UNITED LOCAL JR./SR. HIGH SCHOOL
Bill Young, Principal

Writing Across the Curriculum
& the Ohio Improvement Process

Using your phone, tablet, or laptop – please complete the (9) item pre-session survey found at:

tinyurl.com/WAC-OIP4OLAC

Shared Folder in Google Drive: WAC & OIP at OLAC 12.13.16
ABOUT ME...

• Bill Young, Principal
• United Local Jr./Sr. High School
• 8143 State Route 9
• Hanoverton, OH  44423

william.young@united.k12.oh.us

• 14 yrs. – HS Principal
• 2 yrs. – HS Asst. Principal
• 2 yrs. – Elem. Asst. Principal
• 7 yrs. – Band Director

• In Educational Leadership for:
  • Transition from Goals 2000
  • to NCLB
  • to Race to the Top
  • to Common Core
  • on to ESSA

(330) 223-7102 (office)
(330) 424-8604 (mobile)
Goals for This Session…

- Explore the possibilities for a **WRITING ACROSS THE CURRICULUM** program at the **SECONDARY** level within the OIP process.

- Learn how to plan for and implement **SYSTEMIC CHANGE** at the secondary level.

- See how **GOOGLE APPS** can be used to facilitate collaboration, data collection, and teambuilding.

- See how **TEACHER BASED TEAMS** (TBT’s) can function effectively to support teacher and student growth.

- See how administrators can facilitate the **PROCESS** and **SUPPORT** teachers.

- Know how to effectively **MEASURE** the **SUCCESS** of a building-wide program.
Why WAC?

- Gap Closure
  - Reading
  - IEP/ED

- Critical Thinking Skills

- Writing to Read

- Construction & Deconstruction

- Maximize Impact & Target Specific Students

- Improved Reading Scores
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<td>College and Career Readiness Anchor Standards for Writing</td>
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</tr>
<tr>
<td>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</td>
<td>76</td>
</tr>
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</table>

LITERACY STANDARDS ARE IN EVERY CONTENT AREA
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Grades 6–8 Students: Text Types and Purposes

1. Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

### Grades 9–10 Students:

1. Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

### Grades 11–12 Students:

1. Write arguments focused on discipline-specific content.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.
WAC! Writing Across The Curriculum

- A pedagogical movement that began in the 1980s
- Created to weave writing assignments into all courses
- Stresses that writing experiences should occur across the academic community and throughout a student's education
BARRIERS
FAMILY FEUD
WAC & the OIP
<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
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<tr>
<td>Staff Buy-In</td>
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<td>Time/Planning &amp; Follow-up</td>
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<td>Measuring Success</td>
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<td>Funding</td>
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<td>Curriculum</td>
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<td>Consistency</td>
<td>5</td>
</tr>
<tr>
<td>Team Bldg.</td>
<td>2</td>
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</tbody>
</table>
I have to teach writing now, too?
BARRIERS...

- Staff Buy-In
- Funding
- Time/Planning & Follow-up
- Curriculum
- Prof. Dev.
- Consistency
- Measuring Success
- Team Bldg.
Shared Decision-making

* District Leadership Team (DLT) ➔ Gap Closure
* Building Leadership Team (BLT) ➔ WAC

(BLT includes a rep. from each department)

With WAC – **ELA Department leads the development of the model**
- Summer Collaboration Meeting
- Outline strategies & Action Steps

* Teacher Based Teams (TBT’s)

Each TBT has an ELA teacher & a BLT teacher representative
**BARRIERS**

<table>
<thead>
<tr>
<th>Staff Buy-In</th>
<th>Funding</th>
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<tr>
<td>Measuring Success</td>
<td>Team Bldg.</td>
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</table>
• Monthly BLT Meetings
• Summer Planning w/ELA Dept.
• Develop 1-Item Rubrics
• Opening Staff In-service
• Bi-monthly TBT’s
  * Minimize impact on instructional time
• Weekly Staff Memos
• Monthly Early Release
• Waiver Day Staff In-service (Nov. 8)
• ELA Dept. Meetings (as needed)
August ELA Meeting w/Professional Support (Align, Assess, Achieve)
BARRIERS...

Staff Buy-In  ✔️
Time/Planning & Follow-up  ✔️
Prof. Dev.  ??
Measuring Success  ??

