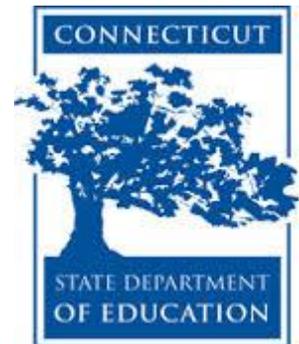


Module 3  
Facilitator Guide

Supporting All Students in  
Writing and Research

# Connecticut Core Standards for English Language Arts and Literacy



Grades 6–12

*Systems of Professional Learning*

**Connecticut Core Standards Systems of Professional Learning**

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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## Module Overview

In Module 3, Connecticut Core Standards Coaches deepen their understanding of instructional practices that align with the Connecticut Core Standards for English Language Arts & Literacy (CCS-ELA & Literacy) and the three instructional shifts.

This module is focused on the CCS-ELA & Literacy Writing Standards, which include expectations for types of writing, the writing process, research, and routine writing. Coaches will review the types of writing included in the CCS and will then have an opportunity to examine a vertical progression of student writing introduced in a new resource, “In Common.” Through reading a research-based article, viewing video clips and student work samples, and engaging in several collaborative protocols, participants will dig deeply into the instructional shift, “Writing, grounded in evidence from text.” Participants will review the expectations for research and technology use in the CCS. They will examine CCS-aligned units focused on research to see how the research process is developed. They will discuss the expectations of standard W.10 (routine writing) and will see how it is reflected in several exemplar units. Finally, building on Module 2’s focus on Universal Design for Learning, coaches will consider how support for writing instruction can be developed through a gradual release of responsibility from teacher to students. Throughout the module, coaches will participate in several different discussion/presentation protocols which can be used in their work with colleagues and with students.

During the session, coaches will have an opportunity to discuss in small groups the ways in which they shared the messages of Module 2 with colleagues in their schools or districts. At the end of the session, they will reflect on Module 3 and plan for sharing and professional development back in their district or school.

<b>Prerequisite</b>	None
<b>Duration</b>	Full day
<b>Outcomes</b>	<p>By the end of the module, participants will accomplish the following:</p> <ul style="list-style-type: none"> <li>Assess their understanding of writing grounded in evidence, genres of writing, purposes for writing, research, and supporting students in writing relative to the CCS-ELA &amp; Literacy</li> <li>Discuss with colleagues the experience of sharing the activities and messages of the Systems of Professional Learning Modules in their schools and districts</li> <li>Learn how writing and research can be incorporated into ELA &amp; Literacy units and lessons</li> <li>Understand how writing can serve as formative assessment</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Become familiar with best practices for supporting all students in writing and research</li><li>• Collaboratively plan for sharing the key components of this module within their school and/or district</li></ul> |
|--|--|

### Resources Required

- Chart paper, markers, pens, highlighters, nametags, post-it notes
- Participant Guide for each participant
- *In Common* Student Writing Samples (separate handouts)
- *Best Practices in Writing Instruction* (2nd ed., Ch. 14, pp. 334-350) (separate handout that needs to be collected)

### Session Preparation

Tables should be arranged so participants can work in groups.

### Session at-a-Glance

#### Introductory Activities (15 minutes)

- Welcome
- You Are Here
- Module outcomes and session agenda
- Quick write (sharing the materials and messages from Module 2 with school and district colleagues)
- Pre-Assessment

#### Supporting Documents:

- Pre-Assessment
- *Notepad* in Participant Guide

#### PowerPoint Slides:

- 1-7

## Part 1: Sharing Our Successes and Challenges (15 minutes)

Connecticut Core Standards Coaches will meet in small groups and will take turns presenting about how they shared the messages of Module 2 with others in their school or district.

### Activity 1: Sharing About Module 2 (15 minutes)

Coaches will meet in groups of 4 and will share with the others in their group how they shared the messages of Module 2 with others in their school or district.

#### Supporting Documents:

- Quick Write (in the *Notepad*) about sharing messages of Module 2 with school and district colleagues

#### PowerPoint Slides:

- 9-10

## Part 2: A Close Look at the Writing Standards (65 minutes)

After reviewing the organization of the CCS-ELA & Literacy Writing Standards, coaches will read and debrief an excerpt from Common Core State Standards ELA & Literacy *Appendix A*, which includes a definition of the three text types and the special place of argument in the standards. Participants will then be introduced to the extensive collection of student writing in, “In Common: Effective Writing for all Students.” They will examine the differences in grade level expectations of the writing standards for Opinion/Argument, Explanation, and Narrative, by looking at and annotating a progression of On-Demand student writing from the collection.

### Activity 2: Types of Writing in the CCS-ELA & Literacy (30 minutes)

Working in teams of 4, each participant reads about one type of writing from *Appendix A* of the CCSS document (these pages are located in the Appendix of the Participant Guide). Teams discuss, using a Text-rendering Protocol, and synthesize the information by answering questions provided in the participant guide.

#### Supporting Documents:

- Excerpt (pp. 23-25) from CCSSO & NGA. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Washington, DC.  
[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)
- Directions for Text-rendering Protocol

#### PowerPoint Slides:

- 17-20

**Activity 3: Examining the Grade Level Demands of the Writing Standards (30 minutes)**

Participants examine the differences in grade level expectations of the CCS Writing Standards for Opinion/Argument, Informative/Explanatory, or Narrative writing, by looking at a progression of On-Demand student writing from the *In Common* collection and annotating with the language of the standards.

**Supporting Documents:**

- “Learning by Example – PD Activity” from Achieve the Core. Retrieved from <http://achievethecore.org/page/507/in-common-effective-writing-for-all-students>
- Vertical Progression of the CCS-ELA & Literacy Writing Standards
- Student writing samples from the Collection of All In Common Writing Samples, K-12 (separate handouts) <http://achievethecore.org/page/507/in-common-ee-writing-for-all-students>

**PowerPoint Slides:**

- 21-25

**Part 3: Creating Claims and Writing Grounded in Evidence from Text (105 minutes)**

Participants listen to a brief review of Instructional Shift 2, Reading, Writing, and Discussion grounded in evidence from text, and examine the meaning of “writing, grounded in evidence from text.” They see the types of writing that will be required from the sixth, eighth, and eleventh grades on in the SBAC assessments. In Activity 4a, they participate in a Jigsaw Protocol, using a chapter from *Best Practices in Writing Instruction* (2013). In Activity 4b and 4c, they read “Writing to Sources” and discuss with a partner, using the discussion prompts as a guide. Then in 5a, 5b, and 5c they watch two videos and review samples of student writing.

**Activity 4a: Writing About Text (40 minutes)**

Working in teams, participants use a Jigsaw Protocol to read and debrief Tim Shanahan’s chapter, (2013) “Best Practices in Writing about Text.” Participants, in table groups, read one section of the text, highlighting key ideas (please remind participants not to write on the handout). Together they summarize the section, and decide how they will teach that section to other participants. They create a graphic to help them do so. Each participant makes a copy of the graphic.

Participants re-organize into groups of 5 and each read a different section of the chapter. They take turns “teaching” the other participants about their section.

Participants return to their original table groups, discuss, and record their take-aways for this session in the *Notepad* section of the Participant Guide.

### Supporting Documents:

- Shanahan, T. (2013). Best practices in writing about text. In S. Graham, C. A. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction* (2nd ed., ch. 14, pp. 334-350). New York: Guilford Press

### PowerPoint Slides:

- 36-40

## Activity 4b: “Writing to Sources” Teachers’ Guide 6–12 (10 minutes)

Participants read “Writing to Sources: Initial Guided Instruction for ELA 6-12”, underline key concepts that will serve as supports for teachers and students, and discuss with a partner.

