts of the story are given to you in each of the prompts above. When we write, we would Note these on our graphic organizer or plan.* *When responding to the prompt, it is important to include ALL the given parts in your story. However, it is okay to make up the parts that are not given! In a story, not everything has to be true. It is okay to make things up to make your story exciting and interesting as long as the story makes sense.*	

____ **Step 5. Introduce Persuasive**

? 💬	**5.1 What is persuasive writing?** *"Persuasive" is a type of writing used to convince someone of something you believe.*	

	What was a time you had to convince someone?	
☑	**5.2** Pass out the Lesson 0 Student Handout .	
💬 ❓ 💬 ❓	**5.3 Look at your handout. Find the section called Persuasive Prompts.** **Please read the prompts.** **As you read them, think about what is alike and different in each prompt.** **What is alike in each prompt? What else is alike? What is different?** *ANSWER: All the prompts have "convince" or "persuade."* **What makes these prompts "persuasive"?**	
❓ 💬	**5.4 How do you know the prompt requires a persuasive response?** *(ANSWER: Often, a prompt will include the word "convince" or "persuade" or "opinion" in the instructions). What does "convince" mean? [Other words may include: sway, influence, argue, win over, urge, and others]*	
☑	**Prompts:** 6. Which school break do you believe is the best? Support your answer with reasons. 7. Should schools allow children to have more time at recess? Support your answer with reasons. 8. Should children be allowed to bring electronic devices to school? Support your answer with reasons. 9. Some students want to have drink and snack machines at your school. Many parents, however, think those foods are not healthy for students. 10. What do you think about having drink and snack machines in school? Write a letter to convince the principal that drink and snack machines should or should not be allowed at your school. 11. Your school is creating a Student Wall of Fame for students who	

	have done well in the classroom, in sports, or in the community. The principal will select students and put their names and pictures on the Wall of Fame. Write a letter to your principal about the student you think should be on the Wall of Fame. Convince the principal to select this student for the Wall of Fame. 12. You have seen trash on the side of the road. You want to form a student group to clean up the trash. Write a speech to convince the students at your school to join the clean-up group. 13. Your teacher wants your class to choose the next field trip. You can go anywhere in the world for as long as you would like. Where would you like to go? 14. Write a speech to convince your class and teacher that your field trip is the one to take. Include specific details to explain why your field trip would be the best. 15. Your principal is asking your class for ideas to improve the school. What change would you make to improve your school? Write a letter to convince your principal to make your change.	
💬	**5.5 Persuasive writing usually/frequently, but not always, includes your <u>opinion.</u> Often, you are asked to take a position or a side on an issue. You can use <u>facts</u> to persuade, but you are still defending your opinion. Trying to convince others of your opinion is what makes it persuasive writing.** **Please note that the last prompt has an extra task to consider: "Include specific details to explain". When you see extra requests for information, it is important that you plan to include them in your response to the prompt.**	
🌱	*It is important to underline ALL the parts given in the prompt (and then to write about all the given parts).* *Identify what parts of the essay are given to you in each of the prompts above. When we write, we would Note these on our graphic organizer or plan.*	

_____**Step 6. Introduce Informational**

? ⬭ ? ⬭ ⬭	**6.1 What does it mean to inform?** **What is an example of something written to explain?** *(Examples: instructions, textbooks, science reports, book reports).* **Informational writing is used to inform, or give factual information to people. Informational writing does not involve make-believe like stories and it does not include opinions like persuasive writing.** *How do you know the prompt requires an informative response? (ANSWER: All the prompts use either "describe" or "explain/explaining" and require the author to include factual information.)* **Look at the prompts on your handout. See what is alike and different in each prompt.**	
☰	**6.2 Prompts:** 16. You have been chosen to plan a field trip for your class. Think about one place that your class would like to visit. Where would you go and what would you do while you were there? In a letter to be read to your class, describe the field trip you have planned. 17. You have learned about many people who have made a difference in the world. You can help make the world a better place too. Think about how you could make the world safer, happier, or easier. In a report to be read to your class, explain what you could do now to improve the world or what you could do as an adult. 18. Your teacher has asked the class to help third grade students learn about safety. Think about ways to stay safe at home or at school. Write a report for third grade students explaining ways to avoid accidents and stay safe. 19. You have been chosen by a company to make a new product. Your product could be a food, a toy, a game, or any other item you want. Write a report for the company that describes your idea for a new product and explains how it can be used. 20. Your class is studying ways to stay healthy. Think about the kinds of foods students eat each day and the kinds of activities that help students get exercise. Write a report for students your age explaining ways to stay healthy.	

💬 ❔	**6.3 Please note that one of the prompts asks the author to both describe AND explain. It is important to include ALL the information requested in the prompt.** **How does "describe" and "explain" using facts differ from telling a story? From convincing someone?** (Allow ample wait time, ask students to brainstorm responses with a shoulder partner, wait to ask for responses until every child has his/her hand raised indicating they have an idea, probe students to stimulate responses)	

_____ **Step 7: Lesson Wrap up**

	7.0 TEACHER CHOICE: WRAP UP THE LESSON Provide a closing to the lesson that reminds the students of the goals and objectives in a way that feels appropriate to you as the teacher.	
	7.1 Emphasize that a good way to remember POW is to remember that it gives them POWer for everything they write.	
	7.2 Practice POW; Practice reviewing what each letter in POW stands for and why it is important (good writers use it often, for many things they write). Help as needed.	
	7.3 Remind students that we use TAP to help us figure out what we need to write about.	
	7.4 Practice TAP; Practice reviewing what each letter in TAP stands for and why it is important (good writers use it often, for many things they write). Help as needed.	
	7.**5 Announce test next session!** Tell students they will not be graded. They will be asked to demonstrate how well they know the steps of POW+TAP and how to use these mnemonics for writing an opinion essay, what makes a good essay, and what a good writer thinks, so they may want to practice on their own as well.	
	7.6 Determine if some of your students, who are having more trouble learning to write, need a little more help with this lesson, and plan for these students.	

Lesson 0 – STUDENT HANDOUT

T - Underline the topic
*A - *Star the audience**
P - Circle the purpose

1. As you wake up, you realize that today is going to be different. You look in the mirror and see that you are 20 years older. Write a story about what happens the day you wake up 20 years older.

2. Stormy weather has caused the electricity to go out. You cannot use your TV, computer, refrigerator, lights or anything else than runs on electricity. Write a story about one day without electricity.

3. Scientists have created a city that is at the bottom of the ocean. You have a chance to live in the underwater city for a day. Write a story about your day in the underwater city

4. Think about a special person in your life. This person may or may not live with you. Write a story about one day you spent with this special person.

5. Think about a special place you have been or would like to go. It could be near your home or in a different part of the world. Write a story about one day you spend in this special place.

6. Which school break do you believe is the best? Support your answer with reasons.

7. Should schools allow children to have more time at recess? Support your answer with reasons.

8. Should children be allowed to bring electronic devices to school? Support your answer with reasons.

9. Some students want to have drink and snack machines at your school. Many parents, however, think those foods are not healthy for students.

10. What do you think about having drink and snack machines in school? Write a letter to convince the principal that drink and snack machines should or should not be allowed at your school.

11. Your school is creating a Student Wall of Fame for students who have done well in the classroom, in sports, or in the community. The principal will select students and put their

names and pictures on the Wall of Fame. Write a letter to your principal about the student you think should be on the Wall of Fame. Convince the principal to select this student for the Wall of Fame.

12. You have seen trash on the side of the road. You want to form a student group to clean up the trash. Write a speech to convince the students at your school to join the clean-up group.

13. Your teacher wants your class to choose the next field trip. You can go anywhere in the world for as long as you would like. Where would you like to go?

14. Write a speech to convince your class and teacher that your field trip is the one to take. Include specific details to explain why your field trip would be the best.

15. Your principal is asking your class for ideas to improve the school. What change would you make to improve your school? Write a letter to convince your principal to make your change.

16. You have been chosen to plan a field trip for your class. Think about one place that your class would like to visit. Where would you go and what would you do while you were there? In a letter to be read to your class, describe the field trip you have planned.

17. You have learned about many people who have made a difference in the world. You can help make the world a better place too. Think about how you could make the world safer, happier, or easier. In a report to be read to your class, explain what you could do now to improve the world or what you could do as an adult.

18. Your teacher has asked the class to help third grade students learn about safety. Think about ways to stay safe at home or at school. Write a report for third grade students explaining ways to avoid accidents and stay safe.

19. You have been chosen by a company to make a new product. Your product could be a food, a toy, a game, or any other item you want. Write a report for the company that describes your idea for a new product and explains how it can be used.

20. Your class is studying ways to stay healthy. Think about the kinds of foods students eat each day and the kinds of activities that help students get exercise. Write a report for students your age explaining ways to stay healthy.

Lesson 1

Introduce TREE & Discuss Opinion Writing

- Persuasive writing
- Opinion writing
- TREE Mnemonic
- Key vocabulary

WE-WRITE: POW, TAP + TREE: *LESSON # 1 – Develop Background Knowledge*

Purpose: Develop Background Knowledge, Discuss it, Memorize it

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Objectives:
1. Introduce persuasive writing genre
2. Introduce opinion essays
3. Introduce TREE mnemonic for persuasive writing
4. Discuss and define key terms – mnemonics, writing prompt, essays, convince, opinion, persuade, reasons, explanations, prompt, encourage, change someone's mind, influence, position, claim, etc.

Learning Standards:
The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

(15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by categorizing ideas and organizing them into paragraphs; ***Readiness Standard***

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; ***Readiness Standard***

110.6 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; create brief compositions that:
- establish a central idea in a topic sentence;
- include supporting sentences with details and explanations;
- contain a concluding statement.

Materials	
• Mnemonic chart	• flash cards (*if desired*)
• TREE graphic organizer	• pencils
• transition word chart	• scratch paper
• L1 Teacher Resources	• student folders
• L1 Student Handout	

Vocabulary: mnemonics, writing prompt, essays, convince, opinion, persuade, reasons, explanations, prompt, encourage, change someone's mind, influence, position, claim

Step 1. Develop and Activate Prior Knowledge

🗨	**1.1 Remind students they are becoming Good Writers.** **In lesson 0 we discussed that good writers use strategies to help them write well. Today, we are going to learn another strategy to help with persuasive writing.**	

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	1.2 Ask What all good essays are
	
	Remind students we are <u>learning mnemonics for writing that will help them plan and write a good opinion essay</u>. Remind students that <u>there are other genres of writing, but we are starting with writing to persuade</u>.
	
	Good essays:
	   o *are fun to read*
	   o *fun to write*
	   o *make sense, and*
	   o *have all their parts*	

❓
 	
🗨
 	
💬
	1.3 Review POW: Writing process.
	 Ask students what mnemonics we have learned. **What was the first mnemonic we learned?** *(POW)*
	
	When do we use POW? *(Writing process)*
	
	What is the writing process? *(steps to complete for any writing)*
	
	When do we use the writing process? *(For any writing we do.* Ask students for examples. *Ex: Writing a letter? Completing social studies homework? Constructed response in math class?)*
	
	Go over parts of POW, discussing each. Emphasize: **POW** is a trick good writers use, for many things they write. Emphasize that a good way to remember POW is to remember that it **gives them POWer for everything they write.**
	
	   P = Pick an idea to start with
	   O = Organize my notes – you will learn a method for organizing
	        your notes later.
	   W = Write – we will use our notes to help us write and say more.	

1.4 Review Parts of TAP/Discuss each

When we think about the P in POW: "Pick my idea-" we can use this when we write anything: an email, thank you note, or creative story, BUT here at school we are often given a writing prompt. When we have a prompt, which mnemonic do we need to use? *(TAP).*

The P in POW is "pick an idea" the writer has to think about TAP so we TAP the prompt. Go over each part of TAP discussing each:

T = Topic – pay attention to the topic you need to write about. We are learning to write an opinion essay

A = Audience – Who is your reader? Who are you trying to entertain, persuade, or inform? In these lessons we are trying to persuade.

P = Purpose – the genre (narrative, persuasive, or informational) and the form of the essay (narrative, persuasive, or informational) In these lessons we are learning to persuade, and our purpose is to try hard to convince our reader to agree with us (mention that informational writing will come later)

To TAP the prompt, we will:

> *Underline the topic*
> **Star the audience**
> *Circle the purpose (words that give clues to the genre and format)*

Note to teachers: Take ownership of these mnemonics in these lessons with your students/co-workers. Be creative with your class to help them remember these mnemonic tools. In the past, teachers have created raps, songs, hand signals, even class themes (POWer Rangers). This is one way to help you and your students begin to take ownership of the mnemonic.
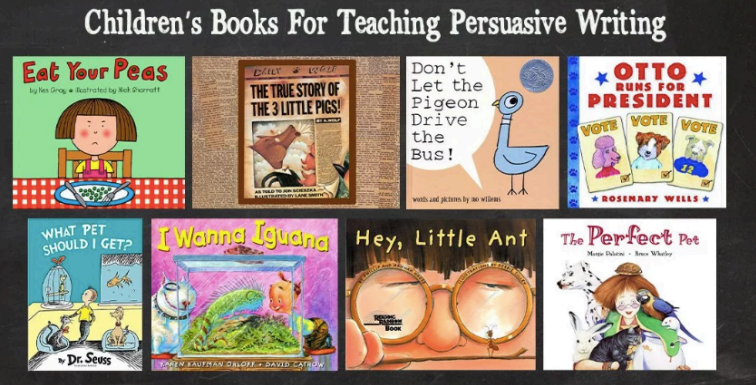
_____ **Step 2. Discuss It - Writing to persuade**

Note to teachers: *Discuss:* When in engaging in class discussion:

actively listen to the students and clarify to ensure you understand their points, allow for think time, encourage discussion and value each student's contribution to the discussion (avoid positive praise and give acknowledgement of their class contribution: "Thanks for sharing" "Explain what you mean by that," "tell me more," and encourage ALL students to participate in the discussion.

?	**2.1 Introduce opinion essays** **We are learning to write an opinion essay. What does it mean to persuade?** Ask students if they have heard the word persuade and what they think it means. (Help students understand they are writing to convince someone to agree with their opinion, though they may not always succeed – and that is okay)	
?	**2.2 Ask Guiding Questions:** 1. **What it means to persuade?** *(convince, change someone's mind, influence, encourage, state your opinion)* 2. **When have you been persuaded?** (*commercials, ads, movies, elections/debates, a friend*) 3. **What are sometimes you might want to persuade someone** *(e.g., persuade your mom to let you have some ice cream, convince teacher to not have homework, convince parent to buy a new video game, persuade babysitter to allow you stay up late)* 4. **What books have you read that try to persuade the audience?** (*Dear Mrs. LaRue, Don't Let the Pigeon Drive the Bus, Click, Clack, Moo, I Wanna Iguana*) 5. Discuss what students like about 1 or 2 sources, ask them questions such as: **Was it clear what the writer believed or what the writer wanted to persuade the reader about? What reasons did you like best, why? Did the writer say more about each reason to make it stronger? What made the ending good?**	
? 💬	**2.3 Choose 1 or 2 texts/books to discuss with the class.** (Ask them questions related to the genre of writing to persuade. Make sure to use the vocabulary discussed in this lesson while questioning: Was it clear what the writer believed? Was it clear what the writer wanted to persuade the reader about? What was the opinion of the author? What was the position of the author? How did the author try to convince you to agree with them? What reasons did you like best? Why? Did the writer say	

	more about each reason to make it stronger? What made the ending or conclusion good? Were you persuaded by the author? Why/why not?) Children's Books For Teaching Persuasive Writing	
💬	**2.4 Opinion essays (or writing to persuade)** **Writing a powerful opinion essay tells the reader what your position is, gives the reader at least three facts or ideas why you have selected it, and has a good concluding statement. Remember, you want to try to convince the reader to agree with you!** (You will be practicing this with them, so just be sure they have the idea here).	
💬	**2.5 Makes sense & has all its parts** **A powerful opinion essay <u>makes sense and has all its parts</u> - we will learn a mnemonic or trick for remembering the parts of writing to persuade. This mnemonic is the trick we will use to help us organize our notes.**	

> *Note to teachers:* It is important to have posters/displays of the mnemonics and resources in your room. Please use the provided supplemental materials to do this or create your own that align with your class theme. It is helpful to provide a place in the room for students to refer to the mnemonics as needed throughout the lessons.

_____ **Step 3: Discuss Good Opinion Essays**

💬	**3.1 Discuss and identify what makes a good opinion essay.** **Good opinion essays have all the important parts:** *tells the reader what you believe {your position}* *gives the reader at least three reasons why you believe it*	

• *explains the reasons or gives examples for each reason* • *has a good ending/concluding statement* • *might convince your reader to agree with you* (Remind students that **you aren't always going to get others to agree with you**, and **we can learn from each other reading and talking about what we believe**. To have the best chance at getting a reader to agree with what you think, a writer has to think, plan, and write a really powerful essay for that reader. It is important to remember that **it is NOT a failure if someone doesn't agree after reading your essay…no matter how effectively persuasive you were in your essay!)**	

_____ **Step 4: Describe and Discuss TREE Mnemonics**

🗩 ▤	**4.1 TREE** **Today we will learn a new mnemonic, TREE. The TREE mnemonic will help you plan, organize your notes, and write a good opinion essay.** Turn to the TREE chart in your writing folder. Emphasize: TREE is a mnemonic good writers use for organizing their notes to write powerful <u>opinion essays</u>. Remind students there are other mnemonics for other genres. Good writers use POW for all kinds writing. The O: Organize my notes changes to fit the needs of the genre or writing task. The mnemonic to organize notes for persuasive writing is TREE. Writers would not use TREE to organize a narrative essay)	

> *Note to teachers: This can be done several ways: Write each part on the board or overhead as you discuss it, make a poster (or use the one provided) or overhead and uncover each part as you discuss it, or another technique you are comfortable with.*

	4.2 Parts of TREE
	
	Pass out L1 Student Handout
	
	Go over parts of **TREE**. **Let's look at the parts of writing to persuade**. Go over each part of **TREE** and how it relates to a living tree.
	
	  T- Topic Sentence: Tell what you believe (state your position)
	  R- Reasons: 3 or more, tell why you believe it. To think of powerful reasons, we have to think of our reader. What reasons will convince the reader?
	  E- Explain: Explain or give an example of each reason.
	  E-Ending: Write a good ending sentence or concluding statement.
	 Wrap it up right!	

	4.3 T – Topic **T = Topic sentence** – Your topic sentence should catch the reader's attention and tell the reader what you believe! **The topic sentence is like the trunk of a tree – it is strong and every part of the tree is connected to it.** Examples of good topic sentences include: - **If parents and teachers love kids so much, why are they trying to take away our chance to have fun on the weekends? <u>Students should never have school on the weekends!</u>** - **<u>Every child should have a pet at least once in their life.</u>** - **No one should be expected to work for free, and this means kids, too. <u>Kids should be paid for good grades.</u>** - **Put down your phones, tablets, and computers! <u>Too much technology is bad for children.</u>** - **Children and technology are the future of America, and therefore, <u>children should be allowed to use technology as much as possible.</u>** Ask students: **Which of the topic sentences above did you like? Can you state the writer's position? Discuss why they liked them and how they knew the position or what the author believed?**	
	4.4 Reasons (3 or more) **R = reasons** – 3 or more – this is telling the reader the reasons for your position or why you believe what you believe. The reasons are	

	like the roots of a tree. They support the trunk. The more powerful the roots (or reasons), the stronger the trunk will be.	
	4.5 Explain **E =Explain – say more about each reason or give examples.** Explain to students in addition to grabbing the reader with a good start and presenting our reasons for the topic **we need to provide additional information including details and examples to help the reader understand each reason**. Tell students <u>when they write their supporting details and examples, they can</u> **ask themselves: Do these details and examples make sense? Will they help convince the reader of the topic?**	
	4.6 Ending **E=Ending– The ending or conclusion statement should sum up all of the reasons and remind the reader of your position or claim. It is should "Wrap it up right". The ending is like the earth. It wraps around the roots (like wrap it up right).**	

_____ **Step 5: Practice memorizing TREE (Optional)**

	5.1 Practice TREE <u>Practice TREE</u>; Practice reviewing what each letter in TREE stands for and why it is important. Help as needed. Options for practice – have students: (See the list of memorization strategies listed at end of this lesson for ideas to keep the students engaged throughout the memorization phase of these lessons) • Write TREE on scratch paper and say what each letter means. • Quiz each other in partners or small groups. • Practice the mnemonic aloud.	

Note to teachers: Use your creative judgement to have students practice TREE. This is repeated at the end of each lesson so creating a toolbox of ways to practice helps to keep students engaged.

_____Step 6: Lesson Wrap Up

	6.0 TEACHER CHOICE: WRAP UP THE LESSON Provide a closing to the lesson that reminds the students of the goals and objectives in a way that feels appropriate to you as the teacher.	
	6.1 Practice POW, TAP, & TREE (Optional) Practice POW, TAP, and TREE mnemonics (*if time permits*) You can have students: • Write out POW, TAP, and TREE on scratch paper. • Quiz each other in partners or small groups. • Practice the mnemonics aloud. • Use flashcards to quiz each other	
	6.2 Announce test Announce test next session! Tell students they will not be graded. They will be asked to demonstrate how well they know the steps of POW+TAP+TREE and how to use these mnemonics for writing an opinion essay, what makes a good essay, and what a good writer thinks.	
	6.4 Student Folders Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass folders out for the next lesson.	
	6.5 Reflect on student needs Determine if some of your students, who are having more trouble learning to write, need a little more help with this lesson, and plan for these students.	

Lesson #1 - Student Handout

Good essays:
- *are fun to read*
- *fun to write*
- *make sense, and*
- *have all their parts*

Example topic sentences

- If parents and teachers love kids so much, why are they trying to take away our chance to have fun on the weekends? <u>Students should never have school on the weekends!</u>

- <u>Every child should have a pet at least once in their life.</u>

- No one should be expected to work for free, and this means kids, too. <u>Kids should be paid for good grades.</u>

- Put down your phones, tablets, and computers! <u>Too much technology is bad for children.</u>

- Children and technology are the future of America, and therefore, <u>children should be allowed to use technology as much as possible.</u>

POWERFUL PERSUASIVE ESSAY WRITING
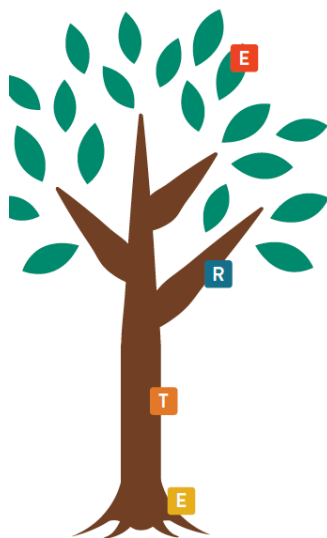
T — **TOPIC SENTENCE**
Tell what you believe!

R — **REASONS**
(3 or more)
Why do I believe this? Will my readers believe this?

E — **EXPLAIN REASONS**
Say more about each reason.

E — **ENDING**
Wrap it up right!

POW

- **P** Pick my idea (TOPIC, AUDIENCE, PURPOSE)
- **O** Organize my notes
- **W** Write and say more

TAP

- **T** Topic
- **A** Audience
- **P** Purpose

TREE
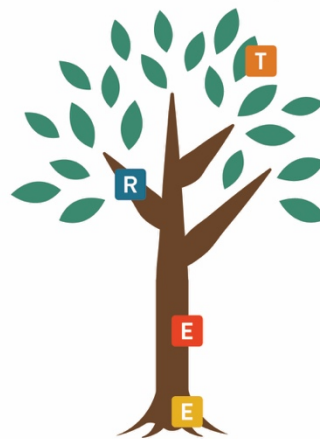
- **T** **TOPIC SENTENCE**
  Tell what you believe!

