

Teacher Support Videos Available



Help Center
Graphic Organizers
Frequently Asked Questions

- Videos range in length from 55 seconds to 4 minutes
- Designed to provide targeted support for Utah Compose features
- Highlighted topics illustrate and clarify essential features

Teacher



Useful Links

- [Using the Program](#)
- [Course Rosters and Student Accounts](#)
- [Getting Students Started](#)
- [Helping Students with the Peer Review Tool](#)
- [Pre-packaged and Teacher Custom Prompts](#)
- [Viewing Individual Student and Class Reports](#)
- [Resources](#)
 - [Teacher Training Videos](#)
 - [Overview](#)
 - [Teacher login and Account Management](#)
 - [Adding and Editing Courses](#)
 - [Accessibility Options](#)
 - [Differentiating the Scoring](#)
 - [Creating Prompts](#)
 - [Using Advanced Features](#)
 - [Peer Review](#)
 - [Creating Peer Review Groups](#)
 - [Providing Teacher Feedback](#)
 - [Performance Report](#)
 - [Progress Report](#)
 - [Prompts Report](#)

Teacher and Parent/Student Support Resource

4th Grade Demo Class	Active	8/3/2015	3561342	Grade 04
Grade 3 Demo Class	Active	8/3/2015	2616562	Grade 03
Guides	Help Center	Change Course		
Rubrics	Graphic Organizers			
Example Essays	Frequently Asked Questions			

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Step 1: Locate the “Guides” section at bottom of each page in Utah Compose.

Resources

For Helpful Documents, Videos, and User Guides, please visit this section to view and download the most recent and relevant information available that is provided to help maximize your user experience while using Utah Compose in your Schools.

Useful Links

- Known Issues
- Release Notes
- Videos

Step 2: Select “Videos” link.

Recommended for assisting parents and students if they’ve never seen or used Utah Compose at home

Videos

Utah Compose Student Introduction

Utah Compose Student Introduction

https://write.utahcompose.com/Lessons/Lesson121/Play

Elaboration in Essays

SUPPORT
Elaboration in Essays: Beginner • Introduction 1 2 3 4 5 6 7 8

Weather – it affects our travel, our dress, and so many other elements of our lives. We can't control the weather, but we can use specific techniques to describe it, as well as all other topics, in our writing.

These techniques are:

- compare/contrast
- cause/effect
- definition/example

DEFINITION/EXAMPLE
A typhoon, a hurricane that occurs in a tropical region, got its name from a Chinese word that means "great wind."

Credit: National Oceanic and Atmospheric Administration/Department of Commerce

Back See all Lessons

Step 3: Review the Informational video. This is designed to be shown any user.

Teacher Role: Teacher Modeling Account



Select an Account

Select an account which you want to use.

Sign in as teacher

Sign in as student

- When teachers log into their accounts, they will be able log in using a teacher role or a student role
- The student role can be used for live instruction using Utah Compose and allows teachers to model and use program features with students

Teacher Role: Teacher Adding Teacher Ability



Home Lessons Students Reports Prompts

Teacher / Language Arts 7A - 1330 / Home / Edit Course

Edit Course

Course Name*

Language Arts 7A - 1330

Save Cancel

Teachers can change name of their course(s) here

Add an existing teacher

Add Teacher

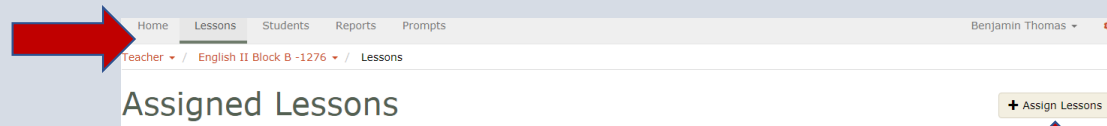
Add Teacher

Name*

Add Teacher

Teachers can only add Utah Compose registered teachers from their school to protect PII

Teacher Role: Lessons



Click the “Lessons” tab
Select lesson for learning intention
Click “Assign Lessons”

Assigned Lessons

Lessons

Category: Development of Ideas Select Lesson Category Difficulty Level: All Levels Select Difficulty Level

Developing Conclusions
⌚ Time: 13 minutes Level: Intermediate 🔊 Read-aloud available
A strong conclusion gives your reader a sense of closure as well as emphasizing and summarizing your essay's main points. This lesson gives students a strong conclusion and an informative and argumentative essays.

Elaboration in Essays
⌚ Time: 6 minutes Level: Intermediate 🔊 Read-aloud available
How do you get from point A to point B in your writing? Details are the “landmarks” that keep your focus - and a reader's interest - on track. This lesson gives students a strong conclusion and an informative and argumentative essays.