### Supporting Documents:

- Achieve the Core. Student Achievement Partners. *Writing to Sources: Guided Instruction*. Retrieved from [http://www.solution-tree.com/media/pdf/WriteLikeReportersK\\_5FREYCF335.pdf](http://www.solution-tree.com/media/pdf/WriteLikeReportersK_5FREYCF335.pdf)

### PowerPoint Slides:

- 41-43

## Activity 4c: Best Practices Discussion (5 minutes)

Participants use their *Notepad* section titled *Activity 4c: Best Practices Discussion* on page 50 to jot down any ideas from the previous activities that they might share with colleagues in their district.

### PowerPoint Slide:

- 44

## Activity 5a: Writing Claims – Viewing a Video and Having a Written Conversation (30 minutes)

Participants watch a video lesson on developing a claim in a middle school classroom. They have a “Written Conversation,” following directions in the Participant Guide.

### Supporting Documents:

- *Written Conversation*, adapted from Expeditionary Learning. “Written conversation protocol,” from “Teaching Practices and Protocols,” *Grades 3-5 ELA Curriculum: Appendix 1*  
<http://www.engageny.org/resource/grades-3-5-ela-curriculum-appendix-1-teaching-practices-and-protocols>
- Written Conversation Notes Sheet
- *Odell Forming a Claim, Making a Claim, Organizing a Claim and Writing a Claim Protocols*

### Video:

- *Developing a Claim Using Two Informational Texts*. Retrieved from  
<http://www.engageny.org/resource/common-core-instruction-developing-a-claim-using-two-informational-texts>

### PowerPoint Slides:

- 45-50

## Activity 5b: Finding Evidence to Support an Argument – Viewing a Video (10 minutes)

Participants review the *Odell Evidence-Based Argument Criteria Checklist 6–12* (found in the Appendix at the end of the Participant Guide) and will then view the video *Developing Evidence-based Arguments* and consider how students were supported in developing and supporting arguments and finding evidence, and the role of discussion in crafting arguments and gathering evidence. Participants will then discuss the effect of instructional activities on student writing generated by the lesson.

### Supporting Documents:

- *Odell Evidence-Based Argument Criteria Checklist 6–12*

### Video

- *Developing Evidence-based Arguments*, 9<sup>th</sup> grade history class. Retrieved from America Achieves (sign-in required) <http://commoncore.americaachieves.org/module/1>

### PowerPoint Slides:

- 51-56

**Activity 5c: Finding Evidence to Support an Argument – Looking at Student Work (10 minutes)**

Participants review samples of student writing generated from the lesson in the video *Developing Evidence-based Arguments* and will discuss the effect of instructional activities on the writing.

**Supporting Documents:**

- Student work samples from *Developing Evidence-based Arguments*,  
<http://commoncore.americaachieves.org/module/1>

**PowerPoint Slide:**

- 57

**Part 4: Inquiry and Research in CCS-ELA & Literacy (60 minutes)**

Participants will review the vertical progression of standards related to research. In groups, they will review several CCS exemplar units to see how research is developed. Each group will create a poster to describe their unit. Participants will participate in a hosted gallery walk to view the posters.

**Activity 6a: Reviewing a Research Framework (10 minutes)**

Participants review the “Teacher Research Unit Guide” with a partner. The guide can be found in the Appendix of the Participant Guide.

**Supporting Documents**

- Odell Education. “Teacher Research Unit Guide.” Retrieved from  
<http://www.engageny.org/resource/developing-core-proficiencies-program-units-in-ela-literacy>

**PowerPoint Slide:**

- 61-66

**Activity 6b: Reviewing the Unit – Hosted Gallery Walk (50 minutes)**

Participants will review CCS exemplar units to see how research is developed. Each group will create a poster to describe their unit and participate in a Hosted Gallery Walk to view the posters.

**Supporting Documents**

- Exemplar Units (Downloaded onto laptop or other internet connected device). Available from the EngageNY, Common Core Curriculum & Assessments, Common Core Curriculum, English Language Arts website:  
<http://www.engageny.org/english-language-arts>
  - Grade 6: Module 4 Unit 1: Read for Research and Writing an Argument  
<http://www.engageny.org/resource/grade-6-ela-module-4>
  - Grade 7: Module 4B: Water is Life <http://www.engageny.org/resource/grade-7-ela-curriculum-map>
  - Grade 8: Module 4: Sustainability of World’s Food <http://www.engageny.org/resource/grade-8-english-language-arts>
  - Grade 9 Unit 4: Analyzing Text to Write Arguments  
<http://www.engageny.org/sites/default/files/resource/attachments/9.4.pdf>
  - Grade 9-10: Researching to Deepen Understanding: Music  
<http://www.engageny.org/resource/grades-9-10-ela-researching-to-deepen-understanding-unit-music>
  - Grade 11-12: Researching to Deepen Understanding: Design  
<http://www.engageny.org/resource/grades-11-12-ela-researching-to-deepen-understanding-unit-design>
  - *Odell Education. Student Research Plan. Available from* <http://odelleducation.com/wp-content/uploads/2013/09/Student-Research-Plan.pdf>
  - *Odell Education. Developing Core Proficiencies Curriculum: Unit 3: Researching to Deepen Understanding. Available from* <http://odelleducation.com/literacy-curriculum/research>
- “Developing Research” Organizer
- Hosted Gallery Walk Protocol adapted from Expeditionary Learning.  
[www.engageny.org/.../attachments/hosted\\_gallery\\_walk\\_protocol.doc](http://www.engageny.org/.../attachments/hosted_gallery_walk_protocol.doc)

**PowerPoint Slides:**

- 68-70

## Part 5: Routine and Daily Writing (35 minutes)

Coaches will read closely CCRA W.10, “Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.” They will interpret this standard and discuss this standard.

In Activity 7, coaches will review several exemplar units and lessons for embedded writing tasks. They will record and sort these as to where they occur in the units and lessons. They will discuss various ways they see routine writing being incorporated in the units, and how those writing tasks might serve as formative assessment. They will extend this discussion to include routine writing being done in their school or district.

### Activity 7: Reviewing Exemplar Units and Lessons (30 minutes)

Participants review several exemplar units for embedded writing tasks, discuss the ways routine writing is embedded, and consider ways they or their colleagues embed writing in lessons.

#### Supporting Documents:

Participants will be asked to access electronically during the session, or download and print one or more exemplar units before Module 3 begins.

- **Grade 6–7:** The Digestive Process  
<http://achievethecore.org/dashboard/300/search/1/1/6/7/8/page/752/featured-lessons-list-pg>
- **Grade 7–8:** The Long Night of the Little Boats  
<http://achievethecore.org/dashboard/300/search/1/1/6/7/8/page/752/featured-lessons-list-pg>
- **Grade 6–8:** Voices from Little Rock <http://achievethecore.org/page/737/history-social-studies-lessons>
- **Grade 9–12:** Researching the Meaning of the American Dream <http://www.readwritethink.org/classroom-resources/lesson-plans/chasing-dream-researching-meaning-30925.html?tab=4#session1>
- **Grade 11:** The Art of Persuasion and the Craft of Argument  
<http://www.doe.mass.edu/candi/model/units/ELAg11-PersuasionArgument.pdf>
- **Grade 11–12:** I Am an American Day by Learned Hand  
<http://achievethecore.org/dashboard/300/search/1/1/9/10/11/12/page/752/featured-lessons-list-pg>

#### PowerPoint Slides:

- 73-80

## Part 6: Supporting Students in Writing (55 minutes)

Participants will reflect on what they have learned so far today about the writing standards and shifts and consider what kinds of support students will need in writing. They will review the concept of gradual release of responsibility and will consider the various practices they have seen today that demonstrate a gradual release.