- **R** **REASONS** (3 or more)
  Why do I believe this?
  Will my readers believe this?

- **E** **EXPLAIN OR EXAMPLE FOR THE REASON**
  Say more about each reason.

- **E** **ENDING**
  Wrap it up right!

Teacher: Options for Memorizing the Mnemonics

1. Write the mnemonic on scratch paper and say what each letter means
2. Quiz each other in partners or small groups
3. Respond chorally to the teacher
4. Quiz themselves using flash cards
5. Students could unscramble the strategies cut-up sentence strips or typed pieces of paper and place the strategies in order. The same activity could be done on a computer in PowerPoint or with SMARTboard software.
6. Teachers shrink a list of steps and tape it to students' desks for reference until they have memorized all of the steps.
7. Create a fill in the blank page where students only complete parts of the steps.
8. Students create a chant or song to remember the steps.
9. Students could be audio or video recorded doing a chant or song to remember the steps. This could be posted on a class website or available for students to listen to in the classroom as a review.
10. Students select motions that correspond with each step.
11. Students draw pictures to depict the action of each step.
12. Students write out the steps on a blank piece of paper.
13. Students teach a younger peer buddy the steps of each mnemonic.
14. Laminated copies of the cue cards are available for students to quiz each other during centers/stations, morning jobs, when they finish work early, etc.
15. When waiting in line, whisper to a partner the steps of each mnemonic

16. Play concentration with the cue cards.
17. Play jeopardy to review all the steps. (For example, "You do this to identify what you have to write about." Answer: What is TAP the prompt?)
18. Teacher reads a story aloud, and students hold up cue cards when they hear the corresponding parts.
19. Students create charts of the steps to post around the classroom.

POW

P Pick my idea (TOPIC, AUDIENCE, PURPOSE)

POW

W Write and say more

POW

P Pick my idea (TOPIC, AUDIENCE, PURPOSE)

O Organize my notes

W Write and say more

POW

O Organize my notes

TAP Flash Cards

TREE Flash cards

TREE

R REASONS *(3 or more)*
Why do I believe this?
Will my readers believe this?

TREE

E ENDING
Wrap it up right!

TREE

T TOPIC SENTENCE
Tell what you believe!

TREE

E EXPLAIN OR EXAMPLE
FOR THE REASON
Say more about each reason.

Lesson 2

Review good opinion essay example

Identify parts of TREE in example essay

- Underline and/or label

Introduce and Discuss #Note-taking strategy

Teacher models note-taking

- Using the example essay teacher models what notes the author might have written: backwards note-taking

Introduce & Discuss Transition Words

- Identify in essay and include on notes

WE-WRITE: POW, TAP + TREE: *LESSON # 2 – Discuss It, Memorize It*

Purpose: Activate Background Knowledge, Discuss It, Memorize it

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Objectives:
1. Review good writing
2. Review writing to persuade
3. Review TREE
4. Identification of TREE parts in essay example
5. Students will be familiar with the following term: **making notes**, **Hashtag Talk/HASHTAG#/Text talk**
6. Teacher models backwards note-taking
7. Teacher introduces transitions words

Learning Standards:
<u>The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.</u>

(15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by categorizing ideas and organizing them into paragraphs; *Readiness Standard*

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; *Readiness Standard*

110.6 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; create brief compositions that:
- establish a central idea in a topic sentence;
- include supporting sentences with details and explanations;
- contain a concluding statement.

Materials
- Mnemonic chart
- L2 Student Handouts
- TREE graphic organizer
- transition word chart

- flash cards (if desired)
- pencils
- scratch paper
- student folders

Vocabulary: notes, hashtag (or text talk or caveman talk)

____ Step 1: Develop & Activate Prior Learning

	1.1 Remind students they are becoming Good Writers. **Remember, good writers use strategies to help them write well. We are working on learning strategies to help us when we write so we can become good writers too!**	

	1.2 Good essays
	Remind students we are learning strategies for writing that will help them plan and write a good opinion essay. Remind students that there are other genres of writing, but we are starting with writing to persuade.
	
	All Good essays:
	  o *are fun to read*
	  o *fun to write*
	  o *make sense, and*
	  o *have all their parts*	

____ Step 2. Review-Test POW+TAP and TREE

| | **2.1 Review/Test POW**

What was the first mnemonic we learned? *(POW)*
When do we use POW? *(Writing process)*
What is the writing process? *(steps to complete for any writing)*
When do we use the writing process? *(For any writing we do. Ask students for examples? Ex: Writing a letter? Completing social studies homework? Constructed response in math class?)*

Let's Review the parts of POW:

P = Pick an idea
O = Organize my notes
W = Write and say more | Teachers, you can choose to gradually release students from reviewing the mnemonics together to TESTING their knowledge of the mnemonics by writing on a scratch paper, quizzing partners, respond aloud, using flashcards. |

	2.2 Review/Test TAP	
	When we think about the P in POW: "Pick my idea-" we can use this when we write anything: an email, thank you note, or creative story, BUT here at school do you always get to pick your own idea? (*No*)	
	Often times you are given a writing prompt. When we have a prompt, which mnemonic do we need to use? *(TAP)*.	
	Review parts of TAP:	
	T = Topic – pay attention to the topic you need to write about. We are learning to write an opinion essay.	
	A = Audience – Who is your reader? Who are you trying to entertain, persuade, or inform? In these lessons we are trying to persuade.	
	P = Purpose – the genre (narrative, persuasive, or informational) and the form of the essay (narrative, persuasive, or informational) In these lessons we are learning to persuade, and our purpose is to try hard to convince our reader to agree with us (mention that informational writing will come later). We often look for clue words to help us find the purpose.	
	Optional: You may want to review some clue words for genres that help to identify the purpose.	
	To TAP the prompt, we will:	
	<u>Underline</u> the topic *Star the audience* Circle the purpose (words that give clues to the genre and format	
	2.3 What genre of writing are we currently working on? *Persuasive writing*	
	What does it mean to persuade? *To try to convince someone to agree with you*	
	(Remind students that <u>you aren't always going to get others to agree with you</u>, and <u>we can learn from each other reading and talking about what we believe</u>. To have the best chance at getting a reader to agree with what you think, a writer has to think, plan, and write a really powerful essay for that reader. It is important to remember that <u>it is NOT a failure if someone doesn't agree after reading your essay…no</u>	

	matter how effectively persuasive you were in your essay!)	

	2.4 Review/Test TREE
	
	Remember, all good essays have ALL THEIR PARTS. What mnemonic do we use to write a really powerful persuasive essays that helps us to include all of the parts? *TREE*
	
	Review parts of TREE:
	
	  T- Topic Sentence: Tell what you believe (state your position)
	  R- Reasons: 3 or more, tell why you believe it. To think of powerful reasons, we have to think of our reader. What reasons will convince the reader?
	  E- Explain: Explain or give an example of each reason.
	  E-Ending: Write a good ending sentence or concluding statement. Wrap it up right!	

	2.5 *Memorize.* Ask the students **why is it important that they memorize each step of these tricks** (Answers should include: *I won't have a paper with the steps on it when I take the test; it will help me remember what to do; it will help me organize my ideas no matter where I am; the teacher won't always be there to remind of the steps, so if I memorize them, they are always with me in my mind*) *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	
	2.6 OPTIONAL: Test to see if students remember POW, TAP, and TREE. Be sure students remember that TREE is the trick for O. Ask students what each letter stands for and why it is important. *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	

POW

P Pick my idea (TOPIC, AUDIENCE, PURPOSE)

O Organize my notes

W Write and say more

TAP

T Topic

A Audience

P Purpose

TREE

T **TOPIC SENTENCE**
Tell what you believe!

R **REASONS** *(3 or more)*
Why do I believe this?
Will my readers believe this?

E **EXPLAIN OR EXAMPLE
FOR THE REASON**
Say more about each reason.

E **ENDING**
Wrap it up right!

____ **Step 3. Discuss It: Note Making**

💬	**3.1 Discuss the concept of notes** Discuss examples of <u>when and why someone would make notes</u>. Examples include: *teachers use notes when they create webs on the board or when they make a to do list, parents use notes when they write things on a calendar or when they make a grocery list. Have students generate some examples of when they might make notes on their own.*	
💬	**3.2** Explain to students that **good writers plan and make notes before writing**. Discuss with students that **notes are short phrases to help us remember what we want to write**. **We can change our notes later to add or change details or events in our story**. Tell students the **notes are written like Hashtag# (Text Talk)**. Write an example of **HASHTAG#** (Text Talk)	
❓	**3.3** Ask the students **why do people make notes before writing**? Discuss with students that **making notes is faster than writing whole sentences**.	
❓ 💬	**3.4** Ask students **How will making notes before they write will help them when they need to write a story**? (Answers should include: *they will help me remember my ideas, they will help me write faster, they will help me be sure I have all my parts).*	

_____Step 4. Find **TREE in an Essay** and **Teacher Models Making Notes on Graphic Organizer**

💬 📋	4.1 Tell students you will **read and examine a prompt and an opinion essay**. While reading, you will **look to see if the writer included all of the parts**. Give students a copy of the L2 Student Handout :	
💬 🧑‍🏫	4.2 **Let's read the prompt and use TAP to figure out what we need to write about.** Ask students to read along silently while you read the prompt. Is it better to live in the city or country? **What is the topic?** Underline the topic (*better live in city OR country*) **What is the audience?** Star the audience. (*teacher we don't know*) **What is the purpose?** Circle the purpose. (*better, city or country – opinion*) **Are there other important parts we need to be sure to include? The prompt gives us clues about what we need to write about. It helps us make a good plan for writing.** **Now that we know what we are to write about, we need to remember what parts we need to include. What kind of essay are we being asked to write?** *(opinion)* **What mnemonic/mnemonic/trick helps us write an opinion essay?** *(TREE)*	

💬	4.**3 Review parts of TREE**
	Remind students of the parts:
	  T- Topic Sentence: Tell what you believe (state your position)
	  R- Reasons: 3 or more, tell why you believe it. To think of powerful reasons, we have to think of our reader. What reasons will convince the reader?
	  E- Explain: Explain or give an example of each reason.
	  E-Ending: Write a good ending sentence or concluding statement. Wrap it up right!	

🧑‍🏫 📋	**4.4 Display Graphic Organizer** Remind students that you will use the TREE graphic organizer to write the parts in note form. Put graphic organizer on board or use chart. Make sure to **number the reasons** as you are doing this.	

	T	_____
	R₁	_____
	E₁	_____
	R₂	_____
	E₂	_____
	R₃	_____
	E₃	_____
	End	_____

Create # notes based on the essay example/Backwards note-planning

Give students a copy of the persuasive essay: Is it better to live in the city or country?

Ask a student to read the essay aloud while the other students read along silently

NOTE: There is not a need for teachers to read aloud in most instances; students are capable and benefit from the practice and the perpetual expectation that they will read for themselves.

4.5 Have students **identify the topic sentence**.

Note: the essay does NOT start with yes or no! *(This is important to note because many students often begin writing with answering the prompt instead of stating their opinion in response to the prompt)*

Label the topic sentence with a T, then create the notes that the author might have used when planning for this essay.

Write notes for the topic sentence in the graphic organizer, emphasizing that you need just a few words.

**Example of notes provided at the end of the lesson

4.6 **Identify reasons and examples**

Have students **identify the reasons**. Number each reason as you make notes on the graphic organizer (R1, R2, R3). Students can suggest how you would write the notes.

Ask students **Do the reasons make sense? Discuss how the reasons support the topic sentence and make sense.**

Have students identify any **explanations or examples.** Make notes on the graphic organizer (E1, E2, E3). Students can suggest how you would write the notes.

4.7 Identify the ending

Have students identify the ending sentence. Label the ending on the essay (End).

Did the author remind the reader of their position or claim? Did the author end with summing up all of the reasons for the stance they took? Does the writer wrap it up right?

If not, what would be a better ending? Make notes on the graphic organizer

4.8 Transition words

Review <u>transition words</u> –**words writers use to show that a reason is being given**. In persuasive writing, **a transition word tells readers that a reason is going to come next**. Remind students that **every reason has to start with a transition word**. Use transition words **connect your ideas and make your writing flow**.

Go over the chart of transition words in the Student Folders

Transition Words	
My first reason*	My third reason
One reason	My final reason
Another reason	Finally
Another important reason	In conclusion
One more reason	
An additional reason	*Remember – Do not
A second reason	use only First,
	Second, Third
Attention getters	**Wrap it up right**

	Fun statement Connect to reader Question Interesting and Exclamation engaging Short story Restate belief Interesting fact Summarize reasons Have students **find the transition words in the essay**.	
	Options for checking for understanding parts: • Did this essay have all of its parts? How do we know? • Do you see how the #notes were written and then turned into complete sentences in the essay? How do #notes help us as writers? • Why should I plan and write notes? • Do you see how TREE could help you organize your thoughts to answer a persuasive prompt? • Respond orally	

____ Step 6. Lesson Wrap Up

	6.0 TEACHER CHOICE: WRAP UP THE LESSON Provide a closing to the lesson that reminds the students of the goals and objectives in a way that feels appropriate to you as the teacher.	
	6.1 Practice POW, TAP, & TREE (Optional) **Practice POW, TAP, and TREE mnemonics (*if time permits*)** You can have students: • Write out POW, TAP, and TREE on scratch paper. • Quiz each other in partners or small groups. • Practice the mnemonics aloud. • Use flashcards to quiz each other	
	6.2 Announce test Announce test next session! Tell students they will not be graded. They will be asked to demonstrate how well they know the steps of POW+TAP+TREE and how to use these mnemonics for writing an opinion essay, what makes a good essay, and what a good writer thinks.	
	6.3 Student Folders Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass folders out for the next lesson.	

| | **6.4 Reflect on student needs**

Determine if some of your students, who are having more trouble learning to write, <u>need a little more help with this lesson, and plan for these students</u>. | |

Lesson #2 – Teacher Resources

Example 1: City/country   *Approaches* | Meets | Exceeds

READ the information in the box below.

> "Choose to live in a place where your eyes are always open to the positive possibilities."
> -Ralph Marston

THINK about the pros and cons of living in either a city or in the country.

WRITE an essay giving your opinion about whether it would be better to live in the city or in the country.

I think it is better to live in the country than the city. First reason, country living is fun because you can play in the fields and woods. Second reason, when you live in the country you get to work with the animals. Third reason, the country has clean air. Finally, the country is so quiet at night that you can hear the bugs sing. The country is where I would like to live because then I would have more fun, feel better, and get to be with the animals.

Notes example

        T: Country better
        R:

First reason   1. fun
Second reason   2. animals
Third reason   3. Clean air
Finally   4. Quite-bugs sing
        E: live in country

Marked up version

I think it is better to live in the country than the city (topic). **My first reason** (transition word), country living is fun because you can play in the fields and woods. **My second reason** (transition word), when you live in the country you get to work with the animals. **My Third reason**(transition word), the country has clean air. **Finally** (transition word), the country is so quiet at night that you can hear the bugs sing. The country is where I would like to live because then I would have more fun, feel better, and get to be with the animals (ending).

Lesson #2 – Teacher Resources

Example Essay 2: City/country   Approaches | *Meets* | Exceeds

READ the information in the box below.

> "Choose to live in a place where your eyes are always open to the positive possibilities."
> -Ralph Marston

THINK about the pros and cons of living in either a city or in the country.

WRITE an essay giving your opinion about whether it would be better to live in the city or in the country.

   Living in the city is like a new adventure every single day. Some people like the quiet life of the country, but for me I want to be in the busy life of the city experiencing new people and adventures every day. To me, it is clear that living in the city is better than living in the country. To begin, the city is packed full of people. With tons of people come new friends to meet, new cultures to experience, and "people watching." Then there is the food! The city life brings tons of restaurants and cultures sharing their foods which is making my mouth water just thinking about it. Most importantly though is the city offers a BAZILLION things to do. Museums, aquariums, sporting events, and theme parks can not be found in the country! So if you like to be bored then go live in the country but if you like to meet new people, eat yummy food, and go cool places then you will agree that living in the city is way more fun!

Example Essay 3: City/country   Approaches | Meets | *Exceeds*

READ the information in the box below.

"Choose to live in a place where your eyes are always open to the positive possibilities."
                                                                -Ralph Marston

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THINK about the pros and cons of living in either a city or in the country.

WRITE an essay giving your opinion about whether it would be better to live in the city or in the country.

   Sitting in the back yard underneath the dark, twinkling sky listening to nothing but the wind and sounds of the crickets chirping while looking up at the stars twinkling in the sky OR the WEEEOOOWEEEOOO of the ambulance, cars honking, and people bustling? Obviously, living in the country is SO MUCH better than living in the city.

   To begin with, living in the country is so much FUN! Exploring in the woods, building forts, and climbing trees is awesome. It is way more fun to explore in real life than play a video game pretending to explore! Also, all that exploring in nature of the country is incredible exercise. By being a kid playing with friends outside means I am NOT just watching tv, and that is a great thing for my health. The best reason is that you get to play with animals. From taking care of the chickens to running around in the fields with the dog, the country has many more animals to play with than the city.

   It seems to me that it is clear that living in the country is so much better than living in the city. Instead of being surrounded by people, cars, and stores in the city, in the country you can be free to get healthy in a fun way by exploring and playing in nature and with animals!

Notes example

To begin with	T	Country better
	R_1	Fun
	E_1	Woods/forts/climb
also	R_2	Exercise
	E_2	Outside running
The best reason	R_3	animals
	E_3	Chicks/dogs
	End	Live in country

Lesson #2 – Teacher Resources

Example 4: Outside recess   *Approaches* | Meets | Exceeds

Should Children Have to Go Outside for Recess?

Everyone should have to go outside for recess. One reason everyone should go outside is because children need to move their bodies. Another reason for going outside is it is hard to sit in one place all day. Another good reason for going outside is that you get to meet kids from different grades and classes. A final reason for going outside is to play sports. These are the reasons why kids should go outside for recess.

Marked up version

Everyone should have to go outside for recess (topic). **One** (transition word) reason everyone should go outside is because children need to move their bodies. **Another** (transition word) reason for going outside is it is hard to sit in one place all day. **Another** (transition word) good reason for going outside is that you get to meet kids from different grades and classes. A **final** (transition word) reason for going outside is to play sports. These are the reasons why kids should go outside for recess (ending).

Notes example:

             T: Yes recess
             R:
One reason   1. Move bodies
Another reason   2. Hard to sit
Another good reason   3. Meet people
Final reason   4. Sports
             E: should have recess

Lesson #2 – Teacher Resources

Example 5: Outside recess   Approaches | *Meets* | Exceeds

Should Children Have to Go Outside for Recess?

Everybody needs a break, and kids are no exception. Recess is important for children. I have three reasons to make you understand and agree. To start with it is important for kids to move their bodies. After sitting still and concentrating for hours, we need to get physical and get our wiggles out. Another thing is that it is hard to stay seated all day. I don't think it is healthy either. Kids also need to have time with friends. We like to visit and play. We don't get to talk very much during class so going outside is a good chance to catch up and make new friends. Finally, we like to play sports. Outside time is great for a soccer game or a pickup game of basketball or wall ball. So, as you can see recess is important in many ways.

Lesson #2 – Teacher Resources

Example 6: Outside recess   Approaches | Meets | *Exceeds*

Should Children Have to Go Outside for Recess?

"Time for recess!" These words are music to my ears as a student. Some schools are trying to take away kids recess so they can have more time learning, but that is INSANE! Kids have to have recess or else there is no learning that will happen!

For starters, it is hard for kids to sit still for long periods of time. It's like electricity moving through our body that just makes us want to bounce, and run, and tap things, and poke people. Without recess, kids don't have an outlet to let out this electricity and we just end up buzzing around the room like crazy charged electrons.

Let's not forget the poor teachers! Teachers NEED kids to have recess because it helps get the energy out, calms kids down, and we behave better in the classroom. This means teachers aren't pulling their hair out saying "Please sit down. Please pay attention. I'm gonna call your mom." And they can actually teach us more.

So any person with a brain can see that kids must be able to have recess at school because asking kids to sit down ALL DAY LONG is just cruel and unusual punishment to both kids and teachers!

Lesson #2 - Student Handout

READ the information in the box below.

> "Choose to live in a place where your eyes are
> always open to the positive possibilities."
>
> -Ralph Marston

THINK about the pros and cons of living in either a city or in the country.

WRITE an essay giving your opinion about whether it would be better to live in the city or in the country.

TAP the prompt
Underline the topic
Star the audience
Circle the purpose

Lesson #2 - Student Handout

READ the information in the box below.

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> always open to the positive possibilities."
>
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THINK about the pros and cons of living in either a city or in the country.

WRITE an essay giving your opinion about whether it would be better to live in the city or in the country.

      I think it is better to live in the country than the city. First reason, country living is fun because you can play in the fields and woods. Second reason, when you live in the country you get to work with the animals. Third reason, the country has clean air. Finally, the country is so quiet at night that you can hear the bugs sing. The country is where I would like to live because then I would have more fun, feel better, and get to be with the animals.

	Found in essay	My thoughts
T		
R_1		
E_1		
R_2		
E_2		
R_3		
E_3		
End		

Transition Words

Common transitions		Attention getters	Wrap it up right
My first reason*	My third reason	Fun statement	Connect to reader
One reason	My final reason	Question	Interesting and
Another reason	Finally	Exclamation	engaging
Another important	In conclusion	Short story	Restate belief
reason		Interesting fact	Summarize reasons
One more reason	*Remember – Do not		
An additional reason	use only First,		
A second reason	Second, Third		

Should Children Have to Go Outside for Recess?

Everyone should have to go outside for recess. One reason everyone should go outside is because children need to move their bodies. Another reason for going outside is it is hard to sit in one place all day. Another good reason for going outside is that you get to meet kids from different grades and classes. A final reason for going outside is to play sports. These are the reasons why kids should go outside for recess.

	Found in essay	My thoughts
T		
R_1		
E_1		
R_2		
E_2		
R_3		
E_3		
End		

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	Found in essay	My thoughts
T		
R_1		
E_1		
R_2		
E_2		
R_3		
E_3		
End		

Transition Words

Common transitions		Attention getters	Wrap it up right
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	Found in essay	My thoughts
T		
R$_1$		
E$_1$		
R$_2$		
E$_2$		
R$_3$		
E$_3$		
End		

Lesson #2 - Student Handout

READ the information in the box below.

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	Found in essay	My thoughts
T		
R_1		
E_1		
R_2		
E_2		
R_3		
E_3		
End		

Transition Words

Common transitions		Attention getters	Wrap it up right
My first reason*	My third reason	Fun statement	Connect to reader
One reason	My final reason	Question	Interesting and
Another reason	Finally	Exclamation	engaging
Another important	In conclusion	Short story	Restate belief
reason		Interesting fact	Summarize reasons
One more reason	*Remember – Do not		
An additional reason	use only First,		
A second reason	Second, Third		

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For starters, it is hard for kids to sit still for long periods of time. It's like electricity moving through our body that just makes us want to bounce, and run, and tap things, and poke people. Without recess, kids don't have an outlet to let out this electricity and we just end up buzzing around the room like crazy charged electrons.

Let's not forget the poor teachers! Teachers NEED kids to have recess because it helps get the energy out, calms kids down, and we behave better in the classroom. This means teachers aren't pulling their hair out saying "Please sit down. Please pay attention. I'm gonna call your mom." And they can actually teach us more.

So any person with a brain can see that kids must be able to have recess at school because asking kids to sit down ALL DAY LONG is just cruel and unusual punishment to both kids and teachers!

