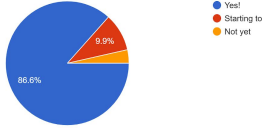
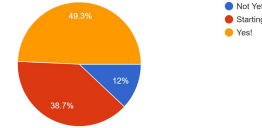
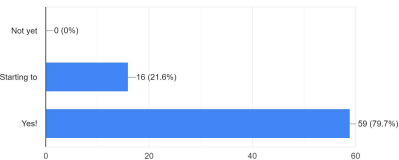
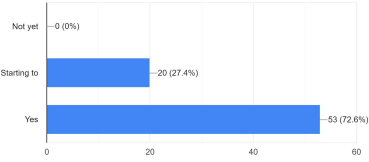
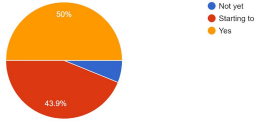
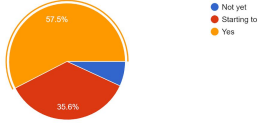


AES 2nd Grade Writing Interventions

Check In Concept	Check In Results	Needs Identified	Interventions												
<p>Narrative: Bend 1 - Student is able to write about one time when they did something</p>	<p>Student is able to write about one time when they did something. 142 responses</p>  <table border="1"> <caption>Check In Results: Bend 1</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes!</td> <td>86.6%</td> </tr> <tr> <td>Starting to</td> <td>9.9%</td> </tr> <tr> <td>Not yet</td> <td>3.5%</td> </tr> </tbody> </table>	Response	Percentage	Yes!	86.6%	Starting to	9.9%	Not yet	3.5%	<p>*Some students are not writing about a small moment.</p>	<p>*1:1 conference *Strategy group focusing on a small moment *Modeling of small moment using mentor texts to further reinforce concept.</p>				
Response	Percentage														
Yes!	86.6%														
Starting to	9.9%														
Not yet	3.5%														
<p>Narrative: Bend 2 - Student tried to bring their characters to life with details, talk and action</p>	<p>Student tried to bring their characters to life with detail, talk and actions. 142 responses</p>  <table border="1"> <caption>Check In Results: Bend 2</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not Yet</td> <td>49.3%</td> </tr> <tr> <td>Starting to</td> <td>38.7%</td> </tr> <tr> <td>Yes!</td> <td>12%</td> </tr> </tbody> </table>	Response	Percentage	Not Yet	49.3%	Starting to	38.7%	Yes!	12%	<p>*Many of the students we marked not yet didn't have dialogue in their stories. *The students who are starting to m Have some details, talk & action, but not enough or not throughout their entire story.</p>	<p>*Strategy group on adding in dialogue to their stories. *Conferencing with students to study & talk about ways master authors use talk, action & details in their stories to help bring them to life. *A reveiw mini-lesson on the above as well.</p>				
Response	Percentage														
Not Yet	49.3%														
Starting to	38.7%														
Yes!	12%														
			-												
<p>How-To: Bend 1 - Students were able to teach readers at least two important points on their topic.</p>	<p>Students were able to teach readers at least two important points on their topic. 74 responses</p>  <table border="1"> <caption>Check In Results: How-To Bend 1</caption> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not yet</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Starting to</td> <td>16</td> <td>21.6%</td> </tr> <tr> <td>Yes!</td> <td>59</td> <td>79.7%</td> </tr> </tbody> </table>	Response	Count	Percentage	Not yet	0	0%	Starting to	16	21.6%	Yes!	59	79.7%	<p>- Most students are including important points on their topic. - Some students are having a hard time coming up with a topic that they know enough about or including the two or more important points independently.</p>	<p>- 1:1 conference to come up with a list of topics the writer is an expert on. - Work 1:1 with students to plan out their pages (headings/post it notes)</p>
Response	Count	Percentage													
Not yet	0	0%													
Starting to	16	21.6%													
Yes!	59	79.7%													

<p>How-To: Bend 2 - Student was able to write a beginning that tried to interest the reader. - Student was able to have each part of their book tell different information about the topic.</p>	<p>Student was able to write a beginning that tried to interest the reader. <small>73 responses</small></p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not yet</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Starting to</td> <td>20</td> <td>27.4%</td> </tr> <tr> <td>Yes</td> <td>53</td> <td>72.6%</td> </tr> </tbody> </table>	Response	Count	Percentage	Not yet	0	0%	Starting to	20	27.4%	Yes	53	72.6%	<p>- Most students did great with their beginnings and they all have different parts in their books. -Some students struggle independently with finding appropriate headings.</p>	<p>- Strategy group: focusing on writing a beginning (start with a question, an interesting fact, or a sound word) _Share examples of non-fiction books that have engaging beginnings. Reteach headings using non-fiction examples in small group or 1:1.</p>
Response	Count	Percentage													
Not yet	0	0%													
Starting to	20	27.4%													
Yes	53	72.6%													
<p>Scenes to Series: Bend 1 - The writer chose the action, talk or setting that would make a good beginning.</p>															
<p>Scenes to Series: Bends 2 & 3 - The writer tried to bring his character to life with details, talk and action.</p>															
<p>Scenes to Series: Bend 4 - The writer used punctuation correctly throughout their story.</p>															
<p>Poetry: Bend 1 - Students are using poetic language instead of boring words.</p>	<p>Students are using poetic language instead of boring words. <small>98 responses</small></p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not yet</td> <td>5%</td> </tr> <tr> <td>Starting to</td> <td>43.9%</td> </tr> <tr> <td>Yes</td> <td>50%</td> </tr> </tbody> </table>	Response	Percentage	Not yet	5%	Starting to	43.9%	Yes	50%	<p>*Most of our students are using poetic language. They are working on using it more throughout their poems as well as using more interesting words.</p>	<p>*Modeling in whole group and in small groups use of poetic language and using their poet's eye to look at things. *Use of anchor charts to refer to. *Continued exposure to poems and pointing</p>				
Response	Percentage														
Not yet	5%														
Starting to	43.9%														
Yes	50%														

			<p>out the poetic language used in them.</p> <p>*1:1 work for those students really struggling.</p>								
<p>Poetry: Bend 2 - Students are using poetic language and line breaks.</p>	<p>Students are using poetic language and line breaks. 79 responses</p>  <table border="1"> <caption>Student Responses to Poetic Language and Line Breaks</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not yet</td> <td>12.6%</td> </tr> <tr> <td>Starting to</td> <td>35.6%</td> </tr> <tr> <td>Yes</td> <td>51.8%</td> </tr> </tbody> </table>	Response	Percentage	Not yet	12.6%	Starting to	35.6%	Yes	51.8%	<p>*The students did fine using poetic language.</p> <p>*Using line breaks was a challenge for some of them.</p>	<p>*Modeling in whole group and small groups usage of line breaks.</p> <p>*Exposing the students to more poems and pointing out the line breaks and how they affect how the poems are read.</p>
Response	Percentage										
Not yet	12.6%										
Starting to	35.6%										
Yes	51.8%										
		-	-								
<p>Opinion: Bend 1 - The writer wrote her opinion and gave reasons for her opinion</p>											
<p>Opinion: Bend 2 - The writer wrote at least two reasons and wrote at least a few sentences about each one.</p>											
<p>Opinion: Bend 3 - The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it. & The writer</p>											

wrote an ending in which he reminded readers of his opinion.			