COMMUNITY BUILDER: A PENNY FOR YOUR THOUGHTS...

1. Based on the penny you chose, share with your group something that happen to you in the year found on the penny.

2. If you can’t think of something that happen to you that year, think of an event or something you remember from that year.

3. Each person will take 40 sec. to share their story utilizing a Round Robin
**Learning Goal:** Capacity Builders will understand how Thinking Maps can be used as a scaffold to support evidence writing and identify critical information from a text.

**Objectives:** Capacity Builders will make connections between Thinking Maps, FCIM, and Writing by identifying the correct cognitive processes required to map the text to develop a written based on evidence.

**Essential Question:** How do we use Thinking Maps to revolutionize the way we teach, lead, and learn for 21st century success?

**Common Language:**
- Eight Cognitive Processes
- Thinking Maps
- FCIM (Florida Continuous Improvement Model)

---

**Common Board Configuration**

**I DO**
- Provide rationale and connects to FCIM, Thinking Maps, Common Core Writing and model how to map a writing prompt

**WE DO**
- Identify maps that used can draw evidence from text to support a written response/summary to the text

**YOU DO**
- Analyze and map a text to draw evidence from the text to produce a written summary based on evidence from the maps/text

---

**Sum-It-Up**

- Participation Scale & Review and Answer Essential Question

**NEXT STEPS:** Return to school site as a Capacity Builder and share your capacity builder plan with your principal and determine next steps.
LAKE COUNTY SCHOOLS

Vision Statement

• A dynamic, progressive and collaborative learning community embracing change and diversity where every student will graduate with the skills needed to succeed in postsecondary education and the workplace.

Mission Statement

• The mission of the Lake County Schools is to provide every student with individual opportunities to excel.

• Lake County Schools is committed to excellence in all curricular opportunities and instructional best practices. This focus area addresses closing the achievement gap, increased graduation rate, decreased dropout rate, increase in Level 3 and above scores on the FCAT, achieving an increase in the number of students enrolled in advanced placement and dual enrollment opportunities and implementing the best practices in instructional methodology.
The Office of Academic Services encompasses the core business of Lake County Schools. We provide guidance and support to develop instructional leaders through the coordination of district curriculum initiatives, professional learning, along with teaching and learning programs that result in improved learning for ALL. Our goal is to work collaboratively with schools to continuously and significantly improve student achievement, align curriculum and instructional practice to Florida’s standards, assist schools to develop their capacity to implement data-driven planning and review processes that foster continuous school improvement.

Assurances

- We will ensure that we work with district staff and school administrators to design and collaborate on systems that address professional learning needs related to improving student outcomes.
- We will ensure that curriculum is current and at a high level (rigorous) meeting local, state, and national standards.
- We will ensure that researched-based best practices (programs and processes) are utilized regarding student curricular needs and student learning patterns.
- We will ensure services are provided that target closing the achievement gap by improving the performance of all students while drastically accelerating the achievement of students of color, English Language Learners (ELL), Exceptional Student Education (ESE) and students living in poverty.
# Maximizing Continuous Improvement - A Systems Thinking Approach!