	Found in essay	My thoughts
T		
R_1		
E_1		
R_2		
E_2		
R_3		
E_3		

Lesson 3

Identify TREE in essay with POOR reasons

Make #notes from essay

Revise notes to include stronger reasons that make sense

Introduce million dollar words

WE-WRITE: POW,TAP + TREE with Reasons that Make Sense: *LESSON # 3*

Purpose: Activate Background Knowledge, Discuss It, Memorize it, Have reasons make sense

Objectives:
1. Review good writing
2. Review writing to persuade
3. Review POW+TAP+TREE
4. Identification of TREE parts in essay example (with poor reasons)
5. Students will be familiar with the following term: **making notes**, **HashTag#/Text talk**
6. Teach recognizing weak/strong reasons and **creating reasons that make sense**
7. Introduce million dollar words

Learning Standards:
The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

(15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by categorizing ideas and organizing them into paragraphs; *Readiness Standard*

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; *Readiness Standard*

110.6 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; create brief compositions that:
- establish a central idea in a topic sentence;
- include supporting sentences with details and explanations;
- contain a concluding statement.

Materials
- Mnemonic chart
- Lesson #3 Student Handout
- L3 Teacher Resources
- TREE graphic organizer
- transition word chart

- flash cards (*if desired*)
- scratch paper
- student folder
- pencils

Vocabulary: reasons, explanations, notes, weak, strong

Step 1: Develop & Activate Prior Learning

	1.1 Remind students they are becoming Good Writers. **Remember, good writers use strategies to help them write well. We are working on learning strategies to help us when we write so we can become good writers too!**	

	1.2 Good essays
	Remind students we are learning strategies for writing that will help them plan and write a good opinion essay. Remind students that there are other genres of writing, but we are starting with writing to persuade.
	
	All Good essays:
	    o *are fun to read*
	    o *fun to write*
	    o *make sense, and*
	    o *have all their parts*	

Step 2. Review-Test POW+TAP and TREE

	2.1 Review/Test POW **What was the first mnemonic we learned?** *(POW)* **When do we use POW?** *(Writing process)* **What is the writing process?** *(steps to complete for any writing)* **When do we use the writing process?** *(For any writing we do.* *Ask students for examples? Ex: Writing a letter? Completing social studies homework? Constructed response in math class?)* **Let's Review the parts of POW:** P = Pick an idea O = Organize my notes W = Write and say more **To think about "Pick my idea" the writer has to think about our other mnemonic, TAP.** **What is TAP used for?** *(To figure out what to write about/break down a prompt/better understand a question)*	Teachers, you can choose to gradually release the students from reviewing the mnemonics together to TESTING their knowledge of the mnemonics by writing on a scratch paper, quizzing partners, respond aloud, using flashcards.

	2.2 Review/Test TAP
	
	When we think about the P in POW: "Pick my idea-" we can use this when we write anything: an email, thank you note, or creative story, BUT here at school do you always get to pick your own idea? (*No***)**
	
	Often times you are given a writing prompt. When we have a prompt, which mnemonic do we need to use? *(TAP).*
	
	Review parts of TAP:
	
	T = Topic – pay attention to the topic you need to write about. We are learning to write an opinion essay.
	
	A = Audience – Who is your reader? Who are you trying to entertain, persuade, or inform? In these lessons we are trying to persuade.
	
	P = Purpose – the genre (narrative, persuasive, or informational) and the form of the essay (narrative, persuasive, or informational) In these lessons we are learning to persuade, and our purpose is to try hard to convince our reader to agree with us (mention that informational writing will come later). We often look for clue words to help us find the purpose.
	
	Optional: You may want to review some clue words for genres that help to identify the purpose.
	
	To TAP the prompt, we will:
	
	   <u>Underline </u>the topic
	   Star the audience
	   Circle the purpose *(words that give clues to the genre and format)*	

	2.3 What genre of writing are we currently working on?
	   Persuasive writing
	
	 What does it mean to persuade? *To try to convince someone to agree with you*
	
	  (Remind students that <u>you aren't always going to get others to agree with you</u>, and <u>we can learn from each other reading and talking about what we believe</u>. To have the best chance at getting	

	a reader to agree with what you think, a writer has to think, plan, and write a really powerful essay for that reader. It is important to remember that <u>it is NOT a failure if someone doesn't agree after reading your essay…no matter how effectively persuasive you were in your essay!</u>)	

	2.4 Review/Test TREE
	
	Remember, all good essays have ALL THEIR PARTS. What mnemonic do we use to write a really powerful persuasive essays that helps us to include all of the parts? *TREE*
	
	<u>**Review parts of TREE:**</u>
	
	  T- Topic Sentence: Tell what you believe (state your position)
	  R- Reasons: 3 or more, tell why you believe it. To think of powerful reasons, we have to think of our reader. What reasons will convince the reader?
	  E- Explain: Explain or give an example of each reason.
	  E-Ending: Write a good ending sentence or concluding
	 statement. Wrap it up right!	

	2.5 *Memorize.* Ask the students **why is it important that they memorize each step of these tricks** (Answers should include: *I won't have a paper with the steps on it when I take the test; it will help me remember what to do; it will help me organize my ideas no matter where I am; the teacher won't always be there to remind of the steps, so if I memorize them, they are always with me in my mind*) *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	
	2.6 OPTIONAL: Test to see if students remember POW, TAP, and TREE. Be sure students remember that TREE is the trick for O. Ask students what each letter stands for and why it is important. *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	

_____Step 3. Find TREE in an Essay, Think of Other or Better Reasons, Make #Notes on Graphic Organizer

	3.1 Use TREE to examine another essay Tell students they will **read and examine another persuasive paper.** While reading, they will look to **see if the writer included all of the parts**. They will also be looking to see **if the reasons make sense**. Remind students that you will use the TREE graphic organizer to write the parts in note form. Put graphic organizer on board or use chart. Make sure you **number the reasons** as you are doing this.
T	
R_1	
E_1	
R_2	
E_2	
R_3	
E_3	
End	
	3.2 POW + TAP Give students a copy of the opinion essay Lesson #3 Student Handout *Should children be allowed to eat whatever they want?* Ask students to read along silently while a peer (or peers) reads the prompt and paper out loud. **Should children be allowed to eat whatever they want?**	

Children should be allowed to eat whatever they want. First, children will pick healthy things to eat like candy and chocolate. Third, it will save their parents time cooking because they can give their kids cereal. Finally, children need to learn to make good food choices. Then they can pick food that has sugar and will give them lots of energy so they can run around. These are the reasons why I think children should be allowed to eat whatever they want.

Now that we have our prompt, we first need to do POW+TAP. To pick my ideas, I need to TAP the prompt:

*T = **Topic** – pay attention to the topic you need to write about.*

*A = **Audience** – Who is your reader? Who are you trying to entertain, persuade, or inform?*

*P = **Purpose** – the **genre** (narrative, persuasive, or informational) and the **form** of the essay (narrative, persuasive, or informational*

> *<u>**Underline** the topic</u>*
> **Star the audience**
> *Circle the purpose (words that give clues to the genre and format)*

3.3 Identify topic sentence and write notes in graphic organizer

Have students identify the topic sentence. (**Remember, it does not start with yes or no!**) Write notes for the topic sentence in the graphic organizer.

Emphasize: **notes are not complete sentences. Tell students the notes are written like HASHTAG# TALK (TEXT TALK). Have students give examples of TEXT TALK.**

3.4 Identify reasons and write notes in graphic organizer

Have students identify the reasons and underline/number them within the essay.

 Number each reason as you make notes on the graphic organizer. Make sure to model using #notes/caveman talk/text talk.

📊	**3.5 Identify examples and write notes in graphic organizer** Have students identify the examples and underline/number them within the essay. Number each example as you make notes on the TREE graphic organizer. Make sure to model using #notes/caveman talk/text talk.	
📊	**3.6 Identify ending and write notes in graphic organizer** Have students identify the ending sentence. Did the author summarize their reasons and remind the reader of their position/claim or what they believe? Identify within the essay and add the ending to the TREE graphic organizer using #notes.	
📊	**3.7 Review transition words** Writers use *transition words* to show that a reason is being given. Transition means that something is going to come next. In persuasive writing, a transition word tells readers that a reason is going to come next. Show students the chart of transition words and have them find the transition words in the essay.	

📊	***3.8 Introduce million dollar/Sparkle words:*** *Tell students that writers use million dollar words to grab the reader and make their writing more fun to read. Good opinion essays also use million dollar words. These are words that help the reader see just what you mean and help capture the reader's attention. Million dollar words are used instead of common words so that the reader gets your meaning.*
	
	Examples:
	    The city is too <u>noisy</u>.
	        "The word *noisy* is not the right word for this sentence. *Ear splitting* would better describe the sounds of the city. Let me replace *noisy* with *ear splitting*."
	        New sentence→ The city sounds are <u>ear splitting</u>.
	
	    School uniforms are <u>boring</u>.
	        "I want to use a more accurate word than *boring* in this sentence. Let me think of some words that would help describe my feelings about school uniforms better." Teacher thinks aloud about words that better describe his/her feelings about school uniforms (monotonous, uninteresting, dull, unexciting, humdrum). "All of these words are good, but let me think about which word could **BEST** replace *boring* in my sentence. I think *monotonous* is the **BEST**	

choice for my sentence because school uniforms do not have any variety and are so plain!"
New sentence → School uniforms are <u>monotonous.</u>

Healthy food tastes <u>good</u>.
"The word *good* is not the right word for this sentence. Let me think of some words that would help describe how healthy food tastes." Teacher thinks aloud about words that better describe healthy food (delicious, delectable, tasty, yummy, scrumptious). "All of these words could replace *good*, but let me think about which word would better help describe how healthy food tastes. I think *delicious (delectable, tasty)* is the best choice because healthy food like grilled chicken makes my mouth water."
New sentence → Healthy food tastes <u>delicious</u> (delectable, tasty).

3.9 Review common words and replace with million-dollar words in essay. Model how to review an essay and find common words that could be replaced with million-dollar words. Ask students for help with this as well.
Prompts to use:
- "The word _____ is not the right word for this sentence. Let me think of some million-dollar words that would better help describe what I'm trying to say. I think (new word) could replace my word because ____"
- "I want to use a more accuracy word than _____ in this sentence. Let me think of some words that could **BEST** replace this word. I think (new word) is the best choice because _____."

3.10 Revise notes-turn weak reasons into STRONG reasons

Once you have completed the backwards note-taking, ask the students: "Do these reasons make sense? Are they strong reasons and examples that support the topic sentence? Did this author keep the audience in mind?"

THIS EXAMPLE HAS WEAK REASONS/examples ON PURPOSE!

Revise the notes and add STRONG reasons

Possible ideas and prompts to revise weak essay:
- Weak topic sentence:
  - I want to improve the topic sentence that is written at the beginning of the first paragraph. How could I

BEST replace the first sentence? (think aloud about possible stronger topic sentences)
- o The central idea of this paper is weak. How could I replace the first sentence and provide a better central idea for this paper? (think aloud about possible stronger topic sentences)
- Need stronger reasons:
  - o What is the best way to revise the first reason (sentence 2)? It says children will pick healthy food like chocolate and candy. That is confusing because chocolate and candy are not healthy. I think I should replace *chocolate and candy* with *fruits and vegetables*. Fruits and vegetables are healthy. Let me read my new sentence. *Children will pick healthy things to eat like fruits and vegetables.*
- Adding more details:
  - o I forgot to include this important detail. *(display detail) Healthy fruits like strawberries and apples are also delicious!* Let's reread our paragraph and find the **BEST** place to insert this sentence. *(insert after revised sentence 2)*
  - o I would like to add the following sentence to my paragraph. *Children know what foods they like and do not like.* Where is the **BEST** place to insert this sentence? Well, if children know what foods they like and do not like, parents will not have to spend time cooking food their children will not eat. I think we should insert the sentence after reason number 2.
  - o I need to think of a sentence that could **BEST** follow and support reason number 3, *children need to learn to make good food choices*. What could I say that would support that reason? (think aloud and insert new sentence after reason 3)
- Improve transitions:
  - o I need to use a more appropriate transition at the beginning of sentence 3 (Third, …). What transition word could replace *Third?*
  - o I have not used the most effective transition at the beginning of sentence 2 (First,…). I should change *First* to ... *My first reason* (or other new, more effective transition word).
- Improve Ending:
  - o My paper ends abruptly. How can I best revise the last sentence to create a more effective closing for

| | my paper?

IT IS REALLY IMPORTANT TO MODEL REVISING THE NOTES . STOP AND ASKTHESE INTERNAL QUESTIONS BEFORE MOVING ON TO WRITING THE ROUGH DRAFT. THIS IS A NORMAL, EXPECTED PART OF WRITING. | |

Note to teachers: Please use your own term and create your own examples to use that align with your teaching. Million dollar words are used throughout the teacher and computer lessons.

_____ **Step 4. Lesson Wrap Up**

	4.0 TEACHER CHOICE: WRAP UP THE LESSON Provide a closing to the lesson that reminds the students of the goals and objectives in a way that feels appropriate to you as the teacher.	
	4.1. Practice POW, TAP, & TREE **Practice POW, TAP, and TREE mnemonics (*if time permits*)** You can have students: Write out POW, TAP, and TREE on scratch paper. • Quiz each other in partners or small groups. • Practice the mnemonics aloud. • Use flashcards to quiz each other	
	4.2 Announce test Announce <u>test next session</u>! Tell students they will not be graded. They will be asked to demonstrate how well they know the steps of POW+TAP+TREE and how to use these mnemonics for writing an opinion essay, what makes a good essay, and what a good writer thinks.	
	4.4 Student Folders Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass folders out for the next lesson.	

	4.5 Reflect on student needs	
	Determine if some of your students, who are having more trouble learning to write, need a little more help with this lesson, and plan for these students.	

Lesson #3: Teacher Resources

Example Essay 1: Children Eat   *Approaches* | Meets | Exceeds

(*Basic transitions, none of the reasons make logical sense)*

Should children be allowed to eat whatever they want?

Children should be allowed to eat whatever they want. First, children will pick healthy things to eat like candy and chocolate. Third, it will save their parents time cooking because they can give their kids cereal. Finally, children need to learn to make good food choices. Then they can pick food that has sugar and will give them lots of energy so they can run around. These are the reasons why I think children should be allowed to eat whatever they want.

Should children be allowed to eat whatever they want?

Children should be allowed to eat whatever they want. (topic) **First**, children will pick healthy things to eat like candy and chocolate. **Third**, it will save their parents time cooking because they can give their kids cereal. **Finally**, children need to learn to make good food choices. Then they can pick food that has sugar and will give them lots of energy so they can run around. These are the reasons why I think children should be allowed to eat whatever they want. (ending)

Possible stronger reasons:

- Children are taught healthy food choices by parents and schools

- Children will be able to choose food they enjoy and is good for them

- Parents don't always know what children like to eat

Example Essay 2: Children Eat   Approaches | *Meets* | Exceeds

(lists 3 reasons, yet they all say the same thing)

   I like making my own choices and I know what I like to eat. I think all kids should be able to choose what they eat for every meal. First of all I do not like tomatoes and should not have to eat them! They feel gross in my mouth and I think it is mean to make someone eat things they do not like. Another thing is that everyone should be able to choose what they eat. No one is the boss of me!! My parents want me to grow up and make my own choices and I can choose what I eat. Finally, I like what I like and could eat it morning, noon, and night. That is why I should be able to make my own decisions about what I like.

Example Essay 3: Children Eat   Approaches | Meets | *Exceeds*

(Two reasons and the last one doesn't support the topic sentence. They switch positions)

Vegetables, fruits, grains…what kid in their right mind would actually choose to eat those things for themselves? Not anyone I know, yet if we want our brains to grow and our bodies to be strong, then we have to give them both a healthy, balanced diet. This is why kids should NOT be able to choose their food. To start, kids would choose what they like all the time. When my mom asks my little sister what she wants to eat for dinner, **<u>EVERY NIGHT</u>** she says, "Ice cream and chicken nuggets." I'm not a doctor, but I know enough to know that isn't a healthy decision. You need to switch it up and have healthy foods. Also, kids might choose healthy foods sometimes. Some kids like fruit and vegetables and might actually choose these to eat. If

we care at all about children and how their health, then it is clear that we should just let parents choose what they eat and not leave it up to kids!

Lesson #3 - Student Handout

TAP the prompt

Underline the topic
Star the audience
Circle the purpose (words that give clues to the genre and format)

Should children be allowed to eat whatever they want?

Children should be allowed to eat whatever they want. First, children will pick healthy things to eat like candy and chocolate. Third, it will save their parents time cooking because they can give their kids cereal. Finally, children need to learn to make good food choices. Then they can pick food that has sugar and will give them lots of energy so they can run around. These are the reasons why I think children should be allowed to eat whatever they want.

	Found in essay	My thoughts
T		
R$_1$		
E$_1$		
R$_2$		
E$_2$		
R$_3$		
E$_3$		
End		

Million Dollar Words / Sparkle Words

The city is too <u>noisy</u>. → The city sounds are <u>ear splitting</u>.
School uniforms are <u>boring</u>. → School uniforms are <u>monotonous</u> and
    <u>uninteresting.</u>
Healthy food tastes <u>good</u>. → Healthy food tastes <u>delicious</u> (delectable, tasty).

Word Found in essay	Million Dollar Word

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Circle the purpose (words that give clues to the genre and format)

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	Found in essay	My thoughts
T		
R₁		
E₁		
R₂		
E₂		
R₃		
E₃		
End		

Million Dollar Words / Sparkle Words

The city is too <u>noisy</u>. → The city sounds are <u>ear splitting</u>.
School uniforms are <u>boring</u>. → School uniforms are <u>monotonous</u> and
    <u>uninteresting.</u>
Healthy food tastes <u>good</u>. → Healthy food tastes <u>delicious</u> (delectable, tasty).

Word Found in essay	Million Dollar Word

Lesson 4

Teacher MODEL

- TAP the prompt
- create #notes
- write essay from notes
- revise if needed (notes/essay)
- use self-statements throught writing process

Introduce, Discuss, & MODEL self-statements

Introduce, Discuss, & MODEL graphing rockets

Introduce, Discuss, & MODEL Goal setting

WE-WRITE: POW, TAP, +TREE: *LESSON # 4 Teacher Model*

This lesson may take more than one class session to complete. <u>Repeat this lesson if your students, or a group of your students, are not yet ready for lesson 5.</u> Extra prompts are provided.

Purpose: Activate Prior Knowledge, Memorize it, **Model It**; Record **Self-Statements**

Objectives:
1. Review POW and TREE; model; develop self-instructions.
2. Students will review good writing
3. Review persuasive writing
4. Review and practice POW+TAP and TREE
5. The teacher will model planning and writing an essay using strategies and TREE.
6. Students will learn and discuss new concepts: ***self-statements, goal setting.***
7. Teacher will model goal setting based on model essay
8. Teacher will model graphing

Learning Standards:
<u>The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.</u>

(15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by categorizing ideas and organizing them into paragraphs; ***Readiness Standard***

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; ***Readiness Standard***

110.6 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; create brief compositions that:
- establish a central idea in a topic sentence;
- include supporting sentences with details and explanations;
- contain a concluding statement.

Materials	
• Mnemonic chart	• blank graph (Rockets Sheet)
• flash cards (if desired)	• student folder
• TREE graphic organizer	• transition word chart
• lined paper	• pencils
• practice prompt	• self-statements sheets
• essays	

Vocabulary: self-statements, goals

Step 1: Develop & Activate Prior Learning

	1.1 Remind students they are becoming Good Writers.	
	Remember, good writers use strategies to help them write well. We are working on learning strategies to help us when we write so we can become good writers too!	
	1.2 Good essays Remind students we are learning <u>strategies for writing that will help them plan and write a good opinion essay</u>. Remind students that <u>there are other genres of writing, but we are starting with writing to persuade</u>. *All Good essays:* o *are fun to read* o *fun to write* o *make sense, and* o *have all their parts*	

Step 2. Review-Test POW+TAP and TREE

	2.1 Review/Test POW	Teachers, you can choose to gradually release the students from reviewing the mnemonics together to TESTING their knowledge of the mnemonics by writing on a scratch paper, quizzing partners, respond aloud, using flashcards.
	What was the first mnemonic we learned? *(POW)* **When do we use POW?** *(Writing process)* **What is the writing process?** *(steps to complete for any writing)* **When do we use the writing process?** *(For any writing we do. Ask students for examples? Ex: Writing a letter? Completing social studies homework? Constructed response in math class?)* **Let's Review the parts of POW:** P = Pick an idea O = Organize my notes W = Write and say more **To think about "Pick my idea" the writer has to think about our other mnemonic, TAP.** **What is TAP used for?** *(To figure out what to write about/break down a prompt/better understand a question)*	

	2.2 Review/Test TAP	
	When we think about the P in POW: "Pick my idea-" we can use this when we write anything: an email, thank you note, or creative story, BUT here at school do you always get to pick your own idea? (*No*)	
	Often times you are given a writing prompt. When we have a prompt, which mnemonic do we need to use? *(TAP).*	
	Review parts of TAP:	
	T = Topic – pay attention to the topic you need to write about. We are learning to write an opinion essay.	
	A = Audience – Who is your reader? Who are you trying to entertain, persuade, or inform? In these lessons we are trying to persuade.	
	P = Purpose – the genre (narrative, persuasive, or informational) and the form of the essay (narrative, persuasive, or informational) In these lessons we are learning to persuade, and our purpose is to try hard to convince our reader to agree with us (mention that informational writing will come later). We often look for clue words to help us find the purpose.	
	Optional: You may want to review some clue words for genres that help to identify the purpose.	
	To TAP the prompt, we will:	
	<u>Underline</u> the topic *Star the audience* Circle the purpose (words that give clues to the genre and format	
	2.3 What genre of writing are we currently working on? *Persuasive writing*	
	What does it mean to persuade? *To try to convince someone to agree with you*	
	(Remind students that <u>you aren't always going to get others to agree with you</u>, and <u>we can learn from each other reading and talking about what we believe</u>. To have the best chance at getting a reader to agree with what you think, a writer has to think, plan, and write a really	

	powerful essay for that reader. It is important to remember that <u>it is NOT a failure if someone doesn't agree after reading your essay…no matter how effectively persuasive you were in your essay!</u>)	

	2.4 Review/Test TREE
	
	Remember, all good essays have ALL THEIR PARTS. What mnemonic do we use to write a really powerful persuasive essays that helps us to include all of the parts? *TREE*
	
	 <u>**Review parts of TREE:**</u>
	
	  T- Topic Sentence: Tell what you believe (state your position)
	  R- Reasons: 3 or more, tell why you believe it. To think of powerful reasons, we have to think of our reader. What reasons will convince the reader?
	  E- Explain: Explain or give an example of each reason.
	  E-Ending: Write a good ending sentence or concluding statement. Wrap it up right!	

	2.5 *Memorize.* Ask the students **why is it important that they memorize each step of these tricks** (Answers should include: *I won't have a paper with the steps on it when I take the test; it will help me remember what to do; it will help me organize my ideas no matter where I am; the teacher won't always be there to remind of the steps, so if I memorize them, they are always with me in my mind*) *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	
	2.6 OPTIONAL: Test to see if students remember POW, TAP, and TREE. Be sure students remember that TREE is the trick for O. Ask students what each letter stands for and why it is important. *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	

____ Step 3. Plan an essay using TREE; use self-statements

  	3.1 Introduce teacher model Tell students that today <u>they will help you write a good opinion essay</u>. **I am going to model/show you how I write a powerful opinion essay using POW, TAP, and TREE.** Using the TREE graphic organizer, state something like, "**Remember the first letter in POW is P – *pick my idea*. Today we are going to practice how to write an opinion essay. To do this, we have to be creative and think freely.**"	

	3.3 TAP the prompt
	
	Show/Write this prompt on the board:
	
	Should young children choose their own TV shows to watch?
	
	Now we have our prompt, to <u>Pick our ideas</u>, we need to use what? *TAP*
	So, let's TAP this prompt together in order to begin picking our ideas.
	
