

## Welcome to TenMarks Writing

Writing instruction is critical. TenMarks Writing is a suite of tools designed to support differentiated writing instruction in your classroom so that you can unlock the potential of every student to become a confident, engaged writer.



This document is intended to help you use our Teacher Resources to implement highly effective writing instruction in your classroom.

### **Teacher Resources: Building Community, Empowering Writers**

To help you get the most out of TenMarks Writing, we have written daily lessons with supporting materials and organized them into instructional units. Our teacher resources are designed to build a strong community of open-minded writers, able to communicate their ideas clearly and confidently through writing.



### **Connection to Writing Coach**

Writing Coach, our online tool, scaffolds the writing process from end to end. Lessons include guidance on how to support students in using Writing Coach as they progress through each step of a writing project.

## **Planning a Response to Literature Unit with TenMarks Writing**

This Response to Literature Unit involves using a text you have already read with your class. Choose a text and a focus for the unit (such as character, plot, or theme). The class will select and analyze evidence from the text and write an essay based on the chosen focus.

We recommend three possible sequences of lessons for Response to Literature (see the Sequence Options below), depending on the amount of instructional time you have for the genre. Lessons can be used in the suggested order for an entire unit or independently to teach a specific strategy. You know your students best. So, sequence and pace the lessons based on your curriculum objectives and the needs of your students.

## Sequence Options for Response to Literature Unit

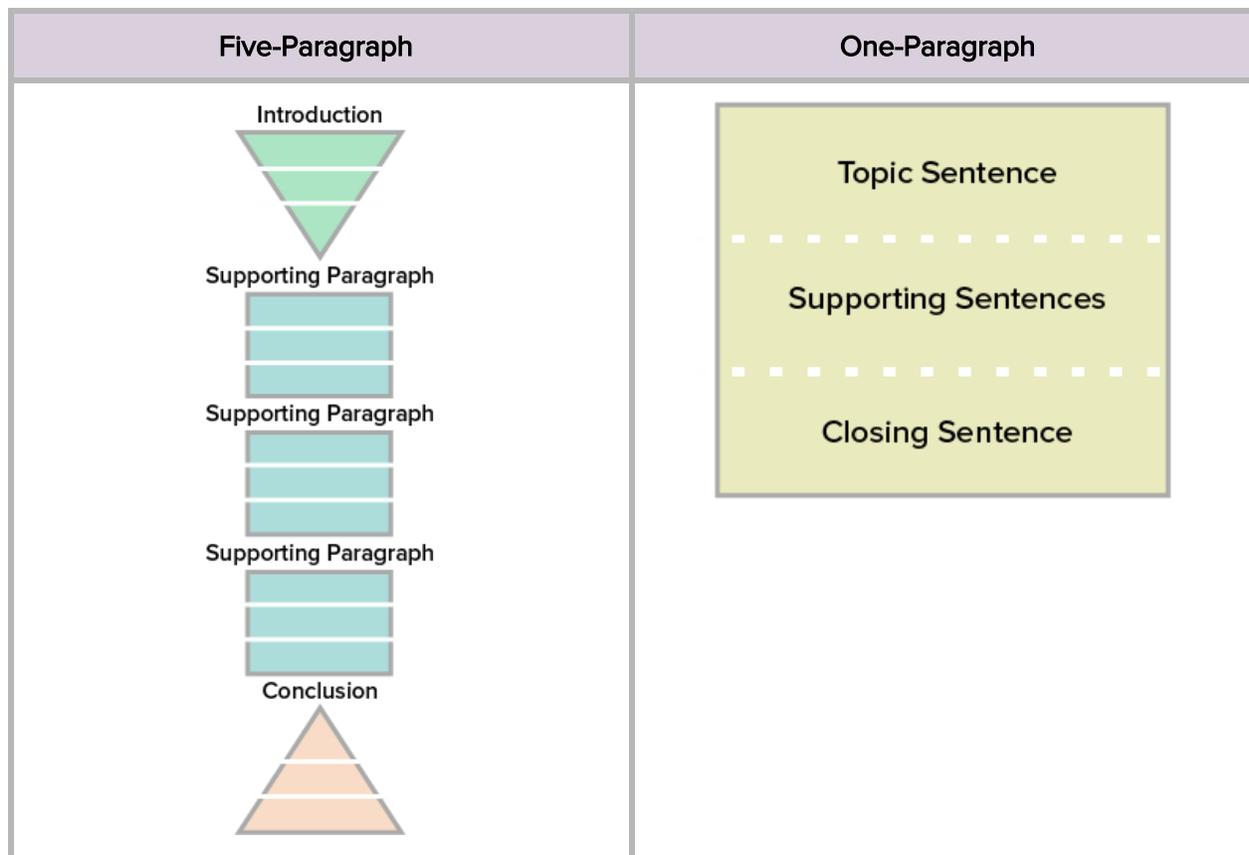
| Writing Stage   | Sequence A<br>(5 Lessons)   | Sequence B<br>(9 Lessons)   | Sequence C<br>(13 Lessons)   |
|---|---|---|--|
