COLUMBUS CITY SCHOOLS: INTRODUCITON TO GRADES 6-12 ENLGISH LANGUAGE ARTS CURRICULUM AND WRITNG PORTFOLIO REQUIREMENTS

Ohio's Learning Standards provide an integrated model of literacy. The standards were not designed to be used as a linear checklist and should not be taught in isolation. Effective teaching of the Reading, Writing, Speaking & Listening, and Language Standards means integrating the ELA Standards into instructional tasks. The Writing, Speaking & Listening, and Language Standards are naturally integrated into any authentic Reading task. Writing tasks require students to access complex texts with varied vocabulary. Research and media skills are blended into the Standards. The resources provided by the 6-12 ELA Curriculum Office are designed to help teachers see the connectedness of the Standards and allow them to create integrated lessons aimed at student literacy through mastery of the Standards. All resources noted below can be found on the ELA 6-12 Curriculum Webpage at https://www.ccsoh.us/English6-12.

OHIO'S LEARNING STANDARDS & CLEAR LEARNING TARGETS	THE CURRICULUM	ACCESSS TO TEXTS & TOOLS	WRITING-DIGITAL PORTFOLIOS, PROMPTS, RUBRICS, AND MORE
The English Language Arts (ELA) teacher must craft units and lessons based on student mastery of Ohio's Learning Standards. The Standards MUST drive teaching and learning. CCS has provided an unpacked version of Ohio's Learning Standards called Clear Learning Targets. These include connections to Vocabulary, Career Education, Standard Appendices, and Ohio's Model Curriculum. Use the **Ohio's Learning Standards** & **Clear Learning Targets** Quick Link on the CCS ELA 6-12 Webpage to access the Ohio's Learning Standards & Clear Learning Targets Page.	On the CCS ELA 6-12 Webpage, you will find these two Quick Links: **Curriculum Resources 6-8** and **Curriculum Resources 9-12**. The new **CCS Curriculum Maps** on these pages for each grade level should be followed to assure consistency across our courses. Newer CCS Teacher Resources for Adopted Novels, older Common Core Units, and Vetted Non-CCS Curriculum Guides are available here for you to have choices in content for meeting the Curriculum Map requirements. The units/lessons you build must follow the new CCS Curriculum Maps and should be used as a tools to increase student mastery of Ohio's Learning Standards.	Visit the **Text & Novel Access** Quick Link on the CCS ELA 6-12 Webpage for adopted and supplements texts/tools/novels lists. **Adopted Textbooks and Warehouse Novels**: Request these from your building's book person. To access to the textbooks online follow these instructions. **Supplementary Novels, Texts, Tools**: Class sets of novels are available for checkout from the 6-12 Curriculum Office and varied titles are available in each building's bookroom or English/ELA bookroom. **CommonLit, Mini-Qs, Achieve3000, Units of Study, TeachingBooks, SpringBoard, &** *Progress to Success* allow access to thousands of texts and Standard-aligned lessons/questions. See your online grade-level Curriculum Pages or Curriculum Maps for specifics: **Curriculum Resources 6-8** and **Curriculum Resources 9-12**.	CCS requires students in Grades 6-12 to keep electronic portfolios of their writings through Google (a student-specified Google Folder). Each year, students should add around 12 short and six (MS) to eight (HS) longer writings to the portfolio, and formally reflect upon their writing growth. The types of writings center on argument, informative, and narrative types with varying blends and modes of discourse such as analysis, synthesis, problem-solution, comparison, evaluation, and description. The next few pages of this document will provide a thorough, detailed description of the portfolio requirements. Literacy Design Collaborative provides several tools/rubrics for writing. Some of those tools are detailed on successive pages and more can be found at the **ELA Strand Resources** Quick Link on the **CCS ELA 6-12 Webpage**. You will also find ODE Rubrics at the same link.
COURSE DESCRIPTIONS	SNAPSHOT OF SUCCESSFUL CLASSROOM	ACCESSS TO LITERACY INTERVENTIONS AND NEW LITERACY TOOLS	ASSESSMENTS
There are currently over 50 English courses at the Middle School level and almost 90 English courses at the High School level. Those include English electives and English classes for special populations, such as Gifted and Talented. Descriptions for these courses can be found on the CCS ELA 6-12 Webpage, at the **Course Descriptions** Quick Link.	Successful ELA classrooms are student-centered and students **read, write, and discuss every day.** Students actively engage in their own learning and are cognizant of Ohio's Learning Standards and their mastery of them. There is movement and student choice in the classroom. There are protocols and data. Teachers and students are responsive to formative data. Click HERE and HERE for some best classroom practices.	Achieve3000.com is the tool selected to be used in College and Career Ready Courses at all middle schools and some elementary & high schools for struggling readers. All high schools have access to *Progress to Success* books that break-down complex text into smaller readings with close reading protocols for struggling readers and may be used in the varying ways per school decision. Students and Teachers Achieve3000 through CLEVER. Visit **HERE** for video tutorials for *Progress to Success*, also available on **Curriculum Resources 9-12** page.	Students need to be assessed both formatively and summatively within the classroom. ELA teachers must craft their assessments around Ohio's Learning Standards to accurately assess student growth. MAP/NWEA, LevelSet, Reading Inventory, AIR, ACT, PSAT, and SAT are the standardized assessments used by the district/state. Use the **Standardized Testing** Quick Link on the CCS ELA 6-12 Webpage for multiple resources.