<table>
<thead>
<tr>
<th><strong>Student Success</strong></th>
<th><strong>School Improvement Plan</strong></th>
<th><strong>Curriculum NGSSS/CCSS</strong></th>
<th><strong>PLC</strong></th>
<th><strong>FCIM</strong></th>
<th><strong>MTSS (RtI)</strong></th>
<th><strong>LESSON STUDY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired Outcomes</strong></td>
<td><strong>Statement of Work</strong></td>
<td><strong>Content</strong></td>
<td><strong>Cultural Behavior</strong></td>
<td><strong>Process</strong></td>
<td><strong>Interventions</strong></td>
<td><strong>Capacity Building</strong></td>
</tr>
<tr>
<td>1. Increase proficiency rates on FCAT 2.0 Reading, Math, Writing, and Science.</td>
<td>The School Improvement Plan (SIP) is the written plan of how we will reach our goals each year. The critical elements include:</td>
<td>The Next Generation Sunshine State Standards (NGSSS) &amp; Common Core State Standards (CCSS) provide the content to be taught and will be measured based on 6 Key elements:</td>
<td>The guiding principles of Professional Learning Communities (PLC) govern the behavior of our school professionals. The big ideas are:</td>
<td>The Florida Continuous Improvement Model (FCIM) is a systematic process for planning, teaching, assessing and re-evaluating results. It is the road map that directs our actions.</td>
<td>Multi-Tiered System of Supports (MTSS) is a problem solving model that represents the integration of MTSS for academics and MTSS for behavior into a unified model of service. The basic problem solving components include:</td>
<td>Lesson Study provides a structure for teachers to collaboratively plan, share, observe, record and analyze data to improve instruction. The key concepts are:</td>
</tr>
<tr>
<td>2. Increase proficiency rates on EOCs Algebra 1, Geometry, Biology, Civics and US History.</td>
<td></td>
<td>1. Knowledge and Use of Common Core State Standards</td>
<td>Focus on Learning: All students can learn and we are responsible to ensure learning occurs.</td>
<td></td>
<td>1. Problem Identification</td>
<td>1. Collaborative planning</td>
</tr>
<tr>
<td>3. Increase participation and performance in rigorous course work (Honors, Advanced Placement, Dual Enrollment and Industry Certification).</td>
<td></td>
<td>2. Common and Collaborative Planning Time</td>
<td>Focus on Collaborative Culture: Time is specifically reserved for collaboration on teaching and learning.</td>
<td></td>
<td>2. Problem Analysis</td>
<td>2. Lesson observation by teachers</td>
</tr>
<tr>
<td>4. Increase participation and performance on SAT and ACT.</td>
<td></td>
<td>3. Interdisciplinary Content Integration</td>
<td>Focus on Results: Effectiveness is measured by results, not intent.</td>
<td></td>
<td>3. Intervention Design</td>
<td>3. Data collection and analysis guided by student thinking, learning, engagement and behavior</td>
</tr>
<tr>
<td>5. Close the Achievement Gap! Increase AMO percentages for all subgroups.</td>
<td></td>
<td>4. Frequency of Problem-Based Learning</td>
<td></td>
<td></td>
<td>4. Response to Instruction/Intervention</td>
<td>4. Reflection, refinement and re-teaching as necessary</td>
</tr>
<tr>
<td>6. Increase the graduation rate.</td>
<td></td>
<td>5. Student Collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Integrated Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21ST CENTURY SKILLS
TONY WAGNER, THE GLOBAL ACHIEVEMENT GAP

1. Critical Thinking and Problem Solving
2. Collaboration and Leadership
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination
THINKING MAPS FOR CAPACITY BUILDERS

PDCA Instructional Cycle

PLAN
- Data Disaggregation
- Calendar Development

DO
- Direct Instructional Focus

CHECK
- Assessment
- Maintenance
- Monitoring

ACT
- Tutorials
- Enrichment
Brainstorm about the tools used to monitor and increase expectations of student output writing.
<table>
<thead>
<tr>
<th>Develops a common language for thinking, scaffolding and understanding</th>
<th>Based on Eight Cognitive Processes and Visual Patterns</th>
<th>Applies to all Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used by all teachers for increased thinking and effective planning</td>
<td>Used in combinations for depth and complexity</td>
<td>Extends writing, critical thinking, and reflecting by utilizing the Frame of Reference</td>
</tr>
</tbody>
</table>
### Patterns for Limitless Learning

<table>
<thead>
<tr>
<th>Thinking Map</th>
<th>Thought Process</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td>Defining in Context</td>
<td>Context, Context clues, List, Define, Tell everything that you know, Brainstorm, Identify, Relate prior knowledge, Tell About, Explore the meaning, Discuss</td>
</tr>
<tr>
<td>Bubble</td>
<td>Describing</td>
<td>Describe, Use vivid language, Observe using the 5 senses, Describe feelings, Attributes, Characteristics, Properties, Adjectives, Qualities</td>
</tr>
<tr>
<td>Double Bubble</td>
<td>Comparing and Contrasting</td>
<td>Compare / Contrast, Discuss similarities / differences, Distinguish between, Differentiate</td>
</tr>
<tr>
<td>Tree</td>
<td>Classifying</td>
<td>Classify, Sort, Group, Categorize, Give sufficient and related details, Types of, Kinds of, List and Elaborate, Taxonomy</td>
</tr>
<tr>
<td>Brace</td>
<td>Part to Whole Relationship</td>
<td>Parts of, Take apart, Show structure, Physical components, Anatomy</td>
</tr>
<tr>
<td>Flow</td>
<td>Sequence</td>
<td>Sequence, Put in order, Order, Recount/Retell, What happens next, Cycles, Patterns, Processes, Change, Solve multi-step problems</td>
</tr>
<tr>
<td>Multi-Flow</td>
<td>Cause and Effect</td>
<td>Causes and effects, Discuss consequences, What would happen if, Predict, Change, Identify motives, Why, Results, Outcomes, Benefits</td>
</tr>
<tr>
<td>Bridge</td>
<td>Seeing Analogies</td>
<td>Identify the common relationship, Guess the rule, Interpret symbols, Simile, Metaphor, Allegory, Ratio</td>
</tr>
</tbody>
</table>
Thinking maps are...