	*T = **Topic** – pay attention to the topic you need to write about.*
	
	*A = **Audience** – Who is your reader? Who are you trying to entertain, persuade, or inform?*
	
	*P = **Purpose** – the **genre** (narrative, persuasive, or informational) and the **form** of the essay (narrative, persuasive, or informational*
	
	    <u>Underline</u> the topic
	    Star the audience
	    Circle the purpose (words that give clues to the genre and format)	

	3.4 Model self-statements to get started	
	Model things you might say to yourself when you want to think of a good idea. *For example:* **"I have to let my mind be free.";** **"Take my time. A good idea will come to me."**; **"Think of new, fun ideas."** You can also start with a negative statement and model how a coping statement can help you get back on track. *For example,* "**I can't think of anything to write! Ok, if I just take my time, a good idea will come to me."** Students can help you.	
	***If you want to use this time to explain self-statements you can. You can also wait until after the teacher model and you have used them throughout and then teach them.	
	Explain to the students that the things you say to yourself out loud and in your head help you get through the writing process. For example**, "I might think in my head, what is it that I have to do? I have to write to persuade. A good opinion essay makes sense, has all the parts, and needs to be powerful to try to convince the reader to agree with me."**	

_____ **Step 4. Plan an opinion essay**

	4.0 Model using Self-Statements throughout the planning process	
	Use your teacher judgement as to when you use the self-statements. Try to model the think aloud process that occurs when planning an essay. Model the struggle, the points of resistance, and the statements that you use to bring yourself back to the strategy and back to finishing the task.	
	4.1 O in POW using TREE to plan an essay The second letter in POW is O –*organize my notes*. Explain that you are going to write a persuasive essay today. You need a trick for O. Ask students to tell you the mnemonic or trick -- **TREE**.	
	4.2 Using a graphic organizer to plan Show students a blank TREE graphic organizer on the board or a chart. State, "**I will use this page to make and organize my notes. You can help me."** Tell students they will do this too next time they write a persuasive essay.	

	T _____ R$_1$ _____ E$_1$ _____ R$_2$ _____ E$_2$ _____ R$_3$ _____ E$_3$ _____ End _____	
💬	**4.3 Review TREE** Briefly review the parts of TREE in the graphic organizer. Review your writing goals: To write a good opinion essay. Remind students that **powerful opinion essays get the reader's attention and tell readers what you believe, give at least three reasons why you believe that, give explanations for each reason, use good transition words, and have an ending that brings it all together. Also, good opinion essays are fun to write and fun to read, make sense, and can convince the reader to agree with you.**	
	4.4 Explain that you can now do the O in POW – Organize my Notes. State, "**This helps me plan my paper. I can write down ideas for each part. I can write ideas down in different parts of this page as I think of ideas**." Students can help you throughout the next steps.	
	4.5 Model making notes using TREE graphic organizer. Students can help you throughout the next steps (but teacher does MOST of the work). Below is an example of modeling for TREE. Use problem definition (such as, "what is it I have to do here – write a powerful opinion essay," or "I know what to do, I need to use TREE"), self-evaluation, planning with TREE, coping, and self-reinforcement statements as you work on making notes. Use your own language when teaching. This is not a script.	
	4.6 Plan topic sentence **First, what do I believe - what do I want to tell the reader I believe**?" (Talk out loud and fill in notes for **Topic Sentence**). **(Optional Hook Discussion)** **How can I catch the reader's attention with my opening?** Generate notes for a good opening with your students.	

	4.7 Identify 3 reasons – use self-statements **Second**, one might state, **Good! I like this idea! Now I need to figure out at least <u>3 reasons</u>. Let my mind be free, think of good ideas**.” Talk out loud and write notes for at least 3 reasons, not in full sentence; students can help you come up with these reasons. Use coping statements at least twice. Be sure to number your reasons in the order you want to use them after you have your notes made. Discuss with the students what order would be most effective or logical for the reader. Feel free to struggle or make a mistake in order to model that writing isn't always easy, but it is important to rely on the strategies to help push through.	
	4.8 Examples or explanation for each reason **Third,** one might state, **I need to remember my mnemonic or trick, TREE. The next step in TREE is to make notes to <u>*explain each of my reasons*</u>**” (it is fine if this is also done in the previous step while reasons are brainstormed). Think out loud and makes notes for explanations; students can help you.	
	4.9 Ending **Fourth,** one might state **What do I need to do next? I need to wrap it up right**. **I need to remind my reader of my position/claim or what I believe.** (Talk out loud and write notes for the **ending sentence**). Make sure that your ending wraps it up right and sums up your reasons.	
	4.10 Add more notes After generating notes for all the parts state, “**Now I can look back at my notes and <u>see if I can add more notes</u> for my paper.**” Students can help you. Model adding more notes (e.g., an extra reason or explanation, or having a reason make more sense). **Use coping/self-statements.	
	4.11 Add transition words Finally, model adding the <u>transition words;</u> state, **I can also decide on good transition words I want to use for each reason.** Students can help. Write them on the graphic organizer.	

_____**Step 5. Model writing an essay using POW and TREE**

	5.0 Model using Self-Statements throughout the writing process	
	Use your teacher judgement as to when you use the self-statements. Try to model the think aloud process that occurs when writing an essay. Model the struggle, the points of resistance, and the statements that you use to bring yourself back to the strategy and back to finishing the task.	
	"Turning these notes into sentences is hard.--> I can do this. I just have to remember my awesome idea and turn the text talk into an awesome sentence!"	
	"I don't really like the transition words I chose when planning.--> Wait, this is rough draft, and I have the power to change anything to make it the best it can be."	
	5.1 W in POW – Write and say more	
	Keep the POW, TAP, and TREE chart out or write on board.	
	State, "**Now I can do W in POW – *Write and say more*. I can write a persuasive essay and think of more good ideas**."	
	5.2 Model the entire process of writing a persuasive essay using the practice prompt.	
	Print clearly on the board or chart (or type – as long as it is in real-time) so students can follow along. You may use chart paper, document camera, SmartBoard- but note that <u>you will more than likely take multiple days to teach this lesson, so it is imperative that you save the writing.</u>	
	○ Talk yourself through **writing the paper**. The students can help throughout writing the paper.	
	You might start by stating, "**How shall I start? I need to tell the reader what I believe. I need a good topic sentence**." Then pause and think your opening sentence out.	
	Write out the sentence. Model using your notes to write out your reasons and explanations. Continue writing the essay until you are finished.	
	At least 2 times ask, **"Does my essay make sense? Do I have all my parts? Will the reader be persuaded by my reasons?"**	
	<u>Use coping statements.</u>	

	Add or change at least one reason or explanation as you work, reminding students that W is for write and say more. You need to keep thinking about your reader while your write, and make changes as needed.	
	Possible prompts:	
	• The meaning of this sentence is unclear. I can improve this sentence by changing _____.	
	• I want to add another detail to my essay. (*say detail aloud)* Where is the best place to insert this sentence?	
	• I need a sentence to follow and support (reason). What could I say to best support this reason?	
	• This part is hard to follow because one of the sentences does not belong. Let me read it again and delete the sentence from this part.	
	5.3 Model <u>writing the ending</u> and <u>examining the paper for all of its parts</u>. When the paper is finished, use a self-reinforcement statement. Something like, "**Good work. I'm done with my draft. Since I have time, I need to revise and edit my work now. Then, I can share it with my friends!"**	
	5.4 Revise your essay Explain to students once you have a draft, we then revise our work, if there is time. Sometimes, especially on timed tests, we do not have time to revise, but when we do have time, we should take the opportunity to do so. During this process, focus only on REVISING – not editing. We edit only once we have our good ideas written and organized. Possible prompts to use as you model. These are just suggestions and can be replaced with any grammar or conventions TEKS/skill (choose 1-2 to use based on classroom need): • General statement: **What changes, if any, do I need to make to this sentence**? (select sentence from the text written to review in depth, sometimes needing changes and sometimes deciding that no changes need to be made) • **Are these the most persuasive reasons for my audience**? • **Do I need another or better example or explanation**? • **Are my reasons in the strongest order**? • **Does my ending wrap up my essay**? • **Are there any sentences or ideas that do not make sense**? • **Do I need to remove anything**? • **Do I have transition words to help the reader follow my logic**? TEKS Standard: • Combining two sentences:	

| | | o I think I should combine these two sentences. What is the best way to combine them? (think aloud about several ways to combine two sentences) Ex: *They might watch a movie that really scares them. They might then have nightmares.* I could combine these two sentences by saying *They might watch a movie that really scares them, so then they might have nightmares.* No, that doesn't sound right. *They might have nightmares by watching a movie that really scares them.* Maybe, but I think I can create a more effective sentence. *They might watch a movie that really scares them, and then they will have nightmares.* Yes! That is just what I wanted to say. | |
| | **5.5 Edit your essay**

Once we have our good ideas written and they are organized to fit the genre, we can move on to EDITING. Explain that we **EDIT after we revise because sometimes we remove sentences or move sentences around which can change punctuation, capitalization, and grammar. That is why we wait to edit.**

Choose 1-3 of the standards to demonstrate editing your essay. Here are some options.

• Use of homophones:
　o I know there are several ways to spell this word. (Ex: *Their* in Their parents would never let them watch that movie!) I know it is spelled there, their, and they're. Which one should I use in this sentence? (Think aloud about various forms of homophone and meaning of each form). I know! I need to use *their* because I am referring to the children's parents, not a location or meaning they are.
　o Should I use *then* or *than*? ((*Then or Than) they might think kicking and fighting are ok, but it's not ok to kick and fight.*) This is so tricky! I know! I use *than* when comparing things and I use *then* when talking about the passage of time. Well, if kids watch a TV show with bad behavior…after the *time* they spend watching it they will think that kind of behavior is okay. I am talking about time, I need to use *then*.
　o Other examples from passage: *are* vs *our; know* vs *no, too* vs *to* vs *two, it's* vs *its,*
• Comma usage:
　o Do I need a comma in this sentence? *There are many good TV shows for little kids, but many little kids won't know what they are.* Let me think about what I know about | |

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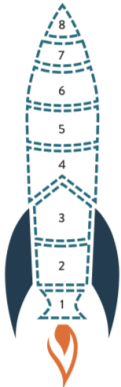
compound sentences. If each part can stand alone on its own, then I need a comma. *There are many good TV shows for little kids.* Yes. *many little kids won't know what they are.* Yes. Okay, I do need a comma before the conjunction *but* in this sentence.

- o Do I need a comma in this sentence after *Little kids*? *Little kids should never choose their own TV shows.* (Think aloud about comma rules) No, I do not need a comma here. This sentence is does not need any changes to it.
- o How do I break apart ideas in a series or list of ideas? I know! I use commas in between each idea or point. (Ex: *they might watch something sad or scary, see bad behavior, or miss really good shows.*)
- o Should I change the comma after (*word from text*) to a period? (Example: *Next, some shows model poor behavior that we don't want little kids to see, they might watch a show that shows people kicking and fighting.* Think aloud about run-on sentences and how changing the comma after *see* would break apart the two sentences to create more effective ideas.*)*

- Capitalization:
  - o I think I should change *movies* to *Movies* in the sentence *Their parents would never let them watch that movie!* Let me think, when do I capitalize again? Oh, I know! No, it does not need a capital because it is not a proper name, the name of a specific movie. I can leave the *m* lowercase. This sentence does not need any changes.
  - o Do I need to capitalize *parents*? *Their (parents or Parents) would never let them watch that movie!* Well, I know I capitalize names of people, but this is just talking about parents in general. No, I do not need to capitalize it in this sentence.
  - o Model inserting the name of a specific TV show or movie (or other proper noun) and thinking aloud about capitalization rules.

- Spelling:
  - o Do I need to double the last consonant before adding the suffix? (Ex: kidding in *Are you kidding*?) Is it *kiding* or *kidding*? Let me think of my spelling rule…if a word ends in one short vowel followed by one consonant, I have to double the final consonant before adding -ing.
    - Other example: *letting (let+ing)*
    - Non-example: *kicking (*final consonant does not need to be doubled before adding -ing because it ends in two consonants, ck); *fighting* (final consonant does not need to be doubled before adding -ing because it

	ends in a long vowel pattern, igh, and a consonant. Only double final consonant if the word ends in a short vowel with one final consonant)	
	o How do I spell this word? Let me think about what I know about spelling patterns. Briefly think aloud about various spelling options and the best choice. (Example: *choose* or *chooze)*	
	• Apostrophe Use:	
	o Does this word need an apostrophe? *but **it's** not ok to kick and fight.* Am I creating a contraction… but ***it is*** not okay to kick and fight…Yes, it needs an apostrophe.	
	o Do I need an apostrophe? *Little **(kids or kid's)** should never choose their own TV shows.* Is it a contraction? No. Am I showing possession? No. I do not need an apostrophe, kids is the best choice.	
	• Quotation Marks:	
	o When do I use quotation marks? I remember! I use them to show someone is talking! I put one quotation mark before the first word the person <u>speaks</u> and then another quotation mark after the last word the person <u>speaks</u>. (Example: Should this sentence look like "*Their parents would say, you are not allowed to watch that movie!"* or *Their parents would say, "You are not allowed to watch that movie!")*	
	• Subject-Verb agreement:	
	o Are the subject and the verb in the same tense (both past tense or both present tense)?	
	o Does my subject match my verb?	
	5.6 Model changing common words to million dollar words. Find at least one or two words that you can make into million dollar words.

Use this language out loud as you model to show the thinking, **"I'm going to read over my essay to see if I used any common words that I can replace with million dollar words to grab my readers attention. Where could I use better vocabulary/more descriptive words? To help my reader better understand my reasons?"**

Possible prompts:
• "I want to use a more accurate word than _____ in this sentence. Let me think of some words that would help describe _____ better."
• "The word ___ is not the right word for this sentence. Let me think of a word that could replace ___ in this sentence."

 It is important for students to witness teachers go through the process of each of these steps. | |

	5.7 Model *writing the ending* and <u>examining the paper for all of its parts</u>. When the paper is finished, use a self-reinforcement statement. Something like, **"Good work. I'm done. It'll be fun to share my opinion essay with my readers and see if I can persuade them."**	

____Step 6. Introduce Graphing Sheet/Graph the Paper

	6.0 Introduce Graphing Rocket Discuss the concept of graphing with the students. Explain that once you are done, good writers review their work to make sure they have all their parts. The rocket helps us to make sure our writing BLASTS OFF!	
	6.1 Draw a **graphing rocket** on the board or use a rocket chart or poster; if you start a rocket chart now you will continue to use it in later lessons.	
	6.2 Ask students **if the paper had all the parts**. Review the topic sentence, the three or more reasons, explanations, and the ending sentence. Show the students how each square on the rocket gets colored in for each part that was written. Also, color a star for each reason if there are more than 3 reasons in the essay or for each good transition word that was used in the essay. 1. Topic Sentence 2. Reason 1 3. Reason 2 4. Reason 3 5. Explanation 1 6. Explanation 2 7. Explanation 3 8. Ending Stars: transition words, million dollar words	

	6.3 When you color in all of the parts, tell students they have blasted off their rocket and their goal is to be able to blast off their rocket every time they write opinion essays.	

___Step 7. Teacher introduces goal-setting & models goal setting

	7.0 Introduce Goal Setting Discuss and Review how good writers set goals to improve their writing. It is important to reread your final product and set goals of ways to improve. A writer can always get better, and this is how we can set a few manageable goals to improve our writing the next time.	
	7.1 Pass out Goal Sheet A. Ask students why making goals is important. (Answers can include: they help us, so we know what to work towards, to help us do something better, to help us do something new, etc.)	
	7.2 Think out loud reviewing teacher essay and setting goals. *Where could I improve my writing? What goals could I set for myself next time I write?* Possible goals include: including a variety of transition words, add 3 more million dollar words, adding a hook to grab attention, adding one more explanation to my reasons, add a counterargument, create reasons that make sense.	
	7.3 Teacher will model choosing/creating 1 to 3 goals for his/her writing on a goal sheet to refer to next lesson.	

____Step 8. Self-Statements for TREE

	8.1 Discuss self-statements Pass out Student Folders (or stand-alone self-statement sheets) to students. Ask the students if they heard you using any statements to yourself throughout the writing process? "Think back from when I started writing and throughout, did any of you hear me make statements to myself to help me out to get started, keep going, lift myself up, or celebrate my accomplishments?" If useful, ask students what they think in their head when they have to pick an idea to write about. **Do the things you think in your head help you or get in your way**?	

		Have students record 1-2 things they can say to help them think of good ideas on their self-statement sheet. **We want to use self-statements that help us!** If students have trouble, help them create their own statements or let them "borrow" one of yours until they can come up with their own.	
		8.2 Ask students if they can **remember some of the things you said to yourself <u>to get started</u>**. Have students put 1-2 self-statements they would like to use when they write on their <u>self-statement sheet</u> in the <u>Student Folder</u>. For example, "What is it I have to do? What is the first thing I do when I see a prompt or writing task? I use POW+TAP to help me get started. I have to write an essay using TREE. A good opinion essay tells the reader what you believe and makes sense."	
		8.3 Ask students if they can **remember some of the things you said to yourself <u>while you worked</u>** (try to get some statements about remembering the parts, self-evaluation statements, and creativity statements, like "let my mind be free, good ideas will come!"). Have students add 1-2 statements of their own to say **while I work**.	
		8.4 Ask students if they can remember some of the things you said to yourself **when you were finished** (try to get some statements about remembering the parts, self-evaluation statements, and creativity statements, like "let my mind be free, good ideas will come!"). Have students add 1-2 statements of their own to say **while I work**.	
		8.5 Ask students if they can remember some of the things you said to yourself **when something was hard**. Have students write 1-2 statements they can say **when something is hard**; these statements should help them stick with it and keep working.	
		8.6 Ask students if they can remember some of the things you said to yourself **to check your work.** Have students add 1-2 statements of their own to say **to check my work** when you're finished such as, "Did I remember all my parts? Does my essay make sense? This is great! The reader will enjoy this essay."	

	8.7 Tell students that **we don't always have to state these things out loud**. Once we learn them we can think these things in our heads or whisper it to ourselves.	

_____Step 9. Lesson wrap-up

	9.0 TEACHER CHOICE: WRAP UP THE LESSON Provide a closing to the lesson that reminds the students of the goals and objectives in a way that feels appropriate to you as the teacher.	
	9.1 Practice POW, TAP, & TREE **Practice POW, TAP, and TREE mnemonics (_if time permits_)** You can have students: Write out POW, TAP, and TREE on scratch paper. • Quiz each other in partners or small groups. • Practice the mnemonics aloud. • Use flashcards to quiz each other	
	9.2 Announce test Announce test next session! Tell students they will not be graded. They will be asked to demonstrate how well they know the steps of POW+TAP+TREE and how to use these mnemonics for writing an opinion essay, what makes a good essay, and what a good writer thinks.	
	9.4 Student Folders Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass folders out for the next lesson.	
	9.5 Reflect on student needs Determine if some of your students, who are having more trouble learning to write, need a little more help with this lesson, and plan for these students.	

Lesson # 4 -Teacher Resources

Should children choose their own TV shows to watch?

Example Essay 1: Children TV   *Approaches* | Meets | Exceeds

Dr. Seuss says, "A person is a person no matter how small." Even kids know what they like and should be able to make choices about what they watch. First of all, kids know what interests them and what shows they find interesting. I can learn a lot from the things that I want to watch. I learned Spanish from Dora after all! Another thing is I am responsible enough to realize if something is inappropriate. I know that if the dialogue is to mature or the topic is too grown up, I have to change the channel or turn it off. Lastly, I see lots of grown up things on the computer so I can handle it. I am not your average 9 year old. In conclusion, I think parents should trust their children to pick what they watch on tv.

Example Essay 2: Children TV   Approaches | *Meets* | Exceeds

My Uncle Glen calls the television "The Devil". He thinks it poisons the mind and rots the brain. I would have to disagree with him and say that information is knowledge and I think that children should be allowed to choose what they watch. The most important reason is that parents work hard to raise independent thinkers. By making my own choices I will grow and learn. I will make mistakes but I will learn from them and hopefully not repeat them. Another thing is that we live in the age of technology. I deserve to know what is going on around the world and keep up with current events. I need to be in the know! Finally, I am an unique Individual and I want to watch things that interest me. I can learn a lot about things that I don't already know. So, while there are things on tv that aren't good for kids, there are many useful programs that can grow my mind and teach me new things so I should be able to choose what I watch.

Example Essay 3 : Children TV   Approaches | Meets | *Exceeds*

Are you kidding me? Children choosing their own tv shows: have you lost your mind? Little kids should never choose their own TV shows. There are so many reasons! To begin with, little children might pick shows they don't know are scary or sad. They might watch a movie that really scares them, and then have nightmares. Next thing you know, kids are sleeping with the lights on and crying all over the place! The parents are just left shaking their heads thinking, " I told you so. I knew I shouldn't have let you choose what to watch on tv!"
Oh, and let's not forget that some shows have bad behavior that we don't want little kids to see. They might watch a show that has people kicking and fighting. Then the next thing you know brothers and little sisters are covered in cuts and bruises from the new violence their sibling has seen on tv. But the main reason kids should let their parents choose what they watch on tv is there are many good TV shows for little kids, but many little kids won't know what they are because parents read about this kind of stuff. Parents know more about the shows on TV, and can pick shows that help their children learn and that are fun. Letting young children pick their

own shows is a bad idea all around! It could end in tears, fear, violence and a missed opportunity, so just let the parents choose for goodness sake!

<div align="center">**SELF STATEMENTS QUESTIONS**</div>

Before writing
Problem Definition
- What might you say to yourself to get started on a writing task?
- What might you say to yourself to define what needs to be done?

Focus and Planning
- What might you say to remind yourself to focus?
- What might you say to yourself to remind yourself to plan?

While writing
Cope and self-control
- What might you say to yourself when the task feels hard?
- What might you say to yourself to remain calm?

Strategy use and goals for writing
- What might you say to remind yourself to use the strategy?
- What might you say to remind yourself to achieve your writing goals?

After writing
Self-evaluation
- What might you say to remind yourself to check your work?

Self-reinforcement
- What might you say to yourself to recognize your hard work?
- What might you say to yourself to encourage yourself?

Rocket Graphing Sheet

Name: _____ **Grade:** _____ **Class:** _____

Teacher: _____
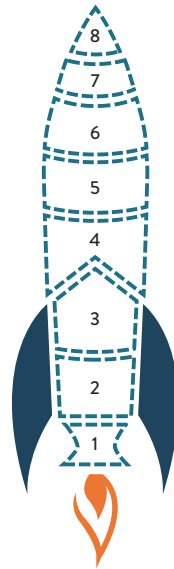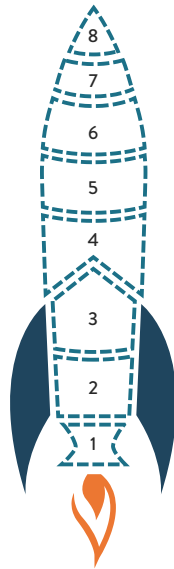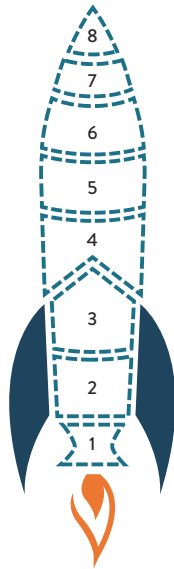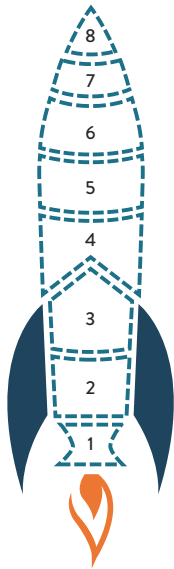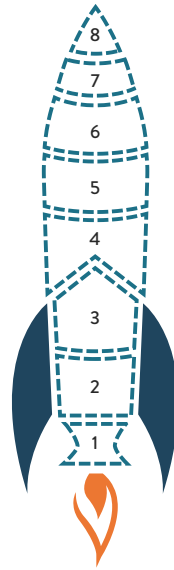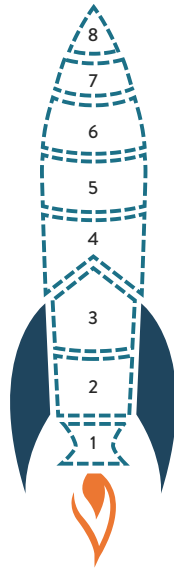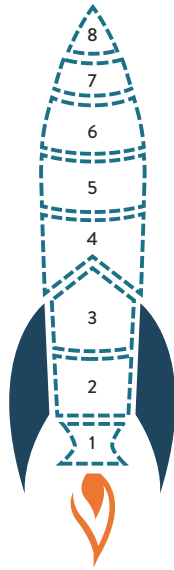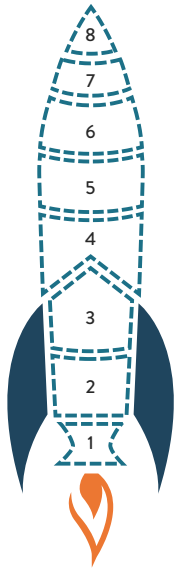
I know a trick for that;
POW + TREE

My Self-Statements

To think of good ideas:

_____
_____
_____
_____
_____

While I work:

_____
_____
_____
_____
_____

To check my work:

_____
_____
_____
_____
_____

Opinion/Persuasive Goal Sheet A

Choose 2-5 goals. Number your choices in order of importance to you. Track your progress in achieving your goals for each essay you write.