### Activity 8: Viewing a Video (10 minutes)

In Activity 8, participants will view a segment of a video lesson and analyze student writing activities, observing the ways in which students are supported. Participants will also note student supports in reading, speaking, and listening.

#### Video:

Teaching Channel *Writing and Delivering Persuasive Speeches*.

<https://www.teachingchannel.org/videos/teaching-persuasive-speeches>

#### PowerPoint Slides:

- 83-89

## Part 7: Reflection and Planning (30 minutes)

Coaches will reflect on the elements of today’s presentation and activities. They will then meet with their school or district colleagues, or with a small group of coaches who are “solo” at today’s workshop, to develop a strategy for sharing Module 3’s key messages with colleagues.

### Activity 9: Reflection (10 minutes)

Working independently, participants review their notes in the Participant Guide and the *Notepad* section from today’s activities and then jot down some key points they think are important.

#### Supporting Documents:

- Key Points Template

#### PowerPoint Slide:

- 91

### Activity 10: Action Planning (20 minutes)

Participants develop strategies for sharing Module 3’s key messages and resources (e.g., presentation, videos, resource links, and aligned instructional practices) with colleagues back at their schools.

### Supporting Documents:

- Key Message and Strategies Template

### PowerPoint Slide:

- 92

## Closing Activities (10 minutes)

Participants will complete a Post-Assessment and an online Session Evaluation.

### Supporting Documents:

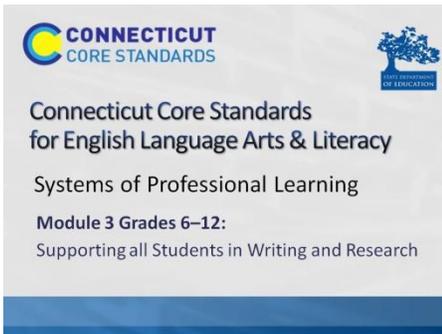
- Post-Assessment
- Session Evaluation

### PowerPoint Slide:

- 94-96

## Session Implementation

### Module 3



Slide 1

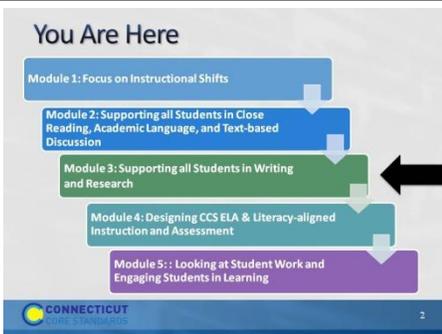
Slides 1–7 will take about 15 minutes.

Facilitator:

Introduce yourself. Welcome participants to Module 3.

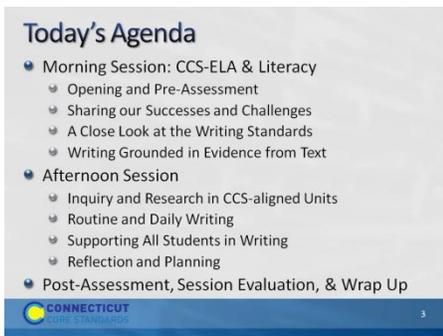
Remind participants that regardless of which session they attended for Modules 1 and 2, they learned the same information, and had similar conversations. They are all part of the same community of coaches with a goal of deepening understanding of the CT Core Standards and instructional shifts across the entire state.

(Be sure that everyone is wearing a name tag. Since participants are now in their third module, it is likely that many of them will have met each other in earlier modules. There will be no full group introductions this time. They will have the opportunity to introduce themselves during various activities. However, as facilitator, you may want to read the room with regard to who is here from the same district so that you can plan to mix up groups; you may also want to ask if there is anyone who did not attend M1 and M2.)



Slide 2

This slide provides a visual showing how the topics for the professional development modules fit together. Briefly explain to participants.



**Today's Agenda**

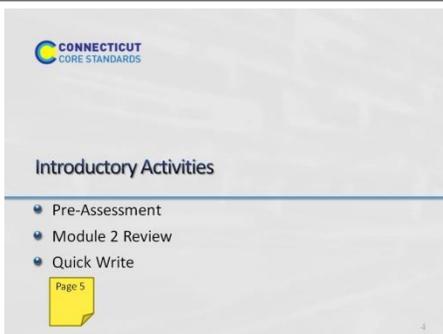
- Morning Session: CCS-ELA & Literacy
  - Opening and Pre-Assessment
  - Sharing our Successes and Challenges
  - A Close Look at the Writing Standards
  - Writing Grounded in Evidence from Text
- Afternoon Session
  - Inquiry and Research in CCS-aligned Units
  - Routine and Daily Writing
  - Supporting All Students in Writing
  - Reflection and Planning
- Post-Assessment, Session Evaluation, & Wrap Up

CONNECTICUT CORE STANDARDS 3

Slide 3

Review the agenda, noting there will be a break for lunch as well as a short morning and afternoon break. You may want to add the importance of coming back from breaks on time to ensure enough time to complete all the work of the day.

### Introductory Activities



CONNECTICUT CORE STANDARDS

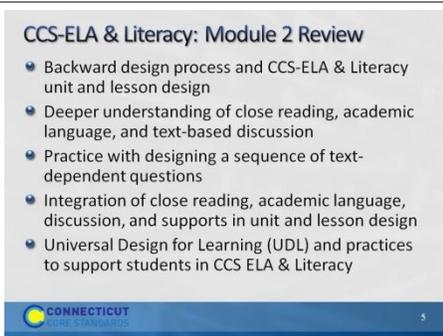
**Introductory Activities**

- Pre-Assessment
- Module 2 Review
- Quick Write

Page 5 4

Slide 4

Ask participants to complete the Pre-Assessment.



**CCS-ELA & Literacy: Module 2 Review**

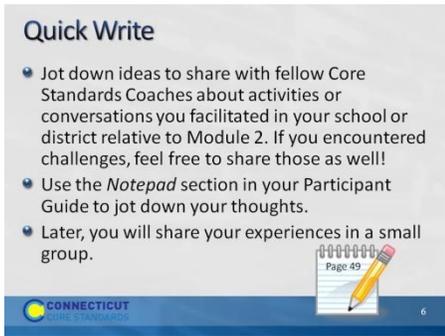
- Backward design process and CCS-ELA & Literacy unit and lesson design
- Deeper understanding of close reading, academic language, and text-based discussion
- Practice with designing a sequence of text-dependent questions
- Integration of close reading, academic language, discussion, and supports in unit and lesson design
- Universal Design for Learning (UDL) and practices to support students in CCS ELA & Literacy

CONNECTICUT CORE STANDARDS 5

Slide 5

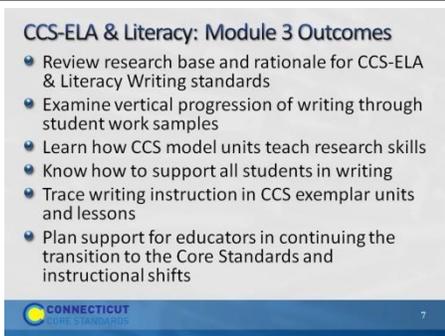
The purpose of this slide is just to remind participants of the topics in Module 2. Be very brief with this slide, just naming the topics:

Unit and lesson design overview, close reading, text-dependent questions, academic language, discussion, and Universal Design for Learning.