- Consistent
- Reflective
- Integrative
- Developmental
- Flexible
- Expressive
THINKING MAPS & C² READY CONNECTION

Thinking Maps give teachers an ______ of how to visually represent, or “Map,” the ______ ______ embedded in the Common Core State Standards.

The Maps provide students with both the ______ and structures to support a ______ level of understanding, which will empower them to become ______ and ______ ready.
Thinking Maps give teachers an understanding of how to visually represent, or “Map,” the critical thinking embedded in the Common Core State Standards.

The Maps provide students with both the scaffolds and structures to support a deeper level of understanding, which will empower them to become College and Career ready.
Why FCIM???

• Closing the achievement gap
• Aligning school-wide improvement efforts
• Increasing focus on student achievement
• Using data to drive instruction
• Applying evidence-based improvement tools
CONNECTING FCIM AND WRITING

- K-12 Writing Plan
- Writing Task Cards
- FCAT 2.0 Calibration Sets
- FCAT Writes data
- Edusoft Baseline and Midyear data

- Implementation of K-12 Writing Plan
- Including Writing in IFC
- Utilizing Writing Task Cards for writing instruction

- Writing Task Cards
- You-as a capacity builder to equip your teachers
- Enrichment through embedded Anchor Standards

- Edusoft Baseline and Midyear Prompt
- FCAT 2.0 Anchor Set
- Edusoft Monthly Prompts
The Connection: FCIM, Common Core, and Thinking Maps

1. Independently review the elements of the tree map and put a star beside those elements you currently doing at your school?
2. Turn and talk how you are implementing those elements
### C² Collaborative Cohort Professional Learning Series

#### (Evidence/Look-fors)

**Capacity Building**

The ability to support teaching and learning through maximizing expertise in leadership, content, and pedagogy among community stakeholders in order to implement and sustain best practices within a system.

<table>
<thead>
<tr>
<th>SIP</th>
<th>Organize</th>
<th>Plan</th>
<th>Implement</th>
<th>Sustain</th>
</tr>
</thead>
</table>
| PLC | PLC 1: What is it that we want students/teachers to learn?  
PLC 2: How will they learn it? | PLC 3: How will we know when they have learned it? | PLC 4: What will we do differently if they have not learned? |
| FCIM | PLAN (District Level Support)  
C² Collaborative Cohort Professional Learning Series | DO (School-Based Implementation)  
“Capacity Builders” Professional Development Plan | CHECK  
Transference of Knowledge and Classroom Implementation |

---

**Writing**

- **K-12 Writing Plan Overview (September)**
  - **Objective:** Learners will identify FCAT 2.0 Writing elements by utilizing Writing Task Cards, Anchor sets and holistic scoring processes to develop strategies to build capacity with teachers.

- **Utilizing PLCs to examine student writing (November)**
  - **Objective:** Learners will examine authentic student writing (exemplars) using an established protocol within the PLC framework and provide specific academic feedback through a backward planning model.

- **Principal’s Academy with Kevin Baird (December)**
  - **Objective:** Learners will create a coherent approach between Marzano, Common Core, and current state standards, establish priorities for building leadership capacity and leadership teams and examine and explore High Impact Writing Strategies aligned with Common Core expectations.

| Action Items | Ongoing PD aligned with C² Collaborative learning | Utilization of anchor sets when scoring essays | Increased writing quality & quantity across all content areas | Increased posting of student exemplars | Student writing for a variety of purposes | Examination of student writing in PLCs using anchor sets and Common Core exemplars | Increased student collaboration & discourse | Explicit use and alignment of instructional strategies and practices |

---

**ACT**

Next Steps to Implement, Monitor, and Sustain Progress...
TOOLS FOR CAPACITY BUILDING THROUGH FCIM

Performance Band Report for: Lake County Schools - FL
Exam: Writing Grade 4 Midyear 2012-2013 (December 2012)
January 07, 2013
Page 1 of 2

Report Options:

- Schools: All
- Grades: All
- Course: All
- Teacher: All
- Custom Group: All
- timer: All
- Year: 2012-2013

Overall Performance:

Percent of students at Level 4 or above:

