



FSA Writing Professional Development

Elementary Session



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Agenda

- Objectives
- Gaining an Understanding of the Task
- Modeling
 - Scoring student responses
 - Determining strengths and weaknesses of the response
 - Developing annotations for responses
- Scoring student responses
 - Opinion/Argumentative
 - Explanatory/Informational
- Wrap-Up/Reflection

Learning Goals and Objectives

- **Overall Goal:** Teachers will be able to evaluate student writing based on the standards and the Florida Standards Assessment (FSA) writing rubrics in order to provide targeted instruction to develop college and career-ready writers.
 - Participants will identify strengths and weaknesses in student responses based on the standards and rubrics.
 - Participants will develop annotations for student responses based on the rubric that reflect specific strengths and weaknesses of the responses.
 - Participants will identify and evaluate explicit, targeted instructional strategies to improve student writing.

Gaining Understanding of the Task...

- College and career readiness requires the ability to perform on a standardized assessment.
 - ACT/SAT
 - Professional exams
 - Career academy and technical exams
 - Pre-hiring exams

Gaining Understanding of the Task...

- Plug your flash drive into your personal device.
- Open the folder for your grade level.
- You have 35 minutes to read the documents and develop your response.
- Save your response to your device – PLEASE DO NOT SAVE TO THE FLASH DRIVE.

Gaining Understanding of the Task...

- Reflection – Discuss at your tables:
 - What did you need to know and be able to do to be successful?
 - What are the benefits?
 - In what areas do you think most students will be successful?
 - What will you need to target instructionally for most students?
 - What will you need to target instructionally for struggling students?

Modeling: Using the Rubric to Score Responses and Using an Instructional Lens

- Reviewing the standards and the rubrics
 - Compare the standards with the rubrics – how are the standards reflected in the rubrics?
 - Components of the “Analytic” rubric
 - Criteria of the score points of each component
- Scoring the student response according to the rubric
- Thinking about instruction – how can instruction in the standards along with using the rubric as a tool help students move toward a “4”?

The 4-5 Rubric for Opinion Writing

Grades 4-5 Opinion Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained opinion with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Relevant evidence integrated smoothly and thoroughly with references to sources Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained opinion, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

The 4-5 Rubric for Opinion Writing

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Partially focused opinion but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the writer's opinion that includes ineffective use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Inappropriate or ineffective domain-specific vocabulary Sentences possibly limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Absent, confusing, or ambiguous opinion Frequent extraneous ideas impeding understanding Few or no transitional strategies Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the writer's opinion, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence from the source material Expression of ideas that is vague, unclear, or confusing Limited or inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

The 4-5 Rubric for Informative/Explanatory Writing

Grades 4–5			
Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Relevant evidence integrated smoothly and thoroughly with references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Maintained controlling idea, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

The 4-5 Rubric for Informative/Explanatory Writing

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Partially focused controlling idea, but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Inappropriate or ineffective domain-specific vocabulary Sentences possibly limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage, but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Frequent extraneous ideas impeding understanding Few or no transitional strategies Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence from the source material Expression of ideas that is vague, lacks clarity, or is confusing Limited or inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

The 6-11 Rubric for Argumentative Writing

Grades 6–11			
Argumentation Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained claim with little or no loosely related material • Clearly addressed alternate or opposing claims* • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and tone established and maintained 	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer's claim that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Maintained claim, though some loosely related material may be present • Alternate or opposing claims included but may not be completely addressed* • Adequate use of a variety of transitional to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Appropriate style and tone established 	<p>The response provides adequate support, citing evidence for the writer's claim that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	

Continued on the following page

The 6-11 Rubric for Argumentative Writing

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Focused claim but insufficiently sustained or unclear • Insufficiently addressed alternate or opposing claims* • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible claim and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Absent, confusing, or ambiguous claim • Missing alternate or opposing claims* • Few or no transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the writer's claim, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

*Not applicable at grade 6

The 6-11 Rubric for Informative/Explanatory Writing

Grades 6-11			
Informative/Explanatory Text-based Writing Rubric			
(Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
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The 6-11 Rubric for Informative/Explanatory Writing

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2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Focused controlling idea but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Confusing or ambiguous ideas • Few or no transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

Modeling: Using the Rubric to Score Responses Using an Instructional Lens

- Review the student response looking for general strengths and instructional needs.
- Use the rubric to score the paper.
- Use the rubric to quantify the instructional strengths and weaknesses of the response so that instructional decisions can be made.
- Create annotations for the student response that justify the scoring based on the instructional strengths and weaknesses noted.
- Jot down any instructional practices that might be helpful to strengthen the response.

5th Grade – Opinion

Prompt: Write an essay in which you give your opinion about whether national parks in Alaska or Florida would be better to visit. Use information from the passages in your essay.