| Prewrite  | <p>Focus for Unit (Choose One)</p> <ul style="list-style-type: none"> <li>● Outlining Plot</li> <li>● Analyzing Characters</li> <li>● Identifying a Theme</li> <li>● Preparing a Personal Response</li> <li>● Planning a Literary Summary</li> </ul> <p>Plan &amp; Organize</p> <ul style="list-style-type: none"> <li>● Finding Relevant Evidence</li> </ul> | <p>Focus for Unit (Choose One)</p> <ul style="list-style-type: none"> <li>● Outlining Plot</li> <li>● Analyzing Characters</li> <li>● Identifying a Theme</li> <li>● Preparing a Personal Response</li> <li>● Planning a Literary Summary</li> </ul> <p>Plan &amp; Organize</p> <ul style="list-style-type: none"> <li>● Main Points for a Response</li> <li>● Finding Relevant Evidence</li> </ul> | <p>Focus for Unit (Choose One)</p> <ul style="list-style-type: none"> <li>● Outlining Plot</li> <li>● Analyzing Characters</li> <li>● Identifying a Theme</li> <li>● Preparing a Personal Response</li> <li>● Planning a Literary Summary</li> </ul> <p>Plan &amp; Organize</p> <ul style="list-style-type: none"> <li>● Main Points for a Response</li> <li>● Introduction to Finding Relevant Evidence</li> <li>● Finding Relevant Evidence</li> </ul> |
| Draft   | <ul style="list-style-type: none"> <li>☐ Essay in a Day: Response to Literature</li> </ul>  | <ul style="list-style-type: none"> <li>☐ Response to Literature Introductions</li> <li>☐ Drafting Supporting Paragraphs</li> <li>☐ Conclusions for Response to Literature</li> </ul>  | <ul style="list-style-type: none"> <li>☐ Hooks: Engage the Reader</li> <li>☐ Background that Introduces a Text</li> <li>☐ Thesis Statements for Response to Literature</li> <li>☐ Effective Topic Sentences</li> <li>☐ Drafting Supporting Paragraphs</li> <li>☐ Conclusions: Reviewing for the Reader</li> <li>☐ Conclusions: Why It Matters Statements</li> </ul>  |
| Revise & Edit   | <ul style="list-style-type: none"> <li>☐ Revising with ARMS</li> <li>☐ Editing with CAPS</li> </ul>   | <ul style="list-style-type: none"> <li>☐ Revising with ARMS</li> <li>☐ Editing with CAPS</li> </ul>   | <ul style="list-style-type: none"> <li>☐ Revising with ARMS</li> <li>☐ Editing with CAPS</li> </ul>  |
| <p><b>Feedback &amp; Grading</b></p> <p>After students edit, they submit their draft for teacher feedback. Budget time in the Revise &amp; Edit stage to provide feedback and grade student work. Then students move on to the Publish stage.</p> |   |   |  |
| Publish   | No Publish lessons in Seq. A  | ☐ Planning to Publish   | ☐ Planning to Publish  |

