

Focusing on the Point One Trait at a Time!

Module 4 Application

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Overview

- *How can district 123 support struggling writers?
- *How can we provide a differentiated approach that will meet the needs of all diverse learners?
- *What intervention will produce the greatest academic gains, while exciting, motivating, and developing fluent and proficient writers?
- *The development of fluent comprehensive writers is an essential component of a balanced literacy program, what intervention will coincide seamlessly with our current ELA program of instruction?





Overview continued...

What do we know?

*After careful scrutiny of the current ELA curriculum, the weakest link portrayed through data is writing proficiency identified in the 2019-2023 District 123 School Improvement Plan

*In grades 3-5, students are required to communicate their understanding of text through written responses.

*Without having a solid foundation of writing traits a cohesive, well-developed piece of writing is unattainable.

*Meeting students at various parts of the writing process presents a challenge due to the results of a pandemic.

*Year after year, data has indicated a steady decline of writing proficiency scores.

Instructional Improvement Target and Data

The overall instructional improvement target is to increase students' overall performance by 4% yearly in written expression, which is a large component of the current ELA balanced literacy curriculum in District 123. This will be done by implementing an effective intervention program to improve writing ability and to improve assessment data points in the area of writing (Grabarek, 2022).



Instructional Improvement Target and Data Continued...

- X How does data drive the implementation of a new writing intervention?
- X What are the numbers indicating?
- X All three of district 123 assessments including, MAP (Measure of Academic Progress), IAR (Illinois Assessment of Readiness), and ACCESS are indicating a need for intervention for writing.
- X Teachers are expressing a need for additional writing support as well.



A Peek At The Data

MAP

MAP scores indicate the following below level scores for literary text, informational text, and vocabulary

Grade 3:

- X Literary text: 32%
- X Information: 32%
- X Vocabulary: 30%

Grade 4:

- X Literary text: 13%
- X Information: 17%
- X Vocabulary: 27%

Grade 5:

- X Literary text: 33%
- X Information: 27%
- X Vocabulary: 29%

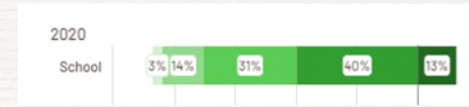
IAR

IAR (Illinois Assessment of Readiness) scores indicate the following scores for written expression and writing conventions:

- X Grade 3: 47% and 31%
- X Grade 4: 43% and 43%
- X Grade 5: 67% and 46%



ACCESS



53% of students are developing and bridging in ELA.

47% of students are in the beginning stages of writing for ELA.

Surveys gathered for writing needs by educators and stakeholders.

(Grabarek, 2022)

Source of Intervention

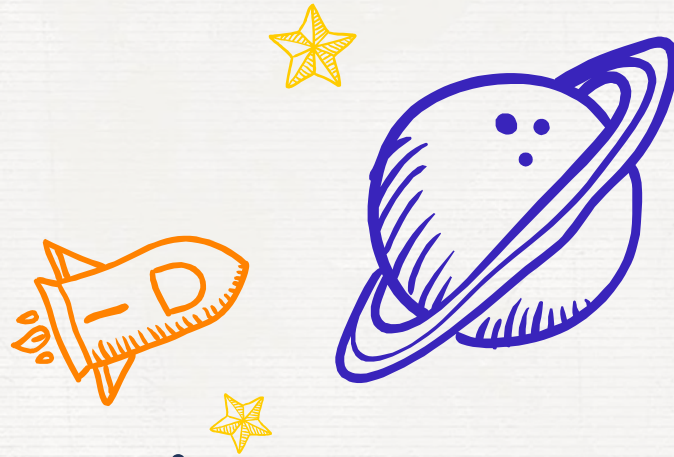
*Through a combination, of both quantitative and qualitative data, there is strong need for change in ELA, particularly writing.

*The data on three district assessments (MAP, IAR and ACCESS) indicate such.

*Surveys sent out to faculty and staff indicate a need for intervention to help our most struggling readers and writers.

An additional survey was sent to all stakeholders asking about their input regarding needs in ELA.





A writing intervention that
is out of this world!