<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
<th>N Students</th>
<th>%</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>0-20.99</td>
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<td>7%</td>
<td></td>
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<td></td>
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<tr>
<td>Level 2</td>
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<tr>
<td>Level 3</td>
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<td>22%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
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<td>540</td>
<td>22%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 5</td>
<td>870-1299.99</td>
<td>540</td>
<td>22%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Level 6</td>
<td>1300-1999.99</td>
<td>540</td>
<td>22%</td>
<td></td>
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</tr>
</tbody>
</table>

Average Score: 2.96 (46%)

Performance Band Report for: Lake County Schools - FL
Exam: Writing Grade 5 Midyear 2012-2013 (December 2012)
January 07, 2013
Page 1 of 2

Report Options:

- Schools: All
- Grades: All
- Course: All
- Teacher: All
- Custom Group: All
- timer: All
- Year: 2012-2013

Overall Performance:

Percent of students at Level 6 or above:

<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
<th>N Students</th>
<th>%</th>
<th>A</th>
<th>B</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<td>540</td>
<td>22%</td>
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</tbody>
</table>

Average Score: 3.03 (46%)

Performance Band Report for: Lake County Schools - FL
Exam: Writing Gr 10 Mid Year 2012-2013 (December 2012)
January 07, 2013
Page 1 of 3

Report Options:

- Schools: All
- Grades: All
- Course: All
- Teacher: All
- Custom Group: All
- timer: All
- Year: 2012-2013

Overall Performance:

Percent of students at Average or above:

<table>
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<tr>
<th>Level</th>
<th>Range</th>
<th>N Students</th>
<th>%</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
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<td>540</td>
<td>22%</td>
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</tr>
</tbody>
</table>

Average Score: 3.19 (46%)

Additional Observations/Comments:

- **District-wide strengths**
  - Strong commitment to FCIM metric
  - Supportive of district initiatives
  - Increased focus on implementation and awareness of core content expectations and necessary shifts
  - Increased use of learning goals and scales
  - Increased use of CBC and district tools (Blueprints/Task cards) to align and support lesson planning and delivery

- **District-wide Focus Areas**
  - Monitor the alignment to NGSSS/CCSS and the rigor required
  - Monitor and support teachers in lesson planning and delivery
  - Monitor teacher output, work samples, and student work to ensure demonstration of NGSSS/CCSS
  - Utilization of district identified strategies, structures, and processes to move from name only to culturally embodied (Cooperative Structures, CRLS, Thinking Maths, etc.)
TOOLS FOR CAPACITY BUILDING THROUGH FCIM

MIDDLE SCHOOL WRITING ACCOUNTABILITY CARD: WRITING ELEMENT 2: SUPPORT

SUPPORT refers to the clarity of detail used to explain, clarify, or define. The clarity of the support depends on organization, specificity, depth, relevancy, and thoroughness (at least two points).

ELEMENTS OF STYLE

Word Choice
- Utilizing precise language and avoiding unnecessary words
- Utilizing words that are vivid and descriptive
- Avoiding overuse of technical jargon

Sentence Fluency
- Providing smooth transitions between sentences
- Avoiding redundancy and repetition

GUIDING QUESTIONS

1. Does the essay have enough elaboration to fulfill the reader's needs or be convincing?
2. Which of the important ideas are most relevant to the main point?
3. How well does the essay address the specific audience's needs?

QUALITY OF SUPPORT SCALE

LOW: Bare, insufficient, or inadequate to clarify meaning
MODERATE: Extended; used informative statements that are clear and consistent
HIGH: Extended; used informative statements that are clear and consistent

CALIBRATION SET SPECIFICATION NOTES AND LINKS TO CRITICAL RESOURCES

LINKS
- Writing and online assessment
- Critical thinking
- Useful sites

MIDDLE SCHOOL WRITING ACCOUNTABILITY CARD: WRITING ELEMENT 2: ORGANIZATION

ORGANIZATION refers to the structure of development (sequence, cause and effect, compare and contrast, etc), the relationship of one point to another. Organizes refers to the use of transitional devices to signal the relationship of the supporting ideas to the main idea, theme, thought, and the connections between and among sentences.

TRANSITION WORDS
- First, second, third, fourth, and so on
- As a result, so
- Moreover, furthermore, in addition
- For example, for instance, in other words, namely, among others, etc.

GUIDING QUESTIONS

1. What organizational pattern is used to develop the relationship of the supporting ideas in this essay, theme, or point?
2. What transitional words and phrases are used to connect ideas in the essay?