Funding
Curriculum
Consistency
Team Bldg.
Prof. Dev.

- OIP Training – SSTR5
- ELA Training – Align, Assess, Achieve
- BLT Training – SSTR5
- TBT Training – SSTR5
- All Teacher Training
  - ELA Teachers
    - Opening In-service
    - Early Release Mtgs.
    - 1 Item Rubrics
    - Anchor Chart Construction
  - Align, Assess, Achieve
    - August w/ELA
    - Nov. 8 Waiver Day
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<td><strong>Prof. Dev.</strong></td>
<td>✔️</td>
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<td><strong>Team Bldg.</strong></td>
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GOOGLE TOOLS

• **Sheets** (spreadsheets)
  • Shared Access / Editing
  • Automatically calculates & averages student scores
  • Accessible anywhere
What Makes a Good Prompt?

- Based on content specific concepts/skills
- Open-ended, higher level

Contrast: Show how the facts or ideas are different.

Identify: Define the facts or ideas.

Evaluate: Determine the value, significance or worth of.

Interpret: Present the outcome of experiments and/or observation.

Infer: Draw a conclusion based on given facts, premises, or evidence.

Justify: Explain choice to be right or unreasonable.

Sequence: Arrange in meaningful order, beginning to end.

Define: Give meaning or make something clear.

Evaluate: Present a detailed argument or consideration.

Discuss: Present the essential characteristics of.

Blame: Make clear by citing examples.

If directions are included, separate from prompt to work independently.

What does a good prompt look like?

A Good Prompt.jpg

Action Words (AIR T...
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<th>Status</th>
<th>Barriers</th>
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<td>Prof. Dev.</td>
<td>✔</td>
<td>Consistency</td>
<td>❓</td>
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<td>Measuring Success</td>
<td>✔</td>
<td>Team Bldg.</td>
<td>❓</td>
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<tr>
<td>ACTION STEPS</td>
<td>Monitoring Evidence/Data Sources</td>
<td>Person(s) Responsible/Group(s)</td>
<td>Resources, e.g., Budget, Material, Supplies, Technology</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>1.a.1. Review Report Card data and present to staff.</td>
<td>REPORT CARD AGENDA</td>
<td>BLT</td>
<td>$400</td>
</tr>
<tr>
<td>The BLT will meet in August to discuss the report card and our building WAC strategy. Teacher reps. Will be paid to attend these meetings as per their negotiated rate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.a.2. Develop and Implement the common writing rubrics. ELA teachers will meet in August with Frank Bickelman of OSU to design 1-item rubrics to be used with 9-week themes across the curriculum. Teachers will be paid at their negotiated rate to attend these summer meetings.</td>
<td>ANCHOR CHARTS LESSON PLANS STUDENT COLD WRITES</td>
<td>BLT/CLASSROOM TEACHERS</td>
<td>$2,500 $1,800</td>
</tr>
<tr>
<td>1.a.3. Plan and implement PD for TBTs. Cost - printing of Anchor Chart posters</td>
<td>AGENDA MTG NOTES</td>
<td>ESC STAFF SST5 TEACHING STAFF</td>
<td>$180</td>
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<tr>
<td>1.a.4. Staff Inservice on Writing Across the Curriculum rubrics, writing content specific samples for Anchor Charts.</td>
<td>AGENDA ANCHOR CHARTS</td>
<td>ELA TEACHERS</td>
<td>X</td>
</tr>
<tr>
<td>1.a.5. Ongoing, monthly professional development for Literacy Collaborative (grades 7-10): 1. Onsite workshops (W/Angeline Theiss) 2. Attend Cuyahoga Co. ESC Literacy Network Workshops</td>
<td>AGENDAS</td>
<td>1-MCESC STAFF ELA TEACHERS 2-CUYAHOGA ESC</td>
<td>MCESC PD cost-Paid by Board</td>
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<tr>
<td>1.a.6. Waiver Day Inservice: Focus on teaching writing across disciplines.</td>
<td>AGENDA PRE &amp; POST STAFF SURVEY</td>
<td>FRANK BICKELMAN (OSU) LITERACY SPECIALIST</td>
<td>$2,700</td>
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<td>1.a.7. Provide targeted intervention/tutoring for students struggling in their ELA class.</td>
<td>SAP Team Monitoring</td>
<td>Nancy Miller</td>
<td>GF</td>
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</table>
TITLE
FUNDING – for Professional Development

see District Federal Funds Coordinator

• Title Goals Must be Linked to OIP
BARRIERS...