Writing Curriculum Resources and Digital Portfolio Requirements

The purpose of the Writing Portfolio Curriculum Resources is to support writing instruction and to ensure an integrated, balanced, and complete writing program for students. Throughout a student's time with CCS, the CCS Digital Writing Portfolio will continue to grow and evolve as the student's ability does, so that by the end of his/her time with CCS, the student can see the evolution of his/her writing over his/her tenure. By implementing a digital portfolio, the portfolio becomes a working portfolio housing all of a student's work rather than a showcase portfolio containing only a few polished pieces.

Writing should be integrated throughout ELA instruction, and not treated as an isolated activity. Students should be writing each day/week, not just producing one main writing per quarter. Although not every writing needs to be added to their portfolio as some writings may be done in writing notebooks, students should get into the habit of putting all of their electronic writings into their CCS Digital Writing Portfolio. Routinely (daily/weekly), students should add to their CCS Digital Writing Portfolio. Per the CCS Curriculum Maps, students in **Grades 6-8** will produce **6 LONGER WRITINGS WITH EXPLICIT TEACHING/MENTORS (1 every 6 weeks; 2-10 pages; requires more than one sitting), 12 SHORTER WRITINGS (1 every 3 weeks; less than 250 words; usually one sitting), and NUMEROUS DAILY/WEEKLY RESPONSE WRITINGS NUMEROUS DAILY/WEEKLY RESPONSE WRITINGS**. Students in **Grades 9-10** will produce **8 LONGER WRITINGS WITH EXPLICIT TEACHING/MENTORS (1 per month; 2-10 pages; requires more than one sitting), 12 SHORTER WRITINGS (1 every 3 weeks; less than 250 words; usually one sitting), and NUMEROUS DAILY/WEEKLY RESPONSE WRITINGS NUMEROUS DAILY/WEEKLY RESPONSE WRITINGS**. Students in **Grades 11-12** will produce **9 LONGER WRITINGS WITH EXPLICIT TEACHING/MENTORS (1 per month; 2-10 pages; requires more than one sitting), 14 SHORTER WRITINGS (1 every 2 weeks; less than 250 words; one sitting), and NUMEROUS DAILY/WEEKLY RESPONSE WRITINGS NUMEROUS DAILY/WEEKLY RESPONSE WRITINGS.** Expectations will vary based on ability levels, but a shorter piece could be anything created quickly, in a single sitting, up to 250 words. Short writing examples could include a concise paragraph or two, blogs, reviews, captions, directions, procedures, or micro-fiction. Longer writing pieces could be those that are more involved, require multiple edits, significant research, and/or are intended to provide a reader with more specific fine-grained detail relevant to a prompt. The portfolio can also house all writings, regardless of length or completion, including many writing-to-learn or think activities and daily journals or responses. Students may also upload pictures of completed handwritten writings to their portfolios. The goal of the CCS Digital Writing Portfolio writings supports quality writing instruction that helps prepare students to be college-and-career-ready and offers students a way to evaluate their growth as writers.