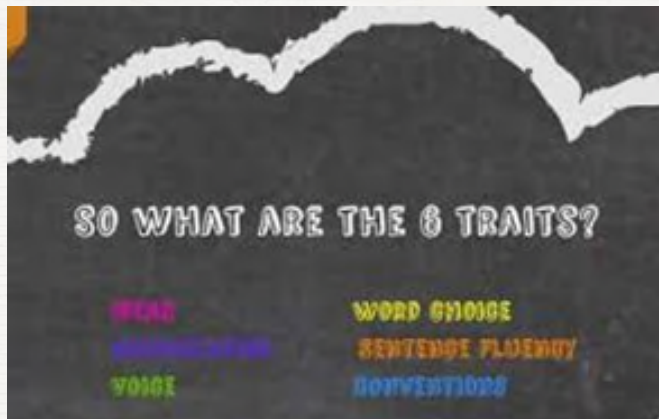
Do you want to make an impact?
Make a change!

9



6 +1 Traits of Writing

What are the six traits of writing?



(Smekens, 2019)

District 123 Strategic Plan Focus

Educating the Whole Child

*Students in grades 3-5 will master the foundational skills of mathematics, writing, and the advanced communication skills of reading comprehension, writing, speaking, and active listening through meeting or exceeding readiness standards and personalized growth targets by the end of each grade (Oak Lawn-Hometown Strategic plan, 2019).



*This writing intervention coincides with the school improvement target.



What does the research say about 6 + 1 Traits?

Writing is not only important for the development of reading skills, but also for all other academic areas (6+1 Trait Writing Research, 2020).

The benchmark estimates include that the 6 Traits of Writing intervention significantly increased students writing scores by about 4% over the course of an academic year (6+1 Trait Writing Research, 2020).

By following the Common Core standards, the expectations of writing achievement are steeped in the six traits of writing (Smekens Education Solutions, 2022).

It is important to bundle all the traits together per grade level and teach all traits each academic year. What changes is the complexity for how each trait is taught, not the traits. Each trait is aligned to the skill and standards taught at each grade level (Smekens Education Solutions, 2022).



What does the research say about 6 + 1 Traits?

The 6 Traits of writing intervention is not an alternative writing curriculum, rather it is a set of tools to help in assessing, conceptualizing, and describing efficient strategies of writing (Regional Educational Laboratory Program (REL), n.d.).

The 6 Traits model is intended to help teachers provide effective feedback to students and ultimately develop student's self-awareness about what their strengths and weaknesses are when it comes to writing. This approach is primarily focused on many formative assessments (Regional Educational Laboratory Program (REL), n.d.).

Many writing problems can be addressed and assessed by teaching and practicing the six traits of writing. Breaking writing down into more manageable parts for students will have more prominent effects (Nash, 2018).



When will 6 + 1 Traits of writing be done?

*6 Traits is taught in mini-lessons and can be done during the writing block on a "day 3" or a "day 4."

*Teachers will utilize WIN (What I need) block of instruction to implement the practice of this intervention. This could be a tool used during guided reading and writing.



3 Year Goal Plan

Goal Year 1

By the end of the 2021/2022 school year, using Six Traits of writing, Oak Lawn/Hometown district 123, grades 3-5 elementary teachers, will implement the six strategies of proficient writing, using different picture books to teach the traits and model through a paragraph response and in turn will increase student achievement levels by 2% this year. This will be measured through IAR data.

1

2

3

Goal Year 2

By the end of the 2022/2023 school year, using Six Traits of writing, Oak Lawn/Hometown district 123, grades 3-5 elementary teachers, will implement the six strategies of proficient writing, using different picture books to teach the traits and model through a paragraph response, and in turn will increase student achievement levels by 3% this year. This will be measured through IAR data.

By the end of the 2023/2024 school year, using Six Traits of writing, Oak Lawn/Hometown district 123, grades 3-5 elementary teachers, will implement the six strategies of proficient writing, using different picture books to teach the traits and model through a paragraph response, and in turn will increase student achievement levels by 4% this year. This will be measured through IAR data.

Goal Year 3

Have we met our goal?



(Grabarek, 2022)

Components of 6 + 1 Traits

1

Materials

6 + 1 Traits of writing manual, Trait
Crate, picture book libraries, professional
development opportunities, and rubrics.

2

Staff

Grades 3-5 classroom teachers, support
staff, administrator support.