❑ Use POW, TAP, & TREE to write my essay
❑ Include three examples or explanations in my essay
❑ Include a hook to engage my reader
❑ Include an ending that summarizes my reasons AND does more
    to reach my reader.
❑ Write in paragraph form
❑ Use self-statements throughout the writing process
❑ Check my work for _____.
❑ Use more million dollar words
❑ Use more effective and creative transition words
❑ _____
❑ _____
❑ _____
❑ Class Goal:

_____

Did you meet your goals? (1=yes; 0=no)

	Essay 1	**Essay 2**	**Essay 3**	**Essay 4**	**Essay 5**
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					

Opinion/Persuasive Goal Sheet B

Choose 2-5 goals. Number your choices in order of importance to you. Track your progress in achieving your goals for each essay you write.

❑ Include more than 3 GOOD reasons in my essay, try for _____
❑ Include an explanation AND an example for <u>one</u> of my reasons
❑ Include an explanation AND an example for <u>all</u> of my reasons
❑ Include an extended introduction such as a story or anecdote (that could) preview reasons, perhaps with an emotional appeal (pathos)
❑ Include a call to action in the ending
❑ Include a counter argument and rebuttal
❑ Use pathos (emotion) in the introduction of my essay
❑ Use logic, emotion, and credibility (logos, pathos, and ethos) in my essay
❑ Employ varied or creative transition words and phrases
❑ Use more and varied million dollar words
❑ _____
❑ _____
❑ _____
❑ Class Goal: _____

Did you meet your goals? (1=yes; 0=no)

	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					

Lesson 5

Collaborative Model

Students will review and practice POW+TAP+TREE.

Students will engage in collaborative practice, planning and writing an essay using TREE.

Students will graph the collaboratively written essay.

Students will set goals based on the collaborative essay

WE-WRITE: POW, TAP +TREE: *LESSON # 5 – Collaborative Model*

Purpose: Activate Prior Knowledge, Memorize it, **Support it**

Objectives:
1. Students will review and practice POW+TAP+TREE.
2. Students will engage in collaborative practice, planning and writing an essay using TREE.
3. Students will graph the collaboratively written essay.
4. Students will set goals based on the collaborative essay

Learning Standards:

The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

(15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by categorizing ideas and organizing them into paragraphs; ***Readiness Standard***

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; ***Readiness Standard***

110.6 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; create brief compositions that:
- establish a central idea in a topic sentence;
- include supporting sentences with details and explanations;
- contain a concluding statement.

Materials
- Mnemonic chart
- L5 Teacher Resources
- TREE graphic organizers
- transition word chart
- Self-Instructions Sheet
- Rocket Graphing Sheet

- Optional: Student Handout
- paper
- pencils
- scratch paper
- student folder

Vocabulary: graph

___ Step 1: Develop & Activate Prior Learning

	1.2 Remind students they are becoming Good Writers. Remember, good writers use strategies to help them write well. We are working on learning strategies to help us when we write so we can become good writers too!	

	1.3 Good essays
	Remind students we are learning <u>strategies for writing that will help them plan and write a good opinion essay</u>. Remind students that <u>there are other genres of writing, but we are starting with writing to persuade</u>.
	
	All Good essays:
	  o *are fun to read*
	  o *fun to write*
	  o *make sense, and*
	  o *have all their parts*	

____ Step 2. Review-Test POW+TAP and TREE

	2.1 Review/Test POW **What was the first mnemonic we learned?** *(POW)* **When do we use POW?** *(Writing process)* **What is the writing process?** *(steps to complete for any writing)* **When do we use the writing process?** *(For any writing we do. Ask students for examples? Ex: Writing a letter? Completing social studies homework? Constructed response in math class?)* **Let's Review the parts of POW:** P = Pick an idea O = Organize my notes W = Write and say more **To think about "Pick my idea" the writer has to think about our other mnemonic, TAP.** **What is TAP used for?** *(To figure out what to write about/break down a prompt/better understand a question)*	Teachers, you can choose to gradually release the students from reviewing the mnemonics together to TESTING their knowledge of the mnemonics by writing on a scratch paper, quizzing partners, respond aloud, using flashcards.

	2.2 Review/Test TAP
	
	When we think about the P in POW: "Pick my idea-" we can use this when we write anything: an email, thank you note, or creative story, BUT here at school do you always get to pick your own idea? (*No)***
	
	Often times you are given a writing prompt. When we have a prompt, which mnemonic do we need to use? *(TAP).*
	
	Review parts of TAP:
	
	T = Topic – pay attention to the topic you need to write about. We are learning to write an opinion essay.
	
	A = Audience – Who is your reader? Who are you trying to entertain, persuade, or inform? In these lessons we are trying to persuade.
	
	P = Purpose – the genre (narrative, persuasive, or informational) and the form of the essay (narrative, persuasive, or informational) In these lessons we are learning to persuade, and our purpose is to try hard to convince our reader to agree with us (mention that informational writing will come later). We often look for clue words to help us find the purpose.
	
	Optional: You may want to review some clue words for genres that help to identify the purpose.
	
	To TAP the prompt, we will:
	
	    Underline the topic
	    Star the audience
	    Circle the purpose (words that give clues to the genre and format	

	2.7 What genre of writing are we currently working on?
	    Persuasive writing
	
	 What does it mean to persuade? *To try to convince someone to*
	    agree with you
	
	  (Remind students that you aren't always going to get others to agree with you, and we can learn from each other reading and	

	talking about what we believe. To have the best chance at getting a reader to agree with what you think, a writer has to think, plan, and write a really powerful essay for that reader. It is important to remember that it is NOT a failure if someone doesn't agree after reading your essay…no matter how effectively persuasive you were in your essay!)	
	2.8 Review/Test TREE **Remember, all good essays have ALL THEIR PARTS. What mnemonic do we use to write a really powerful persuasive essays that helps us to include all of the parts?** *TREE* **Review parts of TREE:** **T- Topic Sentence:** Tell what you believe (state your position) **R- Reasons:** 3 or more, tell why you believe it. To think of powerful reasons, we have to think of our reader. What reasons will convince the reader? **E- Explain:** Explain or give an example of each reason. **E-Ending:** Write a good ending sentence or concluding statement. Wrap it up right!	
	2.9 *Memorize.* Ask the students **why is it important that they memorize each step of these tricks** (Answers should include: *I won't have a paper with the steps on it when I take the test; it will help me remember what to do; it will help me organize my ideas no matter where I am; the teacher won't always be there to remind of the steps, so if I memorize them, they are always with me in my mind*) *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	
	2.10 OPTIONAL: Test to see if students remember POW, TAP, and TREE. Be sure students remember that TREE is the trick for O. Ask students what each letter stands for and why it is important. *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list*	

	at end of lesson 1 for additional ideas for memorization of strategies.	

_____ **Step 3: Review Self-Statements**

	3.0 Introduce/Discuss Self Statements (this step may have occurred in Lesson 4) **Discuss self-statements** Pass out self-statement sheets to students. Ask the students if they heard you using any statements to yourself throughout the writing process? "Think back from when I started writing and throughout, did any of you hear me make statements to myself to help me out to get started, keep going, lift myself up, or celebrate my accomplishments?"	
	3.1 Ask students to get out the Self-Statement List. **Do you remember that I talked to myself when I was writing? It helps me to stay focused and write a strong opinion essay.** Tell students they will **write down things they can say to themselves** (called self-statements) to help them through planning and writing. If students have trouble developing their own statements, let them "borrow" one of yours or get help from each other. Discuss why each self-statement matters and how it helps.	
	3.2 Ask students to name some of the things they can say **to get started**. For example*, "What is it I have to do? I have to write a story using TREE. A good opinion essay tells the reader what you believe and makes sense."*	
	3.3 Ask students to name some of the things to say **while they work** (*try to get some statements about remembering the parts, self-*	

	evaluation statements, and creativity statements, like "let my mind be free, good ideas will come!").	
	3.4 Ask students to name some of the things to say **when something is hard**.	
	3.5 Ask students to name some of the things to say **to check their work.** For example, *"Did I remember all my parts? Does my story make sense? This is great! The reader will enjoy this story."*	

____ **Step 4. Collaborative Planning**

	4.1 Prepare materials Pass out student folders, if not already out. Ask students to get out their TREE reminder chart, **transition word chart** (remember, students can add to this list across lessons), and self-statements list. Write the graphic organizer on board with POW across the top and TREE down the left side.	
	4.2 Show/Write this prompt on the board: ***Should children have to wear school uniforms?*** *(Decide as a group what you believe)* Optional: Pass out L5 Student Handout so students can TAP the prompt and write the plan	
	4.3 Let students lead the writing process as much as possible. Help students as needed. This is a collaborative process, together you will write a group essay. Refer students to their self-statements to get started. **How do we start?** The first letter in POW is P – *Pick my idea. To pick my idea I first need to know what to write about. How do I know what to write about? I need to TAP the prompt*	
	4.4 TAP the prompt So, let's TAP this prompt in order to begin picking our ideas.	

	***T = Topic** – pay attention to the topic you need to write about.*
	
	***A = Audience** – Who is your reader? Who are you trying to entertain, persuade, or inform?*
	
	***P = Purpose** – the **genre** (narrative, persuasive, or informational) and the **form** of the essay (narrative, persuasive, or informational*
	
	TAP the prompt
	    <u>Underline</u> the topic
	    Star the audience
	    Circle the purpose (words that give clues to the genre and format)	

	4.5 What do we do next? *The second letter in POW is O – Organize my notes. We will use TREE to help us organize and plan our paper.* Remind students TREE is the trick for O. State, **We will use this organizer on the board to make and organize our notes.** Using TREE, Make notes on the graphic organizer for each part of the essay.	
	4.6 Review goals (This step can occur at multiple times throughout lesson) In lesson 4, the teacher created goals. Model reviewing the goals to make sure you are meeting those goals in Lesson 5. Review your goals for writing a persuasive essay with the students. Powerful persuasive essays get the reader's attention and tell the reader what you believe, give at least three good reasons why, give explanations for each reason, use transition words, and have a good ending. Also, good opinion essays are fun to write, fun for others to read, make sense, and may convince the reader to agree with you.	
	4.7 Add more notes After students have generated notes for all of the essay parts, look back at the notes and see if you can add more parts (e.g., more reasons, better explanations). Make sure there are notes for good transition words.	

_____ Step 5: Collaborative Writing

	5.1 **What do we do next?** The last letter in POW is W ---*Write and say more.* Refer students to their self-statements for what to say while they work. **What is it I have to do here? I have to write a good opinion essay. Good essays are fun to read, fun to write, make sense, and have all their parts.** Ask students to tell you what the important parts are.	

	5.2 Write the essay.
	Have students transform the notes into sentences for each part of TREE. Write the essay on the board as you go. Revise your work as appropriate.
	
	Possible prompts for teacher and students to consider. These are just suggestions and can be replaced with any grammar or conventions TEKS/skill (choose 1-2 to use based on classroom need):
	
	• General statements:
	 o What changes, if any, should be made to this sentence? (select sentence from the text written to review in depth, sometimes needing changes and sometimes deciding that no changes need to be made)
	 o When transferring from notes to essay, think aloud: What is the correct way to write my sentence? (Think aloud, providing 1-3 different ways to write the sentence and how to decide on which is the correct way)
	• Combining two sentences:
	 o I think I should combine these two sentences. What is the best way to combine them? (think aloud about several ways to combine two sentences)
	  ▪ Examples from essay 1:
	   • *I know a lot of people fight against requiring school uniforms. That happened at my school.*	

- *I am not a good morning person. I always hated trying to pick my clothes out the night before.*
        - Examples from essay 2:
            - *Students will still want to pick their own clothes to wear outside of school. Parents will have to buy two wardrobes for their kids.*
            - *You should be against them. I will tell you why.*
- Use of homophones:
    - I know there are several ways to spell this word. Which one should I use in this sentence? (Think aloud about various forms of homophone and meaning of each form)
        - Examples from essay 1:
            - *know* vs *no; wear* vs *where*; *for* vs. *four*
        - Examples from essay 2:
            - *hear* vs *here; wear* vs *where*; *two, too, to*; *buy* vs *bye*
- Comma usage:
    - Do I need a comma in this sentence? (Example: *We have school uniforms now, and I think it was the best choice ever.)* Let me think about what I know about compound sentences. If each part can stand alone on its own, then I need a comma before the conjunction.
    - Do I need a comma in this sentence after ____? (Think aloud about comma rules) (Example, *When I pick out my own clothes I can express my personality and my style*. Do I need a comma in this sentence after *clothes?* This is a tricky one but I know you always use a comma after a dependent clause that starts a sentence. *When I pick out my own clothes* has both a subject and a verb but cannot stand alone on its own so I need a comma after *clothes. When I pick out my own clothes, I can express my personality and my style.*
    - How do I break apart ideas in a series or list of ideas? I know! I use commas in between each idea or point.
    - Should I change the comma after (*word from text*) to a period?
- Capitalization:

- - - I think I should change __ to __ in the sentence. Let me think, when do I capitalize again? Oh, I know!
    - Do I need to capitalize ____?
      - Do I need to capitalize *Mom? My (mom or Mom) even said that we could afford a new video game this fall...*In this sentence I am talking about *my Mom*, a specific person, so yes, I would capitalize her name, Mom, in this sentence.
      - Do I need to capitalize *country? After all, this is a free (Country or country).* I know I capitalize proper nouns, including the name of a county, but *country* is not specific in this sentence, so no I do not need to capitalize the word in this sentence because it is not the name of a specific country.
  - Spelling:
    - Do I need to double the last consonant before adding the suffix? Let me think of my spelling rule…if a word ends in one short vowel followed by one consonant, I have to double the final consonant before adding -ing.
    - Do I need to (double the final consonant, drop the final e, change the y to i, etc) before adding the suffix? Let me think about my spelling rule.
      - How do I spell this word: *tryes or tries*? Let me think, Oh I know! If a word ends in y, you change the y to i and then add the suffix -es. *Tries* is the correct way to spell it! (another example: *easyer or easier; trying or triing*)
      - How do I spell make+ing? Is it *making or making?* Spelling is so hard! But I have a spelling rule to help me. If a word ends in a silent e and I want to add a suffix that starts with a vowel, I need to drop the e and then add the suffix. *Making,* is the best way to spell it! (other examples: *requiring or requireing; latest or lateest; chooseing or choosing*)
    - How do I spell this word? Let me think about what I know about spelling patterns. Briefly think aloud about various spelling options and the best choice.

- Apostrophe Use:
  - Does this word need an apostrophe?
  - Do I need an apostrophe? Man, this is so hard! I know how I can figure it out! I can ask myself these questions: Is it a contraction? Am I showing possession or ownership?
- Quotation Marks:
  - When do I use quotation marks?
  - Where do quotation marks go?
- Subject-Verb agreement:
  - Are the subject and the verb in the same tense (both past tense or both present tense)?
    - *When I (pick or picks) out my own clothes, I can express my personality and my style.*
  - Does my subject match my verb?
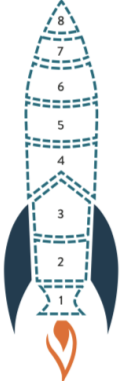
Possible Revising prompts:
- What is the best way I can revise this sentence?
- I would like to provide a better sentence to introduce the ideas in this paragraph. What could replace this sentence and provide a more effective topic sentence to introduce the ideas in this paragraph?
- The meaning of this sentence is unclear. I can improve this sentence by changing _____.
  - The meaning of this sentence, *I always hated trying to pick **stuff** out the night before,* is unclear. I can improve this sentence by changing *stuff* to *my clothes*.
  - The meaning of this sentence, *Last of all, when **they** pick out their own clothes for school, they learn that everyone is different,* is unclear. I can improve this sentence by changing *they* to *students*.
- I want to add another detail to my essay. (*say detail aloud)* Where is the best place to insert this sentence? (Think aloud about inserting the detail in a 2-3 different places and how you decided on the best place to insert the sentence)
- I need a sentence to follow and support (reason). What could I say to best support this reason?
- This part is hard to follow because one of the sentences does not belong. (insert miscellaneous sentence during first writing and delete it during this step) Let me read it again and delete the sentence from this part.

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	○ …*I don't have to think about what to wear in the morning. (My alarm beeps loudly at 6:30 am to wake me up.) I am not a good morning person, and I always hated trying to pick out my clothes the night before.* ○ *My next reason is that making students wear uniforms makes their parents spend more money. (Parents can have many different jobs in order to earn money.) Students will still want to pick their own clothes to wear outside of school,* • My paper ends abruptly. How can I revise my sentence to create the most effective closing for my paper?	
	5.3 Transitions and million dollar words Remember to include transitions and million dollar words throughout the essay OR go back afterwards and revise to add better transitions and million dollar words. Possible prompts for students to consider: • "Do I want to use a more accurate word than _____ in this sentence. Let's think of some words that would help describe _____ better." • "The word ___ is not the right word for this sentence. Let's think of a word that could replace ___ in this sentence."	

____ **Step 6. Graph the Essay**

	6.0 **Introduce Graphing Rocket (This step may have occurred in Lesson 4)** Discuss the concept of graphing with the students. Explain that once you are done, good writers review their work to make sure they have all their parts. The rocket helps us to make sure our writing BLASTS OFF!	
	6.1 Display the graphing sheet on the board, and pass out the graphing sheets. Have students write their names on their sheet.	

	6.2 Ask students if we used each steps of writing a good opinion essay (TREE). Discuss each step and fill in the section as needed.	
	6.3 Ask students if the paper had all the parts. Review the topic sentence, the three or more reasons, explanations, and the ending sentence. Show the students how each square on the rocket gets colored in for each part that was written. Also, draw a star for each good transition word and million dollar words that were used in the essay. *(Teachers: Feel free to be creative with this process. You can draw a moon for a 4th reason or a planet for a counterargument. Use your creativity and the writing elements you want your students to include in the graph)* 9. Topic Sentence 10. Reason 1 11. Reason 2 12. Reason 3 13. Explanation 1 14. Explanation 2 15. Explanation 3 16. Ending Stars: transition words, million dollar words	
	6.3 If students color all of the parts, tell students their goal each time is the fill in all the parts of the graph each time they write a persuasive essay. Note that you have colored all of the parts. Tell students they have blasted off their rocket, and their goal is to be able to blast their rocket when they write their next persuasive essays.	

___**7. Review Goal Setting**

There are two different goal sheets, which can be used. Goal sheet A has initial goals, while the Goal Sheet B contains advanced goals. You may want to use different goal sheets for different students or start with the initial goals and move students towards the advanced goals. Each sheet has a place for students to write their own goals and for a class goal as well.

7.0 Introduce/Discuss Goal Setting (This step may have occurred in Lesson 4) Discuss and Review how good writers set goals to improve their writing. It is important to reread your final product and set goals of ways to improve. A writer can always get better, and this is how we can set a few manageable goals to improve our writing the next time.	
7.1 Ask students **why making goals is important**. (Answers can include: they help us, so we know what to work towards, to help us do something better, to help us do something new, etc.)	
7.2 Pass out Goal Sheets. (If all students receive the same goal sheet, read through the goals with the students.)	
7.3 Students will **collaboratively select/create 1 to 3 goals** for the collaborative writing essay. Have each student look over the goal sheet and select 1 to 3 goals to work on in addition to using each part of TREE each time they write. Help students select/write appropriate goals as needed.	
7.4 Class goal Teachers can instruct students to **write in class goals** to align with other writing instruction (grammar, spelling, sentence structure, etc.) or individual goals that specific students may need to address. For instance, if they did not have all of the parts, one goal should be to include all of the important parts.	

_____**Step 8. Lesson wrap-up**

6.0 TEACHER CHOICE: WRAP UP THE LESSON Provide a closing to the lesson that reminds the students of the goals and objectives in a way that feels appropriate to you as the teacher.	
8.1 Practice POW, TAP, & TREE **Practice POW, TAP, and TREE mnemonics (_if time permits_)** You can have students: Write out POW, TAP, and TREE on scratch paper. • Quiz each other in partners or small groups. • Practice the mnemonics aloud.	

	• Use flashcards to quiz each other	
	8.2 Announce test Announce <u>test next session</u>! Tell students they will not be graded. They will be asked to demonstrate how well they know the steps of POW+TAP+TREE and how to use these mnemonics for writing an opinion essay, what makes a good essay, and what a good writer thinks.	
	8.3 Student Folders Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass folders out for the next lesson.	
	8.4 Reflect on student needs Determine if some of your students, who are having more trouble learning to write, need a little more help with this lesson, and plan for these students.	

Opinion/Persuasive Goal Sheet A

Choose 2-5 goals. Number your choices in order of importance to you. Track your progress in achieving your goals for each essay you write.

- ❑ Use POW, TAP, & TREE to write my essay
- ❑ Include three examples or explanations in my essay
- ❑ Include a hook to engage my reader
- ❑ Include an ending that summarizes my reasons AND does more to reach my reader.
- ❑ Write in paragraph form
- ❑ Use self-statements throughout the writing process
- ❑ Check my work for _____.
- ❑ Use more million dollar words
- ❑ Use more effective and creative transition words
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ Class Goal: _____

Did you meet your goals? (1=yes; 0=no)

	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					

Opinion/Persuasive Goal Sheet B

Choose 2-5 goals. Number your choices in order of importance to you. Track your progress in achieving your goals for each essay you write.

❑ Include more than 3 GOOD reasons in my essay, try for _____
❑ Include an explanation AND an example for <u>one</u> of my reasons
❑ Include an explanation AND an example for <u>all</u> of my reasons
❑ Include an extended introduction such as a story or anecdote (that could) preview reasons, perhaps with an emotional appeal (pathos)
❑ Include a call to action in the ending
❑ Include a counter argument and rebuttal
❑ Use pathos (emotion) in the introduction of my essay
❑ Use logic, emotion, and credibility (logos, pathos, and ethos) in my essay
❑ Employ varied or creative transition words and phrases
❑ Use more and varied million dollar words
❑ _____
❑ _____
❑ _____
❑ Class Goal: _____

Did you meet your goals? (1=yes; 0=no)

	Essay 1	**Essay 2**	**Essay 3**	**Essay 4**	**Essay 5**
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					

Lesson #5 - Teacher Resources
Should children have to wear school uniforms?

