WEGO-RIITE

Writing Efficiently with Graphic Organizers – Responsive Instruction while Implementing Technology Effectively

Technology-Based Graphic Organizer User Manual
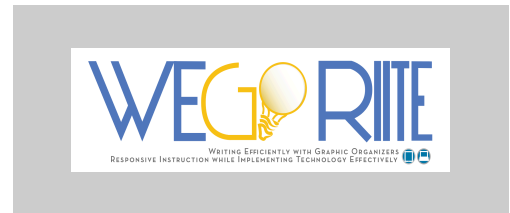
Technology-Based Graphic Organizer: User Manual

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System Requirements and Set-Up

T o use the technology-based graphic organizer (TBGO as well as TBGO+) with complete functionality, the user must access the interactive tool through the Google Chrome web browser. This is a default browser for Chromebook users. Mac or PC users can install it for free from Google (go to: https://www.google.com/chrome). If using no login version of TBGO, completed essays can be sent to Chromebook users through their Gmail email client. Mac and PC users must have their e-mail clients (e.g., Outlook, Mail, G-mail) set up in order to email the completed essay (in no login version of TBGO). The user will be prompted to do so when sending their first email from the TBGO. Finally, the technology-based graphic organizer uses a text-to-speech feature. Text-to-speech (TTS) enables the device to read aloud written text. In order to enable the built-in TTS feature, the user needs to double click on any typed-in text in any section of the TBGO and TBGO+ tools.

TBGO

The TBGO can be accessed at https://tinyurl.com/wego-tbgo. In this version of the TBGO, students can use all the features of the graphic organizer, but they cannot return to their work once the window is closed. Users can save their essay as a PDF or email it to the teacher. The users will be encouraged to request login credentials and access to the TBGO+.
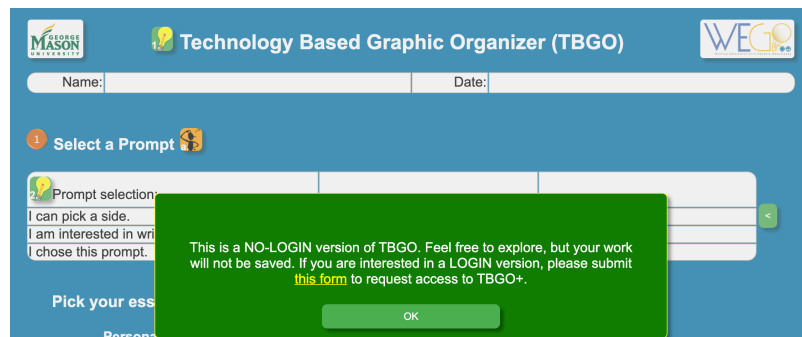
Completing the TBGO: Step 1

After starting a new persuasive essay, a user should type the name and date in the corresponding areas. Please note, the name and date are added automatically in the log-in TBGO+ version (see p. 10 in this manual). There are 5 steps of the TBGO. We will walk through each step. Step 1 in the TBGO asks users to **Select a Prompt**. A user will need to type a word or short phrase into the '*Prompt selection*' textboxes to indicate the prompt options. The number of prompts can be reduced by clicking on the green button. Please note, the prompts can be pre-populated by the teacher in the log-in TBGO+ version (see p. 9 in this manual). If given two prompts, a user will be asked to check the box for the prompt for which they can pick a side; they are interested in writing about; and finally, which they choose to write about.

After choosing the prompt, a user will need to **Pick your essay goal**. Setting up the goal needs to be completed before writing and will help guide the next steps. A user will pick a goal from the drop-down menu that appears when the phrase, '*Choose your essay goal here!*' is selected. The user must include three reasons, but can choose to include one explanation, two explanations, or three explanations. The number of rows in the TBGO will become available according to the set goal. The user MUST choose the goal in order to be able to fill out the TBGO.

In addition to setting up an essay goal, a user is also asked to choose a personal writing goal from a drop-down menu of options (see below). The teacher may want to discuss those options to help a user determine a personal writing goal.