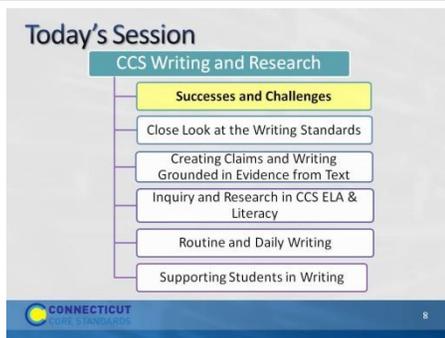
Slide 6

This activity should take no more than 15 minutes. Facilitator: You will distribute cards from the deck in your supply box. Count the number of participants. Remove as many cards as needed to distribute evenly—or somewhat evenly—in matched fours among participants. For example, if you have 28 participants, you will remove all 8’s–Kings from your deck and keep all Aces–7’s to make 28 cards. If you have 32 participants, you would distribute Aces–8’s to make 32 cards and so on. If you have an uneven number that would leave one or two participants alone, add a few more cards from the next number up. Shuffle well. As participants are writing in their *Notepads*, circulate among them, distributing cards. If you have a large district group, break them up for the first activity, by being deliberate in how you distribute the cards.



Slide 7

Review the expected outcomes.



Slide 8

The purpose of the morning is to look closely at parts of effective units and lessons that align with the CCS-ELA & Literacy.

- The activities for today will mirror the types of instructional practices which will support students in achieving proficiency on the writing standards and assessments.
- First, we will review your experiences with sharing the information from Module 2 with your colleagues.
- Then we will review the writing standards and dive deeply into making claims and writing grounded in evidence
- Finally, in the afternoon, we will look at research, writing as a part of lessons and units, and talk about additional supports for students.

## Part 1



Slide 9

15 minutes total, including directions.

**Activity 1: Sharing Successes and Challenges**

**Activity 1: Sharing Successes and Challenges (4 of a Kind)**

1. Find three other coaches who have the same number card as you, to make 4 of a Kind.
2. Introduce yourselves to each other.
3. Have a brief discussion in which you reflect on any planning, discussion, or activities you did in your district, relative to Modules 1 or 2.

CONNECTICUT CORE STANDARDS 10

Slide 10

Part 1, including this activity, should take no more than 15 minutes. This slide gives directions for Activity 1. It is meant to be an informal “standing up” activity in which folks introduce themselves to others.

**Today's Session**

**CCS Writing and Research**

- Successes and Challenges
- Close Look at the Writing Standards**
- Creating Claims and Writing Grounded in Evidence from Text
- Inquiry and Research in CCS ELA & Literacy
- Routine and Daily Writing
- Supporting Students in Writing

CONNECTICUT CORE STANDARDS 11

Slide 11

The purpose of the morning is to look closely at parts of effective units and lessons that align with the CCS-ELA & Literacy.

**Part 2**

CONNECTICUT CORE STANDARDS

**Part 2**

- A Close Look at the Writing Standards

Page 9

12

Slide 12

65 minutes for all of Part 2, including Activities 2 and 3. Introductory slides should take no more than 5 minutes, leaving 1 hour for the remaining activities.

### CCS ELA & Literacy Writing Standards

- 3 Text Types and Purposes
  - Argument
  - Explanation
  - Narrative
- 3 Production and Distribution of Writing (writing process)
- 2 Research + 1 Evidence from Text
- 1 Range of Writing



CONNECTICUT  
CORE STANDARDS

13

Slide 13

Review the types of writing standards.

### Common Core: Anchor Standards

#### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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Slide 14

These are the standards in greater depth. These match to individual grade-level standards, but the grade-level standards differentiate in qualities: for example, Grade 6 transitions to clarify relationships, but grade 7 adds to create cohesion.

### Common Core: Anchor Standards

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

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CORE STANDARDS

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Slide 15

Same as previous slide.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



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Slide 16

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Activity 2: Types of Writing in CCS-ELA & Literacy Standards

Activity 2: Types of Writing in CCS-ELA & Literacy Standards

1. Select a facilitator, timekeeper, recorder, and reporter.
2. Read about one type of writing in Appendix A.
3. Read once to get the gist.
4. Read a second time to focus on guiding questions and “render” the text.
5. Share and explain.
6. Answer questions and report out.



17

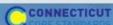
Slide 17

Activity 2 will take 30 minutes.

For this activity, group participants in 4’s in any way that works for the groups you have. It’s OK for them to stay with their district if that works out. If there are an odd number, it is better to have a group of 3 than a 5. Direct them to the page in their Participant Guide, then briefly explain on the **next slide**. They will definitely need their Participant Guide for this.

Text Rendering Protocol

- Read one section:
  - Argument (p. 23)
  - Informational/Explanatory (p. 23)
  - Narrative [and Creative] (pp. 23–24)
  - Special Place of Argument (pp. 24–25)
- Record a significant **sentence**, a **phrase**, and a **word** related to:
  - The purpose of this type of writing
  - Important ideas from your section
- Take turns sharing with your group, then together, answer the questions in the Participant Guide.



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Slide 18

Remind participants that full directions, including the questions to answer, are in the Participant Guide.

**Share Out**

- What is one significant or interesting point your group discussed? How do these standards differ from previous writing standards?

How might you use the Text Rendering Protocol with colleagues or in the classroom?



CONNECTICUT CORE STANDARDS 19

Slide 19

Blank.

**How are the Connecticut Core Writing Standards Different?**

- Rigorous content
- Higher-order thinking skills
- Performance-based activities, integrated literacy across content areas
- Emphasis on informational text, research, and media and digital skills
- Connections to Reading, Speaking and Listening, and Language Standards
- Emphasis on evidence-based writing

CONNECTICUT CORE STANDARDS 20

Slide 20

Blank.

**A New Resource: *In Common***

- Collection of K–12 student writing samples from around the country
- Organized by writing type and sub-divided by “On-demand Writing” and “Range of Writing”
- Annotated with the language of the CCS
- Intended to supplement Appendix C: Samples of Student Writing
- Provides examples of Common Core-aligned writing for teachers and students

[www.vermontwritingcollaborative.org](http://www.vermontwritingcollaborative.org) <http://www.achievethecore.org/>

CONNECTICUT CORE STANDARDS 21

Slide 21

Slides 17-27, which include Activity 3, will take about 30 minutes.

The purpose of the next two slides is to introduce *In Common* as a resource. Most participants will have heard of *In Common* but may not have had an opportunity to explore it.

There are two types of writing in *In Common*. “On-demand Writing,” written to a common prompt and illustrates developmental spectrum. “Range of writing,” illustrates examples of writing for different tasks,

audiences, and purposes over different time frames.

Created by Vermont Writing Collaborative and Student Achievement Partners.

### Cautions from the Authors about using *In Common*

- Provides examples, not benchmarks
- Should not be used as models for scoring student work
- Chosen to illustrate text types and purposes of Common Core, not to illustrate mastery of conventions
- May not illustrate grade-level language standards
- Meant as a starting point, not a destination



22

Slide 22

The authors make it clear that these are authentic writing samples to be used for a variety of purposes, but they are not intended to be models. They were intended to supplement Appendix C, which was not sufficient for its intended purpose. This is an ongoing project.