Position A:

Example Essay 1: Uniforms   ***Approaches*** | Meets | Exceeds

School uniforms aren't that bad, and they should be in all schools everywhere. First off, they take away any thought about what to wear to school. That is one thing off the list to think about every day. Next, everyone looks the same so no one can be made fun of. If we all wear the same clothes then no one gets picked on for not being cool. Finally, they save parents money. Kids won't ask for all the new cool clothes because they won't need them. So uniforms get a bad rap, but I think all children should wear them.

Example Essay 1: Uniforms   Approaches | ***Meets*** | Exceeds

      Let me tell you why I love my school uniform. I know a lot of people fight against requiring school uniforms, because that happened at my school. We have school uniforms now, and I think it was the best choice ever. I have three reasons for supporting school uniforms that I want to share with you, and I think that when you think it over carefully, you will agree with me. For me, one of the major reasons I love my school uniform is that I don't have to think about what to wear in the morning. I am not a good morning person, and I always hated trying to pick my clothes out the night before. Now, I get up in the morning and I know exactly what I am going to wear! Second, in my school wearing uniforms has clearly resulted in less bullying. There are students who harass other students just because they don't have the latest styles. Because we are all wearing our school uniforms, that just can't happen. Finally, I know that my parents really appreciate our school uniforms because they have saved money. My Mom even said that we could afford a new video game this fall because we didn't spend so much money on new clothes for school. It is clear to me that requiring school uniforms is the right choice, because it makes life easier for students, stops bullying based on what students are wearing, and saves money.

Example Essay 3: Uniforms   Approaches | Meets | ***Exceeds***

      Ahhh the freedom of waking up every morning and not having to worry about what to wear, will I look cool, do I have the newest clothes…with school uniforms these answers are already made for you. School uniforms should be made mandatory in all schools to save kids the headache! To start off, kids are mean. They constantly pick on people about their shoes, clothes, and "hand me downs," but if everyone looks the same then then that bully tactic is off the table. Then there is the relief uniforms give to the already stressed out minds of kids and parents. With homework, carpool, basketball practice, projects, and more…who needs one more thing to think about? Uniforms allow kids and parents to just chill a few extra minutes each morning knowing that decision is made. So it is clear that all kids should be wearing uniforms to hush the bullies and calm the minds of families everywhere.

Lesson #5 - Teacher Resources
Should children have to wear school uniforms?

Position B
Example Essay 1:Uniforms   *Approaches* | Meets | Exceeds

School uniforms….what a hot topic! In my opinion they are a must. The first reason is that all kids should be equal. When everyone is in dress code then no one feels inferior. The benefit of no judgement is huge to the kids that can not afford fancy or trendy clothes. We are all the same in khaki and red. Secondly, uniforms make the morning routine so easy! If you only have to choose which shirt to wear, there is less stress and struggle to get out the door. Lastly, parents must be pleased to save money. It is much less expensive to buy several pieces that can be mixed and matched than it is to buy lots of complete outfits with accessories. I strongly believe that all kids would be happier and do better in school if uniforms were required.

Example Essay 2:Uniforms   Approaches | *Meets* | Exceeds

School uniforms, do you love them or hate them? You should be against them if you care about kids. First of all, I want to be my own person. When I pick out my own clothes I can express my personality and my style. I believe students should have the freedom to choose clothes that express their style. After all, this is a free country. Secondly, I hear a lot of students who wear school uniforms complain that they are not comfortable. I only pick clothes to wear to school that I am comfortable in. When I am comfortable, it is easier for me to learn. There are more good reasons not to force us to wear school uniforms. My next reason is that making students wear uniforms makes their parents spend more money. Students will still want to pick their own clothes to wear outside of school, so parents will have to buy two wardrobes for their kids. Last of all, when students pick out their own clothes for school, they learn that everyone is different and learn to appreciate those differences. Clothes don't make the person. Choosing our own clothes allows us to express our style, be comfortable in school, saves money, and helps us learn to appreciate our differences.

Example Essay 3:Uniforms   Approaches | Meets | *Exceeds*

Clothes are a part of my self expression as a person and I think that school dictating what I wear is taking away my rights as a citizen! Schools should focus on education and keep their noses out of what I wear, and NOT force students to wear school uniforms. To start off with, uniforms are expensive and are just one more thing my parents have to buy to the long list of school supplies. Not everyone has tons of money to spend on all of the uniform pieces like shoes, shirts, shoes, blazers, and on and on! Let's be real, UNIFORMS ARE UGLY! Uniforms are drab, all the same color, and make us look like robot clones walking the halls. And let's not forget how uncomfortable uniforms are these days! Uniforms are scratchy, never fit right, and they make me feel annoyed. If I am itching and annoyed, then I will not be able to focus at school. Some argue that uniforms help to improve school scores by allowing students to focus on other things, but I say uniforms actually make kids hate school more and could have a NEGATIVE EFFECT on schools. So schools should think about the Constitution and allow

students freedom of expression instead of focusing on oppression by making us all wear expensive, ugly, and uncomfortable school uniforms!

Should children have to wear school uniforms?

T	
R₁	
E₁	
R₂	
E₂	
R₃	
E₃	
End	

Lesson 6

Supported Writing

- Review
- Students engage in supportive (peer/small group) planning and writing essay
- Students actively use (with support) self statements, goals, graph
- Students examine pre-test, graph, and return to goals as needed

POW +TREE: *LESSON # 6 – Support It – Peer Collaborative Writing*

Purpose: Activate Prior Knowledge, Memorize it, **Support it**

Objectives:
1. Students will review good writing
2. Students will review persuasive writing
3. Students will review and practice TREE.
4. Students will engage in collaborative peer practice, planning and writing an essay using TREE; Students write their plan and write the responses to the prompt
5. Students will actively use self-statements, goals, graph
6. Students will examine pre-test, graph, and return to self-statements/goals as needed

Learning Standards:
The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

(15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by categorizing ideas and organizing them into paragraphs; ***Readiness Standard***

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; ***Readiness Standard***

110.6 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; create brief compositions that:
- establish a central idea in a topic sentence;
- include supporting sentences with details and explanations;
- contain a concluding statement.

Materials
- Mnemonic chart
- example papers
- TREE graphic organizers
- transition word chart
- Self-Instructions Sheet
- Rocket Graphing Sheet

- L6 Student Handout
- paper
- pencils
- scratch paper
- student folder
- pre-test essay

Vocabulary: no new vocabulary in this lesson

Before starting this lesson, decide on **pairs** or **small groups** to work together on this lesson. You may also wish to work with some students yourself.

___ **Step 1: Develop & Activate Prior Learning**

	1.3 Remind students they are becoming Good Writers. **Remember, good writers use strategies to help them write well. We are working on learning strategies to help us when we write so we can become good writers too!**	

	1.4 Good essays
	Remind students we are learning <u>strategies for writing that will help them plan and write a good opinion essay</u>. Remind students that <u>there are other genres of writing, but we are starting with writing to persuade</u>.
	
	All Good essays:
	  o *are fun to read*
	  o *fun to write*
	  o *make sense, and*
	  o *have all their parts*	

____ **Step 2. Review-Test POW+TAP and TREE**

	2.1 Review/Test POW **What was the first mnemonic we learned?** *(POW)* **When do we use POW?** *(Writing process)* **What is the writing process?** *(steps to complete for any writing)* **When do we use the writing process?** *(For any writing we do. Ask students for examples? Ex: Writing a letter? Completing social studies homework? Constructed response in math class?)* **Let's Review the parts of POW:** P = Pick an idea O = Organize my notes W = Write and say more	Teachers, you can choose to gradually release the students from reviewing the mnemonics together to TESTING their knowledge of the mnemonics by writing on a scratch paper, quizzing partners, respond aloud, using flashcards.

	To think about "Pick my idea" the writer has to think about our other mnemonic, TAP. **What is TAP used for?** *(To figure out what to write about/break down a prompt/better understand a question)*	
	2.2 Review/Test TAP **When we think about the P in POW: "Pick my idea-" we can use this when we write anything: an email, thank you note, or creative story, BUT here at school do you always get to pick your own idea?** (*No)* **Often times you are given a writing prompt. When we have a prompt, which mnemonic do we need to use?** *(TAP).* Review parts of TAP: **T = Topic – pay attention to the topic you need to write about. We are learning to write an opinion essay.** **A = Audience – Who is your reader? Who are you trying to entertain, persuade, or inform? In these lessons we are trying to persuade.** **P = Purpose – the genre (narrative, persuasive, or informational) and the form of the essay (narrative, persuasive, or informational) In these lessons we are learning to persuade, and our purpose is to try hard to convince our reader to agree with us (mention that informational writing will come later). We often look for clue words to help us find the purpose.** *Optional: You may want to review some clue words for genres that help to identify the purpose.*	

	To TAP the prompt, we will: *Underline the topic* **Star the audience** *Circle the purpose (words that give clues to the genre and format)*	
	2.11 What genre of writing are we currently working on? *Persuasive writing* **What does it mean to persuade?** *To try to convince someone to agree with you* (Remind students that you aren't always going to get others to agree with you, and we can learn from each other reading and talking about what we believe. To have the best chance at getting a reader to agree with what you think, a writer has to think, plan, and write a really powerful essay for that reader. It is important to remember that it is NOT a failure if someone doesn't agree after reading your essay…no matter how effectively persuasive you were in your essay!)	
	2.12 Review/Test TREE **Remember, all good essays have ALL THEIR PARTS. What mnemonic do we use to write a really powerful persuasive essays that helps us to include all of the parts?** *TREE* **Review parts of TREE:** **T- Topic Sentence:** Tell what you believe (state your position) **R- Reasons:** 3 or more, tell why you believe it. To think of powerful reasons, we have to think of our reader. What reasons will convince the reader? **E- Explain:** Explain or give an example of each reason. **E-Ending:** Write a good ending sentence or concluding statement. Wrap it up right!	

	2.13 *Memorize.* Ask the students **why is it important that they memorize each step of these tricks** (Answers should include: *I won't have a paper with the steps on it when I take the test; it will help me remember what to do; it will help me organize my ideas no matter where I am; the teacher won't always be there to remind of the steps, so if I memorize them, they are always with me in my mind*) *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	
	2.14 **OPTIONAL: Test to see if students remember POW, TAP, and TREE. Be sure students remember that TREE is the trick for O.** Ask students what each letter stands for and why it is important. *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	
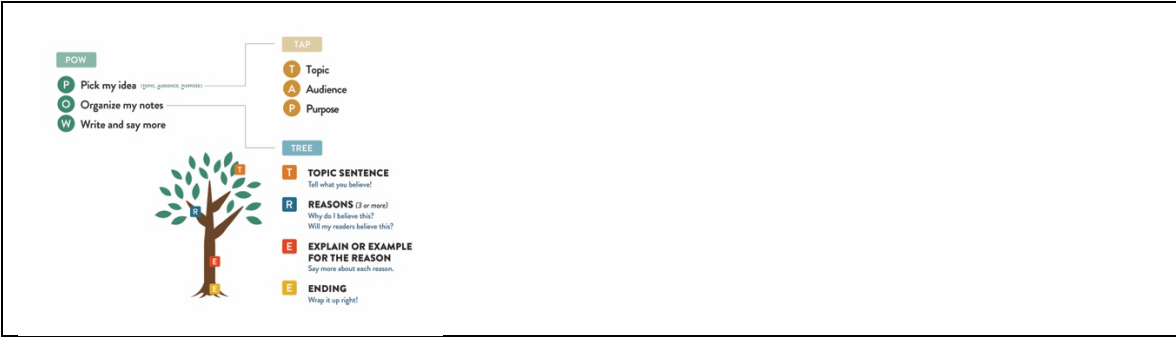
 _____ **Step 3: Supported Planning**

	3.1 Prepare materials Pass out student folders, if not already out. Ask students to get out their TREE reminder chart, transition word chart, and self-statements list. Put graphic organizer on board with TREE down the left side. Instruct students to make their own graphic organizer.	

	3.2 Prompt Write this prompt on the board: ***Should all children learn to use a computer?*** This is a collaborative process, but students (or student pairs) need to take most of the lead now. Let students know they are going to write their own plan and essay today, but you (and/or a peer, as the teacher chooses) will support them when needed. Pass out L6 Student Handout	
	3.3 Self-statements to get started **How do we start?** Refer students to their self-statements to get started. This is along the same line as "*What is it I have to do? How do I start? I need to do POW+TAP. I need to TAP the prompt. I have to write a persuasive essay using TREE.*" Each pair can decide what they want to claim.	
	3.4 Student led: Organize my notes **What do we do next?** We will use TREE to help us organize and plan our paper. State, **We will use this organizer on the board to make and organize our notes.**	
	3.5 Review your goals for writing a persuasive essay with the students. Powerful persuasive essays tell the reader what you believe, give at least three good reasons why, use transition words, and have an ending sentence. Also, good opinion essays are fun to write, fun for others to read, make sense, and may convince the reader to agree with you.	
	3.6 Check your notes/Revise notes After students have generated notes for all of the persuasive essay parts, look back at the notes and see if you can add more parts (e.g., more reasons). Make sure there are notes for good transition words. Be sure the reasons make sense.	

_____ Step 4: Supported Writing (with peer or teacher)

	4.1 **What do we do now?** Remind students they now have to write their essay. They can also add more ideas as they write. <u>Refer students to their self-statements to say while they work.</u> One might state **"What is it I have to do here? I have to write a good opinion essay. Good stories are fun to read, fun to write, make sense, and have all their important parts.** Ask students to tell you what the important parts are: tells the reader what you believe, gives the reader at least three reasons why you believe it, explains the reasons or gives examples, and has a good ending sentence.	

	4.2
	Guide the students through writing the essay, <u>as needed</u>. Allow students to transform the notes into an essay. Every student (or student pair) can write their own essay using their own words.
	• Guide students to revise the essay, as needed.
	   o Change word/words if the meaning of the sentence is unclear.
	   o Add important detail to essay. Think about best place to insert important detail.
	   o Add sentence to support a given reason. Think about the best place to insert the supporting detail.
	   o Delete sentences that do not belong.
	   o Add transition words
	   o Add million dollar words
	      ▪ Think about why a change of word is needed (e.g., word is not the right word for the sentence, wants to use a more accurate word).
	• Guide students to edit the essay as needed.
	   o Best way to combine two sentences.
	   o Comma usage (compound sentence, ideas in a list or series, change of comma to period, other: _____)
	   o Capitalization of a word (historical periods/event/documents; titles of books/stories/essays; languages/races/nationalities; official titles of	

| | people; holidays; geographical names/places; other_____) o Spelling: ▪ Homophones ▪ Spelling Rule (doubling final consonant, dropping final e, changing y to i, other: _____). ▪ Spelling pattern: _____ ▪ Syllable division: _____ o Apostrophe usage (contraction, possessive, other: _____) o Use of quotation marks o Subject-verb agreement o Other grammar/convention concept: _____ | |

_____ **Step 5: Graph the Paper Written With Support (peer or teacher)**

	5.1 Display the graphing sheet on the board, and pass out the graphing sheets. Have students write their names on their sheet.	
	5.2 Ask students if we used all four steps of writing a good opinion essay (TREE). Discuss each step and fill in the section as needed Review the important parts of a good opinion essay: tells the reader what you believe, gives the reader at least three reasons why you believe it, explains the reasons or gives examples, and has a good ending sentence. topic sentence, the three or more reasons, and the ending sentence. Show the students how each section on the graphing sheet gets colored in is for each part that was written. Also, color the section for each reason if there are more than 3 reasons in the essay or for each transition word that was used in the essay.	
	5.3 If students color all of the parts, tell students their goal each time is the fill in all the parts of the graph each time they write a persuasive essay.	

____ **Step 6. Establish Prior Performance**

🌱	**6.1** **OPTIONAL: Remember the opinion essays you wrote before we learned POW+TAP and TREE?** Pass out each student's pretest.	
	6.2 Tell students you **don't expect them to have all the parts in this essay**, they had not learned the mnemonic yet! Have students read their paper and see which parts they have. Have students count up the number of parts they have. You can have students graph this number on a rocket chart they will use for the next essays they write if you like, or skip this if you prefer.	
	6.3 Compare pretest/to collaborative model Briefly discuss with students which parts they have and which they don't. Emphasize that they wrote this essay before learning the "tricks" or mnemonics for writing. Now that they know the "tricks" their writing has already greatly improved. Compare the pretest paper to the collaborative paper and talk about what the students have learned about good writing. If any students are exhibiting frustration or are upset about their pretest essay, encourage them to use a self-statement.	
	6.4 Set a new goal of writing better persuasive essays Set a goal to continue writing better papers. Each opinion essay they write should have **all parts of TREE**. Remind them that a powerful opinion essay gets the reader's attention and tells the reader what you believe, gives at least three reasons why, gives an explanation for each reason, uses transition words, and has a good ending sentence. Also, good opinion essays make sense, are fun to write and for others to read, and may convince the reader to agree with you.	

_____Step 7. Lesson wrap-up

	7.0 TEACHER CHOICE: WRAP UP THE LESSON Provide a closing to the lesson that reminds the students of the goals and objectives in a way that feels appropriate to you as the teacher.	
	7.1 Practice POW, TAP, & TREE	

	<u>Practice POW, TAP, and TREE mnemonics (*if time permits*)</u> You can have students: Write out POW, TAP, and TREE on scratch paper. • Quiz each other in partners or small groups. • Practice the mnemonics aloud. • Use flashcards to quiz each other	
	7.2 Announce test Announce <u>test next session</u>! Tell students they will not be graded. They will be asked to demonstrate how well they know the steps of POW+TAP+TREE and how to use these mnemonics for writing an opinion essay, what makes a good essay, and what a good writer thinks.	
	7.3 Student Folders Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass folders out for the next lesson.	
	7.4 Reflect on student needs Determine if some of your students, who are having more trouble learning to write, need a little more help with this lesson, and plan for these students.	

Lesson 6 Teacher Resources

Should all children learn how to use the computer?

Position A
Example Essay 1: Computers   *Approaches* | Meets | Exceeds

      I do not think that all children should have to learn to use a computer. To begin with, some kids do not have a computer at home. How do people expect children to use a computer when they don't even own one?   Another reason is some kids have trouble with typing. Learning to type is a difficult skill that many children don't have yet in their life. My final reason is some computers are always breaking down. Technology breaks down often and it is hard to learn from something that is broken all the time. So please, don't make all children learn how to use a computer.

Example Essay 2 : Computers   Approaches | *Meets* | Exceeds

My mom always says, "knowledge is power." BUT she also says that sometimes the internet has too many things that I don't need to know yet, so I don't think that all children should learn to use a comuter. First of all, little kids are too young to know how to type. Little kids can't even read yet, so how can we expect them to learn to type. Also, clicking with a mouse for little kids can lead to dangerous things. One time I accidentally bought a tv on Amazon by just clicking. Finally, little kids should learn in real life before learning on a computer. Learning with your hands, senses, and with other people is better for kids than staring at a screen. I hope I convinced you that not ALL kids should learn to use a computer.

Example Essay 3: Computers   Approaches | Meets | ***Exceeds***
(example 2 with more voice. Note: only two reasons but developed with feeling and voice)

Viruses! Inappropriate material! Zombie eyed computer addicts! Computers these days are dangerous and NOT all children should be made to use computers! <u>Let's be honest</u>, there are a LOT of things on the internet that kids should not be looking at, and if you made all children learn to use a computer then they would be exposed to ALL of the inappropriate, scary, and violet things that Google has to offer. <u>Don't get me started</u> on the fact that computers are making kids anti-social! When kids learn about computers they spend all their time on them and no time making friends, playing outside, or living their life. Kids just end up staring at the screen in a trance when they could be building forts and being kids<u>. If you don't agree with me now,</u> then you must not like children because computers can be dangerous and unhealthy for kids. That is why NOT ALL children should be MADE to learn to use a computer.

Lesson 6 Teacher Resources

Should all children learn how to use the computer?

Position B
Example Essay 1: Computers   *Approaches* | Meets | Exceeds

  I think that everyone should learn how to use a computer. First, I think that kids should learn to use the computer is because it can help them at school. A second reason for learning to use the computer is to play games. My third reason is that the computer is a good way to send messages and write to other kids. So if you ask me, everyone needs to learn how to use the computer. The sooner they start, the better.

Example Essay 2: Computers   Approaches | *Meets* | Exceeds

  Google, Prodigy, Khan Academy, Fortnite: How would a child survive without these tools? All children need to learn how to use a computer. To begin with, computers are used in classrooms to help us learn. The teachers assign activities and projects all the time on the computer and we need to know how to do them. Next up is homework would be hard without a computer. When you don't remember something from school while working on HW, you need a computer to help. Finally, and probably the most important reason of all: COMPUTERS ARE FUN! Computers have games and fun stuff to do. We are kids surrounded by technology for learning, games and fun, so it is important…no necessary for all children to learn how to use them.

Example Essay 3: Computers   Approaches | Meets | *Exceeds*

"I would die without my laptop." That is what my mother said yesterday, and she is old. We live in the age of technology and things are changing daily. If kids have any chance of surviving in this world, then they MUST learn how to use a computer. First of all most kids do not even know the old way of doing things. No one mails letters anymore, calls and talks to a person for help with a problem, or uses books to find information. Everything today is on the computer! If kids want to be able to communicate in the modern world, then they have to know the "language"- computer language that is. Then there is always the fact that computers give you any knowledge that you need without being bulky and taking up space like a set of encyclopedias, dictionaries, or textbooks. Computers allow children to have access to information and as my mom always says, "knowledge is power." Best of all though is working on a computer is fun! Besides useful information there are a lot fun things you can do on the computer like games and staying in touch with people far away. It is clear that if children want to be successful in today's world then they need the tools to get them there and so every child should learn to use a computer!

Lesson #6 – Student Handout

Work with a partner or a small group. Use the writing strategies you have learned to write an essay in response to this prompt. Remember to use your self-statements. When you finish writing your essay together, use a rocket to graph your work.

Should all children learn to use a computer?

T	
R_1	
E_1	
R_2	
E_2	
R_3	
E_3	
End	

Lesson 7

Independent Writing

- Review POW+TAP+TREE
- Plan and Write Independently
- Graph, set goals, and use self statements

POW +TREE: *LESSON #7 –Independent Writing*

THIS LESSON IS REPEATED AS NECESSARY FOR INDIVIDUAL STUDENTS TO MOVE FROM SUPPORTED TO INDEPENDENT WRITING

Purpose: Independent Practice

Lesson Objectives:
1. Students will review and practice POW+TAP+TREE.
2. Students will write independently, using a TREE planning sheet they create.
3. Students will review self-statements, transitions, and goals
4. Students will graph their performance.

Learning Standards:

The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

(15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by categorizing ideas and organizing them into paragraphs; ***Readiness Standard***

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; ***Readiness Standard***

110.6 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; create brief compositions that:
- establish a central idea in a topic sentence;
- include supporting sentences with details and explanations;
- contain a concluding statement.

Materials	
• Mnemonic chart	• L7 Student handouts
• TREE graphic organizers	• paper
• transition word chart	• pencils
• Self-statements Sheet	• scratch paper
• Rocket Graphing Sheet	• student folder

Vocabulary: independent

___ Step 1: Develop & Activate Prior Learning

|	**1.4 Remind students they are becoming Good Writers.** **Remember, good writers use strategies to help them write well. We are working on learning strategies to help us when we write so we can become good writers too!**	

	1.5 Good essays
	Remind students we are learning <u>strategies for writing that will help them plan and write a good opinion essay</u>. Remind students that <u>there are other genres of writing, but we are starting with writing to persuade</u>.
	