**Manage your time carefully so that you can
read the passages;
plan your response;
write your response; and
revise and edit your response.**

Write (type) your essay in the space provided. You have one class period to read, plan, write, revise and edit your essay.

Alaska National Parks

- Alaska is by far the largest state in the American union, and it is also the least densely populated. Herds of caribou, an endangered species, outnumber people here two to one. We're taking you to two of the most beautiful parks Alaska has to offer, filled with terrestrial wildlife, marine animals, glaciers and spectacular views.
- **Wrangell St. Elias National Park**
Nestled in Alaska's southeastern corner, Wrangell St. Elias National Park is the country's largest national park. Located along the Pacific Ring of Fire, it's home to one of Alaska's great volcanic mountain ranges, the Wrangell Mountains -- an area covering 4,000 square miles. That's roughly the size of Connecticut.

Alaska National Parks

Must-See List

- For those who want spectacular views without lacing up their hiking boots, take the Edgerton Highway to the [Liberty Falls Trail](#), and enjoy a panorama of the park's high peaks.
- Wrangell offers experienced outdoor enthusiasts unparalleled opportunities for exploration. [Hiking](#) is a serious game on the park's namesake, Mt. Elias, which stands 18,008 feet above sea level, making it the second-highest peak in the United States (second only to Alaska's Mt. McKinley). Visitors to the park are let loose among this wild. Park Rangers at the [visitors' center](#) will give you maps, terrain knowledge, safety tips and then you're on your own.
- At Wrangell, most of the park is inaccessible unless you have a plane. Unlike other national parks, there aren't multiple access roads or campgrounds leading into Wrangell. The terrain is rugged -- so to see the best of the park, we recommend seeing it by one of the park's many [air taxis](#).

Alaska National Parks

During the summer months, park rangers offer [guided tours](#). The park has more hiking and backpacking, mountain biking, fishing and river trips than Alaska has winter days. Since more than 25% of the park is covered in glaciers, make sure to take in the majesty of Nabesna Glacier, Bagley Icefield, Malaspina Glacier or Hubbard Glacier.

Glacier Bay National Park

Glacier Bay National Park is 3.3 million acres of coastal rain forests and mountains surrounding a huge pristine bay. In addition to providing stunning landscapes, this park is a maritime sanctuary, therefore, the best way to experience Glacier Bay is not by plane, it's by boat.

Must-See List

-- There are several ways to explore this park by boat: [cruise ships and tour vessels](#) being the most common. If you're not on a cruise ship, the tour vessels hold up to 400 passengers and are guided by a National Park Service Naturalist. On your tour, make sure you see the Margerie Glacier. When rivers of ice descend from the mountains above, you will see this glacier "calving" -- growing, at the rate of up to ten feet a day.

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Alaska National Parks

-- At [Bartlett Cove](#) the animals, plants and landscape are continuously changing. That's because just 200 years ago it was home to the snout of a 100-mile long glacier. You can hike the cove on your own, with a small group or as part of a guided hike.

-- For the ultimate outdoorsmen, Glacier Bay offers [wilderness adventures](#). Camping, hiking, backpacking and kayaking are just a few of the activities offered.

Taken from: The Travel Channel-Road Trips

Florida National Parks

Florida has long been a population destination for tourists, especially in the winter when people in the north want to escape the cold weather. While there are several national parks in the state, these two offer exceptional opportunities to experience wildlife and gain knowledge of the history in the state.

Big Cypress National Preserve

One of the nation's first established preserves, Big Cypress Swamp encompasses more than 700,000 fresh water acres that support a dizzying array of wildlife, from alligators and great white heron to black bears and the famed Florida panther.

The natural bounty of the swamp attracted American Indian tribes, including the Miccosukee and Seminole, as well as early Spanish settlers.

Florida National Parks

Following the completion of the Tamiami Trail in 1928, a road that connects Tampa and Miami, loggers moved in to harvest this massive cypress forest. Historians are just beginning to document the contributions of the African Americans who built the road and worked in the sawmills.

Considered by many to be “Florida’s backyard,” the Big Cypress Swamp offers a variety of recreational and educational activities, including ranger walks, hiking and hunting. Off-road vehicles and airboats allow visitors to explore the park’s depths.

Get oriented at the Oasis Visitor Center, where you’ll find informative displays and educational guides to the history and natural resources of the region.

Florida National Parks

If You Go

The Florida Trail winds through Big Cypress Swamp. Less ambitious hikers can take a one-mile walk around the Kirby Storter Boardwalk – alone or led by a ranger – and get a closer look at native plants, birds, fish, otters and other wildlife.

Gulf Islands National Seashore

Gulf Islands National Seashore spreads across two island chains off the coast of Mississippi and Florida's panhandle. These scenic out-islands offer historic forts, white sand beaches, and endless opportunities to learn and play.