3

Funding

Grant writing from Believe in Reading,
mini-grants to continue funding through
District 123 Educational Foundation, and
Title I funds..

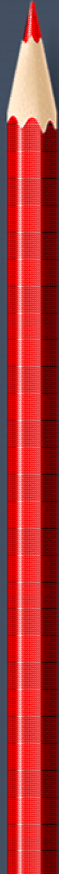


How can we fund this new program with grants?

\$3,000	Grade 3	Grade 4	Grade 5
Believe in Reading Grant	3 Teachers will each receive 333.33	3 Teachers will each receive 333.33	3 Teachers will each receive 333.33
District 123 Educational Foundation	Eligible for up to 2,000 per academic year	Eligible for up to 2,000 per academic year	Eligible for up to 2,000 per academic year
Title I Funds	Funds can be decided yearly based on other school expenses.	Funds can be decided yearly based on other school expenses	Funds can be decided yearly based on other school expenses

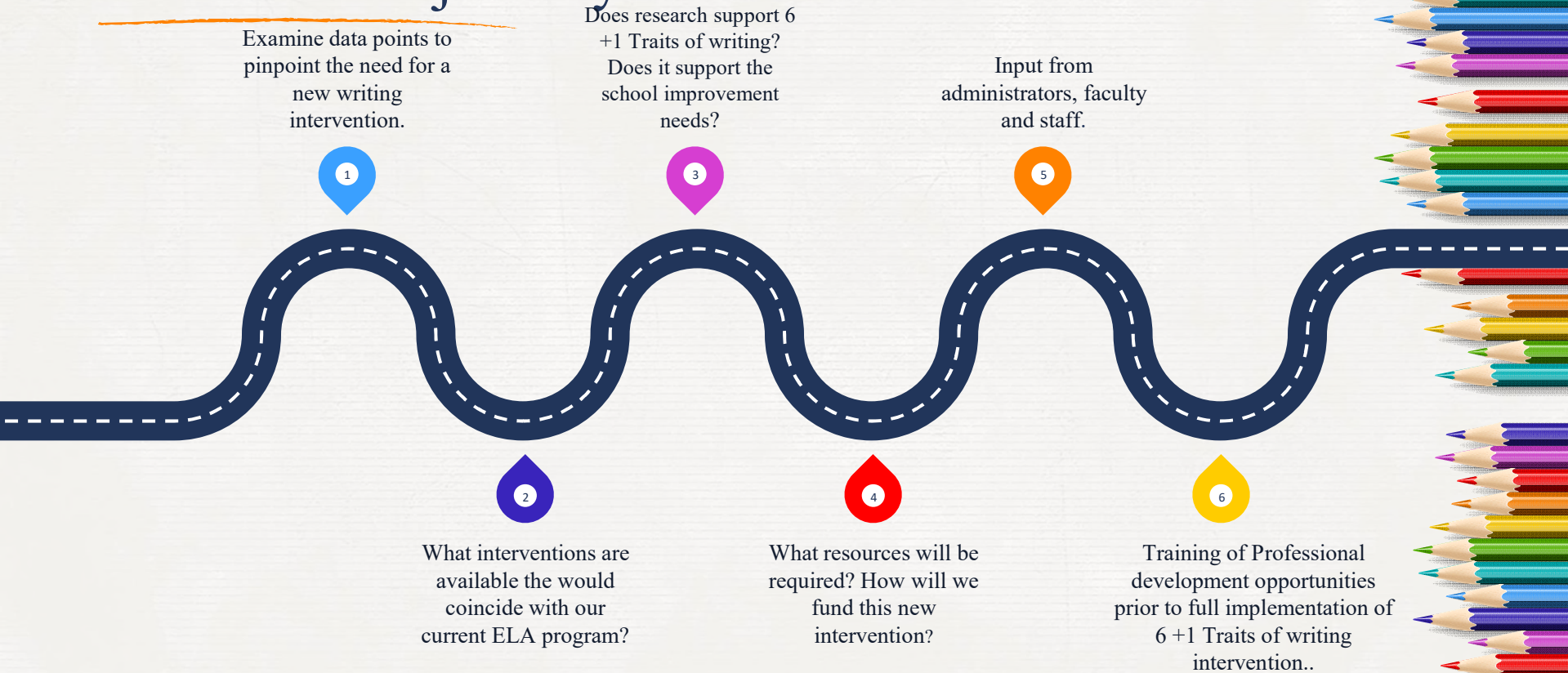


What will the expenses look like per building in District 123?