THINKING MAPS CORRELATION

Cognitive Process: Examining Product: Bubble Map

Type of Writing
- Expository (Informational Text)
- Persuasive (Argumentative Text)

BENCHMARKS
LA.4.5.1.4-3.3: This student will be able to use special information to support ideas, such as process, argument, cause and effect, compare and contrast, and textual evidence. The student will also be able to examine and analyze evidence from a variety of sources. This includes the ability to read, write, and speak in oral and written formats.
TOOLS FOR CAPACITY BUILDING THROUGH FCIM

LCS Data Chat Form 4th Grade Writing
Name: ___________________ Date: ________

Fall LBA September 2012
UN 1 2 3 4 5 6

Winter LBA December 2012
UN 1 2 3 4 5 6

Narrative score this year: UN 1 2 3 4 5 6
What I am doing well in my writing (circle all that apply):
Focus Organization Support Conventions

Expository score this year: UN 1 2 3 4 5 6
What I am doing well in my writing (circle all that apply):
Focus Organization Support Conventions

My FCAT Writing Goal:
☐ Score a 4 ☐ Score a 5 ☐ Score a 6

Strategies we will use to work toward my goal (circle all that apply):
- Remember my purpose for writing (Narrative/Expository)
- Use a planning sheet
- Stay on topic through logic
- Include a clear thesis statement
- Use strong transitions between ideas
- Use more supporting details/evidence
- Vary my sentence length

By signing below, my teacher and I both promise to work together to meet my goals.

Student ___________________ Teacher ___________________

Academy to Learn 2012

LCS Data Chat Form 8th and 10th Grade Writing
Name: ___________________ Date: ________

Fall LBA September 2012
UN 1 2 3 4 5 6

Winter LBA December 2012
UN 1 2 3 4 5 6

Expository score this year: UN 1 2 3 4 5 6
What I am doing well in my writing (circle all that apply):
Focus Organization Support Conventions

Persuasive score this year: UN 1 2 3 4 5 6
What I am doing well in my writing (circle all that apply):
Focus Organization Support Conventions

My FCAT Writing Goal:
☐ Score a 4 ☐ Score a 5 ☐ Score a 6

Strategies we will use to work toward my goal (circle all that apply):
- Remember my purpose for writing (Expository/Persuasive)
- Use a planning sheet
- Stay on topic through logic
- Include a clear thesis statement
- Check my spelling
- Use strong transitions between ideas
- Use more supporting details/evidence
- Vary my sentence length

By signing below, my teacher and I both promise to work together to meet my goals.

Student ___________________ Teacher ___________________

Academy to Learn 2012
Writing Samples via Thinking Maps

October Sky; Eustis Middle

Character Analysis: October Sky

Sonny Hickam strives for his goals and never gives up on anything. When Sonny was born in a coal mining town, he is the son of the superintendent of the coal mine. Sonny was destined to work in the mine when he was growing up. Sonny’s father is involved in the labor union. Sonny’s older brother, Stone, was more active than him because he played football. Sonny is in search of what the world is like. Sonny can be selfish and push others on his own. Sonny was a lot of determination. Sonny understood how to build a rocket. Sonny is a hardworking person who never stops. Sonny is also a self-motivated person. He motivates himself to keep building rockets even if he fails. Sonny is also a intelligent person to even though he makes a lot of mistakes. Sonny Hickam is also loyal to the people he loves, especially Dorothy. He also loves to show off and could have a reason to be proud of him.
In fourth grade we read two stories this year. One of them was **Black Stallion** and the other one is **Winn Dixie**. Both can't be left alone. For example, **Winn Dixie** howls and the **Black Stallion** tears up. They both are **playful**. Plus, there both **normal**. Both found owners somewhere and they **scared of storms**.

One contrast is that **Winn Dixie** is a dog and the **Black Stallion** is a horse. The **Black Stallion** was found on an **island** and **Winn Dixie** was found in a **store**. One of them lived in a **barn** in New York and **Winn Dixie** lived in a **trailer**. **Black Stallion** was **wild**. **Winn Dixie** was tamed and he loved **opals**.

Now you see how there both **similar** and **different**. You can also read two books and see there **similarity** and **different**. I loved these two books.
WRITING SAMPLES VIA THINKING MAPS
Eustis Middle School;
Compare and Contrast within/across multiple text

FCAT Standard
LA.6.1.7.7
Students will use bubble maps to organize information. Students will write a paragraph.
WRITING SAMPLES VIA THINKING MAPS

Eustis Middle School

BELL RINGER ON THE EARTH

DIAMOND LAND
Eustis Middle School; Diamond Land

WRITING SAMPLES VIA THINKING MAPS

Today we are going to look at the similarities and differences between Ayize and Nkosi. Ayize is a family man. He has a family and a girlfriend. However, Nkosi is a loner. He has no friends, family, nor a girlfriend. The both of them are black. They’re African American. They both work in Diamond Mines and produce hard labor.