### Activity 3: Examining the Grade Level Expectations of the Writing Types and Texts

#### Activity 3: Examining the Grade Level Expectations of the Writing Types and Texts

1. Choose one set of **unannotated** student writing: middle school or high school.
2. Briefly review all 3 types of writing for your grade level band found in each set (6-8, 9-12).
3. With a subject area or grade band partner, choose one type of writing in the set to annotate with the language of the applicable grade level standard: W.1, W.2, or W.3.
4. Look at the **annotated** writing samples. Compare your **annotations** with those of the annotated versions of the same sample.
5. Discuss first with your partner and then with your table, using the guiding questions.

Page 12



23

Slide 23

Approximately 25 minutes for this activity and discussion that follows.

Have secondary participants choose a writing sample from the type and grade level that they would most likely support.

Have them find a teacher who has chosen the same writing type (argument, explanatory, or narrative) and the same grade level sample.

### Guiding Questions for “In Common”

- **With your partner**
  - What do you notice about the demands of student writing for your grade level?
  - Are these good examples of student writing for the grade level and type of writing? Why or why not?
- **With your table**
  - What are the similarities in student writing at the same grade level across types of writing?
  - What are some skills that students must have to produce exemplary writing?
- **With the whole group**
  - How might you use the “In Common” collection with teachers? With students?

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CORE STANDARDS

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Slide 24

Blank.

### Quick Write

- Use the *Notepad* section in your Participant Guide.
- In the section labeled *Activity 3: Examining the Grade Expectations of the Writing Types and Texts*, jot down notes about anything you think was significant from this activity that can be applied to Core Standards work in your school or district.



CONNECTICUT  
CORE STANDARDS

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Slide 25

3 minutes.



Let's Take A Break...

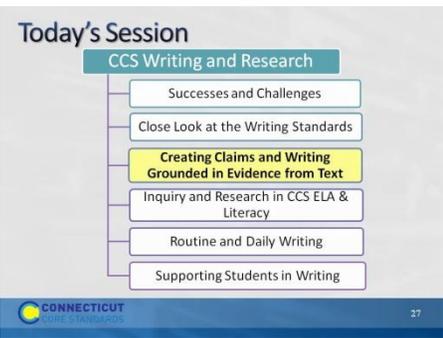
...Be back in 10 minutes

CONNECTICUT  
CORE STANDARDS

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Slide 26

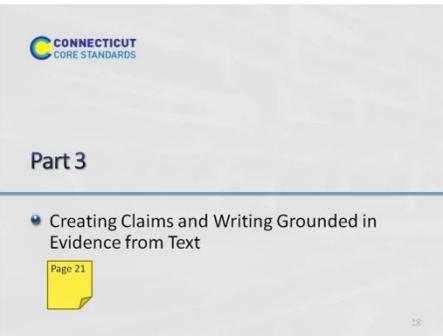
The break should be 10 minutes. Remind the participants to try to be timely in their return.



Slide 27

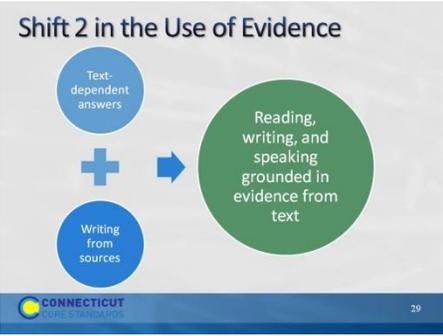
This part of the module will focus on Shift 2, writing, grounded in evidence from the text, and what it means for the secondary student.

## Part 3



Slide 28

Part 3 is allotted 105 minutes in total. This includes introductory slides, Activities 4a, b, and c, and Activities 5a, b, and c. Activity 4 is 50 minutes total, and Activity 5 is 45 minutes total. That leaves about 10 minutes for introduction and conclusion of this part.



Slide 29

Remind participants that in Module 1, we saw that one of three significant instructional shifts required by the CCS is “Reading, writing, and speaking, grounded in evidence from text. With regard to writing,

where in the standards do we find that?

**Writing with Evidence from the CCS**

- [CCSS.ELA-Literacy.CCRA.W.1](#)  
Write arguments to support claims in an analysis of substantive topics or texts ...
- [CCSS.ELA-Literacy.CCRA.W.2](#)  
Write informative/explanatory texts to examine and convey ...**information**... analysis of **content**
- [CCSS.ELA-Literacy.CCRA.W.7](#)  
Conduct short as well as more sustained **research**...
- [CCSS.ELA-Literacy.CCRA.W.8](#)  
Gather ...information from ... **print and digital sources**...
- [CCSS.ELA-Literacy.CCRA.W.9](#)  
**Draw evidence from literary or informational texts** to support analysis, reflection, and research.

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Slide 30

The purpose of this slide is to show that writing from sources/writing with evidence is spread throughout the writing standards. Standard 9 also refers back explicitly to the reading standards at each grade level.

**Nature of Writing Tasks**

Grade 6–12 Summative Assessment Targets, Claim #2

*Students can produce effective writing for a range of purposes and audiences, including evidence from composing, revising, and/or editing.*

- 20% narrative.
- 40% explanatory/informational, **based on evidence from given sources.**
- 40% opinion/argument, **based on evidence from given sources.**

CONNECTICUT CORE STANDARDS 31

Slide 31

This instructional shift is reflected on the Smarter Balanced assessments as well.

**Sample Writing Tasks from Grade 6 ELA SBAC Assessments**

- **Robots Narrative Performance Task**  
You have joined a creative writing club. The assignment is to write a science fiction story for the group on a topic you research. You must include information from research that you have done. You have decided to research the topic of robots. Below are four sources you have uncovered in your research (two essays, an article, and an image)...  
Write a multi-paragraph story about a robot that all of a sudden comes alive. Tell the story of what happens. Make sure you develop your characters, setting, and plot using details, dialogue, and description where appropriate. When developing your story, **use the source materials to inform and strengthen your writing.**

CONNECTICUT CORE STANDARDS 32

Slide 32

*These items were adapted to fit the screen and taken from <http://www.smarterbalanced.org/sample-items-and-performance-tasks/>*

*Smarter Balanced sample items illustrate the rigor and complexity of the English language arts/literacy and mathematics items and performance tasks students will encounter on the Consortium’s next-*

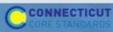
*generation assessments.*

The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the Common Core State Standards (CCSS) and preparing for next-generation assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

The sample items and tasks can be viewed by grade band (grades 3-5, 6-8, and high school) or content focus. They showcase the variety of item types—including technology-enhanced items and performance tasks—that will be included in the Smarter Balanced assessment system. In addition, items illustrating the connections across grades within the CCSS—as well as the range of student achievement within a computer adaptive test—are also available. Most constructed-response and technology-enhanced items can be scored automatically, and many items include downloadable scoring rubrics.

**Sample Writing Tasks from Grade 8  
ELA SBAC Assessments**

- Provide **three** arguments from the sources
  - that support the position that the penny should be preserved.
  - that support the position that the penny should be eliminated.
- Include the title or the number of the source for each argument you provide.
- #1 Article from National Review "Should We Make Cents?"
- #2 Article coin collectors' website. "The Many Faces of the Penny."
- #3 Letter to the editor - the *Prairie News Register*, December 26, 2012 "The Cost of a Penny."
- #4 Article middle school student newspaper. "Save the Penny—Save the Day!"



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Slide 33

The sample English language arts/literacy items and performance tasks include a mixture of published and commissioned reading passages and sources. For the operational assessment in the 2014-15 school year, Smarter Balanced intends to use primarily published passages—reflecting the emphasis in the Common Core on exposure to “high-quality, increasingly challenging literary and informational texts”—and the full text of these passages will be available to students.

**Sample Writing Tasks from Grade 11 ELA SBAC  
Assessments**

Your city council is holding a meeting to decide if city funds should be used to finance public art in your town. Read the 4 sources.

