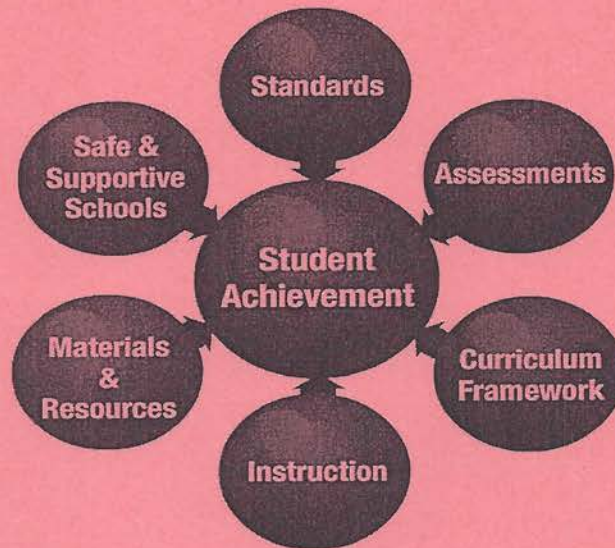


Transition to PA Common Core Standards

ELA-Module 3 – “Writing Expectations”



Easton Area School District

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Note on Range and Content of Student Writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external; sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

-Common Core State Standards, www.corestandards.org, pg 18

* engage NY
common core shift videos

teaching content
is teaching reading
D. Willingham

Understanding the Learning Progressions-

CC.1.4- Opinion/Argument - Organization

CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.

CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.

CC.1.4.K.J Make logical connections between drawing and writing.

This essay on dress codes was written for a university/college placement assessment. Two different perspectives on an issue (whether or not dress codes should be adopted in school) were provided in the prompt, and students were advised to either support one of the two points of view given or present a different point of view on the issue. The students were allowed thirty minutes to write.

I believe that it would be beneficial for our schools to adopt dress codes. Although some may argue that this action would restrict the individual student's freedom of expression, I do not agree. Our right to express ourselves is important, but in our society none of us has unrestricted freedom to do as we like at all times. We must all learn discipline, respect the feelings of others, and learn how to operate in the real world in order to be successful. Dress codes would not only create a better learning environment, but would also help prepare students for their futures.

Perhaps the most important benefit of adopting dress codes would be creating a better learning environment. Inappropriate clothing can be distracting to fellow students who are trying to concentrate. Short skirts, skimpy tops, and low pants are fine for after school, but not for the classroom. T-shirts with risky images or profanity may be offensive to certain groups. Students should express themselves through art or creative writing, not clothing. With fewer distractions, students can concentrate on getting a good education which can help them later on.

Another benefit of having a dress code is that it will prepare students to dress properly for different places. When you go to a party you do not wear the same clothes you wear to church. Likewise, when you dress for work you do not wear the same clothes you wear at the beach. Many professions even require uniforms. Having a dress code in high school will help students adjust to the real world.

Lastly, with all the peer pressure in school, many students worry about fitting in. If a dress code (or even uniforms) were required, there would be less emphasis on how you look, and more emphasis on learning.

In conclusion, there are many important reasons our schools should adopt dress codes. Getting an education is hard enough without being distracted by inappropriate t-shirts or tight pants. Learning to dress for particular occasions prepares us for the real world. And teens have enough pressure already without having to worry about what they are wearing.

This opinion piece about a work of literature was produced in class

Owl Moon
When you go owling
you don't need words, or worm
or any thing, but hope. This
is the book of Owl Moon.
This book is written by
Jane Yolen. I like that
phrase because the boy
was happy because he got
to go owling and he's been
wanted to go owling for a
long time and he finally
got to go.

When other kids are
happy that makes me
happy. I like it because
it makes me feel good
because you don't have
to have words to go owling
but you have to have
hope to see an owl.

This argument was produced for an on-demand assessment. Students were asked to write a letter to their principal about a plan to install video cameras in the classroom for safety reasons. The abbreviated time frame of the assessment (and the consequent lack of opportunity to perform research and revise) explains the absence of information from sources and possibly also the occasional errors.

Video Cameras in Classrooms

You are seated in class as your teacher explains and points things out on the whiteboard. You twitch your hand, accidentally nudging your pencil, which rolls off your desk and clatters to the floor. As you lean over to pick up your pencil, your cell phone falls out of your coat pocket! Luckily you catch it without your teacher seeing, but it is in plain view of the video camera's shiny lens that points straight at you. The classroom phone rings, and after a brief conversation, your teacher walks over to your desk and kneels down beside you. "About that cell phone of yours . . ." How did that get you in trouble? How could it possibly be a good idea to put cameras in classrooms?