- Staff Buy-In
- Time/Planning & Follow-up
- Prof. Dev.
- Measuring Success
- Funding
- Curriculum
- Consistency
- Team Bldg.
We are not teaching writing. We are teaching our content with writing as a tool. Our English department will teach everyone how to use that tool consistently.
Algebra Review

- 6-8 prompts given as homework;
- Teacher grades 1 of the prompts for TBT data;
- Goes over all prompts on review day before unit test;
- Includes 2 of the prompts on the test.

Writing Strategies Should Support & Strengthen Content Area Curriculum...

What Makes a Good Prompt?

- Based on content-specific concepts/skills
- Open-ended, higher level thinking (How, Why, Explain... NOT who, what, when)
- Part of a regular test/quiz
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<td>Consistency</td>
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</tr>
<tr>
<td>Measuring Success</td>
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Consistency:

- 1-Item Rubric
- Train Staff on Interpreting the Rubric
- Anchor Charts for Every Classroom
- TBT Meetings focus on student work and discussions about scoring based on the rubric
- Have a shared space for info. discussed

Prompt: Pick a problem that you missed on the last test. Tell what you did wrong and then explain the correct procedure.

1. Direct reference:
I missed question twelve on the last test because I forgot to use the absolute value correctly. In step three, I kept 25 a negative number instead of changing it to a positive 25.

- Identify the reference.
- Give the evidence.

Prompt: How do you know a figure is a plane?

2. Direct quote from a print source:
A plane is defined as a flat surface that extends without end and has no thickness. According to Postulate 1-4 in our textbook, "Through any three noncollinear points there is exactly one plane" (Charles et al. 15).

OR "Through any three noncollinear points there is exactly one plane" (Charles et al. 15).

- Identify the reference (author’s last name & page #).
- Give the evidence.

Prompt: Where do golden eagles hunt for food?

3. Direct quote from the Internet: (same as for print source except no page #)

*If an author is not available for an Internet resource, use the web page title in quotes.
Consistency:

- Have a shared space for information & ideas discussed across TBT’s
Consistency:

- Have a shared space for information & ideas discussed across TBT’s

Tip:
- Hang your new anchor chart over top of the 1st 9-wks chart to keep it for revisiting.

Have Students:
- Circle the reference
- Underline the evidence
Consistency:

- Reinforce process & strategies in weekly staff memo’s with examples:

TO: 7-12 Staff
RE: Weekly Memo
From: Bill Young, Principal
Date: Friday, September 23, 2016

Score counting spreadsheets (Rubric Records) for each teacher were shared individually last Friday. These have students already listed (thank you Krista), and will automatically count how many 0’s, 1’s, 2’s, & 3’s you have for your particular WAC prompt. It will also allow you to monitor the progress of each of your students over the school year. You can add or delete students as needed to keep your roster accurate, but do not edit the totals at the top. They will automatically adjust as you add or delete student scores. Once you have your totals, put those totals into your TBT Data sheet.
Consistency:

• Provide regular updates for building-wide progress following each TBT cycle.

TO: 7-12 Staff  
RE: Weekly Memo  
From: Bill Young, Principal  
Date: Friday, September 30, 2016

WAC Meeting #2 Data Summary Across All TBT’s

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>ALL Students %</th>
<th>IEP Students %</th>
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<tbody>
<tr>
<td>0</td>
<td>18.75</td>
<td>37.42</td>
</tr>
<tr>
<td>1</td>
<td>29.53</td>
<td>31.35</td>
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<tr>
<td>2</td>
<td>25.78</td>
<td>18.76</td>
</tr>
<tr>
<td>3</td>
<td>25.95</td>
<td>12.47</td>
</tr>
</tbody>
</table>

Try this for your next WAC prompt:
“Write a topic sentence telling me one thing that you feel you need to understand better in order to pass the next test.”

This could be a bell-ringer activity that is used at the start of class. After the allotted time is up (2-3 mins.), have students pair and share what they came up with. Tell students to see if they can help their partner with what they wrote about.