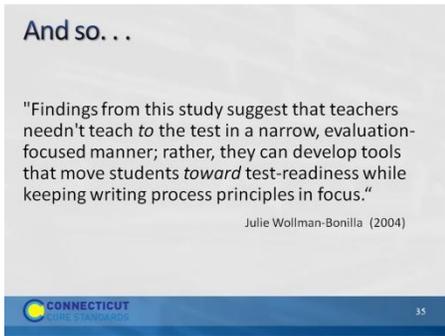
- Source #2 makes some general claims about public art. One of these claims states:
  - “Through government partnerships, public art can also transform dull or run-down public spaces and inspire the people who live and work there.”
- **Identify another source that addresses this claim and explain two ways in which that source supports the claim.**
- According to these sources, what are some potential challenges artists might face when creating public art pieces that are government-funded? **Provide three challenges from at least two sources.**



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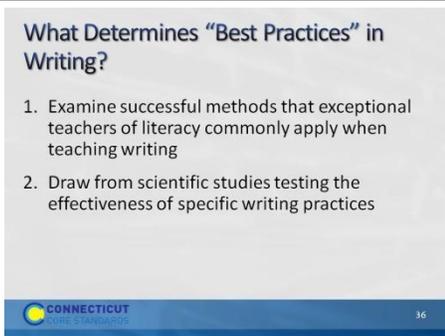
Slide 34

Have a participant read this quote. Discuss how we teach students, not writing, not argument, not narrative. We should be teaching students how to be writers and thinkers. If we can do that, they should be able to perform well on tests AND in writing beyond our classroom. Taken from Wollman-Bonilla, J. E. (2004). Principled teaching to(wards) the test? *Language Arts*, 81, 502-511.



Slide 35

“Best practices” to teach writing from text are drawn from two sources: common practices of exemplary teachers of writing and the resulting student work, and scientific studies.



Slide 36

Direct participants to **turn and talk** with a neighbor about practices they believe to be best practices in writing instruction. Then show the next slide and read the details in the facilitator’s notes. Ask participants to listen for the practices they named. Ask them if they are surprised by any, or if they named any they think should have been there and are not.

Create a supportive environment where writing can flourish

Clear, specific, and challenging goals

Arrangements in which students work together

Write often, and for a variety of purposes

Real audiences

Personal choices

Write for extended periods

Teach writing strategies

Strategies for writing process—planning, drafting, revising, and editing

Pre-writing activities

Graphic Organizers

Characteristics of text types and genres

Teach foundational writing skills

Handwriting, typing, spelling

Syntax

Conventions

Graphic organizers

Sentence and paragraph structure

### What are “Best Practices in Teaching Writing?”

- Talk at your table and determine 3 or more practices all agree would be considered “best practices” in teaching writing.



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FOR ELA & LITERACY

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Slide 37

Direct participants to **turn and talk** with a neighbor about practices they believe to be best practices in writing instruction. Then show the next slide and read the details in the facilitator’s notes. Ask participants to listen for the practices they named. Ask them if they are surprised by any, or if they named any they think should have been there and are not.

Create a supportive environment where writing can flourish

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Graphic Organizers

Characteristics of text types and genres

Teach foundational writing skills

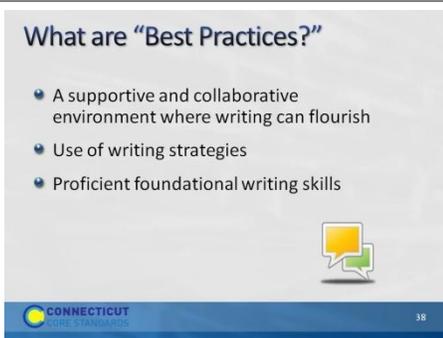
Handwriting, typing, spelling

Syntax

Conventions

Graphic organizers

Sentence and paragraph structure



Slide 38

Read the list below, ask participants to listen for the practices they named. Ask them if they are surprised by any, or if they named any they think should have been there and are not.

Create a supportive environment where writing can flourish

Clear, specific, and challenging goals

Arrangements in which students work together

Write often, and for a variety of purposes

Real audiences

Personal choices

Write for extended periods

Teach writing strategies

Strategies for writing process – planning, drafting, revising, and editing

Pre-writing activities

Graphic organizers

Characteristics of text types and genres

Teach foundational writing skills

Handwriting, typing, spelling

Syntax

Convention

Sentence and paragraph structure

**Activity 4a: Writing about Text**

**Activity 4a: Writing About Text**

1. Your table group will be assigned one section of “Best Practices in Writing about Text.”
2. Read individually and use sticky notes to highlight/annotate key ideas. Please do not write on the handout.
3. Summarize together and decide how to share the information with others.
4. Regroup so that each table has at least one member who has read each section.
5. In turn, “teach” your section of the chapter.
6. Discuss the types of supports students and teachers will need.

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Slide 39

This activity will take 50 minutes. Directions for this activity are in the Participant Guide.

Say: “The purpose of this activity is to become familiar with four research-supported approaches to writing about text.” Direct participants to turn to the correct page in their guide, then briefly review the directions. When step 6 is completed, move to the next slide.

Assign a number to each table group, re-organizing the tables as needed to even out the size of the groups.

- Assign each table one section of “Best Practices in Writing about Text.”

Sections are as follows:

- Intro – pp. 334–335
- Writing to Text Models – pp 336–338
- Summarizing Text – pp. 338–340
- Writing about Text – bottom p. 340–p. 343
- Text Synthesis – pp. 343–347
- Direct participants to read individually and use sticky notes to highlight/annotate for key ideas. Remind participants to not write on the handout as these will be collected and reused at future sessions. (10 minutes)
- Each table summarizes their section together, and decides how to best share the information with others in a 3 minute presentation. (10 minutes)

- Regroup so that each table now has at least one member who has read each section.
- In turn, “teach” your section of the chapter. (15 minutes – 3 minutes per group)
- Discuss: How can these research-based practices be adapted for secondary students? What support will students need in order to do the types of writing described in this chapter. What support will teachers need? (10 minutes)

### Activity 4a: Writing about Text

Your table will be assigned to read the one section of the chapter “Best Practices in Writing about Text.”

Sections are as follows:

1. Intro – pp. 334–335
2. Writing to Text Models – pp. 336–338
3. Summarizing Text – pp. 338–340
4. Writing about Text – bottom p. 340–p. 343
5. Text Synthesis – pp. 343–347

*Do not write on the hard copy of article. Please return copies when this activity is completed.*

Shanahan, T. (2013). Best practices in Writing about Text. In S. Graham, C. A. MacArthur, & J. Fitzgerald (Eds.), *Best Practices in Writing Instruction* (2nd ed., ch. 14, pp. 334–350). New York, NY: Guilford Press.

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EDUCATION

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Slide 40

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### What is “writing to sources”?

- Writing *in response to* texts; writing *about* texts.
- Students analyze the text, make valid claims about the text, and support those claims with evidence from the text.
- Writing arguments and informational reports from sources.
- Using evidence from texts to present careful analyses, well-defended claims, and clear information.
- Generating reports from research; writing from multiple sources.

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EDUCATION

Slide 41

**Explain** that “writing from sources” includes writing tasks such as literary analysis and research projects. Writing from sources is, in general, analytical writing in response to literary and informational texts. Students are expected to use evidence from texts to present careful analyses, well-defended claims, and clear information.

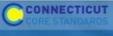
Inevitably, it is integrated closely with Reading in ELA, history/social studies, science, and technical subjects.