Completing the TBGO: Step 2

Now, Step 2 **Fill out the table below**. A user may find an example of the completed TBGO by clicking on the word "here" in '*Click here to see an example.'*

> ② **Fill out the table below. Click here to see an example.** 📘

In the brainstorm section, a user is encouraged to engage in brainstorming outside of the TBGO. They can choose at least one way to brainstorm and are asked to indicate their brainstorming preference by checking off one of the boxes: visualize images; search images, draw a picture; make a web; make a list; talk about it. When a user hovers over the brainstorming choices, a visual pops-up to provide an alternative representation. Note: content video #3 provides information about each of six ways to brainstorm.

Now, to organize these ideas. The first column in the TBGO reminds the user what the mnemonic **IDEAS** stands for: **I** = Identify your opinion; **D** = Determine 3 reasons (1st, 2nd, and 3rd); **E** = Explain why or say more; **A** = Add transition words as you go; and **S** = Summarize.

Additional Supports are built-into the TBGO. If a user forgets what to do in each row, they can move the mouse/cursor over the phrases in the **IDEAS** column or over other headings in the table (Key Words, Complete Sentences, Check Your Work) to see a pop-up window with text clarifying what needs to go into that row.

A user can click on the audio icon to hear an **audio comment** explaining that part of the TBGO.

A user can also click on the green lightbulb icon to view a **content video** for that skill.

The orange play button will allow a user to view a **how-to video** to receive further guidance on how to complete the TBGO.

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| **Content Videos** include: | **How-To Videos** include: |

Content Videos include:

1. Introduction
2. Select a Prompt
3. Brainstorm
4. Identify Your Opinion
5. Determine Reasons
6. Explain Why or Say More
7. Summarize
8. Revise
9. Edit

How-To Videos include:

a. Prompt Selection & Goal Setting
b. Brainstorming
c. Essay Parts & Supports
d. Complete Sentences & Transition Words
e. Self-monitoring
f. Putting It Together & Text-to-Speech
g. Self-evaluation

A key is provided at the top of the screen under Click here to see an example link.

Now moving from left to right, a user arranges the brainstormed ideas into the Key Words column. They are asked to type in the ideas they brainstormed outside of the TBGO. When the cursor is placed in the cell, a pop-up text hint will remind a user what needs to go into each cell. It is important to remind a user to only type a word or a couple of words in the Key Words column, NOT sentences. These are users' dash ideas.

Also, notice that based on the essay goal selected, some gray rows permit the user to enter text, while others are locked (e.g., are shaded in dark blue color). While all white rows must be completed, gray rows correspond to our goal (gray = goal). Thus, if the goal is to include three reasons and one explanation, fill out only one (first) gray row (as on the picture). If the goal is to include three reasons and three explanations, fill out all three gray rows.

Technology Based Graphic Organizer (TBGO)

GEORGE MASON UNIVERSITY | WEGO

Name:		Date:	

① Select a Prompt

Prompt selection:			
I can pick a side.	☐	☐	<
I am interested in writing about this prompt.	☐	☐	
I chose this prompt.	☐	☐	

Pick your essay goal: [I will include 3 reasons and 3 explanations. ∨]

Personal writing goal: [Choose your personal writing goal here! ∨]

② Fill out the table below. Click here to see an example.

Brainstorm:	Visualize Images ☐	Search Images ☐	Draw a Picture ☐	Make a Web ☐	Make a List ☐	Talk About It ☐

	Key Words	Complete Sentences	Check Your Work
Identify your opinion	-		☐ I included my opinion.
Determine 1st reason	-	Choose an item. ∨	
Explain why or say more		Choose an item. ∨	☐ I included 3 different reasons to support my opinion.
Determine 2nd reason	-	Choose an item. ∨	
Explain why or say more	-	Choose an item. ∨	☐ I have as many explanations as I planned to have in my goal.
Determine 3rd reason	-	Choose an item. ∨	
Explain why or say more	-	Choose an item. ∨	
Add transition words as you go!			☐ I have useful transition words.
Summarize	-	Choose an item. ∨	☐ I summarized my opinion.

③ Next, [Copy] the text in the orange box.

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Now, a user turns the key words into complete sentences. Each sentence must start with a capital letter and end with a period or any other ending punctuation mark. So, first, the user needs to select a transition word from a drop-down menu. Click on, '*Choose an item.*' Then, continue with the sentence on the next line.

Note that transition words are added by selecting them from the drop-down menus as we go. That is why the row for '**A** = *Add transition words as you go!*' is filled in with a pattern.