Elaboration in Essays
⌚ Time: 8 minutes Level: Beginner 🔊 Read-aloud available
In this lesson you'll learn how to make your main point stronger through the use of different kinds of support: cause and effect, examples...

Assign Lessons

Search lesson: Category: All Categories Search student: Grade: All Grades

0 lessons selected

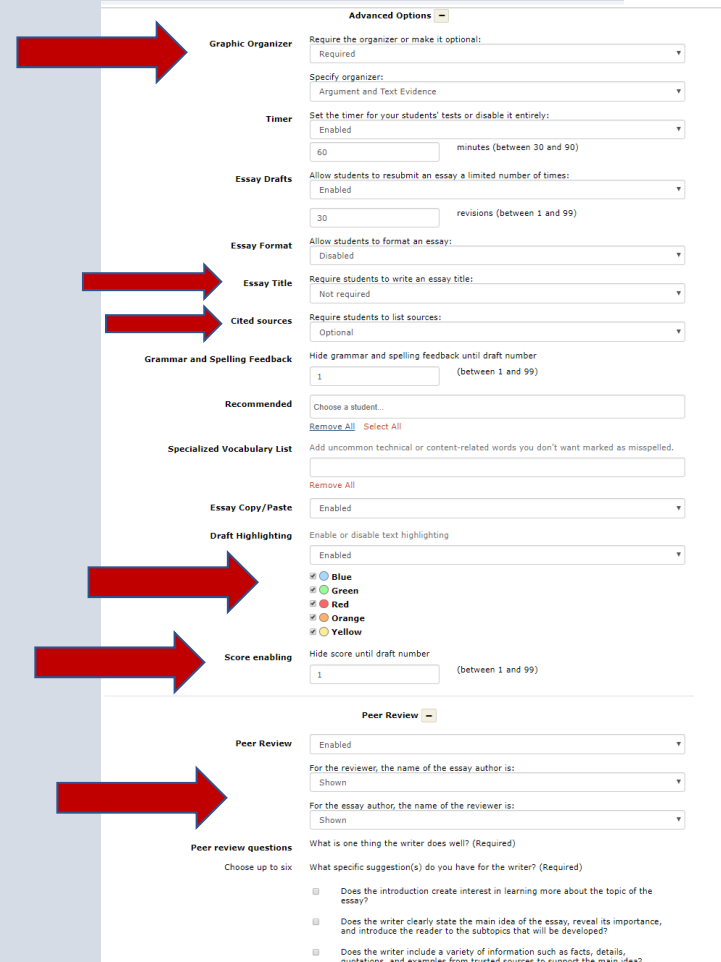
Name
<input type="checkbox"/> A Different Kind of Fun
<input type="checkbox"/> A Good Deed Rewarded
<input type="checkbox"/> A Stell-Ar Performance
<input type="checkbox"/> Active vs. Passive Verbs Set 1
<input type="checkbox"/> Active vs. Passive Verbs Set 2

0 students selected

Name	User Name
<input type="checkbox"/> William Brown	Demo.William.Brown1276
<input type="checkbox"/> Noah Davis	Demo.Noah.Davis1276
<input type="checkbox"/> Jane Doe	Demo.Jane.Doe1276
<input type="checkbox"/> James Johnson	Demo.James.Johnson1276
<input type="checkbox"/> Emma Miller	Demo.Emma.Miller1276

Update: Advanced Options

- Assign and require graphic organizer for students
- Require essay title
- Require students to list sources
- Allows students to highlight drafts in 5 different colors
- Score enabling allows for drafts with no feedback
- Peer review updated including teacher selection of required peer review questions



Advanced Options

Graphic Organizer Require the organizer or make it optional:

Specify organizer:

Timer Set the timer for your students' tests or disable it entirely:

60 minutes (between 30 and 90)

Essay Drafts Allow students to resubmit an essay a limited number of times:

30 revisions (between 1 and 99)

Essay Format Allow students to format an essay:

Essay Title Require students to write an essay title:

Cited sources Require students to list sources:

Grammar and Spelling Feedback Hide grammar and spelling feedback until draft number: (between 1 and 99)

Recommended Choose a student:

Specialized Vocabulary List Add uncommon technical or content-related words you don't want marked as misspelled:

Essay Copy/Paste

Draft Highlighting Enable or disable text highlighting:

☒ Blue ☒ Green ☒ Red ☒ Orange ☒ Yellow

Score enabling Hide score until draft number: (between 1 and 99)

Peer Review

For the reviewer, the name of the essay author is:

For the essay author, the name of the reviewer is:

Peer review questions What is one thing the writer does well? (Required)

Choose up to six What specific suggestion(s) do you have for the writer? (Required)

- ☐ Does the introduction create interest in learning more about the topic of the essay?
- ☐ Does the writer clearly state the main idea of the essay, reveal its importance, and introduce the reader to the subtopics that will be developed?
- ☐ Does the writer include a variety of information such as facts, details, quotations, and examples from trusted sources to support the main idea?