Successful writing is not solely academic, but is also focused on clear communication to a variety of audiences for a variety of purposes. Real-world writing takes on many forms. In order to be successful, students should receive guided practice and clear, concise, timely feedback on a myriad of writing types, both short and long over differing timeframes. Teachers should use the Curriculum Maps for their grade level(s) as to number and length of writings per year. Each new Teacher Resource for adopted novels contains at least 9 writing prompts that teachers may use. Writing prompts/stems from AIR assessments and Literacy Design Collaborative are available on the ELA Strand Resources page under "Writing Resources." Writing prompts need not be tied to the specific readings at each grade level found in the older Common Core curriculum units. Writing types are also not necessarily specified by quarter. The older, Common Core curriculum units which are organized by grade level, text, and writing type with suggested writing prompts based on readings, can still serve as a guides, however, the selection and scheduling of writing types and creation of writing prompts should be contingent on mastering the Clear Learning Targets for that grade level, the progress of students toward those targets, and the alignment of the prompt with the Standard being assessed. The sequence of the older Common Core curriculum units found on these CCS

ELA 6-12 Webpage Quick Links: **Curriculum Resources 6-8** and **Curriculum Resources 9-12** are **NOT** meant to be prescriptive as they were in past years, but serve as a means of organization and to help developing teachers see examples of text-writing pairings.

The CCS Digital Writing Portfolio

Columbus City Schools implements a Google Suite of apps across the district. Each student with a CCS ID number has a corresponding Google account that gives access to Google Drive as well as various apps, including Docs, Slides, Forms, and Sheets. The CCS Digital Writing Portfolio for each student will be stored in the CCS Google Drive. Once logged in, students can create a CCS Digital Writing Portfolio folder for their academic year or career, nested folders for each class, and quarter or project folders for each class. Although Google's search feature will allow students to quickly find a specific file, orderly structure and naming conventions will ease this process, especially for younger students. For example, having the students name their CCS Electronic Writing Portfolio *StudentName_CCSWritingPortfolio* would make a uniform coding for the student folders. Using a format such as *YYYYMMDD_Filename* for each file incorporates the date a file was created in the file name and helps with organization. The student files will organize chronologically by year, then month, and date. Once created within a folder, files will auto-save to the student's Drive as they are edited, capturing student progress as it occurs. This makes it easy for students to continually have access to their writings for editing and sharing without the need for an external drive. In order for teachers to gain access to students' work, students must share access to their folders with their teachers. Once the folder is shared, teachers can access, open, comment, suggest edits, edit, and assess all student work in that folder from any Internet-connected device. There is no longer a need to physically submit, transfer, or transport student writing. Additional information on folder sharing can be found at the Google Drive Help Center.

CCS resources such as classroom Thin Clients, Computer Labs, Laptop Carts, iPads, Chromebooks, or other devices will all allow students access to their CCS Google Drive files. Students can create, edit, and submit work to their CCS Electronic Writing Portfolio using any Internet-connected device. Additionally, students can download apps for their own devices that will allow them to work and edit offline and then sync their updated document once they reconnect to a network. For further instructions on how to access documents offline on a variety of devices, click here.

As long as a student is enrolled in CCS, his/her Google Drive containing his/her CCS Digital Writing Portfolio folder is linked to his/her student ID number. As students progress within a building, across buildings, or if the students move buildings mid-year, the portfolio and collection of work move with the student. The work is tied to the student's login. Following graduation from CCS, or if a student officially withdraws or leaves the district, the student's CCS ID will become inactive. If the student's ID is inactive, the student will no longer have access to the district-supported Drive or their digital portfolio from any device.

CCS Digital Writing Portfolio Yearly Reflection

At the end of each year, students are asked to reflect on the writings in their electronic portfolios by filling out the Student Reflection Sheet, found on these CCS ELA 6-12 Webpage Quick Links: **Curriculum Resources 6-8** and **Curriculum Resources 9-12**. The reflection sheet can be filled out electronically and kept in the students' portfolios.

Google Classroom Option

As another option, teachers and students can link work directly with one another using Google Classroom. Google Classroom offers a streamlined way for teachers and students to connect with one another and share files. Using a district login for Google, teachers may create classroom shells for each of their classes. Within each class shell, there is a code students use to join that class. Once a student joins the class, a folder is created in

the student's Drive that both the teacher and student can access – the sharing permissions are predetermined. Additionally, the Google Classroom shell can be used as a course management tool where a teacher can set up classroom discussions, surveys, and share files. Additional help with Google suite features, including tutorials and tips can be found at the Google Learning Center.

