

2-28 Coaching

I met with the teacher and explained the purpose of the Unit Organizer along with a copy of a completed organizer, so she could see what one might look like. She mentioned that she was about to kick off a unit about argumentative writing, and this would be perfect for it. She had the following “ah-ha” moments”

- This is a great tool for breaking down the specific needs for an essay.
- She really liked that she was able to help students make connections to prior learning because they had been learning about identifying claims. She was ready for students to apply this concept now. We talked about how that is a perfect word for the Unit Relationships piece of the organizer.
- She mentioned that this ties into the PLC process with the self test questions because it aligns with their SMART goal for this unit.

After we walked through the organizer together, she created one on her own. We looked at it together, and I gave her the following advice:

- We need to elaborate on the “is about” centerpiece. We worked together to make it more in depth to set up the deep connection between it and the pieces that support it.

3-6 Observation Notes

- Draws attention to numbering
- Makes sure that students know the point of this is to make connections between what they previously learned, what they are learning, and what they will learn
- Asked students what the last thing they did was. Student answered evaluating arguments
 - Asked what evaluating means
 - Student answers what that word means
- “Can you write an argument if you don’t know what a good argument looks like?”
 - Students answer no
- “Next week, we will move into counterclaims”
 - Connected this to root words they have been learning “counter”
- “All of these 3 things fall under this big umbrella. What do you think the big concept is?”
 - Students didn’t understand
 - Teacher restated the question. All students said “Argument” in unison
 - Teacher actually drew an umbrella and wrote the 3 units under it for a visual
 - Student makes connection about each unit and shares it with the class
- “What comes after the evidence part?” Elaboration (student answered)
- Teacher explains each piece of the “is about” portion (connects to previous learning with evidence)
- Organization (Outline)
 - More organized
 - Helps you decide what to write
 - Makes it easier for students to write
- Evidence
 - Why do we use this?
 - To support what we write
- Teacher reads the whole sentence each time
 - Ties this back to the rubric they will be graded on
- Elaboration
 - What comes after evidence?

- Conventions
 - We are going to write in an academic way (transitions, capital letters, punctuation)
- Makes connections to why you need to know this as an adult
- Uses Analyze as the verb for the relationship
- Self test questions are related back to persuading your parents to get you a new phone. Uses this to make the self test questions relevant
- Teacher mentioned that the outline self test question should come before the first question because it's the first part of writing
- Schedule
 - "This is my favorite piece because I love to make a list"
 - Uses this to lay out the entire unit