6 +1 Traits of Writing books	$\$144.00 \times 9$ = \$1,296.00
Trait crate for grades 3-5 (9 total)	$\$101.00 \times 9$ = \$909.00
Mini-library for 9 classrooms	\$3,000.00 (Believe in Reading)
Hourly professional development	\$26.72 per hour per teacher = \$240.48 (for only 1 hour and many hours may be needed)
Approximately	\$5, 445.48

What will our journey in District 123 look like?



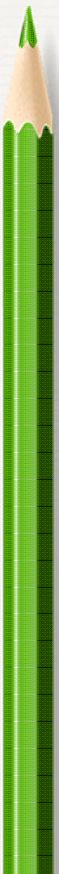
Request for Input on the Target



Third Grade	Fourth Grade	Fifth Grade
The traits will help students organize their writing. We could integrate those traits into our writing lessons. Currently, students struggle to express themselves, organize their writing, use grammar and show pride in their work.	It will be great to finally have a tool to focus on each child's individual needs instead of what is good for the whole group. We have been in need of direction for writing for quite a few years. We are glad that focus is finally being placed on writing instruction.	Writing is not taught with fidelity or consistency throughout the district. This results in unpredictable, inconsistent achievement gaps amongst our student population.

(Hannum staff, personal communication, February 4, 2022)

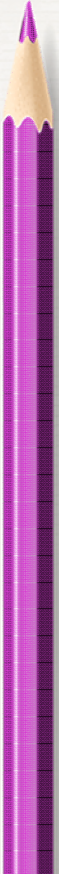
Request for Input on the Intervention



Third Grade	Fourth Grade	Fifth Grade
It will provide them with a common understanding of how to compose, revise, and assess all types of writing. We have students entering third grade not writing proper sentences, let alone a paragraph or multi-paragraph story or essay.	Teachers will be thrilled to add something that is motivating to their ELA instructional practices. Students will learn to assess their own work and will be able to monitor progress as they grow as writers.	6 + 1 Traits covers all facets of good writing practices. It also offers instructional opportunities for writers of all ability levels.

(Hannum staff, personal communication, February 4, 2022)

Request for input on budget/resources from faculty



Third Grade	Fourth Grade	Fifth Grade
Since we are expected to be using the same resources throughout the district, we would expect that the district pays for materials and training.	Before this intervention is put into place, we prefer to have all the proper materials and training before there is an expectation to implement. That would require the budget to allow for those resources.	This should be a district-wide initiative. The K-5 buildings all feed into OLHMS. Our district should ensure that students from each building arrive at the Middle School with similar writing instructional experiences.

(Hannum staff, personal communication, February 4, 2022)

Let's hear input from grades 3-5...

Third Grade

- *The materials we would need are 6 Traits guide book, picture books for mini-lessons and mentor sentences.
- *There is already a writing block allocated to complete this intervention.
- *This was very informative.

Fourth Grade

- *Teachers having an available library of trait books would be fabulous. Having a central location for all of them in the reading room would be great!
- *We are glad that writing is finally going to be a focus.

Fifth Grade

- *Professional development, mentoring, picture book libraries, exemplars, dedicated time in daily schedule, and more professional development are all necessary resources.
- *The WIN Block could be revised to provide teachers with 40 minute daily blocks for writing instruction.

(Hannum staff, personal communication, February 4, 2022)



Summary of Faculty Input

- Students would enjoy using mentor texts to inspire ideas. Learning how to assess their own writing as well as the writing of their peers could be motivating.
- Our only concern is that some teachers may teach Six Traits like it is a program, rather an intervention. Teachers would need to be consistent on their instruction and not focused on just teaching the traits.
- This is an engaging program. It offers a lot of student choice, relevance, and differentiation opportunities.
- In our district, we never implement a program that provides us with the necessary time, professional development, and instructional resources to be successful.
- Our current ELA Curriculum is in shambles. Writing opportunities are disjointed, limited in scope, and inconsistent. We need something new.



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