Ayize was realistic. He knew he had to make money for buying cattle. He also wanted to get a job so he could marry his girlfriend. On the other hand, Nkosi was a dreamer. Nkosi dreamed of one day making it to the USA, and becoming a rapper. Ayize is caring and truthful. Ayize cares about getting the cattle back because he went to go mine for money. Nkosi is secretive and uses a ruse. Nkosi lied so that Ayize could get a job. Ayize is a lover. He loves his family and his girlfriend. Both of them were poor. That’s why they came to work in the diamond mines. Ayize is responsible and trustworthy. He’s responsible because he took responsibility at the cows dying, and he went to go work in the mines. They are both teenagers. Ayize is 18 and Nkosi is 16.
The Connection: FCIM, Common Core, and Thinking Maps

**Instructional Strategies**
- Differentiating Instruction
  - Use Thinking Maps Collaborative Planning
- Increasing Student Engagement
  - Research and Problem Solving

**Literacy Links**
- Vocabulary Strategies (Tiers 2 or 3)
  - Gathering Key Details Text Features
    - Unlocking Complex Cross Curricular Text
    - Writing In All Content Areas
    - Literacy Analysis

**Critical Thinking**
- Ask the Right Questions: Map Clarification
  - Meta-Cognition: Framing your Thinking
    - Going Beyond Graphic Organizers and Worksheet
    - Using Multiple Maps for Depth, Rigor, and Complexity

**Content Connection**
- Connecting Common Core/State Standards in All Content Areas Thinking Maps
  - Math: Conceptual Understanding and Problem Solving
    - Disciplinary Literacy in Science and Social Studies
<table>
<thead>
<tr>
<th>COMMON CORE ANCHOR STANDARDS WRITING</th>
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<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</td>
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<tr>
<td><strong>Production and Distribution of Writing</strong></td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
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<tr>
<td><strong>Range of Writing</strong></td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
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<tr>
<td><strong>Production and Distribution of Writing</strong></td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
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<tr>
<td><strong>Range of Writing</strong></td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td><strong>Production and Distribution of Writing</strong></td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</td>
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<td><strong>Research to Build and Present Knowledge</strong></td>
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<td>CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
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<tr>
<td>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
</tbody>
</table>
Write about your favorite place. Be sure to include details about why this place is your favorite.
MAPPING A WRITING PROMPT

CIRCLE
Brainstorm and Address

TREE
Classify and Elaborate

FLOW
Sequence and Organize
Write about your favorite place. Be sure to include details about why this place is your favorite.
THINKING MAPS AND THE WRITING PROCESS

Prewriting – Brainstorming

Choose your favorite place and use a Circle Map to brainstorm all of the reasons that you love this place.

- Beach House
- large living room
- every summer
- wrap around couch
- screened in front porch
- kitchen with long counter and stools
- long dining room table
- games, 2 hour meals
- game table in living room
- game table in living room
Prewriting – Classifying and Elaborating

Next organize your reasons into 2 or 3 categories and add your details and elaborations for support.
Revising and Editing:

The Tree Map below can be used to brainstorm words and images to make the details more vivid and precise.

```
The Beach House

See
- gray weathered rocking chairs
  - colorful beach towels stacked by the back door

Hear
- crashing waves
  - bacon cooking on a skillet

Touch
- mother's hand on my back
  - sunscreen lotion on my skin

Taste
- fresh peaches at breakfast
  - homemade ice cream

Smell
- salty beach air
  - steaks on the grill
```
"We sit in the rocking chairs and listen to the sounds of the beach" can be revised to read....."

“Each morning we sit in the gray weathered rocking chairs listening to the rhythmic sound of waves crashing against the sand.”
The Frame of Reference can be used on ALL 8 Thinking Maps.

The Frame of Reference asks the students to “Think about their THINKING”.