Teacher Role: Graphic Organizer Assignment

Home Lessons Students Reports **Prompts**

Teacher / Grade 5 - 1330 / Prompt / Edit Prompt

Edit Prompt

Title All About Dirt

Description Read about soil. Be sure to read all three articles, and to click on the Food Web button on the third page. Then write an explanation of why soil is so important to us. Use facts from all four sources to support your explanation.

Genre Informative/Explanatory

Sub-Genre

Content Areas 10 Science

Status Enabled 7/22/2019

Stimulus Materials

- Article: What Is Soil?
- Article: Soil Importance
- Article: Incredible Journey

NOTE: Measurement Incorporated does not control any of the content on the stimulus material pages.

Advanced Options +

Save Cancel

Advanced Options -

Graphic Organizer Require the organizer or make it optional: Optional

Timer Set the timer for your students' tests or disable it entirely: Enabled 60 minutes (between 30 and 90)

Essay Drafts Allow students to resubmit an essay a limited number of times: Enabled 30 revisions (between 1 and 99)

Essay Format Allow students to format an essay: Enabled 1 Hide Format until draft number (between 1 and 99)

Essay Title Require students to write an essay title: Not required

Cited sources Require students to list sources: Optional

Grammar and Spelling Feedback Hide grammar and spelling feedback until draft number 1 (between 1 and 99)

Peer Review Enabled

For the reviewer, the name of the essay author is: Shown

For the essay author, the name of the reviewer is: Shown

Recommended

William Brown x Noah Davis x Jane Doe x James Johnson x Emma Miller x
Sophia Moore x John Smith x Mia Taylor x Alexander Williams x
Olivia Wilson x

Remove All Select All

Specialized Vocabulary List Add uncommon technical or content-related words you don't want marked as misspelled.

Remove All

Essay Copy/Paste Enabled

Score enabling Hide score until draft number 1 (between 1 and 99)

Save Cancel



Teacher and Student Role: Graphic Organizer Assignment



Teacher View

Graphic Organizer

Require the organizer or make it optional:
Required

Specify organizer:

- Argument and Text Evidence
- Snowflake
- Venn Diagram
- Textual Evidence
- Opinion, Support, Evidence
- Essay Outline
- Flower Pot Map
- Four-Square
- Free-Write
- Brainstorming to Choose a Claim

Timer

Essay Drafts

Defaults to "Optional"
Select "Required" to require a specific organizer or student choice
Organized by genre

Student View

Practice Writing
Select an Organizer

Select an organizer and click **Next** to begin the prewriting exercise. To download a printable version of the organizer, select an organizer and click **Print**.

Recommended

- Detail Wheel
- Asking the 5 W's
- Events Web
- Step by Step Organizer
- TAP Count Planning Guide
- The 5 Senses Map
- Burger Chart
- Cause and Effect
- General Essay
- Fact-Tracks
- Venn Diagram
- Textual Evidence
- Four-Square
- Free-Write
- Compare and Contrast

Other Organizers

- Paw Print Web
- Story Outline
- Narrative Train
- Characterization Chart
- Snowflake
- Story Planner
- Opinion, Support, Evidence
- Flower Pot Map
- Story Pyramid
- Personal Narrative Map

Student View
Optional default

Practice Writing
Select an Organizer

Select an organizer and click **Next** to begin the prewriting exercise. To download a printable version of the organizer, select an organizer and click **Print**.

Required Organizer

- Opinion, Support, Evidence

Student View
Teacher set Required graphic organizer

Teacher Role: Essay Copy & Paste Restrictions



Advanced Options

Graphic Organizer Require the organizer or make it optional:
Optional

Timer Set the timer for your students' tests or disable it entirely:
Enabled
60 minutes (between 30 and 90)

Essay Drafts Allow students to resubmit an essay a limited number of times:
Enabled
30 revisions (between 1 and 99)

Essay Format Allow students to format an essay:
Enabled

Student Role: Split Screen Revision

- When students revise an essay, the screens are split side by side
- Student no longer have to scroll up and down during revision
- Student have the option to turn off spelling and grammar feedback during revision

Recommended

William Brown ✕ Noah Davis ✕ Jane Doe ✕ James Johnson ✕ Emma Miller ✕
Sophia Moore ✕ John Smith ✕ Mia Taylor ✕ Alexander Williams ✕
Olivia Wilson ✕

Remove All Select All

Specialized Vocabulary List Add uncommon technical or content-related words you don't want marked as misspelled.
Remove All

