

July 2, 2014

Dear Writing Group Member Extraordinaire, Danielle

We miss you!! We admired your willingness to tackle the grammar issue. It is an issue that many teachers struggle with, and like your staff members, the response is to just avoid it. We particularly liked your integration throughout the year.

AFFECT/MOTIVATION

- Everyone encounters advertising, and it is meant to be engaging. It starts in kids' "lived lives."
- The same situation is true for the article we read.
- Collaborating in teams increased our motivation. Table Check was new to us and very beneficial.

PROMISING PRACTICES

- We enjoyed seeing how this unit grew across the week, yet we had enough of the daily work to truly get a sense of the work.
- Outside your teaching of us as your students, we really got to see behind "Oz's curtain."
- SOAPStone and FANBOY were new to many of us... THANKS!
- Many of your assets cross categories—for instance Table Check could also appear here.
- Sentence combining, specific product goals, study of models,

CCSS/POLICY/PR

- The CCSS is threaded throughout this. The alternating of talking, listening, reading and writing allow you to address more standards. (This could also have been listed in motivation, as a "pacing" promising practice.)
- This is the type of lesson legislators wish we were doing more of.
- Editing and Rewriting, #5 under "Production & Distribution of Writing; Conventions of Standard English #1 and #2

EXTENSIONS/ADAPTATIONS

- Asking writers to return to their writer's notebook and do research on themselves (what type of compound sentence do we each privilege. Try to think about why we write as we do. Read an author we admire, and see which ones they admire.)
- We confirmed our need to do research on however we are teaching grammar, so we have better insights on how engaged students are in our teaching grammar, and how what they are learning is transferring to other settings.

(Notes to self, not to your demonstration, but wanted to share with you: We think we need a table of contents with our rule book.

QUESTIONS ARISEN

- We wondered about the advantages of making students do one of each type. We understand the teacher motivation, but it seemed to encourage bad writing—writing in ways we would not have if we didn't have to meet this rule.
- We wondered about working outside student writing that had a purpose in which they were deeply invested.

Come home! We miss you!! Jillian, Jenny and Janet