## One-Paragraph Lessons

Writing Coach supports both five-paragraph and one-paragraph writing projects. The lesson sequences above are designed for five-paragraph projects; the following lessons support one-paragraph projects for this genre:

- Planning a One Paragraph Response
- 📄 Drafting a Response to Literature Paragraph
- 📄 Revising and Editing

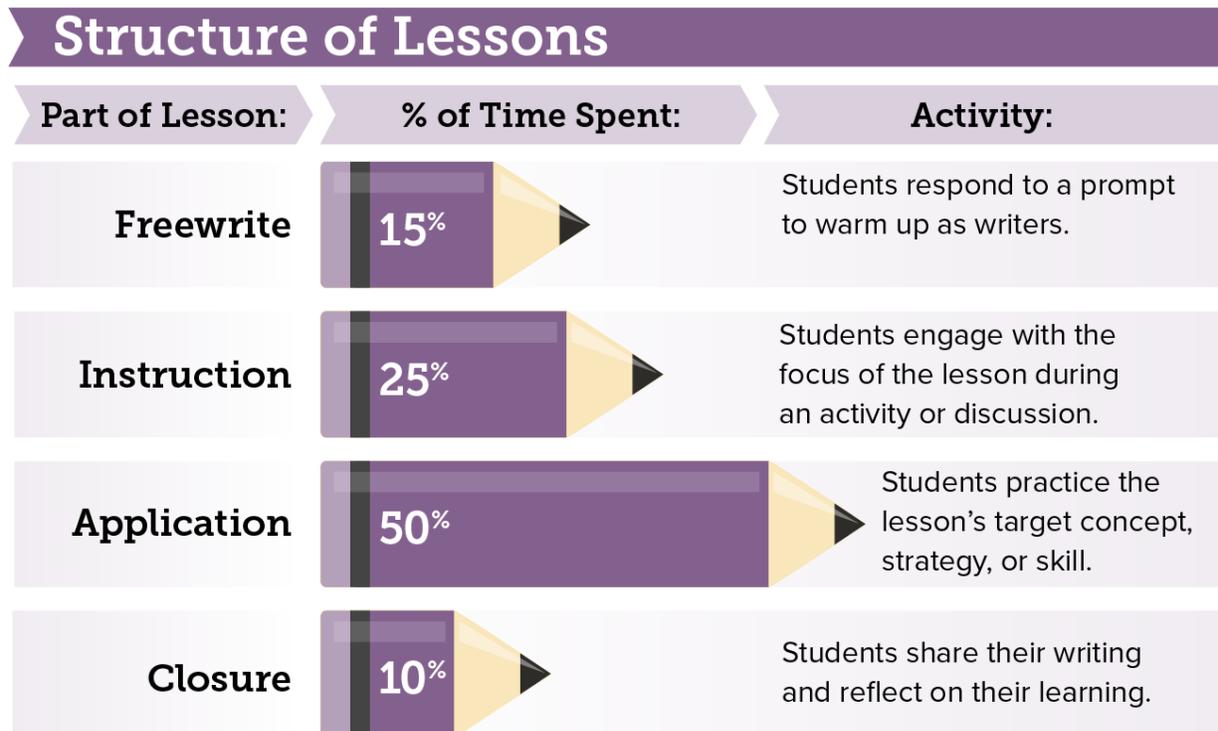
The one-paragraph project may be used as an introduction or complement to a more extended unit of study on response to literature. It is meant to be done quickly, in a matter of days, so that students can move through the iterative process of writing and improve in their next writing project. At each step, consider encouraging students not to worry about perfecting their work but instead focus on improving their skills and how they will apply their learnings to the next project.



## Lesson Plans: Daily Guidance for Writing Instruction

Each TenMarks Writing lesson outlines a plan for teaching students a specific writing concept, strategy, or skill. Lessons take approximately 30 minutes to implement, with an emphasis on individual student writing.

Lessons are accompanied by a variety of support materials (for example, activity sheets or anchor charts) to introduce and practice writing concepts and strategies. We have also included pre-filled samples to help with modeling for your students or assessing their work.



### Tips and Tricks

- **Freewriting to build engagement and confidence:** Each lesson includes a freewrite prompt; feel free to adjust these. Students can also freewrite on their own using Bursts.
- **Rubrics as a teaching tool:** Share the rubric for the genre in TenMarks Writing with your students at the beginning of the project and revisit it throughout so that they know the expectations for good writing and what they will be graded on.
- **Modeling is key—show what it means to write (and rewrite):** Use the Demo Student account to model how to write in the online tool. Every project assigned to your students will appear in this account. Make mistakes in your writing so that your students understand writing is a process and so that you can model fixing them later.
- **Help with differentiation:** Use the If-Then table in each lesson to anticipate and address student challenges, extend for fast finishers, and push advanced writers to go deeper.

# Annotated Sample Lesson Plan

This sample lesson plan gives a sense of how our lesson plans are structured and the types of companion resources that are included.

## Citing References Lesson Plan



### Learning Objective

Students will be able to create a list of their references.

### Suggested Time

30 minutes

#### 1 Supporting Materials

Companion to lesson content, may include activity sheets or anchor charts

#### 1 Supporting Materials

- Citing References Anchor Chart
- Citing References Anchor Chart Sample

#### 2 Technology Used

**Students** TenMarks Writing Project (Draft Stage)

**Teacher:** Demo Student account

#### 2 Connection to the Online Tool

Signals whether your students will need to log on to TenMarks Writing during this lesson

#### 3 Name the Focus (1 minute)

Tell students that they will be creating a list of the referen

#### 3 Name the Focus

Makes the lesson objective clear to students

#### Freewrite (5 minutes)

##### Prompt

Has anyone ever taken credit for something you've done? Have you ever used someone else's work? Describe that experience.

- 4 **Look for:** Descriptions of plagiarism or copying

#### 4 Look for

Ideas or strategies to highlight for the benefit of the class

#### Instruction (7 minutes)

##### Share Out

Have one or two students share out excerpts from their freewrite that describe plagiarism or copying.

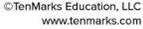
##### Discuss (Whole Group)

Ask students to share out why they think it's important to give people credit for their work and ideas.

##### Create a Reference

Project the Citing References Anchor Chart. Solicit students' opinions as you think aloud about why it's important to include information about references. Encourage students to think about why their readers might want that information and why authors might want to have information about the resources they used in their own writing.

# Sample Supporting Materials

|   |   |
|---|---|
|     |   |
| <b>Why We List References:</b>  | <b>Information to Include:</b>  |
|   |   |
|   |   |
| <b>Why We List References:</b>  | <b>Information to Include:</b>  |
| Give credit to the author   | Author(s) name  |
| Show readers where you are getting your information   | Include information about the book title, article title, or online post |
| Make it easier for people to look up the source   | Include the date published and the publisher information                |
|    |   |
|    |   |
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