Writers Workshop

CCS strongly encourages the implementation of a Writers Workshop model for routine writing instruction. Within the Writers Workshop model, the teacher models specific, targeted skills related to the Standard being assessed in a short mini-lesson using exemplar writings and/or mentor texts, which can be taken from the students'/class's current reading for seamless integration. The students, then, create text that showcases the genre or skill showcased by the teacher. The teacher circulates and guides, conferencing with students on the specific skill. In this manner, conferences are kept short and focused on the specific skill being developed. The teacher also gains immediate insight into each writer's process and progress relative to the Standard. Within a Writers Workshop model, students may write on a wide variety of high-interest topics, which can be student-selected. The teacher is also encouraged to write during this time. True to more professional workshops, each session ends with a sharing of work. Because the teacher has seen a good sampling of student work throughout the class time, and may have created his or her own example, students will have a good sample of successful implementation of the targeted skill. Emerging student writers will be able to consistently build their work incrementally through a targeted refinement of individual skills.

NOTE: Each middle school and 6th grade class at elementary buildings has two sets of *Units of Study Writing* which have pre-made workshops on the three types of writing in Ohio's Learning Standards. Guidance on implementing a Writers Workshop model and tutorials for *Units of Study Writing* are available in this Google Folder. Each high school has copies of **Springboard Close Reading and Writing Workshop** workbooks for Grades 9 & 10 (purchased SY2019-20), 11 (purchased SY2018-19), and 12 (purchased SY2017-18) with pre-made workshops for use in English classrooms.

Writing Prompts and Rubrics

In order to support teachers' efforts to integrate long and short writings continuously throughout the school year, Columbus City Schools offers various aids to assist and guide teachers in developing and implementing cohesive writing instruction. On the **ELA Strand Resources** (Writing Section) Quick Link on the CCS ELA 6-12 Webpage, there are guides from Literacy Design Collaborative (LDC) for creating succinct, Standard-based writing prompts in the LDC 2.0, LDC 3.0 , LDC 3.0 Update, and LDC Big Bank task documents. There are also items to aid in the writing process such as graphic organizers, writing acronyms, model writing samples, rubrics, and various lesson and activity ideas such as the 11-minute essay and novel-writing month units from Office of Letters and Light.

Literacy Design Collaborative Rubrics

-CCS has adopted the Literacy Design Collaborative (LDC) Rubrics to evaluate narrative, argumentative, and informative/explanatory student work. There are links to these rubrics (Writing Rubric LDC Argument 6-8 PDF, Writing Rubric LDC Argument 6-8 DOC, Writing Rubric LDC Argument 9-12 PDF, Writing Rubric LDC Argument 9-12 DOC, Writing Rubric LDC Info/Explanatory 6-8 PDF, Writing Rubric LDC Info/Explanatory 6-8 DOC, Writing Rubric LDC Info/Explanatory 9-12 PDF, Writing Rubric LDC Info/Explanatory 9-12 DOC, Writing Rubric LDC Narrative) on the **ELA Strand Resources** (Writing Section) Quick Link on the CCS ELA 6-12 Webpage, to meet the needs of teachers and students. Additional information, including sample curricula, resources, and other online supports

are available from their website, LDC.org. Click on "LDC CoreTools login" or https://coretools.ldc.org/resources to find the task templates and rubrics.

Ohio's State Assessment Rubrics/ American Institutes for Research (AIR)

-The Ohio Department of Education rubrics for argument and informational writing can be found on the **ELA Strand Resources** (Writing Section) and **Standardized Testing** Quick Links and on the CCS ELA 6-12 Webpage. These are the rubrics used to score Ohio's State Tests (AIR). The AIR assessment measures a student's achievement in reading informational text, reading literary text, and writing. Columbus City Schools' Writing Curriculum strives to incorporate various text-based writing, including writings that identify and analyze specific aspects of texts, provide grade-level appropriate complex texts, and compare similar and contrasting texts in order to thoroughly prepare students for the requirements of the assessments, as well as the writing and communication needs they will use post-graduation. The resources at the **Standardized Testing** Quick Link includes test-specific resources as well as sample test items, text-based problems of the day, performance descriptors, success rubrics, and test blueprints related to the AIR test. On the each of the **Clear Learning Targets** documents there is an AIR question prompt to help teachers mirror AIR-like questioning to more clearly assess the Standard. Here are links to the ODE Rubrics:

Writing Rubric Guide for AIR Tests
Writing Rubric ODE Argument 6-12
Writing Rubric ODE Argument 6-12 Student Friendly
Writing Rubric ODE Informative/Explanatory 6-12
Writing Rubric ODE Informative/Explanatory 6-12 Student Friendly

ACTIVATE GOOGLE WITH CCS EMAIL

In order to use the Google for Education features, you will need to activate Google with your CCS Email. Please follow the directions below.