Next, a user needs to check their work to see if the important parts of **IDEAS** are included in the essay. The Check Your Work column is something the user does while working on the task. This way, a user can monitor their work and fix things or make them better. For example, check the boxes if met: (a) I included my opinion; (b) I included 3 different reasons to support my opinion; (c) I have as many explanations as I planned to have in my goal; (d) I have useful transition words; and (e) I summarized my opinion.
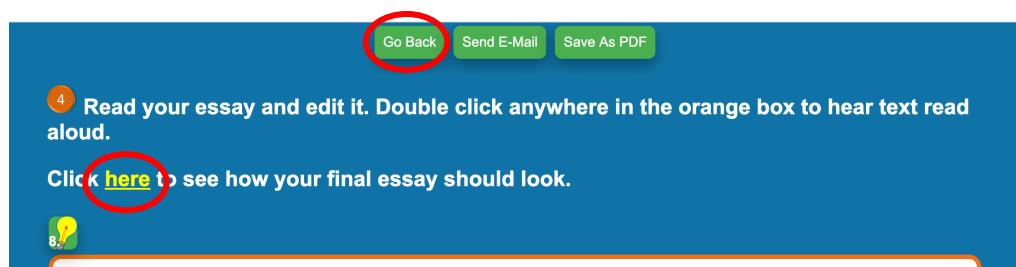
Completing the TBGO: Steps 3-4

Now Step 3: **Next, copy the text in the orange box**. As implied, the text in the orange box needs to be copied. In order to do that, a user needs to click on the button that says **Copy**. This automatically copies all sentences into the orange box of the TBGO and formats them as a complete paragraph.

A message will pop-up stating if users met their essay goal. If any of the parts were not completed, a message will pop-up stating that the goal is not met and therefore, the user should go back to make any necessary changes. However, the user will NOT be prevented from moving forward.
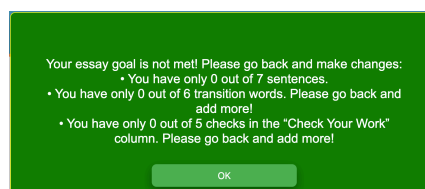
Please note, if a user wants to go back and make any necessary changes, they need to use green '*Go Back*' button at the top of the second page. Please do **NOT** use the back button in the browser. After the sentences are copied, they are automatically pasted into the text box on the next page under Step 4: **Read your essay and edit it**. **Double click anywhere in the orange box to hear text read aloud.** After a complete essay is there, a user needs to read the essay and edit it as needed. For easier editing, a user is encouraged to use the text-to-speech (TTS) feature. Just double click anywhere in the orange box to hear the essay read aloud. An example of a completed essay can be seen if the user selects the word "here" in '*Click here to see how your final essay should look.*'

Completing the TBGO: Step 5

Finally, the user is ready to evaluate the essay in Step 5: **Evaluate**. The number of words in the essay is entered automatically. A user is asked to answer eight brief questions about the essay. A user can hear the questions read aloud by clicking on each orange audio button. To answer each question, the user needs to click on the face icon either in the Almost There or Got It! columns.

When complete, a user can select their next personal writing goal by clicking on the drop-down window. Finally, a user should seek feedback from a peer or adult. This individual would write their feedback in the white text box. The written feedback should represent the exceptional part of the essay, which makes the user a great writer. The feedback is then shared with the user.

My next personal writing goal is: Choose your personal writing goal here! ▾

Feedback: You have included [   ] **in your essay, which makes you a great writer!**

Go Back   Send E-Mail   Save As PDF

A user needs to remember to save/transfer their completed TBGO. It can be saved as a PDF. Click the '*Save As PDF*' button to generate the PDF of the TBGO. Please note, the work is saved automatically in the TBGO+ version .

Go Back   Send E-Mail   Save As PDF

Another option is to click the '*Send Email*' button.

Go Back   Send E-Mail   Save As PDF

After selecting the '*Send Email*' button, the user will see an automatically generated email message with text information about the essay, as shown below*. The image of the screenshot we copied can be pasted underneath the text that is already in the generated email message. The data are automatically saved in the TBGO+ version

*See System Requirements and Set-Up section for more information about setting up the email client).