	All Good essays:
	   o *are fun to read*
	   o *fun to write*
	   o *make sense, and*
	   o *have all their parts*	

_____ Step 2. Review-Test POW+TAP and TREE

	2.1 Review/Test POW **What was the first mnemonic we learned?** *(POW)* **When do we use POW?** *(Writing process)* **What is the writing process?** *(steps to complete for any writing)* **When do we use the writing process?** *(For any writing we do. Ask students for examples? Ex: Writing a letter? Completing social studies homework? Constructed response in math class?)* **Let's Review the parts of POW:** P = Pick an idea O = Organize my notes W = Write and say more **To think about "Pick my idea" the writer has to think about our other mnemonic, TAP.** **What is TAP used for?** *(To figure out what to write*	Teachers, you can choose to gradually release the students from reviewing the mnemonics together to TESTING their knowledge of the mnemonics by writing on a scratch paper, quizzing partners, respond aloud, using flashcards.

	about/break down a prompt/better understand a question)	
	2.2 Review/Test TAP **When we think about the P in POW: "Pick my idea-" we can use this when we write anything: an email, thank you note, or creative story, BUT here at school do you always get to pick your own idea? (***No)*** **Often times you are given a writing prompt. When we have a prompt, which mnemonic do we need to use?** *(TAP).* Review parts of TAP: **T = Topic – pay attention to the topic you need to write about. We are learning to write an opinion essay.** **A = Audience – Who is your reader? Who are you trying to entertain, persuade, or inform? In these lessons we are trying to persuade.** **P = Purpose – the genre (narrative, persuasive, or informational) and the form of the essay (narrative, persuasive, or informational) In these lessons we are learning to persuade, and our purpose is to try hard to convince our reader to agree with us (mention that informational writing will come later). We often look for clue words to help us find the purpose.** *Optional: You may want to review some clue words for genres that help to identify the purpose.*	

	To TAP the prompt, we will: *Underline* the topic **Star the audience** *Circle the purpose (words that give clues to the genre and format)*	
	2.15 What genre of writing are we currently working on? *Persuasive writing* **What does it mean to persuade?** *To try to convince someone to agree with you* (Remind students that <u>you aren't always going to get others to agree with you</u>, and <u>we can learn from each other reading and talking about what we believe</u>. To have the best chance at getting a reader to agree with what you think, a writer has to think, plan, and write a really powerful essay for that reader. It is important to remember that <u>it is NOT a failure if someone doesn't agree after reading your essay…no matter how effectively persuasive you were in your essay!</u>)	
	2.16 Review/Test TREE **Remember, all good essays have ALL THEIR PARTS. What mnemonic do we use to write a really powerful persuasive essays that helps us to include all of the parts?** *TREE* <u>**Review parts of TREE:**</u> **T- Topic Sentence:** Tell what you believe (state your position) **R- Reasons:** 3 or more, tell why you believe it. To think of powerful reasons, we have to think of our reader. What reasons will convince the reader? **E- Explain:** Explain or give an example of each reason. **E-Ending:** Write a good ending sentence or concluding statement. Wrap it up right!	

	2.17 *Memorize.* Ask the students **why is it important that they memorize each step of these tricks** (Answers should include: *I won't have a paper with the steps on it when I take the test; it will help me remember what to do; it will help me organize my ideas no matter where I am; the teacher won't always be there to remind of the steps, so if I memorize them, they are always with me in my mind*) *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	
	2.18 OPTIONAL: Test to see if students remember POW, TAP, and TREE. Be sure students remember that TREE is the trick for O. Ask students what each letter stands for and why it is important. *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	
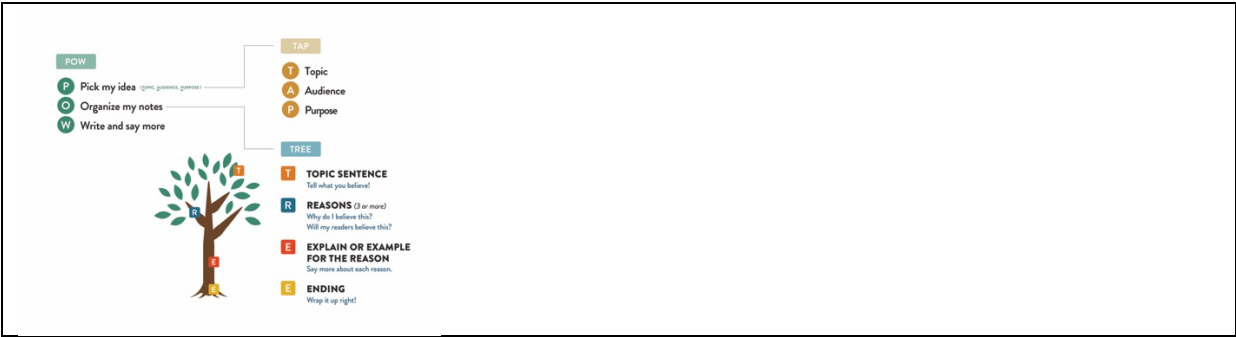
_____ **Step 3: Review Self-Statements**

	3.1 Ask students to get out the Self-Statement List. Ask students to review their self-statements before starting to write their next essay.	

_____ **Step 4. Review Goals**

	4.1 Review why goals are important Ask students why making goals is important. (Answers can include: they help us, so we know what to work towards, to help us do something better, to help us do something new, etc.)	
	4.2 Ask students to get out their goal sheets. Have each student review their goal sheet and add any other goals to work on each time they write.	
	4.3 Teachers can instruct students to **write in** class goals to align with other writing instruction (grammar, spelling, sentence structure, etc.) or individual goals that specific students may need to address. For instance, if they did not have all of the parts, one goal should be to include all of the important parts.	

_____ **Step 5: Genre Review / What makes a good opinion essay**

	5.1 Review purpose of writing opinion essays Review with students their **goals** for writing an opinion essay. First, you are writing an opinion essay or writing to persuade. State, "Powerful opinion essays tell the reader what you believe, give at least three good reasons why, use transition words, and have an ending sentence. Also, good opinion essays are fun to read, fun to write, make sense, and have all their parts."	

_____ **Step 6: Introduce Independent Writing**

	6.1 Prepare materials Pass out student folders. Ask the students to get out their transition word chart and their self-statements list. Give students a blank graphic organizer.	
	6.2 Choose prompt Choose a prompt to write on the board (others can be additional prompts to repeat this lesson as needed):	

	Should children your age be allowed to stay overnight at a friend's house? **Do you think children should get an allowance?** **Should boys and girls play soccer together?** **Should kids be allowed to eat snacks during math class?** **Pass out L7 Student Handout.**	

_____ **Step 7: Practice Independent Writing**

	7.1 Ask students what they should do first. THEY MUST WRITE TREE along the side ON THE WRITING PROMPT OR NOTEBOOK PAPER – HELP THEM TO DO SO IF THEY HAVE DIFFICULTY. Circulate around the room and do steps 2-4 below. If all of the class is having trouble with any step, you can pull the whole class together to review and help. Otherwise, assist individuals or small groups as needed.	
	7.2 Wait and see if students continue. If some students do not, ask these students what they need to do next. Prompt and help only as necessary. They need to use TREE to make notes for each part. When they are done writing notes, remind them they can think of more ideas as they write. Encourage students to use self-statements when you think they are needed. It is okay if students aren't using self-statements out loud.	
	7.3 Wait and see if students continue. If some students do not, ask these students what they should do next. Prompt students to write their essay, as needed. Let students work independently as much as possible, but help them if needed so they have a complete, good opinion essay. The goal is for these students to become more independent with practice. *Struggling writers will need extra help here. You can work with them individually, in small groups, or have them work with a peer as necessary and possible.*	
	7.4 Once students complete their writing, wait and see if students read their paper to check if the story makes sense and has all the important parts, and if they make any changes to parts of their story (e.g., adding million dollar words, details, more reasons,	

	revise or edit based on concepts taught). Encourage or help students do this if they don't do it on their own.	

Step 8: Graph the Independently Written Paper

	8.1 Student Led Graphing Session Draw a graphing rocket on the board, and pass out the graphing sheets.	
	8.2 Ask students if their paper had all the parts of TREE. Ask them to find their topic sentence, the three or more reasons, and the ending sentence. Did their essay contain transition words?. Million dollar words? Circulate and help students to verify the number of parts they have. Or, you may pair students off to share and count their parts together. If a student is missing a part(s), they may add them now if time allows (i.e., they can revise).	
	8.3 Have students color their rockets. Remind students that one square on the rocket gets colored for each part that was written. Also, color the stars for each additional reason if there are more than 3 reasons in the essay and one star for each transition word used in the essay.	
	8.4 Congratulate students on their hard work and remind them of their goals for next time.	

Step 9: Revisit Goals (if needed)

	9.1 Ask students if after writing an essay independently and graphing it to return and to their goals sheets.. Did they meet their goals? Would they like to add goals? *As writers, we don't just make goals once, but we are constantly checking to see if we met our goals and setting new goals to improve our writing.*	
	9.2	

	Share an experience with your students that shows that you, even as a teacher, continue to meet goals and set new goals, so you can become a better writer.	

_____Step 10. Lesson wrap-up

	6.0 TEACHER CHOICE: WRAP UP THE LESSON Provide a closing to the lesson that reminds the students of the goals and objectives in a way that feels appropriate to you as the teacher.	
	10.1 Practice POW, TAP, & TREE **Practice POW, TAP, and TREE mnemonics (_if time permits_)** You can have students: Write out POW, TAP, and TREE on scratch paper. • Quiz each other in partners or small groups. • Practice the mnemonics aloud. • Use flashcards to quiz each other	
	10.2 Announce test Announce _test next session_! Tell students they will not be graded. They will be asked to demonstrate how well they know the steps of POW+TAP+TREE and how to use these mnemonics for writing an opinion essay, what makes a good essay, and what a good writer thinks.	
	10.4 Student Folders Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass folders out for the next lesson.	
	10.5 Reflect on student needs Determine if some of your students, who are having more trouble learning to write, need a little more help with this lesson, and plan for these students.	

REPEAT THIS LESSON UNTIL STUDENTS CAN WRITE INDEPENDENTLY. SELECT FROM REMAINING PROMPTS IN PROMPT BANK

Lesson #7 – Student Handout

Use the writing strategies you have learned to write an essay in response to this prompt. Remember to use your self-statements. When you finish writing your essay together, use a rocket to graph your work.

Should children your age be allowed to stay overnight at a friend's house?

T	
R_1	
E_1	
R_2	
E_2	
R_3	
E_3	
End	

Lesson #7 – Student Handout

Use the writing strategies you have learned to write an essay in response to this prompt. Remember to use your self-statements. When you finish writing your essay together, use a rocket to graph your work.

Do you think children should get an allowance?

T	
R_1	
E_1	
R_2	
E_2	
R_3	
E_3	
End	

Lesson #7 – Student Handout

Use the writing strategies you have learned to write an essay in response to this prompt. Remember to use your self-statements. When you finish writing your essay together, use a rocket to graph your work.

Should boys and girls play soccer together?

T	
R₁	
E₁	
R₂	
E₂	
R₃	
E₃	
End	

Lesson #7 – Student Handout

Use the writing strategies you have learned to write an essay in response to this prompt. Remember to use your self-statements. When you finish writing your essay together, use a rocket to graph your work.

Should kids be allowed to eat snacks during math class?

T	
R_1	
E_1	
R_2	
E_2	
R_3	
E_3	
End	

Lesson 8

STAAR

- Review POW+TAP+TREE
- Model how POW+TAP+TREE can be used on STAAR prompt
- Practice
- REPEAT

POW +TREE: *LESSON #8* – Generalize to STAAR Test

Purpose: Applying SRSD strategies to the STAAR Written Composition Assessment

Objectives: Review SRSD strategies, discuss how the strategies we have learned can be used on the STAAR writing test, practice applying strategies to a STAAR test prompt.

Lesson Objectives:
1. Students will review and practice POW+TAP+TREE.
2. Students will analyze STAAR test prompts
3. Students will write independently, using a TREE planning sheet to plan an essay in response to a STAAR prompt
4. Students will review self-statements, transitions, and goals
5. Students will graph their performance.

 Learning Standards:
The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

(15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by categorizing ideas and organizing them into paragraphs; *Readiness Standard*

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; *Readiness Standard*

110.6 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; create brief compositions that:
- establish a central idea in a topic sentence;
- include supporting sentences with details and explanations;
- contain a concluding statement.

Materials	
• TREE graphic organizer	• STAAR prompts
• transition word chart	• paper
• Self-statements Sheet	• pencils
• Rocket Graphing Sheet	• scratch paper
	• student folder
Vocabulary: informational, inform	

Activate Prior Knowledge

___ Step 1: Develop & Activate Prior Learning

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1.1 Remind students they are becoming Good Writers.

Remember, good writers use strategies to help them write well. We are working on learning strategies to help us when we write so we can become good writers too!
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1.2 Good essays
Remind students we are learning <u>strategies for writing that will help them plan and write a good opinion essay</u>. Remind students that <u>there are other genres of writing, but we are starting with writing to persuade</u>.

All Good essays:
- *are fun to read*
- *fun to write*
- *make sense, and*
- *have all their parts*
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____ Step 2. Review-Test POW+TAP and TREE

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2.1 Review/Test POW

What was the first mnemonic we learned? *(POW)*
When do we use POW? *(Writing process)*
What is the writing process? *(steps to complete for any writing)*
When do we use the writing process? *(For any writing we do. Ask students for examples? Ex: Writing a letter? Completing social studies homework? Constructed response in math class?)*

Let's Review the parts of POW:

P = Pick an idea
O = Organize my notes
W = Write and say more

To think about "Pick my idea" the writer has to think about our other mnemonic, TAP.
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Teachers, you can choose to gradually release the students from reviewing the mnemonics together to TESTING their knowledge of the mnemonics by writing on a scratch paper, quizzing partners, respond aloud, using flashcards.
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	What is TAP used for? *(To figure out what to write about/break down a prompt/better understand a question)*	
	2.2 Review/Test TAP **When we think about the P in POW: "Pick my idea-" we can use this when we write anything: an email, thank you note, or creative story, BUT here at school do you always get to pick your own idea? (***No)* **Often times you are given a writing prompt. When we have a prompt, which mnemonic do we need to use?** *(TAP).* Review parts of TAP: **T = Topic – pay attention to the topic you need to write about. We are learning to write an opinion essay.** **A = Audience – Who is your reader? Who are you trying to entertain, persuade, or inform? In these lessons we are trying to persuade.** **P = Purpose – the genre (narrative, persuasive, or informational) and the form of the essay (narrative, persuasive, or informational) In these lessons we are learning to persuade, and our purpose is to try hard to convince our reader to agree with us (mention that informational writing will come later). We often look for clue words to help us find the purpose.** *Optional: You may want to review some clue words for genres that help to identify the purpose.*	

	To TAP the prompt, we will: *Underline the topic* **Star the audience** *Circle the purpose (words that give clues to the genre and format)*	

	2.3 Review/Test TREE
	
	Remember, all good essays have ALL THEIR PARTS. What mnemonic do we use to write a really powerful persuasive essays that helps us to include all of the parts? *TREE*
	
	 Review parts of TREE:
	
	   T- Topic Sentence: Tell what you believe (state your position)
	   R- Reasons: 3 or more, tell why you believe it. To think of powerful reasons, we have to think of our reader. What reasons will convince the reader?
	   E- Explain: Explain or give an example of each reason.
	   E-Ending: Write a good ending sentence or concluding statement. Wrap it up right!	

	2.4 Memorize. Ask the students **why is it important that they memorize each step of these tricks** (Answers should include: *I won't have a paper with the steps on it when I take the test; it will help me remember what to do; it will help me organize my ideas no matter where I am; the teacher won't always be there to remind of the steps, so if I memorize them, they are always with me in my mind*) *IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.*	
	2.5 OPTIONAL: Test to see if students remember POW, TAP, and TREE. Be sure students remember that TREE is the trick for O. Ask students what each letter stands for and why it is important.	

	IT IS ESSENTIAL THAT STUDENTS INTERNALIZE/MEMORIZE THE MNEMONICS. Please see list at end of lesson 1 for additional ideas for memorization of strategies.	

Set the Context for Learning

_____ Step 3. Generalize to STAAR Written Composition Assessment

	3.1 Discuss that <u>writing is always a process</u>. **Writing is hard, but if we break it into smaller chunks, it makes it easier and more fun. Plus, we can all do hard things.**	

	3.2 INTRODUCE HOW POW+TAP+TREE CAN BE USED ON STAAR
	Tell students you're going to **help them learn**
	    (a) how to use POW and TAP on the state writing test
	    (b) how to adapt/change/alter/tweak TREE to use on the state writing test	

	3.3 Pass out student writing folders	
	3.4 Review Persuasive genre **Is all writing that we do persuasive?** *No* **Are we trying to get someone to agree with us every time we write?** *No* **What other reasons do writer's write?** *To inform, to tell a story, to entertain, to persuade* Discuss with children that not all writing is persuasive. Explain that on the Texas state test, the STAAR, **the prompts usually ask students to tell about something, but without needing to persuade**. The **prompts are expository and usually informational**; they require students to inform – provide information, but without needing to convince anyone.	

_____ Step 4. Understanding the prompts

	4.1 Structure of prompts	

| | | The STAAR prompts are always similar. They include:
- READ: a short summary or a quote
- THINK: about the summary or quote (which is usually reworded here)
- WRITE: specific directions given, often including instructions to write about or tell about a particular time, person, activity, or even reason. Then, explain it.
- BE SURE TO:
   - clearly state your central idea
   - organize your writing
   - develop your writing in detail
   - choose your words carefully
   - use correct spelling, capitalization, punctuation, grammar, and sentences

The STAAR prompts do not require any special research; you can answer the prompts from your own ideas and experiences.

The responses should be written in 1st person (i.e., use I, me, myself).
The responses must clearly state your central idea, be organized in a logical manner, and include transition words that help the reader follow along. | |
| | | **4.2 Example prompt**

Let's look at an example.

Pass out L8 Student Handout

READ the information in the box below.

There are people in our lives who are special to us. Sometimes this person is a teacher or coach, a parent, a brother or sister, or even a friend.

THINK about the people you care about.

WRITE about one person who has been important to you. Explain what makes this person special. | |

	Be sure to− • clearly state your central idea • organize your writing • develop your writing in detail • choose your words carefully • use correct spelling, capitalization, punctuation, grammar, and sentences	
	4.3 Example prompt analyzed. Let's look carefully at what is required and TAP the prompt. Remember when we TAP the prompt, we *Underline the topic* **Star the audience** *Circle the purpose (words that give clues to the genre and format)* **The first instruction is to READ. What are we to read?** Have students read the information. *(the information in the box.)* **The information in the box is usually a quote or a short idea to consider.** **What are we being asked to read in this prompt?** Ask students to read. *(There are people in our lives who are special to us. Sometimes this person is a teacher or a coach, a parent, a brother or sister, or even a friend.)* **What is the next step?** *(THINK)* **What are we asked to think about in this prompt?** Ask students to read. *(Think about the people you care about).* **What is the next step?** (WRITE) **What are we asked to write about in this prompt?** Ask students to read. *(Write about one person who has been important to you. Explain what makes this person special.)* **What part of TAP is this?** *(Topic).* **What should we do to mark up the prompt?** (*Underline the topic*) **What is the topic in this prompt? What should we underline?** (allow for responses; give extra wait time if needed; we want them to be independent at this point).	

Notice that there are TWO parts to the writing directions. What are the two parts? *(1. Write about one person who has been important to you. 2. Explain what makes this person special.)*

Let us look a bit closer at what we are asked to write about. The prompt often gives us a lot of information that can help us write a good essay.

Let's look at the first part: Write about one person who has been important to you.

How many people do we write about? *(one).*

We can THINK about as many as we want, but we want to focus our writing on only ONE person.

Discuss with students that the READ box had a list of people (teacher, coach, parent, brother, sister, friend), but that they can think about anyone they care about; it does not have to be someone listed in the box. So, they can think about and write about grandparents, aunts, uncles, neighbors, etc. in addition to those listed in the box.

Can we take a lot of time to pick which person who has been important to you to write about for this test? *NO – this is a timed test; we have to choose quickly!*

Can we write about our pet dog/cat/bird/fish/rabbit? *(No, it has to be a person)*

So, we know we need to write about ONE person. Are there any qualifications for that person? *(Yes, it needs to be a person who has been important to you/us/me).*

Can we write about a cartoon character, a book character, or our imaginary friend? *(No, it has to be a real person)*

Can we write about someone we don't know, like a famous athlete, artist, or performer? [Teachers, use pop culture references here your students would know] *(No, because the prompt tells us it has to be someone we care about and is important to us.* We would write about someone we don't know ONLY if the prompt said to!*)*
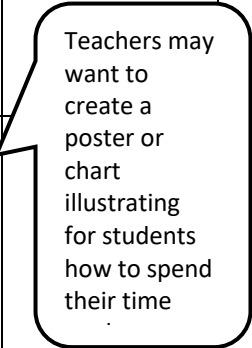
	Who is our audience? *[a teacher we do not know, but who knows a lot about writing]*. Remember, we are writing for a teacher we do not know, but who knows a lot about writing. This teacher will score your test essay a lot like we score our persuasive essays in class. The examples given in the prompt, which are mostly family members, tell us that the reader wants to know information about a real person who we know and who knows us. **Okay, so we understand we have to write about ONE real person who we know, who knows us, and who has been important to us.** **What else do we need to include?** *(The second step: Explain what makes this person special.)* **What does Explain mean?** *(Explain means we need to support our topic sentence - in this case, about the important person - with information: reasons, details, examples, explanations.)*	
	4.4 Then, there are some reminders given to us. The prompt says (Ask students to read the prompt section "Be sure to…") Be sure to− • clearly state your central idea • organize your writing • develop your writing in detail • choose your words carefully • use correct spelling, capitalization, punctuation, grammar, and sentences **Are any of these suggestions similar to what we already know about good writing?** *(clearly state your central idea is like the Topic in TAP and the T in TREE; organize your writing is the O in POW and we have been using TREE to organize our writing; develop your writing in detail is using the R and E in TREE – give reasons and examples/explanations; choose your words carefully is about using million dollar words and effective transition words).* **How could we make sure to do these steps during the test?** *(It might be a good idea to check these reminders off*	

	as you complete them during the test)	
	4.5 Connecting to TREE **What mnemonic have we used to help us write persuasive essays? (TREE)** **What does TREE stand for?** **Think about how we might use TREE to help us write essays for the STAAR written composition assessment.** Ask students to suggest ways in which TREE would help write an informational essay for STAAR. **I believe we can. We just need to make a few changes.**	
	4.6 T in TREE **When writing persuasive essays, we have started our essays by telling what we believe. We state our opinion/take a position on an issue. It is the first letter in the TREE mnemonic.** **Take a look at the first reminder in the prompt. The first reminder is "clearly state your central idea." In these prompts, we are not asked to take a position, but we are asked to state a central idea. We are informing our readers, not trying to persuade them.** **We can call this a Topic sentence. T for topic sentence. So, we can still start our essay with TREE, but here the T can stand for Topic sentence. – tell what I am writing about. What are we writing about again? Oh yes, one person who is important to me.**	
	4.7 R in TREE **Since the prompt asks us to "explain," we can use the R in TREE to help us accomplish this.** **To support our Topic sentence, we need Reasons, just like in the persuasive essays. The difference is, for informational essays like the STAAR test, we do not have to convince anyone – we just have to explain to them.**	
	4.8 E in TREE	

	We are reminded to "develop your writing in detail." **We have included details in our persuasive essays. What do we call the details?** (*Examples and explanations*). **Informational essays also need examples and explanations.**	
	4.9 End in TREE **What was the last E in TREE?** *(Ending)* **Do you think informational essays also need an ending?** *(yes*) **Should the ending still wrap it up right?** *(yes)* Briefly discuss how we might wrap this one up right. **When we use TREE, we also think about good words to use while we write. Linking words and effective vocabulary. Do we need to do this for the STARR test?** *(Yes, it says to choose your words carefully – that is what they mean – use linking words to be organized, and use effective vocabulary!)*	
	4.10 Summarize **So, we can use TREE to help us write informational essays for the STAAR test. All we have to do is change the T in TREE to Topic sentence. The REE all remain the same, but we have to think about WHY we are writing this essay – not to persuade, but to explain our answer!** **Show me – fist to five – how confident are you that you can write an essay for the STAAR test?**	

____ **Step 5. Understand the test logistics**

	The STAAR Written Composition assessment	
	5.1 Discuss Test Directions Remind students that 4th grade students take a <u>timed writing test</u>. Explain that the writing test is composed of multiple	

parts, only one of which is writing a composition (which is 25% of the exam).