1. www.google.com

2. Top, right corner select "Sign in"

3. Activate using your CCS email and CCS email password

4. If you get a message about contacting a CCS Administrator, you will need to hit Control+Alt+Delete and change your CCS password. You will then return to #1.

For students to access Google for Education features:

1. www.google.com

2. Top, right corner select "Sign in"

3. Activate using the student ID number followed by @columbus.k12.oh.us.

   Ex: 154432@columbus.k12.oh.us

4. Use their birthday as their password. Ex. 03-30-2000

Note: This will **not** give them access to Gmail.

Google Classroom

Classroom is a free web-based platform that integrates your Google Apps for Education account with all your Google Apps services including Google Docs and Google Calendar. It is designed to save you time and paper. Classroom also createsDrive folders for each assignment and for each class to help keep everyone organized. Teachers can attach material from their Drive folders to assignments they create. Students can also attach files from their Drive folders to coursework they submit in Classroom. Any files submitted as part of an assignment are automatically stored in Google Drive. Students can keep track of what's due on the assignments page and on Calendar, and begin working with just a click. Teachers can quickly see who has or hasn't completed the work and provide direct, real-time feedback as well as grades right in Classroom.

1. https://classroom.google.com

2. Log in using your CCS email and CCS email password

Google Drive Cheat Sheet

Google Apps Learning Center

apps.google.com/learning-center

drive.google.com

Drive Cheat Sheet

Keep all your work in one secure place with online file storage.

After you store your files in Google Drive, you can share them with others and access them on any computer, smartphone, or tablet. When you change or delete a file stored in one of these locations, Drive makes the same change everywhere else so you don't have to.

1 Click to…

- Folder
- File upload
- Folder upload
- Google Docs
- Google Sheets
- Google Slides
- Google Forms
- More

a Upload any files (such as PDFs, videos, and pictures) and folders from your computer.

b Create new documents right in your browser.

Description	Example uses
Text documents	Proposals, reports, shared meeting notes
Spreadsheets	Project plans, budget sheets
Presentations	Pitch decks, training modules, team presentations
Surveys	Customer satisfaction surveys, group polls
Drawings	Flowcharts, diagrams, wireframes

2 Work with files you've stored in Drive.

- Get link to file
- Share files with others
- Preview files without buying extra software
- Remove file
- Search for files
- Change settings
- See what other people shared with you
- View, restore, or permanently delete removed files

Right-click a file or folder to:
- Move it to another folder
- Upload a new version or revert to previous versions
- Make a copy
- Save a copy on your computer

Move to…
Manage versions…
Make a copy
Download

3 Click to share your files and folders, then choose what collaborators can do. They'll also receive an email notification.

	Delete files and folders	Add and remove files and folders	Share or unshare files and folders	Edit Docs files	Comment or suggest edits in files	View files and folders
Can edit	X	X	X	X	X	X
Can comment					X	X
Can view						X

4 Access your files from any device.

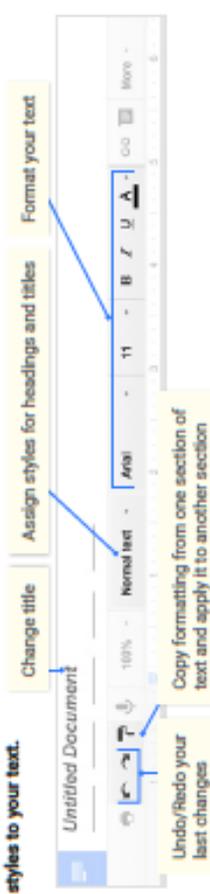| Browser or device	Requirements	How to access
Web browser (any device)	Install any web browser.	Go to drive.google.com.
Desktop computer	Install Google Drive for Mac/PC at https://www.google.com/drive/download/	Open the Google Drive folder on your desktop
Mobile and tablet devices	Install the Drive app from the Play Store (Android) or App Store (iOS).	Open the Drive app on your smartphone or tablet.

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Google Apps Learning Center

Docs Cheat Sheet

Create and simultaneously edit text documents with your team, right in your browser.