To..: Project WeGotIt
Cc...:
Subject: GraphOrg

Name:
Date:
Choice A: ice-cream dessert
Choice B:
Goal: I will include 3 reasons and 2 examples.
Brainstorm: best dessert, flavors, choices, cold, delicious, many reasons to love
Main points
Identify your opinion: best dessert
Determine 1st reason:
Elaborate w example: choices
Determine 2nd reason: cold
Elaborate w example: nice in the summer
Determine 3nd reason: delicious
Elaborate w example:
Summarize: many reasons to love
Final paragraph:
   Ice-cream is the best dessert ever. First, ice-cream comes in many flavors. For example, ice-cream can be vanilla or chocolate, and you can pick the one you like. Also, it is cold. To illustrate, it is good to have in the summer time to cool you off. Finally, ice-cream is very delicious. In conclusion, there are many reasons that ice-cream is the best dessert.

Evaluation:
How many words do I have in my essay?64
How many sentences do I have in may essay?
How many reasons do I have in may essay?
How many examples do I have in may essay?
Do all my sentences make sense?
How do I feel about my essay: none
My next goal is: Choose your next goal here.
Feedback: you have included in your essay, which makes you a great writer!

TBGO+ Teacher Dashboard

TBGO+ is an enhanced login version of the TBGO. In order to obtain this version, please submit this form to request login information. Admin will create the account with your requested username and password. TBGO+ can be accessed at **https://tinyurl.com/wego-riite.**

After logging into the TBGO+ using their credentials, a teacher will need to create accounts for their users (one account per student) using "*Add Student Account*" button. Please note that before adding the first student, a teacher will need to review and agree to the WEGO-RIITE Terms & Conditions. A teacher must adhere to the local school division/agency policies and procedures to ensure the protection of confidentiality of the personally identifiable information while creating user accounts. School ID's may not be used for these accounts. Student accounts can be organized by different groups and/or classrooms. In addition to creating users' accounts and signing out of the account, a teacher can click '*Explore TBGO*' button to get access to the TBGO to get familiar with what their users will see.

After enrolling students, they cannot begin until you assign an essay.

"*Assign Essay*" button is where the teachers need to assign the essay topics to their users. After clicking '*Assign Essay*' button, a teacher can select which students will receive a particular essay assignment. A teacher needs to provide the title that will be understandable for a user (e.g., include key words from the prompts, or the essay number; or the date on which a user will be writing an essay) and enter the prompt(s). A teacher can select the validated options for prompts from a drop-down menu or type in their own. Following the standardized testing procedures, it is recommended to provide users two prompt options to choose from. However, a teacher can also assign one prompt or no prompts to offer students free write.

Completing TBGO+

After a student user logs into TBGO+ at **https://tinyurl.com/wego-riite** using teacher-created credentials, they can choose an essay.
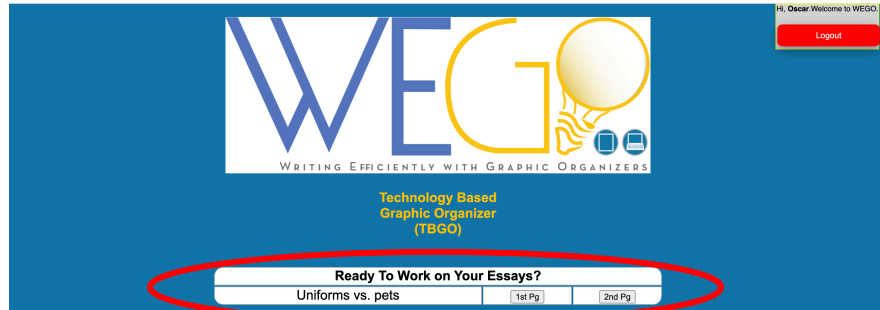
Data stored on a secure server will prefill the TBGO, allowing a user to continue working on their essay. A user can choose to continue working on the 1st page (Steps 1-3) or on the 2nd page (Steps 4 and 5) of their TBGO. If starting a new essay that has been assigned to them, the name and date fields in the TBGO+ will be automatically pre-filled with the login name, current date, and time. All changes to the TBGO are saved automatically. The TBGO will log a student user out if the program is inactive for 10 min.
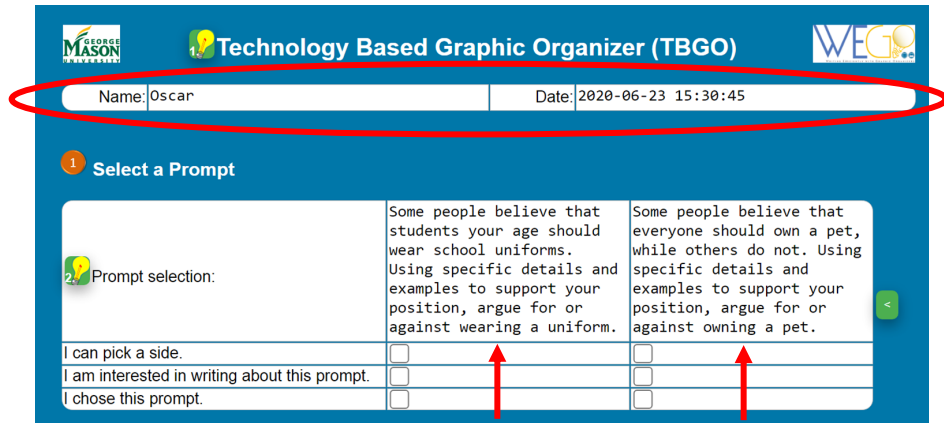
TBGO+ includes all of the same parts and supports built-into the TBGO as described earlier. In Step 1, a user can see the prompt options assigned to them.