Make this important distinction:

Rather than asking students questions they can answer from their prior knowledge or experience, the standards expect students to answer questions that depend on their having closely read and understood the text and multiple resources.

### Writing to Sources

- We both expect and instruct students to access the best sources.
- Information on the “web” is easy to get, but tricky in terms of its authenticity, reliability, and value.
- Students may find that once they enter college, simple Google searches are not allowed.
- Students must be able to detect bias, know when a source is not current enough, and be convinced that the author is credible.
- This kind of critical evaluation is an expectation in college, and it must be taught so that students do it independently.



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Slide 42

Ask for a different volunteer to read each bullet. Ask participants to comment on each bulleted point directly after it is read.

### Activity 4b: Writing to Sources



**Activity 4b: “Writing to Sources” Teachers’ Guide 6–12**

Writing to sources may be a newer process to students. Like all effective instruction, teaching students to write to sources takes instruction, modeling, guiding, and peer collaboration towards independent writing.

1. Read the resource “Writing to Sources” and consider the instructional design.
2. Underline key concepts that will serve as supports for teachers and students.
3. Discuss your annotations with a partner.



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Slide 43

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### Activity 4c: Best Practices Discussion



**Activity 4c: Best Practices Discussion**

Considering the two resources you have just reviewed, discuss:

1. How can these resources serve as guidance for teaching writing?
2. What types of support will students need?
3. What types of support will teachers need?

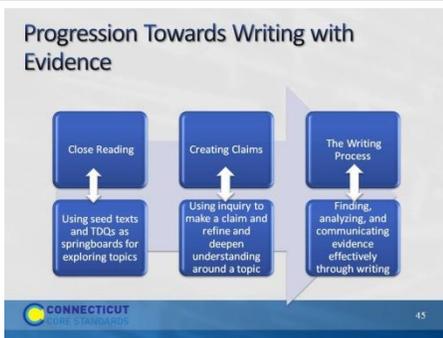
In the *Notepad* section titled, *Activity 4c: Best Practices Discussion*, jot down any ideas from this activity that you might share with colleagues in your district.



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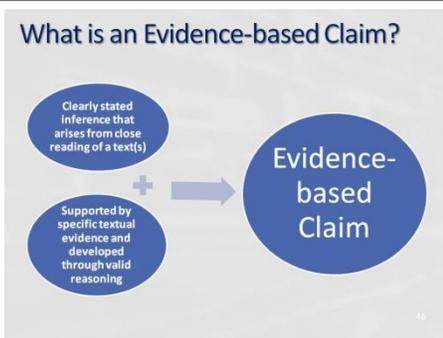
Slide 44

Discuss: How can these research-based practices and resources serve to guide the teaching of writing? What support will students need in order to do the types of writing described in this chapter? What support will teachers need? (10 minutes)



Slide 45

This illustrates a progression of writing with evidence. In Module 2, we looked at close reading and text dependent questions. This is the springboard to being able to write from sources. After close reading, students now must learn to make claims and finally they must seek evidence for those claims and communicate effectively through writing.



Slide 46

Making evidence-based claims about texts is a core literacy and critical thinking proficiency that lies at the heart of the CCSS standards and shifts. The skill consists of two parts:

- The ability to extract detailed information from texts and grasp how it is conveyed and connected across multiple texts. This requires real exposure to new information from a variety of media. Instruction should push students beyond general thematic understanding of texts into deep engagement with textual content and authorial craft.
- The ability to make valid claims about the new information. This involves developing the capacity to analyze texts, connecting information in literal, inferential, and sometimes novel ways. Instruction should lead students to do more than simply restate the information they take in through close reading. Students should come to see themselves as creators of meaning as they engage with texts. It is essential that students understand the importance and purpose of making evidence-based claims, which are at the center of many fields of study and productive college and career experience.



Slide 47

This illustrates Odell Education’s process from asking claims

It comes from Unit 2 of the curriculum below. This curriculum is comprised of a series of four units at each grade level that provide direct instruction on a set of literacy proficiencies at the heart of the Common Core State Standards.

Unit 1: Reading Closely for Textual Details

Unit 2: Making Evidence-Based Claims

Unit 3: Researching to Deepen Understanding

Unit 4: Building Evidence-Based Arguments

**Helping Students Make Claims**

- Comes from student inquiry and reading multiple sources
- Teach Students how to:
  - Prepare to read with purpose
  - Collect evidence
  - Make a claim
  - Consider counterclaims and address

Now, review the Odell Education materials (in the Appendix of your Participant Guide) with a partner. Discuss how these charts can support students in making claims.

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Slide 48

Have participants turn to the Appendix (p. 53) in the Participant Guide. Here they will find charts from Odell Education that demonstrate the 4 parts of Creating Claims: Making a Claim, Organizing a Claim, Writing a Claim, and Reviewing a Claim. Have partners discuss how these can be used and how they can support students.

Addressing the counterclaim...

- Refutes or proves wrong, another point
- Recognizes other possible points of view or claims
- Lends credence to the writer’s claims

Slide 49

Blank.

Activity 5a: Writing Claims

Activity 5a: Viewing a Video and Having a “Written Conversation”

1. View the video and take notes in your *Notepad* for these questions: **How does the teacher prepare students to create a claim from multiple sources? How does she provide specific feedback? How is collaboration used to push students’ thinking? How does the Odell Claim Template help to support students?**
2. Identify a partner for a “Written Conversation.”
3. Write simultaneous communications to one another about the video.
4. At the facilitator’s signal, trade notes. This is done in silence.
5. When the facilitator gives the signal, you can talk out loud with your partner.
6. Be prepared to volunteer a thread of your conversation.

Video: *Developing a Claim Using Two Informational Texts*.  
<http://www.casaplanet.com/resource/common-core-instruction-developing-a-claim-using-two-informational-texts>

Slide 50

This activity will take about 45 minutes.

Direct participants to the appropriate pages in their Participant Guide. Have them briefly review the directions for the activity. Lead participants to the discussion prompts on page 50 in their *Notepad*.

- **How does the teacher prepare students to create a claim from multiple sources?**
- **How does the teacher provide specific feedback?**
- **How is collaboration used to push students’ thinking?**
- **How does the Odell Claim Template help to support students?**

After the video, be certain that each participant has a partner. If there are odd numbers, there can be a trio. Be sure to watch the time and signal when partners should trade. After partners have had an opportunity to speak aloud, be sure to ask them why or how Written Conversation would be an effective strategy to use as a discussion protocol with students.

After Learning How to Write Claims, Students Write an Argument, Supporting that Claim

At your table discuss:

- What are the qualities of effective argument writing?
- Consider what students must know and be able to do to write effective arguments.



Slide 51

Once a claim has been made and the evidence has been gathered, the next step is to teach students how to provide this information in a structured, cohesive, and compelling essay. Have participants discuss the qualities of an effective written argument and the skills students need.

What are the Qualities of Effective Argument Writing?

- An effective claim with a clear introduction of idea(s)
- Collection of strong textual evidence
- Well-constructed grouping and connecting ideas with mature transitions
- Effective explanations of the evidence that supports the claim
- Counterclaims appropriately addressed
- Use of correct English conventions
- Strong and meaningful conclusion
- Use a variety of words eloquently



Slide 52

These are just some of the qualities needed for effective argument writing. Have participants compare this list to what they considered in their discussions.