The three elements of the frame; **Source, Point of View, and Reflection**;

- **So what did you learn ....& So why is this important .....**

The Frame of Reference encourages Reflection, Critical Thinking, Writing, and Metacognition.
<table>
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<tr>
<th><strong>GUIDING QUESTIONS FOR FRAME OF REFERENCE</strong></th>
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<tr>
<td>1. Why is this information important?</td>
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<td>2. Where did you find this information?</td>
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<tr>
<td>3. What is influencing the information on the map?</td>
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<td>4. How do you know what you know?</td>
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<td>5. How does this information relate to the standard or help us meet our objective?</td>
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<td>6. How does this information relate to the previous lesson?</td>
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<td>7. What is the most relevant and irrelevant information on your map?</td>
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<td>8. Would the information change if told from a different perspective?</td>
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<td>9. How will you use this information to further your knowledge of the content?</td>
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</table>
Last week thousands fled as volcanoes on opposite sides of the world blew their tops.

Glowing red lava shot straight into the sky. A towering cloud of smoke and ash stretched miles high. About 200 miles from the Philippine capital of Manila, Mayon Volcano was erupting. On February 24 it exploded 14 times. Two more blasts followed on February 28 and yet another on March 1. The eruptions from the Philippines’ most active volcano sent lava racing down its 8,100-foot slopes. Hot rocks and brownish-gray ash as much as two inches thick landed on nearby towns. More than 83,000 people within the five-mile danger zone fled to evacuation centers, mostly schools.

As Mayon Volcano blew its stack, farmers raced to harvest and protect their crops. A haze of ash made it hard to see or breathe. The dusty ash “is everywhere,” said Pedro Oribiana, a village chief. The heavy ash killed fish and destroyed rice fields. It shorted out power lines, leaving thousands of villages without electricity. According to Cedric Daep, a disaster-management official, 49 villages are threatened by superheated clouds of debris that burn objects in their path.

In its deadliest eruption, in 1814, Mayon Volcano killed 1,200 people. Filipino scientists warn that future eruptions may continue for weeks. U.S. officials promised to set up tent cities and provide clean water for refugees.

Another danger spot
A second volcano on the Pacific Ocean’s explosive “Ring of Fire” (see map out loose last week too. Near Guatemala City, Guatemala, 5,371-foot Pacaya volcano spewed ash over neighboring villages. In its second eruption this year. Dozens of families near the crater had to flee. Luckily, volcanologists can listen to early rumbles from volcanoes and warn people living nearby to get out of the way.

By Laura C. Clerici

How a volcano works

Volcanoes like Mayon erupt when the rocky crust under the ocean shifts downward, carrying water under the volcano. Water-laden magma—melted rock—rises. Pressure builds up. Katsuaro!
What are the parts of a volcano?

How would you describe a volcano?

When did the eruptions happen?

What were the causes and effects of the volcano?

How are these two volcanoes alike and different?

What are the parts of a volcano?
What evidence can you give to justify these are descriptors of volcano ash? Site your specific source.

3rd paragraph
A haze of ash made it hard to see and breathe.

4th paragraph
The heavy ash killed fish and destroyed rice fields.

Volcano Ash is:
- Brownish-gray
- Hot
- Hazy
- Dusty

Heavy

DUSTY

HOT

HAZY
What is it important to know where the World Hot Spots are geographically?

What do you now understand about characteristics of volcanoes and why is it important?
MAPPING THE TEXT
CAUSE AND EFFECTS OF A VOLCANOS ERUPTING

What information is influencing your understanding of the impact of volcanoes?

Joe Lerlota’s POV

LAVA RACED 81,000 FT. SLOPE

Text features

49 VILLAGES ARE THREATENED BY SUPERHEATED CLOUDS OF DEBRIS

FEB 28: MAYON ERUPTS TWICE

TIME; Red Alert article

Kima’s POV

TWO INCH THICK ASH

MARCH 1 MAYON ERUPTS ONCE

MADE IT HARD TO BREATHE

HAZE OF ASH

Produced smoke and ash

SHORTED POWER LINES

83,000 PEOPLE EVACUATED

DESTROYED RICE FIELDS AND KILLED FISH

FEB. 24 MAYAN VOLCANO ERUPTS 14 TIMES

TECTONIC PLATES SHIFTING

What conclusions can you draw about this text based on information from the maps?
[Insert a question] After reading and analyzing_______ (name of informational text) write a________ (summary or essay) in which you describe________ (content) and address the question. Support your answer with evidence from the text or Thinking Maps. What______ (conclusions or implications) can you draw______(content)
In what ways does the eruption of volcanoes impact people on both sides of the world?