In addition, while completing the TBGO+, users can see a list of any overly repeated words that they are using in their essay and the number of times each word has been repeated. If a user clicks on the repeated word, the rows in which that word is used become highlighted, so a user can easily find it. A user should be reminded to ask themselves – Should I use a different word?
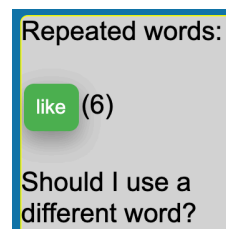
Technology Based Graphic Organizer (TBGO)

Name:	Oscar	Date:	2020-06-23 15:30:45

1 Select a Prompt

Prompt selection:	Some people believe that students your age should wear school uniforms. Using specific details and examples to support your position, argue for or against wearing a uniform.	Some people believe that everyone should own a pet, while others do not. Using specific details and examples to support your position, argue for or against owning a pet.	<
I can pick a side.	☐	☐	
I am interested in writing about this prompt.	☐	☐	
I chose this prompt.	☐	☐	

Pick your essay goal: [I will include 3 reasons and 3 explanations. ▾]

Personal writing goal: [Choose your personal writing goal here! ▾]

2 Fill out the table below. Click _here_ to see an example.

Brainstorm:	Visualize Images ☐	Search Images ☐	Draw a Picture ☐	Make a Web ☐	Make a List ☐	Talk About It ☐

	Key Words	Complete Sentences	Check Your Work
Identify your opinion	-		☐ I included my opinion.
Determine 1st reason	-	Choose an item. ▾	
Explain why or say more		Choose an item. ▾	☐ I included 3 different reasons to support my opinion.
Determine 2nd reason	-	Choose an item. ▾	
Explain why or say more		Choose an item. ▾	☐ I have as many explanations as I planned to have in my goal.
Determine 3rd reason	-	Choose an item. ▾	
Explain why or say more		Choose an item. ▾	
Add transition words as you go!			☐ I have useful transition words.
Summarize	-	Choose an item. ▾	☐ I summarized my opinion.

3 Next, [Copy] the text in the orange box.

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Data-Driven Decision Making

TBGO+ includes Data-Driven Decision Making or DDDM. The teacher dashboard stores and organizes students' writing samples, writing rubrics, and data on students' use of the TBGO features. On their dashboard, teachers can Review their user's work or mark an essay as Finished to prevent users from making any further changes. When clicking on the '*Review*' button, teachers will see the following data when they select '*Show TBGO Use Data*': (a) final essay/paragraph; (b) which videos the user viewed; (c) whether the user used text-to-speech; (d) whether the user accessed audio comments; (e) transition words the user used; (f) total number of words; (g) time spent working on essay; watching videos; listening to comments; listening to text-to-speech; and (h) number of times it took to finish an essay (including dates and times when each essay was open and closed).