Military historians will find much to see and do at the Fort Barrancas Visitor Center, Fort Pickens, Pensacola Naval Air Station and the Naval Live Oaks Visitor Center. The park's forts were built over a span of nearly 150 years; several were built as part of the Third System of Coastal Fortifications, a defensive system constructed between 1816 and 1867.

Florida National Parks

Outdoor enthusiasts can camp, fish, swim, snorkel, hike, bike and bird watch along miles of pristine shoreline. The Andrew Jackson Trail is one of nine trails leading out of Naval Live Oaks, which also offers a 40-mile biking loop.

In the Mississippi District of the park, the Davis Bayou Area offers a boat launch and hiking trails. Swimmers should head to West Ship Island, Santa Rosa Sound, Okaloosa Day Use Area or Perdido Key.

Did You Know:

More than 80 percent of Gulf Islands National Seashore is underwater. Shallow pools provide habitat for a wide variety of sea creatures and migratory waterfowl.

Taken from: National Parks Conservation Association-Big Cypress National Preserve

" My opinion about whether national parks in Alaska or Florida would be better to visit is Florida. Because of all the the parks that are made up of beaches and all of the wildlife the wildlife in the water and the the wildlife on land. My opinion is also because of the preserves like Big Cypress National Reserve. Cypress Swamp encompasses more 700,000 fresh water acres that support a dizzying array of wildlife, from alligators to the Florida panther. It is also because of the history in these parks , like in the park we've been talking about the bounty of the swamp attracted American Indian Tribes, including the Miccosukee and Seminole, as well as early as Spanish settlers. The Gulf Islands National Seashore spread across two island chains. Outdoor enthusiasts can camp, fish swim, snorkel, hike, bike, and bird watch along miles of pristine shoreline. They also have a trail there called the Andrew Jackson Trail its one five trails leading out of Naval Live Oaks. Did you know that 80 percent of Gulf Island National Seashore is underwater. That is why my opinion on whether national parks in Florida or Alaska would be better to visit is Florida.

"

We do: Using the Rubric to Score Responses Using an Instructional Lens

- Review the student response looking for general strengths and instructional needs.
- Use the rubric to score the paper.
- Use the rubric to quantify the instructional strengths and weaknesses of the response so that instructional decisions can be made.
- Create annotations for the student response that justify the scoring based on the instructional strengths and weaknesses noted.
- Jot down any instructional practices that might be helpful to strengthen the response.

"My opinion is that florida national parks are the best parks to go to I think. first of all florida national parks are the safest parks to go to you won't end up ripped to peices at the parks think that let animals loose and think there tamed you are wrong they will kill you but the flordia national parks that won't happen at all.Also the flordia national parks are massive and have safe rides.

second of all alaska national parks are small and hurtful they let there animals loose and really think there tamed but there not thats why i don't go there never in my life because i am not getting my self killed at an alaska national park that is terriffing

last but not least think flordia natiopnal parks are the best for me not the alaska ones those just freak me out because they are far more danrgouse than flordia national parks also not as safe.

In conclusion i think you should stick with what i say flordia national parks are the best not alaska national parks."

"

Annotation Example

Purpose/Focus/Organization:

The response presents the opinion that it would be better to visit national parks in Florida and that opinion is maintained throughout the response. The response also addresses why Alaska parks would not be good to visit (**they let their animals loose and really think there tamed...**) There is a minimal introduction which states the opinion and a conclusion that restates the opinion (**In conclusion i think you should stick with what i say flordia national parks are the best not alaska national parks.**)

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Scoring Opinion/Argumentative Student Responses

- Review the student responses one at a time looking for general strengths and instructional needs.
- Use the rubric to score the paper individually. Show your scores to the table leader who will record them. Discuss the scoring in your groups.
- In your groups, talk about the instructional strengths and weaknesses of the response.
- Create annotations for the student response that justify the scoring based on the instructional strengths and weaknesses noted.
- Write an instructional strategy on the chart that would address the needs exhibited in the response.

Scoring Explanatory/Informational Student Responses

- Review the student response looking for general strengths and instructional needs.
- Use the rubric to score the paper. Show your scores to the table leader who will record them. Discuss the scoring in your groups.
- In your groups, talk about the instructional strengths and weaknesses of the response.
- Create annotations for the student response that justify the scoring based on the instructional strengths and weaknesses noted.
- Write an instructional strategy on the chart that would address the needs exhibited in the response.

Reflection/Wrap Up

- Gallery Walk
- Resources/additional strategies
- Reflection
 - Were objectives met?
 - What did you learn?
 - What are you doing now that you think is helpful to your teachers?
 - How will you facilitate similar professional development in your district?

In Conclusion...

- Teach the Standards
- Utilize the rubrics in conjunction with the standards to identify student strengths and weaknesses
- Formulate instruction to help students become college and career ready writers.
- Assess to see if students are mastering the standards.
- Teach the Standards....

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