Structure

Grade K-8

Who needs this intervention?	Students writing below grade level in in structure (lead, transitions, endings, organization)
Description	• Mini lessons, conferring tools, writing progressions from Units of Study in Narrative, Informational, and Opinion Writing, TCRWP
Materials needed	• Grades K-8: Learning Progressions For Narrative, Opinion, and Informational Writing K-6 or 3-9 - This document can be found on your Units of Study online resources under teacher resources on the portal. Go to "Writing Pathways: Performance Assessments and Learning Progressions, K-6 or 3-9" depending on your grade level. Use the learning progressions for structure. These can be especially helpful during a writing conference as you can see the vertical alignment K-6, or 3-9. If you have a student who is working a grade or two below grade level, look to see the expectations of the lower grade level and build conference/small groups based on those expectations and work up the vertical grade level expectations. • K-8: Writing Developed Through the Progression Anchor Texts - This resource is found on your Units of Study online resources under teacher resources on the portal. Go to "Writing Pathways: Performance Assessments and Learning Progressions". There are anchor papers for multiple grade levels in all genres with text boxes that outline what the writer did well within the mentor text. This can be used to serve as a model text for structure in a small group or during a writing conference. Additionally, the text boxes can be removed or covered, and the small group or student can notice what the writer did well in terms of structure including organization, leads, endings, and transitions. After noticing, prompt students to try the work in their own writing. • The If...Then...Curriculum is a great resource for specific skills or strategies in which students may need additional help. Below you will find page numbers and topics for each grade level. Read through the short prompts and

	cues within the table on the pages listed below to assist in conferences and small groups.
Procedures-- For Narrative	● **Kindergarten**, p. 84; **First**, p. 68: ○ The story is confusing or seems to be missing important information. Tell students that their writing seems confusing and then remind them that writer's tell stories so that readers can understand what happened first and so on. ● **Second**, p. 80; **Third**, p. 72, **Fourth**, p. 98: ○ The story is confusing or seems to be missing important information. Tell students that their story or parts of their story seem confusing. ○ Prompt students to reread their story and ask, "Does this make sense? Have I left anything out a reader may need to know?" ● **Sixth, Seventh, Eighth**, p. 137: ○ The beginning of the piece is lacking story elements or does not hint at larger issues or tension. ○ Tell students that to hook readers, writers usually reveal three things right away: who the characters are and what they struggle with, where the story takes place, and what are the larger issues at play. ○ The ending of the piece seems incomplete or incongruous with the rest of the piece. Guide students to find the best ending for their story. ○ You may encourage them to write a few endings to see what fits best, and prompt them through a series of questions that leads their story to closure.
Procedures-- For Informational	● **Kindergarten**, p. 94: ○ The writer writes with lots of good information but it is in helter-skelter order. Tell students that their writing hops back and forth between ideas. ○ Guide students to put all the pages that are about one thing together, with a title, and all the pages about something different together, with a title. ● **First**, p. 79; **Second**, p. 92: ○ The writer does not have a clear beginning and/or ending to his text. Tell students that their writing seems to start teaching something before telling the reader what the whole book will be about and why it was written.

	○ Guide students to study the way other writers start books to change the way they start their writing. Repeat strategy for endings. ● **Third**, p. 79; **Fourth**, p. 105; **Fifth**, p. 99: ○ The writer has not established a clear organizational structure. Tell students that one of the most important things information writers do is organize their writing. ○ Making chapters or headings is one way it's easier to learn about a topic. ○ Guide students to use the "leave the writer with…" section of the chart. ● **Sixth**, **Seventh**, **Eighth**, p. 142: ○ The writer has not established a clear organizational structure. Tell students that middle school writers must organize with more purpose. ■ Guide students to organize information in a purposeful way: least important to most important, strongest to weakest, chronological order, etc. ○ p. 144: The introduction to the piece is lacking or weak. ○ The conclusion is lacking or weak. Guide students to set up their information by explaining parts of the text and a sense of how the text is organized. Additionally guide students to conclude their writing by wrapping things up and restating important ideas or offering a final insight. ○ Use suggestions referenced.
Procedures-- For Opinion	● **First**, p. 85, **Second**, p. 102: ○ The writer dives into his piece without discussing the topic or introducing what the piece is about. Guide students to write an introduction with the ideas in the chart: your topic, your opinion, why. ● **First**, p. 86, **Second**, p. 103: ○ The writer's piece has ideas and information scattered throughout in a disorganized fashion. Guide students to organize their information by connecting different parts. ○ One way to do this is to use transition phrases such as "One example is…", "Another reason is…". ● **Third**, p. 87; **Fourth**, p. 113; **Fifth**, p. 107; **Sixth, Seventh, Eight**, p. 148:

	○ The introduction does not forecast the structure of the essay. Compliment students on their ability to make a claim in their essay. ○ Explain that writers let readers know how their essay will go from the very beginning, in the introduction. Use the chart to help writers create a strong introduction. ● **Third**, p. 88; **Fourth**, p. 114; **Fifth**, p. 108: ○ The writer has multiple, well-developed reasons, but they all blur together without paragraphs or transitions. Guide students to use paragraphs to separate their reasons. ○ Let them know that each paragraph has reasons plus evidence. ● **Sixth, Seventh, Eighth**, p. 151: ○ The writer has a thesis and supports, but there is no evidence that he has considered a logical order for his supporting paragraphs. Compliment students on developing paragraphs that support their thesis. ○ Guide students to consider the order of their reasons in order to make a more convincing argument.
Progress Monitoring	Formative Assessment data, Common Unit Assessments, Writing Samples, GCPS Writing Rubrics, Teacher Created Rubrics or Rubrics embedded within EL. Short Instructions-Writing Progress Monitoring