Essay Copy/Paste Enabled

Score enabling Hide score until draft number
1 (between 1 and 99)

Save Cancel

- Teacher has ability to prevent students from copying and pasting text from outside sources into an essay or from within an essay
- Prevents direct plagiarism by students
- Must be set per prompt using Advanced Options
- Can be adjusted between writing sessions by teacher (enable and then disable on later drafts)
- “Disable It” is system default

Teacher Role: Multi-select Print



From “Home” tab, under “Student Writing History,” teacher can multi-select students and print latest essay drafts




Teacher ▾ / Grade 5 - 1330 ▾ / Home

Student Writing History

Click a date to view a score report. To view results for one student, select a student in the drop down box.

Student
All Students ▾

Prompt
All Prompts ▾

   Print

	Date	Student	Prompt	Stage	Status	Reviewed	Messages
<input type="checkbox"/>	7/22/2019	Smith, John	Student Choice Opinion	Gr. Org	In progress	-	
<input type="checkbox"/>	7/22/2019	Doe, Jane	Student Choice Informative/Explanatory	1st Draft	In progress	-	1 (1 new)
<input type="checkbox"/>	7/21/2019	Doe, Jane	A Favorite Activity	4th Draft	Finalized	-	

Student Role: Split Screen Revision



- When students revise an essay, the screens are split side by side
- Student no longer have to scroll up and down during revision
- Student have the option to turn off spelling and grammar feedback during revision

A Special Memory

Write an essay about a memory that is important to you. Write the essay in narrative form. Help your reader feel the emotion you felt as you were living through this event.

Time Remaining Hide

59:50

Writing Suggestions

Show Feedback

Camping in Colorado

I used to love going camping in Colorado with my family. We went every summer after visiting my relatives. I remember the Big Thompson river rushing down over the rocks and between the mountains. As soon as we saw the river, we knew we were almost there. There were always fishermen along the river with their hip waders and rods with reels. It was really pretty cold in the Rockies during the summer, so people had to wear jackets during the day and especially at night. I would try to look out the window to see the tops of the mountains

We'd set up the tent, and put all our sleeping bags, and clothes in the tent, and then my mom would get busy setting up her kitchen. We had a camp stove and a big cooler. Once a bear tipped it over and ate stuff out of it. My dad would look for wood to build a fire later, and my brothers and I would go check out the rest of the camp, the store, and the restrooms, and see if there was a playground, or place to swim.

There was something about being in the mountains that made us all so hungry, and we could hardly wait to eat. My mom would get impatient with us, and tell us to go do something, until it was ready. I would set the wooden picnic table, because, that way, I could sneak some food! Then we'd always have hamburgers, and fresh somatos, and corn on the cob. It was so good. Then we'd sit around the fire, and make somores and talk. We'd get tired early, and besides, there wasn't any light except for the fire and the lantern, so we'd go to bed, and in the morning, I was always cold and clammy, and always woke up hearing the tent door zip up and down. Then it was time for breakfast and a new adventure!

Cited sources:

No sources entered.

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Cited sources:

Cited Sources

Previous

325 words

Save and Quit

Submit

Your essay is autosaved every 60 seconds.

Student Role: Split Screen Graphic Organizer with Highlighting

Practice Writing
Select an Organizer

Select an organizer and click **Next** to begin the prewriting exercise. To download a printable version of the organizers, select an organizer and click **Print**.

Recommended



Other Organizers



Student View
(Optional selection set by teacher)

A Favorite Activity

Describe an activity that you like to do in your free time. Explain what about this activity makes it something you choose to do. Use examples and descriptive details to help the reader understand your choice.

Time Remaining 57:30

Writing Suggestions

There are no right or wrong responses to the prompt. The essay must be long enough to develop your ideas about the topic and to allow scoring in each of 8 areas: Development of Ideas, Organization, Style, Word Choice, Sentence Fluency, Conventions (scored by the site) as well as Textual Evidence and Content Accuracy (scored by your teacher). Use details, facts, information, and examples to support your ideas. When proofreading your essay, ask yourself the following questions:

- Is the essay well organized and developed?
- Is there an introduction and a conclusion?
- Is there sufficient evidence to support your choices?
- Are sentences clear, concise, and varied in format? Do they flow logically from one thought to another?
- Is the vocabulary specific and appropriate?
- Are the spelling, punctuation, grammar, and capitalization correct?
- Are you writing in standard American English?

Use the boxes below to organize your ideas and evidence for your essay.

Topic or Thesis:	
Practice Graphic Organizer	
Main Points, Ideas, or Claims	Text Evidence/Source/Location
Camping is fun	Article from Backpacking
Checking out the highlighting feature	I like the color choices

Title

Essay