After reading and analyzing "Red Alert; about volcanoes", we've learned that... The Ring of Fire in this article is different than what Johnny Cash sings about! The Ring of Fire spans three oceans bordering on four continents. When these continents are combined they are referred to as the “World Hot Spots”. When understanding or studying volcanoes you must understand terms like magma, lava, ash and crater. A volcanologist is a person that studies technotic plates shifting, formation of volcanos, and determines the causes of the volcano’s eruption like the Mayon and Pacaya. Volcanoes hot ash and lava caused many people with a five mile radius to evacuate and flee the area. It caused farmers to race and protect their crops. The superheated clouds of debris burned any objects in their paths. The heavy ash killed fish, destroyed rice fields, shorten power lines, which lead to thousands losing power and made it hard for people to breathe.

So I now know why it’s important that the Earth’s ever-changing lands and natural disasters can have devastating impact on people, our environments, and the functions of everyday lives. It’s important for scientist and volcanologist to continue study volcanos to help people on both sides of the world prepare for emergencies from good ole’ Mother Nature.
**C² COLLABORATIVE COHORT PROFESSIONAL LEARNING SERIES**

**CAPACITY BUILDING**

The ability to support teaching and learning through maximizing expertise in leadership, content, and pedagogy among community stakeholders in order to implement and sustain best practices within a system.

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<tr>
<th>SIP</th>
<th>Organize</th>
<th>Plan</th>
<th>Implement</th>
<th>Sustain</th>
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<tr>
<td><strong>PLC</strong></td>
<td><strong>PLAN</strong></td>
<td><strong>DO</strong></td>
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<td><strong>K-12 Writing Plan Overview (September)</strong></td>
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<tr>
<td>• <strong>Objective</strong>: Learners will identify FCAT 2.0 Writing elements by utilizing Writing Task Cards, Anchor sets and holistic scoring processes to develop strategies to build capacity with teachers.</td>
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<td><em>Enjoying writing (November)</em></td>
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<td>• <strong>Objective</strong>: Learners will examine authentic student writing (exemplars) using an established protocol within the PLC framework and provide specific academic feedback through a backward planning model.</td>
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<td><em>Principal’s Academy with Kevin Baird (December)</em></td>
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<td>• <strong>Objective</strong>: Learners will create a coherent approach between Marzano, Common Core, and current state standards, establish priorities for building leadership capacity and leadership teams examine and explore High Impact Writing Strategies aligned with Common Core expectations.</td>
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**Next Steps to Implement, Monitor, and Sustain Progress…**

- Ensure the use of Thinking Maps (TM) for analyzing and pulling evidence from a text.
- Utilize questions in Frame of Reference to extend writing
- Monitor the fidelity and application of the maps
- Use of Task Cards to plan, remediate and enrich instruction
- Increase use of TM to plan an essay and/or the writing process
- Utilize FCAT 2.0 Writing Calibration Scoring Guide
- Utilize FLDOE Anchor Sets
- Utilize Writing Exemplars
- Emphasize writing with details
- Practice writing process
- Study and analyze various school based writing samples
- Writing across content
TAKING IT OFF THE MAP

Whole group – If students share with the whole group, they should choose one or two ideas to share, not their entire map.

Groups of 4 – Students can pass their maps and read or take turns presenting their maps to each other. Cooperative Structures are a great resource that facilitates sharing.

Pairs – Students can be “mixed up” in a class to create pairs for sharing. Pairs can read each other’s maps or take turns sharing their own map.
REFLECTION ACTIVITY: QUICK WRITE

How do we use Thinking Maps to revolutionize the way we teach, lead, and learn for 21st century success?
**LEARNING GOAL:** Capacity Builders will understand how Thinking Maps can be used as a scaffold to support evidence writing and identify critical information from a text.

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<tbody>
<tr>
<td>I understand and feel very confident to share with others how to use Thinking Maps as a tool to scaffold/support evidence from a text, identify critical information, and I can develop an exemplar written response based on questions using the Frame of Reference.</td>
<td>I understand and feel very confident to share with others how to use Thinking Maps as a tool to scaffold/support evidence from a text, identify critical information and I can develop an exemplar written response based on questions using the Frame of Reference.</td>
<td>I understand how to use Thinking Maps as a tool to scaffold/support evidence from a text, identify critical information, and with support I can develop an exemplar written response based on questions using the Frame of Reference.</td>
<td>I understand how to use Thinking Maps as a tool to scaffold/support evidence from a text, identify critical information, and with support I can develop an exemplar written response based on questions using the Frame of Reference.</td>
<td>I understand some of how to use Thinking Maps as a tool to scaffold/support evidence from a text and I am not able to develop an exemplar written response.</td>
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