Write reports, create joint project proposals, keep track of meeting notes, and much more.
All changes are saved automatically!

1 Edit and add styles to your text.

Change title
Assign styles for headings and titles
Format your text

Untitled Document

Undo/Redo your last changes

Copy formatting from one section of text and apply it to another section

2 Work with different versions and copies of your document.

File

Make a copy...
See revision history
Download as
Publish to the web...

Make a copy Create a duplicate of your document. This is a great way to create templates!

See revision history See all the changes you and others have made to the document, or revert to earlier versions.

Download as Download your document in other formats such as Microsoft® Word® or PDF.

Publish to web Publish a copy of your document as a webpage, or embed your document in a website.

3 Enhance your document by adding features.

Insert
Image...
Link...
Drawing...
Table
Bookmark
Table of contents

Image Insert an image from your computer, the web, or Google Drive.

Link Add a link to another page or to a header or bookmark in the same document.

Drawing Create pictures, flowcharts, diagrams, and more in your document.

Table Select the number of columns and rows to create a table.

Bookmark Add shortcuts to specific places within your document.

Table of contents Create an auto-generated table of contents that links to each heading (where you've applied heading styles).

4 Click ⊞ Share to share your document, then choose what collaborators can do. They'll also receive an email notification.

	Share or unshare	Edit content directly	Suggest edits	Add comments
Can edit	X	X	X	X
Can comment			X	X
Can view				

5 Collaborate with your team in real-time.

Chat with other people viewing the document

Insert comments

View comment history

Share with your team

Editing Edit document directly

Suggesting Edits become suggestions

Viewing Read or print final document

Make changes directly in the document

Propose edits to the document. Your suggestions won't change the original text until the document owner approves them.

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Google Slides Cheat Sheet

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slides.google.com

Google Apps Learning Center

Slides Cheat Sheet

Create and simultaneously edit presentations with your team, right in your browser.
Collaborate on professional pitch decks, project presentations, training modules, and much more.
All changes are saved automatically!

1 Add and edit content in your slides.

Untitled presentation

Present

Change title

Add a text box, image, shape, or line

Add or change slide backgrounds, layouts, themes, or transitions

Add a link

Begin your presentation

2 Add and organize slides.

1. **New slide** Click ⊕ in the toolbar. Click ▾ to choose a layout for the new slide.
2. **Move slide** Drag the slide to a different position in the presentation. To move several slides at once, Ctrl+click multiple slides before dragging them.
3. **Duplicate slide** Right-click the slide in the sidebar and select **Duplicate slide**.
4. **Delete slide** Right-click the slide and select **Delete slide**.

Duplicate slide
Delete slide

Move 2 slides
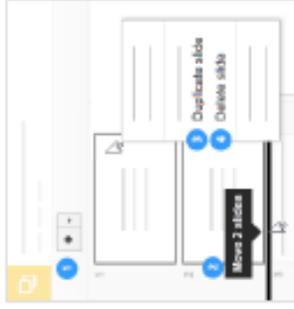
3 Work with different copies and versions of your presentation.

File

Make a copy...
Import slides...
See revision history
Download as
Publish to the web...
Email as attachment

Make a copy Create a duplicate of your presentation. This is a great way to create templates!

Import slides Add slides from another presentation to your current slide deck.

See revision history See all the changes you and others have made to the presentation, or revert to earlier versions.

Download as Download your presentation in other formats such as Microsoft® PowerPoint® or PDF.

Publish to the web Publish a copy of your presentation as a webpage, or embed your presentation in a website.

Email as attachment Email a copy of your presentation.

4 Click 🔗 Share **to share your presentation, then choose what collaborators can do. They'll also receive an email notification.**

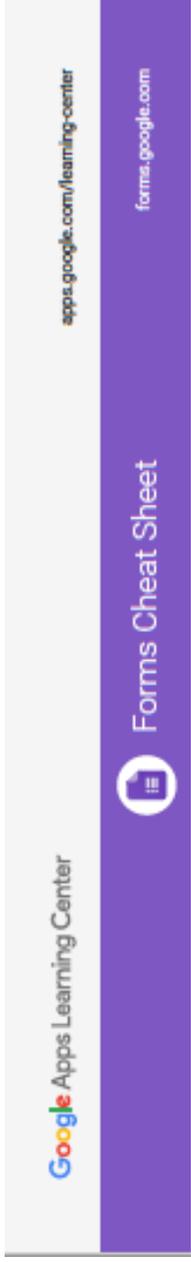|	Share or unshare	Edit content directly	Add comments
Can edit	x	x	x
Can comment			x
Can view			

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forms.google.com

Forms Cheat Sheet

Create, simultaneously edit, and analyze surveys with your team, right in your browser.

