

Both Ends of the Spectrum

Using SIM Writing Strategies in K-2 and Content Areas

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What we will cover:

- Process for District Wide Articulation
- ELA Writing and Language Common Core
 - FSW, PSW, PWS, FTW
 - Common vocabulary
 - DVTs
- Teacher Created Resources
- Content Area Tie-In
- Demo Lesson

Process for District Wide Articulation:

- 2013 K-2 writing program
 - As designing Standards Based Units of Study lessons to Common Core
- 2014 K-2 discussion
 - K-2 Common Vocabulary
- FSW & PSW 3-8 teachers trained
- Spring 2015
 - Beth on board

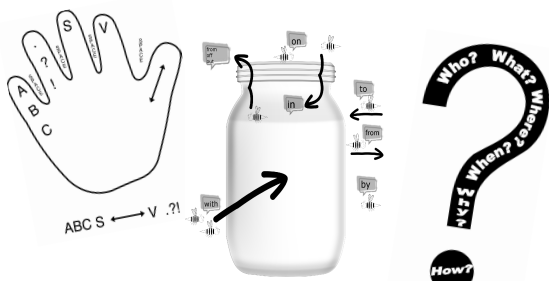
District Timeline:

- 2012- 2013
 - District wide push FSW and PSW
- 2013-2014
 - Continued prior year's work
- 2015 - 2016
 - Trained K-2 teachers in FSW (as requested by lead teachers)
 - To scaffold common language & prepare for future grades
 - Created overviews
 - Trained 3-8 in FSW and PSW
 - Trained 4-8 in Paragraph Writing
 - Coaching follow through
 - Met with instructional cabinet and school board

Language and Writing Common Core Standards

- Small teams
- Used some resources from K-2 teachers
 - Hand Chart (Five Requirements of a Complete Sentence)
- Created new or adapted SIM resources
 - Question Words Poster
 - Preposition Bottle
 - PENS Whiteboard
- Accessible on district [website](#)

Teacher Created Resources



Content Area Tie-In

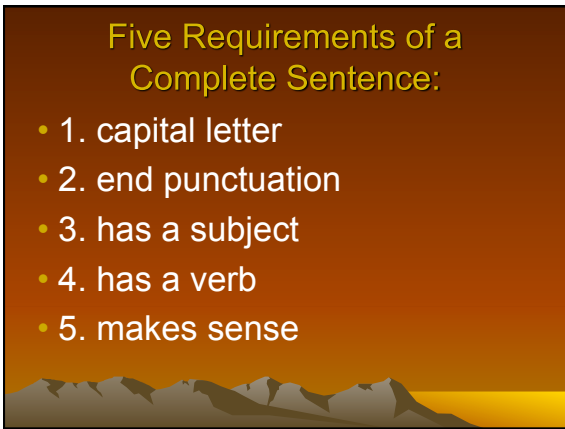
- Frustration of Teachers
- Generalization of Skills
- Keppel Academy
 - Written in school plan
- Coaching and Demo lessons

Sit back, relax, and pretend you
are 4th graders...

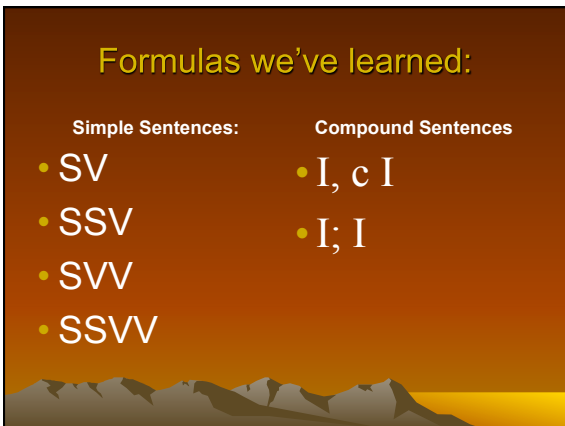
California Gold Rush





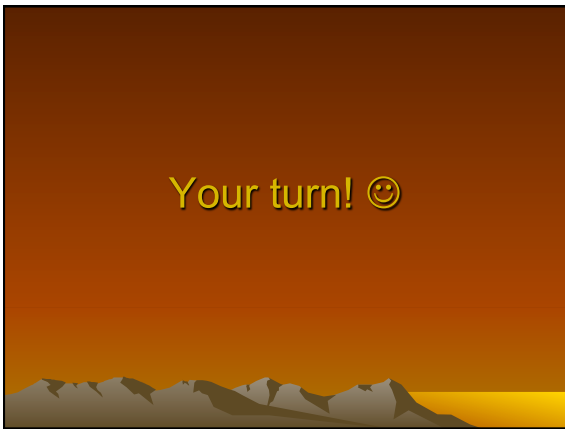


- Five Requirements of a Complete Sentence:
- 1. capital letter
 - 2. end punctuation
 - 3. has a subject
 - 4. has a verb
 - 5. makes sense



- Formulas we've learned:
- | Simple Sentences: | Compound Sentences |
|-------------------|--------------------|
| • SV | • I, c I |
| • SSV | • I; I |
| • SVV | |
| • SSVV | |





Additional Practice with DVTs	
<small>What Happened? + Opinion</small> <small>Identify the main topic and what key idea is it all about.</small>	
<small>BOOK</small>	
<small>EVENT</small>	
<small>What Happened?</small>	<small>Draw a picture</small>
	<small>What you liked OR did not like about what happened</small>

Completed DVT on Gold Rush

What Happened? + Opinion
Identify the main topic and read key details of a text.
differentiated visual tools™ information
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BOOK	A Time of the California Gold Rush by Kerri O'Donnell
EVENT	The California Gold Rush

What Happened?

A man named James Marshall discovered a gold nugget in California in 1848.

↓

The news spread all over the US and the world. Thousands of people started coming to California looking for gold.


↓

Some came by sea around S. America and some came by land over the Oregon Trail. Both routes were very dangerous and many died.

↓

Few got rich from the gold rush. The Gold rush ended in the mid 1850's, but it changed our country and linked the east to the west.

Draw a picture



What you liked OR did not like about what happened

I liked hearing about the mining camps and how people lived. I did not like hearing about the sad stories of people dying on the Oregon Trail.

Activity:

- SIM Writing Overview – 4th Grade
- Focus on these columns:
 - SIM Writing Strategy
 - Common Vocabulary
 - Resources
- Work in groups to identify lessons, cue cards, etc.
- Have FUN! 😊

9th Grade Algebra Lesson...

Goal For Today's Lesson

- **CCS STANDARD**
- M.F.LE.1.a: Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- Prove that linear functions grow by equal differences over equal intervals.
- Prove that exponential functions grow by equal factors over equal intervals.

What does this mean??

We will find the slope of a line by using two points of a linear equation.

From this we can prove that the line grows by equal differences over equal intervals!

Where have you seen examples of steep slopes in everyday life?

Roads-

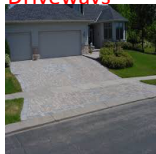


Mountains-



Where have you seen gradual Slopes in everyday life?

Driveways-



Wheelchair Ramps-



Why do you think it is important to know how steep a slope is????

Snowboarder

- Potential obstacles they might encounter
- Dangers
- To judge the speed



Directed Lesson
I do, we do, you do.

Thank you!

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