When students are in their classrooms, teachers are in the classroom too, usually. But when a teacher goes out of the classroom, what usually happens is either everything goes on as usual, or the students get a little more talkative. Cameras aren't there because people talk a lot. It is the teacher's job to keep people quiet. If something horrible happened, somebody in class would usually report it, or it would just be obvious to the teacher when he came back that something had happened.

If we already have cameras in the halls, why spend the money to get thirty more cameras for all the different classrooms? Our school district already has a low budget, so we would be spending money on something completely unnecessary. There hasn't been camera-worthy trouble in classrooms. Cameraworthy trouble would be bad behavior every time a teacher left the room. There is no reason to install cameras that might just cause trouble, both for the students and for the budget.

Different students react differently when there is a camera in the room. Some students get nervous and flustered, trying hard to stay focused on their work with a camera focused on them. 90% of students claim that they do better work when they are calmer, and cameras are not going to help. Other students look at cameras as a source of entertainment. These students will do things such as wave at the camera, make faces, or say hi to the people watching through the camera. This could be a big distraction for others who are trying to learn and participate in class. Still other students will try to trick the camera. They will find a way to block the lens or do something that the camera will not be likely to catch. All of these different students will be distracted by the cameras in their classrooms.

Instead of solving problems, cameras would cause the problems. That is why I disagree with the idea to put cameras in classrooms. This plan should not be put to action.

Standards What Student Knows	Evidence What Student Does
• CC.1.4.2.G	• opinion (hope/happy)
• CC.1.4.2.H	• focus (topic stated)
• CC.1.4.2.I	• content (lacking... supporting details)
• CC.1.4.2.J	• organization (includes conclusion)
• CC.1.4.2.K	• style (variety of words... not much)
• CC.1.4.2.L	• conventions (not all correct)

Common Core Shifts in ELA/Literacy: Implications for Students, Teachers, and Administrators

ELA/Literacy Shift 1: Balancing Informational and Literary Text

Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world- science, social studies, the arts, and literature. At least 50% of what students read is informational.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> • Build background knowledge to increase reading skill • Exposure to the world through reading • Apply strategies to reading informational text. 	<ul style="list-style-type: none"> • Provide students equal #s of informational and literary texts • Ensure coherent instruction about content • Teach strategies for informational texts • Teach “through” and “with” informational texts • Scaffold for the difficulties that informational text present to students • Ask students, “What is connected here? How does this fit together? What details tell you that?” 	<ul style="list-style-type: none"> • Purchase and provide equal amounts of informational and literacy text to students • Hold teachers accountable for building student content knowledge through text • Provide PD and co-planning opportunities for teachers to become more intimate with non fiction texts and the way they spiral together

ELA/Literacy Shift 2: Knowledge in the Disciplines

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms- rather than referring to the text, they are expected to learn from what they read.

<ul style="list-style-type: none"> • Become better readers by building background knowledge • Handle primary source documents with confidence • Infer, like a detective, where the evidence is in a text to support an argument or opinion • See the text itself as a source of evidence (what did it say vs. what did it not say?) 	<ul style="list-style-type: none"> • Shift identity: “I teach reading.” • Stop referring and summarizing and start reading • Slow down the history and science classroom • Teach different approaches for different types of texts • Treat the text itself as a source of evidence • Teach students to write about evidence from the text • Teach students to support their opinion with evidence. • Ask: “How do you know? Why do you think that? Show me in the text where you see evidence for your opinion.” 	<ul style="list-style-type: none"> • Support and demand the role of all teachers in advancing students’ literacy • Provide guidance and support to ensure the shift to informational texts for 6-12 • Give teachers permission to slow down and deeply study texts with students
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ELA/Literacy Shift 3: Staircase of Complexity

In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step’ of growth on the “staircase”. Students read the central, grade appropriate text around which the instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and apply appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

<ul style="list-style-type: none"> • Read to see what more they can find and learn as they re-read texts again and again • Read material at own level to build joy of reading and pleasure in the world • Be persistent despite challenges when reading; good readers tolerate frustration 	<ul style="list-style-type: none"> • Ensure students are engaged in more complex texts at every grade level • Engage students in rigorous conversation • Provide experience with complex texts • Give students less to read, let them re-read • Use leveled texts carefully to build independence in struggling readers • More time on more complex texts • Provide scaffolding • Engage with texts w/ other adults • Get kids inspired and excited about the beauty of language 	<ul style="list-style-type: none"> • Ensure that complexity of text builds from grade to grade. • Look at current scope and sequence to determine where/how to incorporate greater text complexity • Allow and encourage teachers to build a unit in a way that has students scaffold to more complex texts over time • Allow and encourage teachers the opportunity to share texts with students that may be at frustration level
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ELA/Literacy Shift 4: Text Based Answers

Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> • Go back to text to find evidence to support their argument in a thoughtful, careful, precise way • Develop a fascination with reading • Create own judgments and become scholars, rather than witnesses of the text • Conducting reading as a close reading of the text and engaging with the author and what the author is trying to say 	<ul style="list-style-type: none"> • Facilitate evidence based conversations with students, dependent on the text • Have discipline about asking students where in the text to find evidence, where they saw certain details, where the author communicated something, why the author may believe something; show all this in the words from the text. • Plan and conduct rich conversations about the stuff that the writer is writing about. • Keep students in the text • Identify questions that are text-dependent, worth asking/exploring, deliver richly. • Provide students the opportunity to read the text, encounter references to another text, another event and to dig in more deeply into the text to try and figure out what is going on. • Spend much more time preparing for instruction by reading deeply. 	<ul style="list-style-type: none"> • Allow teachers the time to spend more time with students writing about the texts they read- and to revisit the texts to find more evidence to write stronger arguments. • Provide planning time for teachers to engage with the text to prepare and identify appropriate text-dependent questions. • Create working groups to establish common understanding for what to expect from student writing at different grade levels for text based answers. • Structure student work protocols for teachers to compare student work products; particularly in the area of providing evidence to support arguments/conclusions.

ELA/Literacy Shift 5: Writing from Sources

Writing needs to emphasize the use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

<ul style="list-style-type: none"> • Begin to generate own informational texts 	<ul style="list-style-type: none"> • Expect that students will generate their own informational texts (spending much less time on personal narratives) • Present opportunities to write from multiple sources about a single topic. • Give opportunities to analyze, synthesize ideas across many texts to draw an opinion or conclusion. • Find ways to push towards a style of writing where the voice comes from drawing on powerful, meaningful evidence. • Give permission to students to start to have their own reaction and draw their own connections. 	<ul style="list-style-type: none"> • Build teacher capacity and hold teachers accountable to move students towards informational writing
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ELA/Literacy Shift 6: Academic Vocabulary

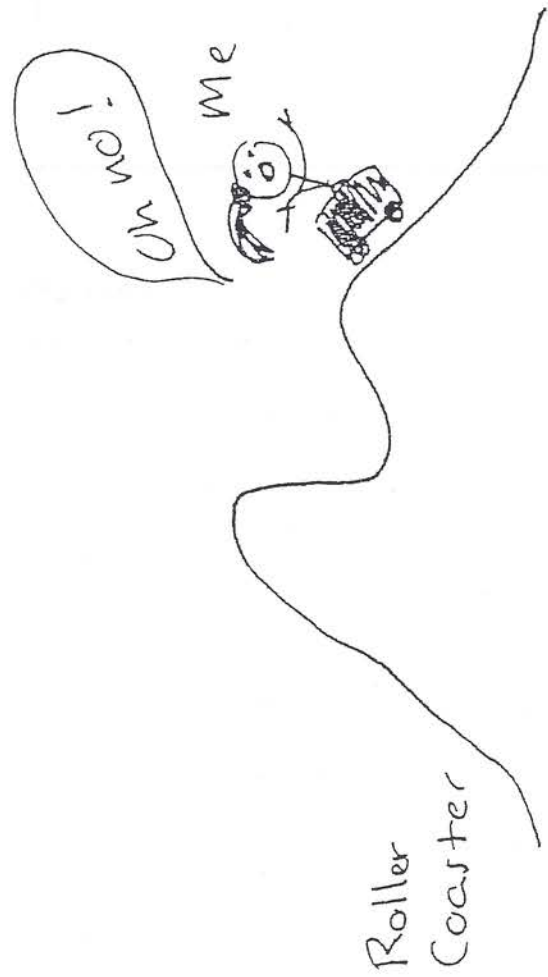
Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> • Spend more time learning words across "webs" and associating words with others instead of learning individual, isolated vocabulary words. 	<ul style="list-style-type: none"> • Develop students' ability to use and access words that show up in everyday text and that may be slightly out of reach • Be strategic about the kind of vocabulary you're developing and figure out which words fall into which categories- tier 2 vs. tier 3 • Determine the words that students are going to read most frequently and spend time mostly on those words • Teach fewer words but teach the webs of words around it • Shift attention on how to plan vocabulary meaningfully using tiers and transferability strategies 	<ul style="list-style-type: none"> • Provide training to teachers on the shift for teaching vocabulary in a more meaningful, effective manner.

narrate a single event

provide a reaction to what happened (19)

perhaps our story, which we may tell with pictures and words, goes:



I rode the roller coaster.
I was scared.