Manage event registrations, whip up a quick opinion poll, create a pop quiz, and much more.

1 Build your form.

- Rename your form
- Customize your question and answer options
- Change your form's look and feel
- Add questions
- Add titles and descriptions, images, videos, or sections
- Edit, copy, or delete questions

Untitled form

Untitled Questions

2 Share and collaborate on your form.

Sharing settings

Invite people:

Can edit
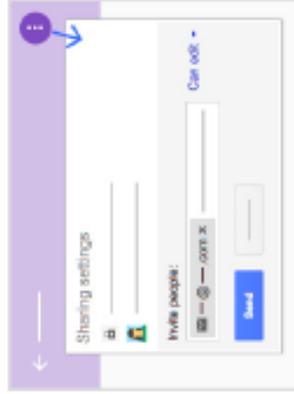
Send

3 Choose where to collect your responses.

Select response destination

- Create a new spreadsheet
- Select existing spreadsheet

CANCEL   SELECT
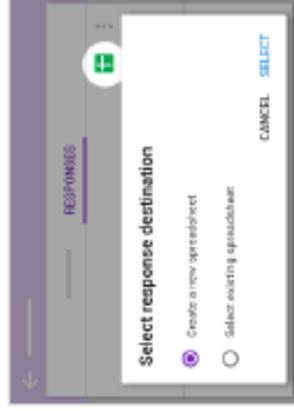
4 Preview and send your form.

Send form

Send via
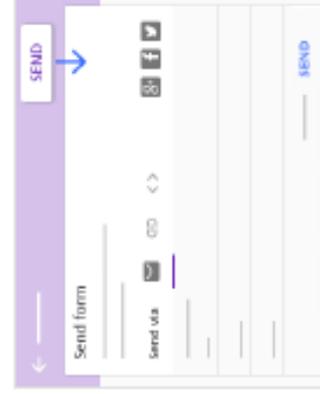
5 View and analyze responses.

Survey (Responses)

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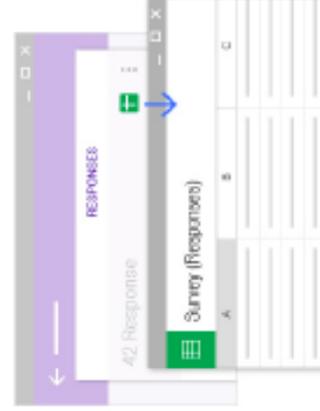
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sheets.google.com

Sheets Cheat Sheet

Create and simultaneously edit spreadsheets with your team, right in your browser.

Analyze data with charts and filters, handle task lists, create project plans, and much more. All changes are saved automatically!

1 Customize your spreadsheet and data.

- **Change title** — Untitled spreadsheet
- **Undo/Redo your last changes**
- **To enter data, click any cell and start typing**
- **Copy formatting** from one section of text and apply it to another
- **Add or edit cell borders**
- **Merge cells**
- **Add links, comments, charts, filters, or functions**
- **Format your text**
- **Format your data** as currency, percentages, decimal places, or other options.

2 Work with rows and columns.

1. **Add rows and columns** Select a cell, click **Insert**, and choose where to add the row or column next to that cell.
   - Insert — Row above, Row below, Column left, Column right
2. **Delete or hide rows and columns** Right-click the row number or column letter and select **Delete** or **Hide**.
   - Delete column, Hide column
3. **Move rows and columns** Click the row number or column letter to select it. Then, drag it to a new location.
4. **Freeze header rows and columns** Keep some of your data in the same place. On the menu bar, click **View**. Then, choose an option under **Freeze**.

3 Click [Share] to share your spreadsheet, then choose what collaborators can do. They'll also receive an email notification.