Teachers can also preview the completed TBGO and a 5-point analytic rubric for data-driven decision-making (DDDM). The TBGO+ rubric for persuasive writing includes the areas of **Planning** (select a prompt, essay goal selection, personal writing goal, brainstorm); **Writing** (identify your opinion, determine reasons, explain why or say more, add transition words, summarize, check your work; **Reviewing: Revising** (word selection, grammar/spelling) and **Reviewing: Editing** (punctuation, capitalization, evaluate). These three sections have been intentionally designed to represent a progression of foundational skills within the persuasive writing process, and with the flexibility to assess persuasive writing across grade levels. In the teacher dashboard of the TBGO, the teacher can select an individual's completed TBGO alongside a copy of a blank rubric. The image below shows what this looks like from a teacher's perspective.

A teacher can easily fill out the rubric by clicking on the cell in the rubric that best represents the user's writing. The cell will turn green when selected. Although the rubric is comprehensive, only one skill at a time is shown within the rubric on the teacher dashboard. Select the green button that says Next to move to the next criterion in the rubric. As teachers begin using the rubric for progress monitoring the goal is for a student to earn a score of a 3 or 4 before the next skill in the sequence will appear. If a student scores a 0, 1, or a 2, a notification or pop-up will appear that directs the teacher to make an instructional decision.

In the image below, the red circles indicate where the teacher has scored the student across the criteria in the Planning section of the rubric. For the Writing section, the first criterion of Identify Your Opinion, has been scored as well. Note that this is marked with a 2. Therefore, the teacher stops rating within the rubric in order to make an instructional decision.

Rubrics for persuasive writing. Saved at 7/29/2020, 4:49:33 PM : Student Sama : Title Pretest 7/29 with edits					
	0	**1**	**2**	**3**	**4**
			Planning		
Select a Prompt	The writer does not check off all the prompts showing an ability to pick a side, interest in the topic, and selection of 1 prompt.	———————	———————	———————	The writer checks all the prompts showing an ability to pick a side, interest in the topic, and selection of 1 prompt.
Essay Goal Selection	The writer has not yet selected an essay goal or it is not attainable or relevant.	———————	———————	———————	The writer independently selects an essay goal that is relevant and attainable.
Personal Writing Goal	The writer has not yet selected a personal writing goal or it is not attainable or relevant.	———————	———————	———————	The writer independently selects a personal writing goal that is relevant and attainable.
Brainstorm	The writer has not yet selected any way to brainstorm.	The writer has selected 1 or more ways to brainstorm, but has yet to organize any brainstorm ideas in the Key Words column.	The writer has selected 1 or more ways to brainstorm, but has organized < 4 ideas in the Key Words column.	The writer has selected 1 or more ways he/she brainstormed and the Key Words column is almost complete, demonstrating an organization of ideas.	The writer has selected one or more ways he/she brainstormed and the key words column is complete, demonstrating an organization of ideas.
			Writing		
Identify Your Opinion	The writer has yet to write anything to identify an opinion about the prompt.	The writer includes an incomplete sentence, or sentence fragment that clearly Identifies an opinion (prompt is implied).	The writer includes a complete sentence, but it does not clearly identify the writer's opinion (prompt is not implied).	The writer includes a complete sentence that clearly identifies the writer's opinion (prompt is implied).	The writer includes a complete sentence that does clearly identify the writer's opinion and includes key vocabulary from the prompt.

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Making an Instructional Decision

After reviewing the student user's data, teachers should complete the Instructional Decision table at the bottom of the rubric on the teacher dashboard. The Instructional Decision is inserted in the open white text boxes. The teacher should identify (a) Which area of writing needs improvement? (b) What is your rationale?; and (c) What will you do? The three text boxes have been filled out in the example below.

The student in the above example scored a 2 for Identify Your Opinion, so the TBGO inserted "*Writing- Identify Your Opinion*" for the box labeled with an A. For box B "What is your rationale?", the teacher will analyze why the student scored a 0-2 by looking at the criteria in the rubric cells in conjunction with the student writing. In this example, the teacher determined that the student received a 2 because her topic sentence was a complete sentence, but it did not contain a clear response to the persuasive essay prompt. Therefore, the teacher wrote "*complete sentence, but did not state her opinion*" for box B. Finally, once the area of need and the rationale are determined, the teacher should complete the box labeled with a C, "What will you do?". This is the teacher action item in which the instructional decision is made by using embedded Data-Driven Decision-Making (DDDM) maps.