After the pair & share is over, collect the topic sentences and use them as a list of things to review with the entire class. Score the topic sentences for your WAC data.
TO: 7-12 Staff  
RE: Weekly Memo  
From: Bill Young, Principal  
Date: Friday, October 7, 2016

WAC Strategy Highlight

Mrs. Matthews had students write topic sentences on post-it notes. Great Idea!

Consider this for your next WAC prompt:
As an impromptu formative assessment following the introduction of a new concept, have students to write a topic sentence summarizing the key concept they just learned. This can be done after spending as little as 10 minutes going over a concept. Limiting students to one sentence forces them to critically think about the most important or key part of what was taught. When students become accustomed to the possibility that this quick write can happen any time, it helps to keep them engaged, as they begin thinking critically to sift out the most important aspects. This can also a powerful formative assessment strategy to use orally, though some students do not like speaking in front of the class, and some will just copy what others say.

Our October meeting of the BLT took place on Wednesday morning. TBT’s are running very well, with a couple of recommended areas for improvement: 1. We all need to bring student samples to drive the discussion about the data, spending less time on the numbers and more time talking about what students are doing (or not). 2. It is important to clearly specify what it is the TBT wants administrators to look for when collecting walkthrough data. Aggie VanBrocklin was very please with what she saw going on at our TBT meetings. Addressing these two items will help make them more productive.
TO: 7-12 Staff
RE: Weekly Memo
From: Bill Young, Principal
Date: Friday, October 14, 2016

WAC Meeting Data Summary & Comparison Across All TBT’s

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Sept. 26 &amp; 27 TBT’s</th>
<th>Oct. 10 &amp; 11 TBT’s</th>
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<tbody>
<tr>
<td></td>
<td>ALL Students</td>
<td>IEP Students</td>
</tr>
<tr>
<td>3</td>
<td>25.95%</td>
<td>12.47%</td>
</tr>
<tr>
<td>2</td>
<td>25.78%</td>
<td>18.76%</td>
</tr>
<tr>
<td>1</td>
<td>29.53%</td>
<td>31.35%</td>
</tr>
<tr>
<td>0</td>
<td>18.75%</td>
<td>37.42%</td>
</tr>
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</table>

Consider this for your next WAC prompt:

Mr. Mowery used the analogy of the game show Jeopardy when reviewing the Topic Sentence concept. In a follow-up discussion about the WAC rubric, he told students that from their topic sentence they should have enough information to turn it back into a question (like on Jeopardy). So - from the prompt, to the topic sentence, back to the question - this analogy helped students identify what needed to be in their topic sentence. Turning it back into a question is kind of like “checking your answer” in math. If you can reverse the process and come up with the same problem (prompt), then you know your answer (topic sentence) is correct.
<table>
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<th>Consistency</th>
<th>Measuring Success</th>
<th>Team Bldg.</th>
</tr>
</thead>
</table>
Group Dynamics...

- Mixed dept. & grade levels
- Teacher Leader
- Admin. Coach

OIP 5-step Process

1. Data  3 min
2. Student Work  20-25 min
   - Strengths
   - Weaknesses
3. Teacher Strategies  5 min
   - Discuss Teacher RRS in spreadsheet summary tab
4. Decide what if anything  5 will change in teacher approach
5. Pre & Post-assessments  3
   Evaluation of Data

Total  41 min.
Miscellaneous Tips:

- Wring Prompts Can Be: Entrance/Exit Tickets, Review Sheets, quiz/text items, etc. but MUST be content specific to reinforce concepts/skills to the course being taught.
- OIP refers to “Walkthrough Data” for adult indicators… we use “WAC” in lesson plans for monitoring teachers giving prompts and using reinforcement strategies.
- Provide AIR Test “Action Words” for teacher to use in writing prompts.
Prompt: (direct reference to the writer’s perceptions, informal, no quotes or source)

**Identify** what frightens you most about taking on a cross curricular initiative at the secondary level and **justify** the reason for your fear.

**1. Direct reference Example:**
The group that made the best case for their ideal government was the Thomas Hobbes group. Based upon my speech notes, they referenced the need for authoritative governments due to humans being born selfish and destructive.

- Identify the reference.
- Give the evidence.