	Share or unshare	Edit content directly	Add comments
Can edit	x	x	x
Can comment			x
Can view			

4 Collaborate with your team in real-time.

- **Chat with other people viewing the spreadsheet**
- **View comment History**
- **Insert comments**
- **Share with your team**

5 Create different versions and copies of your spreadsheet.

File — Make a copy, See revision history, Download as, Publish to the web, Email as attachment

- **Make a copy** Create a duplicate of your spreadsheet. This is a great way to create templates.
- **See revision history** See all the changes you and others have made to the spreadsheet, or revert to earlier versions.
- **Download as** Download your spreadsheet in other formats, such as Microsoft® Excel® or PDF.
- **Publish to the web** Publish a copy of your spreadsheet as a webpage, or embed your spreadsheet in a website.
- **Email as attachment** Email a copy of your spreadsheet.

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Sheets Cheat Sheet

sheets.google.com

Work with functions

Your most important Excel functions exist in Sheets, too!

Function	Type	Description
AVERAGE	Statistical	Returns the numerical average value in a dataset, ignoring text.
CHOOSE	Lookup	Returns an element from a list of choices based on index.
COUNT	Statistical	Returns the count of the number of numeric values in a dataset.
COUNTIF	Statistical	Returns a conditional count across a range.
DATE	Date	Converts a provided year, month, and day into a date.
DAYS360	Date	Returns the difference between two days based on the 360 day year.
FIND	Text	Returns the position at which a string is first found within text.
FINDB	Text	Returns the position at which a string is first found within text counting each double-character as 2.
IF	Logical	Returns one value if a logical expression is true and another if it is false.
INDEX	Lookup	Returns the content of a cell, specified by row and column offset.
INT	Math	Rounds a number down to the nearest integer that's less than or equal to it.
LOOKUP	Lookup	Looks through a row or column for a key and returns the value of the cell in a result range located in the same position as the search row or column.
MATCH	Lookup	Returns the relative position of an item in a range that matches a specified value.
MAX	Statistical	Returns the maximum value in a numeric dataset.
MIN	Statistical	Returns the minimum value in a numeric dataset.
NOW	Date	Returns the current date and time as a date value.
ROUND	Math	Rounds a number to a certain number of decimal places according to standard rules.
SUM	Math	Returns the sum of a series of numbers and/or cells.
SUMIF	Math	Returns a conditional sum across a range.
TODAY	Date	Returns the current date as a date value.
VLOOKUP	Lookup	Searches down the first column of a range for a key and returns the value of a specified cell in the row found.

2

STUDENT EVALUATION OF CCS ELECTRONIC WRITING PORTFOLIO

This school year, you have added many pieces of writing to your CCS Electronic Writing Portfolio. It is now time to look at your writings and evaluate yourself as a writer.

1. Choose FOUR of your portfolio writings to reflect upon in writing. You need one reflection paragraph per piece of writing (four paragraphs total). You can use the list of questions that follow to get ideas about things you could write. However, each of your reflections need to be in paragraph form, with a guiding topic sentence. Do not simply answer the questions.
  - Why did you select this piece of writing?
  - What do you see as the strengths in this piece?
  - What was especially important to you when you were writing this piece?
  - What things did you have trouble with in writing this piece?
  - If you could work on this writing further, what would you do?
  - What were some of the reactions you received on this piece, either from the teacher or from a peer reviewer?

2. Answer the questions on the attached "Thinking about Yourself as a Writer" sheet.

3. Be sure your Four Reflections and the "Thinking About Yourself as a Writer" sheet are added to your CCS Electronic Writing Portfolio.

RUBRIC FOR EVALUATION OF CCS ELECTRONIC WRITING PORTFOLIO

	EXEMPLARY A/B	PROMISING C	BEGINNING D/F
ASSIGNMENTS	all four assignments	most of the assignments	some of the assignments
QUALITY OF WRITING	strong	adequate	weak
REFLECTIONS	complete and multi-dimensional	mostly complete or lack depth	not present for all four pieces or too brief
PERSONAL RESPONSE TO WRITING	strong engagement with writing and awareness	some engagement and somewhat aware	not present or little engagement

Click **Here** to Access the
**STUDENT EVALUATION OF
CCS ELECTRONIC WRITING PORTFOLIO**
in a shareable Google Doc.

Thinking about Yourself as a Writer

1. Of the four pieces of writings that you selected for reflection, which one is your best work? Why?

2. After looking at your four pieces, what do you see as your major strength as a writer?

3. In what ways have you grown or improved as a writer since the beginning of this school year?

4. In what areas do you think that you still need improvement?

5. What do you think people will learn about you from your portfolio?

6. Please list at least three goals that you have for yourself as a writer?