DDDM Maps

The DDDM maps are flow charts or decision trees that are embedded in the Instructional Decision box as blue links (seen in the above image). They allow teachers to easily choose a next instructional step. There are three DDDM maps that correlate to the different writing stages of Planning, Writing, and Reviewing. Below is the DDDM map for the Writing section of the rubric.

DDDM: Writing Map

Did the student score a 3 or better on "Identify Your Opinion"?

| Yes | No | → | Assign Content Video #4.
Assign How-To Video c.
Check-in with the student. |

Did the student score a 3 or better on "Determine Reasons"?

| Yes | No | → | Assign Content Video #5.
Assign How-To Video c or d.
Check-in with the student. |

Did the student score a 3 or better on "Explain Why or Say More"?

| Yes | No | → | Assign Content Video #6.
Assign How-To Video c or d.
Check-in with the student. |

Did the student score a 3 or better on "Add Transition Words"?

| Yes | No | → | Check-in with the student.
Assign How-To Video d. |

Did the student score a 3 or better on "Summarize"?

| Yes | No | → | Assign Content Video #7.
Check-in with the student. |

Make a decision!

Have student continue completing the TBGO OR

Go to DDDM: Reviewing Map OR

Explore WEGO-RIITE Additional Teacher Resources

The maps ask a question and then provide varied instructional options that the teacher can choose from based on a yes or no response. The options for instructional decisions include accessing and assigning content video models, how-to video models, and/or teacher check-in options. Each is described subsequently.

Assigning Content Video Models. One of the possible instructional decisions in the DDDM maps is to direct students to watch one of the content videos embedded in the TBGO to help explain specific aspects of the writing process. As described earlier in this manual, there are nine content videos embedded in the TBGO, and each one addresses an instructional focus area related to persuasive writing (e.g., Determine Reasons). The material in the video provides the student with considerations and information that explicitly illustrates a concept with examples and non-examples. Each content video in the TBGO is indicated by a green icon that contains a lightbulb and the video number. Consistent with

research on video modeling, the content videos are relatively short - ranging from two to six minutes. A teacher should be familiar with the video before including it as an instructional decision.

Assigning How-To Videos. Sometimes a student's performance is negatively impacted because of difficulty navigating the features of the TBGO. If this applies, the teacher can assign a how-to video to review the purpose and navigation of the TBGO features. There are seven how-to videos embedded in the TBGO. In contrast to the content videos, which elaborate on instructional foci of writing, these how-to videos model step-by-step instructions for how to actually use the tool itself, helping reduce the student's cognitive load and direct more attention on the writing task. As described earlier in the manual, the TBGO how-to videos are indicated with an orange icon with a cartoon figure scratching his head and a letter (a-g). The videos are approximately 1-2.5 minutes long.

Check-Ins. Another option on the DDDM maps is for the teacher to conduct a check-in with the student to address a specific area of need. Check-ins follow principles of effective instruction, including: providing corrective feedback, frequently checking for student understanding, and clearly explaining and/or modeling how to complete a task. Teacher check-ins provide an opportunity for the teacher to hold a brief (5-10 minutes) 1:1 conference with individual students during the TBGO writing process. When a teacher clicks this option on the DDDM map, four instructional options appear that align with the targeted criteria. The DDDM map directs teachers to use the check-in time for one of the following purposes:

1) Remind students of a particular aspect of the TBGO writing process.
2) Gather more information about the student's understanding.
3) Provide corrective feedback about a student's thinking or misunderstanding.
4) Explicitly model an aspect of the TBGO writing process.

Monitoring Student Progress

After determining the instructional decision, the teacher should select the Save button. The scored rubric and the Instructional Decision is saved within the teacher dashboard. It can be retrieved, as needed. This data can be used to monitor whether the student(s) is using components of the intervention with fidelity and how she is regulating her own writing progress. The teacher dashboard is especially conducive for organizing student work samples, teacher evaluations, and the teacher's instructional decisions. Storing this information allows for collaborative review of the students' progress over time.