Tell students you are going to <u>look together at the directions</u> for taking the test. Give each student a copy of the <u>Test Directions</u> (attached). Read the directions aloud as students follow along.

Ask the following questions about the directions:

a. **What topic do you have to write about?** *(You cannot change this!)*
b. **How much time do you have to take the test?** *(4 hours for all, but teach the students that the written composition should take them about 45 min)*
c. **Where should you plan?** *(on the blank sheets – write the mnemonics; ask students to do this now, check that students are doing this right, demonstrate if necessary)*
d. **What type of warning does the teacher give you?** *(The directions are vague about what time indicators will be given)*
e. **Can you write your story on the prompt sheet?** *(No, it will not count, but you can plan there and on the blank pages)*
f. **Where must you write your composition for it to count?** *(Only on the lined pages)*
g. **How can you make your writing clear and interesting?** *(Use POW, TAP, and TREE!)*

5.2 Review time management

Ask students **why managing their time well during a timed writing test is important.**
(Answers may include: *45 minutes is not much time and the time goes by fast; I need to be sure I have time to write the story I planned; I may not pass the test if I do not finish my story.)*

Tell students it is important to <u>plan their writing, but they should not spend too much of their time planning</u>. Emphasize planning will help them write a good essay, but the <u>planning is not scored</u>. Emphasize that only the essay written on the <u>lined page</u> will count – and they only have 26 lines on which to write, so they need to be clear, direct, and

> Teachers may want to create a poster or chart illustrating for students how to spend their time .

		efficient. Discuss with students things they should be aware of or do while taking the test, including:	

efficient. Discuss with students things they should be aware of or do while taking the test, including:

- How much total time they have to write (they should plan to spend about 45 minutes on the written composition portion)
- How much time they should devote to planning their essay (about 10 minutes; go quickly - you can say more when you write!)
- How much time they should take to write their essay (20 to 25 minutes)
- How much time they should leave for reading and editing their essay (10 minutes)
- Wear a watch to keep track of the time or check the clock in the classroom

Remind students they will need to **keep track of their time**. Ask students **what they should do during the last 5 minutes** (e.g., they should finish up writing their story, make sure they completed each step of the tricks, make sure they included all the parts and check their story to see if they forgot something or need to change something).

Remind students that they have <u>set goals</u> for their writing and that they should try to meet their goals on the timed practice test just as they have on all of their other stories.

5.3 (optional) Developing a sense of time

It can be helpful for students to practice developing a sense of time. A helpful way to do this is to ask students to put their heads down on their desk. Then, ask them to raise their hand (without lifting their head) when 1 minute has passed. Wait for everyone to have raised their hand, noting about how much time passed between the first and last guesses. Tell students the range of responses (frequently it is between 20 seconds and 3 minutes).

Then, you can explain that 1 minute is equal to 60 seconds and 1 second is about the time it takes the average person to say the word Mississippi. So, 1 minute is equal to saying Mississippi 60 times. We can't spend our writing time saying Mississippi, though, so we need to develop a better sense about what we can write in 1 minute.

Ask them to take out a paper and prepare to write what

| | POW, TAP, and TREE stand for as if they are writing sentences and to keep writing it repeatedly for 1 minute (Pick my idea, Organize my notes, write and say more, etc.). Ask them to start, then stop them at 1 minute. This should give them a feel for how much they can actively write (without think time) in one minute.

You can repeat this idea using 3, 5, or even 10 minute increments, as you see fit. It can also be useful to draw student attention to time increments when they are working, to help them build their own internal clock and pace.

This discussion could be extended to the entire writing portion of the test, explaining how to break down the time to complete all the various parts. The following is one way to approach this, which accounts for the weights of each test section.

- 4 hours (start of test-begin planning your essay)
- 3 hours remaining (should be finished with the essay and starting the m/c portion)
- 2 hours remaining (Should have finished the first reading passage and questions and working on the 2nd passage/questions)
- 1 hour remaining (Should have completed 3rd passage and questions)
- 30 minutes remaining (Should be finishing 4th passage and questions)
- 15 minutes remaining (review answers) | |

_____ **Step 6. Collaborative Practice writing to a STAAR prompt**

| | 6.1 Pass out copies of the desired Goal Sheet, the writing prompt, and the response sheets.

6.2 Explain to students **We are going to write an informational essay in response to a STAAR prompt together.**

Prompt:

WRITTEN COMPOSITION: Expository

READ the information in the box below.

       No matter how old we are, we can always have fun. | |

	THINK about the fun things you get to do as a fourth grader. **WRITE** about one reason you like being in the fourth grade. Tell what you like and explain why you like it. Be sure to — - clearly state your central idea - organize your writing - develop your writing in detail - choose your words carefully - use correct spelling, capitalization, punctuation, grammar, and sentences Explain that although the STAAR test is timed, for this first practice essay, we will not limit ourselves to a set time.	
	6.4 Use POW, TAP, and TREE to plan the essay collaboratively, asking students to guide both the steps and the content.	

	o Write an essay using the notes planned. You can write the essay as a whole group, or have students use the notes to write an essay in pairs or individually, as you wish.
	
	Possible prompts for teacher and students to consider (choose 1-2 to use based on classroom need):
	  • General statements:
	       o What changes, if any, should be made to this sentence? (select sentence from the text written to review in depth, sometimes needing changes and sometimes deciding that no changes need to be made)
	  • Combining two sentences:
	       o I think I should combine these two sentences. What is the best way to combine them? (think aloud about several ways to combine two sentences) .
	  • Use of homophones:
	       o I know there are several ways to spell this word. Which one should I use in this sentence? (Think aloud about various forms of homophone and meaning of each form)
	  • Comma usage:	

- o Do I need a comma in this sentence? Let me think about what I know about compound sentences. If each part can stand alone on its own, then I need a comma before the conjunction.
  - o Do I need a comma in this sentence after ____? (Think aloud about comma rules)
  - o How do I break apart ideas in a series or list of ideas? I know! I use commas in between each idea or point.
  - o Should I change the comma after (*word from text*) to a period?
- • Capitalization:
  - o I think I should change __ to __ in the sentence. Let me think, when do I capitalize again? Oh, I know!
  - o Do I need to capitalize ____?
- • Spelling:
  - o Do I need to double the last consonant before adding the suffix? Let me think of my spelling rule…if a word ends in one short vowel followed by one consonant, I have to double the final consonant before adding -ing.
  - o Do I need to (double the final consonant, drop the final e, change the y to i, etc) before adding the suffix? Spelling is so hard! But I have a spelling rule to help me.
  - o How do I spell this word? Let me think about what I know about spelling patterns. Briefly think aloud about various spelling options and the best choice.
- • Apostrophe Use:
  - o Does this word need an apostrophe?
  - o Do I need an apostrophe? Man, this is so hard! I know how I can figure it out! I can ask myself these questions: Is it a contraction? Am I showing possession or ownership?
- • Subject-Verb agreement:
  - o Are the subject and the verb in the same tense (both past tense or both present tense)?
  - o Does my subject match my verb?

Possible Revising prompts (choose 1-2 to focus on):
- • What is the best way I can revise this sentence?
- • The meaning of this sentence is unclear. I can improve this sentence by changing ____.

	• I want to add another detail to my essay. (*say detail aloud)* Where is the best place to insert this sentence? • I need a sentence to follow and support (reason). What could I say to best support this reason? • This part is hard to follow because one of the sentences does not belong. Let me read it again and delete the sentence from this part. • My paper ends abruptly. How can I revise my sentence to create the most effective closing for my paper? • "Do I want to use a more accurate word than _____ in this sentence. Let's think of some words that would help describe _____ better." • "The word ___ is not the right word for this sentence. Let's think of a word that could replace ___ in this sentence."	
	6.5 Graph the essay.	
	6.6 Determine if individual writing goals may need to be updated for the STAAR prompts.	

_____ **Step 7. Practice Writing Under Timed-Writing Conditions**

	7.1 Pass out copies of the desired Goal Sheet, the writing prompt, and the response sheets.	
	7.2 Explain to students: **You are going to write a timed practice essay as if you were writing for the STAAR test. You will have 45 minutes to plan and write. Remember to use the strategies, including POW, TAP, TREE, your writing goals, and your self-statements.** Use the STAAR Test Directions to administer a prompt under timed writing conditions. Prompt **2018 STAAR WRITTEN COMPOSITION: Expository** **READ** the following quotation. I do not know of anyone who has gotten to the top without hard work. *—Margaret Thatcher*	

	THINK about all the hard work you do. It may be work you do at school, at home, or outside.
	
	WRITE about one type of hard work you do. Tell about your work and explain why it is so hard to do.
	
	Be sure to —
	   • clearly state your central idea
	   • organize your writing
	   • develop your writing in detail
	   • choose your words carefully
	   • use correct spelling, capitalization, punctuation, grammar, and sentences	

	7.3 Start the timer for 45 min. Say, "**There are/is ___ min remaining to write**" at the 10 min, 5 min, and, 1 min remaining time points.	

_____ **Step 8 (optional). Introduce the Scoring Rubric**

NOTE: The language in the rubrics is not meant for students, so if teachers use this section of the lesson, additional discussion of the terms is likely to be required. The concepts in the rubric are all covered in the lesson, so it is perfectly fine to skip this section.

	8.1 Introduce rubrics Explain to students that readers of their essays use a scoring rubric to score their essays. **We've been working hard to learn strategies that will help improve your writing by helping you understand the writing prompt and making sure you include all of the important parts. Another way to improve your writing is to understand what your readers are looking for. We are going to examine a scoring rubric used for the timed STAAR writing test.** Pass out the Scoring Rubric (attached).	
	8.2 Examine rubric Have students take turns reading aloud or have students individually read the **characteristics of scores from 4 to 1**. Compare the characteristics of a story that scores 4 to a story that scores 3; compare 3 to 2, and so on.	

	Ask students how the rubric can help them figure out how they might achieve a high score. Ask students to think about the essays they have been writing and what elements they need to include in order to get a score of 4.	
	8.3 Organization/Progression – Organizing Structure 4=The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is <u>skillfully crafted</u> because the writer uses organizational strategies that are <u>particularly well suited</u> to the expository task. 3= The organizing structure of the essay is, <u>for the most part</u>, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is <u>clear</u> because the writer uses organizational strategies that are <u>adequately suited</u> to the expository task. 2= The organizing structure of the essay is evident <u>but may not always be appropriate</u> to the purpose or the specific demands of the prompt. The essay is <u>not always clear</u> because the writer uses organizational strategies that are <u>only somewhat suited</u> to the expository task. Organization/Progression – Central Idea 4= The writer establishes a clear central idea. All ideas are strongly related to the central idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent. 3= The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus. 2= Most ideas are generally related to the topic specified in the prompt, but the writer's central idea is weak or somewhat unclear. The lack of an effective central idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.	
	8.4 Organization/Progression – Progression	

	4= The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow. 3= The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas. 2= The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence- to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.	
	8.5 Development of Ideas – Engaging, interesting 4= The essay is <u>thoughtful and engaging</u>. The writer may choose to <u>use his/her unique experiences or view of the world</u> as a basis for writing or <u>to connect ideas in interesting ways</u>. The writer develops the essay in a manner that demonstrates a <u>thorough understanding</u> of the expository writing task. 3=The essay reflects <u>some thoughtfulness</u>. The writer's response to the prompt is <u>original rather than formulaic</u>. The writer develops the essay in a manner that demonstrates a <u>good understanding</u> of the expository writing task 2= The essay reflects <u>little or no thoughtfulness</u>. The writer's response to the prompt is <u>sometimes formulaic</u>. The writer develops the essay in a manner that demonstrates only a <u>limited understanding</u> of the expository writing task.	
	8.6 Use of Language and Conventions – Word Choice 4=The writer's word choice is <u>purposeful and precise</u>. It reflects a <u>keen awareness</u> of the expository purpose and maintains a tone appropriate to the task. The word choice <u>strongly contributes</u> to the quality and clarity of the essay. 3= The writer's word choice is, <u>for the most part,</u> <u>clear and specific</u>. It reflects <u>an awareness</u> of the expository purpose and establishes a tone appropriate to the task. The word choice	

	usually contributes to the quality and clarity of the essay. 2= The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.	
	8.7 Use of Language and Conventions – Sentences 4= Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay. 3= Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay. 2= Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.	
	8.8 Use of Language and Conventions – Spelling, capitalization, punctuation, grammar 4= The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay. 3= The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay. 2= The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.	
	8.9 Discuss how POW+TAP+TREE can help them reach higher scores on the rubric	
	8.10 (optional)	

	If desired, you can download sample essays and ask students to compare the various essays, using the rubric to evaluate the essays.	

_____ Step 9. Graph the independently written Expository Essay

	9.1 Pass out or have students get their graphing sheet.	
	9.2 Once students have colored the graph, discuss with students how they did in meeting their writing goals. You might ask students to share a part of a story that shows how they met a new goal, or so on.	

_____ Step 10. Share Stories (optional)

	10.1 Guidelines for Sharing the Students' Stories About Me (Optional) Have a student, or each student, read aloud their essay, if/as time allows. (Or, you might consider posting essays, or students could share their essays in pairs, etc.). Discuss what score the story qualifies for, a 2, 3, or 4.	
	10.2 Glow and Grow The other students and teacher comment on one thing they liked (e.g., the vocabulary words, the details, organization. The other students and teacher suggest one way to make the essay better (e.g., "You could use humongous, a sparkle word, instead of big." "You could combine these two sentences to make the story a little more interesting." Discuss how this could improve the story and the score.	

_____ Step 11. Lesson Wrap Up

	11.0 TEACHER CHOICE: WRAP UP THE LESSON Provide a closing to the lesson that reminds the students of the goals and objectives in a way that feels appropriate to you as the teacher.	

	11.1 This lesson can be repeated as needed, to allow individual students time and practice to reach newer, more challenging goals. If you need more practice prompts, please see the prompt bank. ☐ Remind students that the STAAR test essay includes writing an informational essay ☐ Review parts of STAAR test: READ, THINK, WRITE ☐ Remind students they learned how to use POW+TAP+TREE on STAAR test ☐ Remind students the STAAR test is timed and discuss strategies for time management ☐ Put materials in student folder ☐ Collect folders.	

Lesson #8 – Student Handout

READ the information in the box below.

> There are people in our lives who are special to us. Sometimes this person
> is a teacher or coach, a parent, a brother or sister, or even a friend.

THINK about the people you care about.

WRITE about one person who has been important to you. Explain what makes this person special.

Be sure to−
- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

T	
R_1	
E_1	
R_2	
E_2	
R_3	
E_3	
End	

Lesson #8 – Student Handout

READ the information in the box below.

No matter how old we are, we can always have fun.

THINK about the fun things you get to do as a fourth grader.

WRITE about one reason you like being in the fourth grade. Tell what you like and explain why you like it.

Be sure to —
- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

T	
R_1	
E_1	
R_2	
E_2	
R_3	
E_3	
End	

STAAR - 4th Grade Expository Writing Rubric

	Score Point 1 The narrative represents a **very limited** writing performance	Score Point 2 The narrative represents a **basic** writing performance	Score Point 3 The narrative represents a **satisfactory** writing performance	Score Point 4 The narrative represents an **accomplished** writing performance
Organization / Progression	- The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction. - Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay. - The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.	- The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task. - Most ideas are generally related to the topic specified in the prompt, but the writer's central idea is weak or somewhat unclear. The lack of an effective central idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay. - The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.	- The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task. - The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus. - The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.	- The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task. - The writer establishes a clear central idea. All ideas are strongly related to the central idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent. - The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.
Development Of Ideas	- The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient. - The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.	- The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented. - The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.	- The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay. - The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.	- The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay. - The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.
Use of Language / Conventions	- The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay. - Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay. - The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.	- The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay. - Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay. - The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.	- The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay. - Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay. - The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.	- The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay. - Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay. - The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

STAAR Testing Directions

Paper Administration Directions for STAAR Grade 4 Writing

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

> For ELs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving designated supports, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to students who are receiving an extended time or extra day accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**
>
> The following statement is only for students who are receiving basic transcribing. The test administrator should say, for example, **"All of your answers and your composition must be recorded [per student's method of response] before the end of the four-hour time period."**

Students may work through the writing test in any order that works best for them.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY   **Today you will be taking the State of Texas Assessments of Academic Readiness–STAAR writing test. It is important for you to do your best. Now I am going to give each of you a test booklet. When you get your test booklet, do not open it or write on it until I ask you to do so. Do not fill in any information on your answer document until I tell you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

Give a test booklet to each student.

SAY Now look at your answer document. Check that the name on your answer document is correct. Does everyone see "GRADE 4 WRITING" on the left-hand side of your answer document?

Assist any students who do not have the correct answer document.

SAY Look at the front of your test booklet. Does everyone see "GRADE 4 Writing" on the front of your booklet?

Assist any students who do not have the correct test booklet.

Students must write their first and last names on their test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information follow.

SAY Print your first and last name in the space marked "STUDENT NAME" at the top of your test booklet.

When all students are ready, continue.

SAY On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has ten digits. Ignore the "S" in front of the number. You need to look at only the ten digits of the number after the "S."

Hold up one of your students' test booklets and point to the security number on the back.

SAY Now find the words "TEST BOOKLET #" at the top of your answer document.

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY Copy all ten digits printed after the "S" from the back of your test booklet into the boxes beside the words "TEST BOOKLET #" on your answer document. Be sure to copy this number exactly as it appears. Do not copy the "S" before the number. If you have any questions, please raise your hand.

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

SAY Today you will write a composition and answer some multiple-choice questions. You can decide for yourself how you want to work through the test. You may write the composition first, or you may work on the multiple-choice sections first.

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At this time I will read the directions for the written composition. After I explain the writing task, I will read the directions for the revising and editing sections. You may use a dictionary for all portions of the writing test.

Now open your test booklet to the page that is titled "WRITTEN COMPOSITION." Then turn to the next page to find the expository writing prompt. Look at the information provided in your test booklet and read the prompt to yourself. If you would like me to read it to you, please raise your hand.

The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign the specific writing prompt without the student requesting it.

When all students are ready, continue.

SAY   **Are there any questions?**

Answer all questions. When all students are ready, continue.

SAY   **Now look at the blank pages in your test booklet.**

Pick up one of your student's test booklets and show students the prewriting pages.

SAY   **You may use these blank pages to "think out" and plan your composition. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. If you write a rough draft on a blank page, remember that you must rewrite the composition on the correct lined page in your answer document.**

Now open your answer document to page 3 and find the box under the words "Written Composition." When you are ready, you will write your composition here.

Show students the lined page in the answer document.

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SAY Your composition does not have to completely fill the page; however, it must not be longer than one page. Do not write outside the box on the lined page, and do not add lines to your written composition page.

Be sure to write neatly so that others can read your writing. You may either print or write in cursive, whichever is easier for you. Remember that you must write in English and you must use only a No. 2 pencil to write your composition. If you need another pencil before you finish writing, please raise your hand. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY When you finish writing, read over your work and check for mistakes. If you find any mistakes or if you would like to change something, you may do so. Be sure to erase any stray marks that you may have made accidentally on your answer document.

Are there any questions?

Answer all questions. When all students are ready, continue.

SAY Now open your test booklet to the page titled "REVISING." Then turn to the next page to find the first selection. At this time I will read the directions for the revising and editing sections. Follow along as I read aloud the directions at the top of the page.

"Read the selection and choose the best answer to each question. Then fill in the answer on your answer document."

Notice that in the selection there is a number before each sentence. These numbers will help you find the sentence or sentences you will need in order to answer the questions that follow.

Open your answer document to page 2 and find the section marked "REVISING AND EDITING." This is where you will mark your answers for the revising and editing sections. Be sure to mark only one answer on your answer document for each question. Mark your answers very carefully and make your marks dark and neat. If you find that you want to change an answer, completely erase your first choice. Then fill in the circle for your new choice. Your answer document has 29 spaces for answer choices; however, your test booklet has only 24 multiple-choice questions. You will not use all of the spaces for answer choices. You should only mark answers for questions 1 to 24.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY Are there any questions?

Answer all questions. When all students are ready, continue.

SAY You will write your composition and answer the questions by yourself. I cannot help you answer any test questions. I will be able to help you only with questions about the directions.

You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes, and you may use a dictionary.

You will have up to four hours to complete this test, which includes a composition and some multiple-choice questions. During the test, you will be provided with reminders of the time left to test. Your answers and your composition must be recorded on your answer document before the four-hour time period ends.

Remember that you may work on the test in any order that you choose. You may check your answers and your composition after you have finished. Be sure to erase any stray marks that you might have accidentally made on your answer document.

When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document and test booklet. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, **"I can't answer that for you; just do the best you can."**

Answer all questions. When all students are ready, continue.

SAY You will now write your composition and answer the multiple-choice questions. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, now you may begin.

Unless students have an extended time accommodation, begin timing the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Policies and Procedures" section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, **"You have not recorded your**

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answers on the answer document. Please go back and mark your answers on it now." *The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends. After a student has completed the test, collect the test materials. Allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.*

For any student who does not complete a STAAR assessment within two hours, indicate this by marking "0" in column A of the AGENCY USE field on the answer document.

After testing has been completed and you have collected each student's answer document, **make sure that the student has recorded his or her responses on the answer document**. *Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

Record the stop time for the test session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session is over. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Alternate Opinion Essay Prompts

1. Should people own pets? Write a speech telling why or why not. Be sure to support your position with reasons.
2. Should students in your school have to wear uniforms? Support your answer with reasons.
3. Should children your age be allowed to play video games? Support your answer with reasons.
4. Should children have homework? Write a letter to your teacher explaining your answer. Support your answer with reasons.
5. Do dogs or cats make a better pet? Write a speech explaining your answer. Support your answer with reasons.
6. Which school break do you believe is the best (winter/Christmas break, Spring break, or summer break)? Support your answer with reasons.
7. What is the best season of the year? Support your answer with reasons.
8. Should families be required to recycle? Support your answer with reasons.
9. Are there enough healthy lunch options at your school? Support your answer with reasons.
10. Should schools allow children to have more time at recess? Support your answer with reasons.
11. Should children be allowed to bring their own cellphones, iPads, or tablets to school? Support your answer with reasons.
12. Should children have to do chores at home? Support your answer with reasons.
13. Should children be allowed to bring toys to school? Support your answer with reasons.
14. Should your class go to the Aquarium or the Zoo for a field trip? Support your answer with reasons.
15. If you could have one Specials activity every day (Art, Music, Computer, Library, or PE) which would it be? Support your answer with reasons.
16. Should children be allowed to drink soda at school with lunch? Support your answer with reasons.
17. Should children have to go to school in the summer? Support your answer with reasons.
18. Should children be allowed to bring their pets to school? Support your answer with reasons.
19. Should children have to read every night as part of their homework? Support your answer with reasons.
20. Should all children have their own cell phones? Support your answer with reasons.

Resources

https://www.uen.org/core/languagearts/writing/argumentative.shtml

Toulmin Model of Argumentation
http://www2.bakersfieldcollege.edu/gdumler/Engl%201A/Older%20Essay%20Topics/Older%20Pages/toulmin_model_of_argument.htm

https://www.uen.org/core/languagearts/writing/downloads/Toulmin_method.pdf

Using logic in argumentation
https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/using_logic.htm