The 4 Cs of Evidence-based Writing

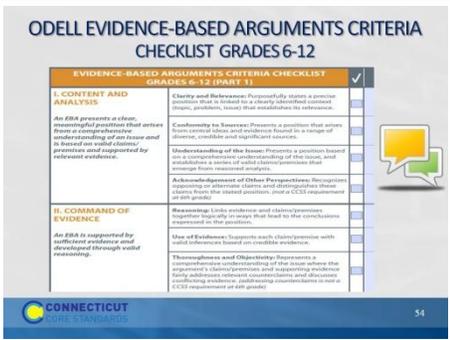
- **Claim it:** Violence on television affects children in negative ways.
- **Cite it:** According to Palmer, children under the age of 10 who watch more than 15 hours a week of television were more likely to play pretend games where others were killed or harmed.
- **Clarify it:** In reviewing the research, the overwhelming number of studies suggest that violence on television does have a negative effect on children.
- **Counterclaim it:** On the other hand, the Television Association of America, in a 2004 study, found that watching television had no effect on young children. In their study...

Slide 53

The 4Cs (counterclaim may be optional in younger grades) is one way for teacher’s to gain evidence of learning. It is a simply formula to use initially as students unwrap the pieces of making claims and creating arguments. This can be used as an initial introduction to this process or as a “ticket out the

door” activity wherein teachers can assess if students are able to produce a rudimentary beginning of argumentative writing. This can be used for explanation as well as argument. The difference is, in explanation, we start with the premise that the claim is true, not arguable, and that we are just going to explain it. Teachers could use the terminology Explain/Cite/Clarify.

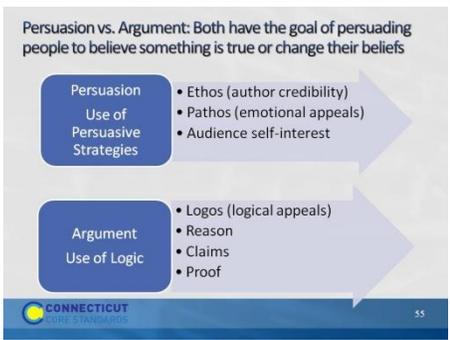
Note: The information in these next 2 pieces are fictional so no citing from sources for its content was necessary.



Slide 54

Have participant’s open to the Odell Education’s Evidence-based Argument Criteria Checklist in the Appendix of their Participant Guide.

Have participants review each section with a partner. Partners discuss how this tool can help support argument writing.



Slide 55

This is an important distinction for students to understand. Students will conduct both types of writing and there is a fine but important distinction between logical argument and persuasive writing, even though persuasion is the goal of each. The distinction lies in the appeal each makes: Persuasion may rely on persuasive techniques such as appealing to self interest or emotion. Argument, on the other hand, always relies on a logical case that persuades by convincing the reader of the merits of the claims and proofs.

For instance, when asked to write a short paper “persuading a parent” to do something, we have all seen

instances when one or more students will resort to flattery, bargaining, even pleading—which may in fact be very persuasive at home, but certainly does not represent progress toward—or understanding of—the ability to write a reasoned, logical argument that is required to be college and career ready.

**Activity 5b: Finding Evidence to Support an Argument**

**Activity 5b: Finding Evidence to Support an Argument – Viewing a Video**

1. View the Video *Developing Evidence-based Arguments*: <http://commoncore.americaachieves.org/module/1>
2. Consider the following:
  - How were students supported in developing their arguments?
  - How were students supported in finding evidence for their arguments?
  - What role does discussion play in crafting arguments and gathering evidence?

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Slide 56

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**Activity 5c: Finding Evidence to Support an Argument**

**Activity 5c: Looking at Student Work**

1. Look at the samples of student work generated as a result of the lesson sequence in the video.
2. Talk with your table:

To what extent did the instructional activities prepare students to write with evidence from the text?

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Slide 57

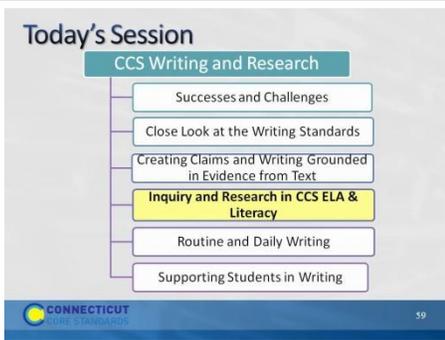
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Bon Appétit

CONNECTICUT CORE STANDARDS 58

Slide 58

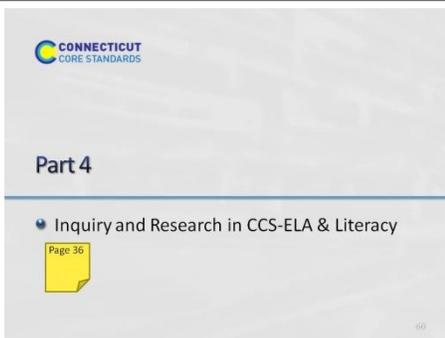
Remind participants of the need to be timely. Allow 45 minutes. State time to return.



Slide 59

One group of writing standards is focused on research skills. However the CCS are explicit in pointing out that research is integrated throughout the standards.

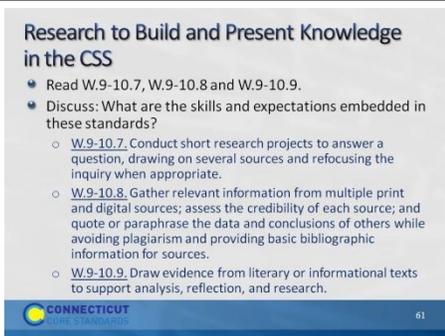
Part 4



Slide 60

Part 4 is allotted 60 minutes.

In this section, we'll look at the standards related to research and technology, and think about the demands of these standards. One of the best ways to do this is to look at units that have been developed by teachers and writers who have worked closely with the authors of the CCS.



Slide 61

The purpose of this slide is to show the writing standards that focus on research skills.

**Research: Key Design Features**

- Research is an inquiry-driven process designed to deepen students' understanding
- Process is iterative and cyclical in nature
- Students are encouraged to pursue topics of interest
- Process is designed to build students' independent research skills and use inquiry to refine/hone research



62

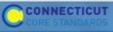
Slide 62

Review the design features of research.

**Conducting and Composing Research**

Think about your content area:

- What type of research will students be conducting?
- What skills will they need to conduct research?
- What skills will they need to write a research paper?



63

Slide 63

Use this as a whole group discussion. You may choose to have 2 recorders from the audience stand at chart paper (one chart paper for Conduct and one for Writing).

Generate lists of ideas on the skills students will need to both conduct and write research.

**What will students will need to know?**

- Research **relevant** information from multiple sources
- Introduce ideas and form conclusions
- Make connections and **transition** between ideas
- **Introduce other's ideas** with student's own commentary
- Paraphrase and **NOT plagiarize**
- Properly use **quotes**
- Determine **reliability and credibility**



64

Slide 64

Compare this list of possible skills with the one generated from the participants. Skills like these can best be developed over time; however, how well students are taught a research process and how often they

produce research with feedback will help students to master the research process. Models of well-written research and collaboration can assist this process.



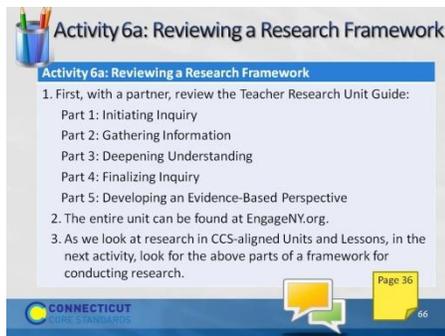
Slide 65

This online book models the process of historical inquiry by stepping students through a sample inquiry. Students find the model inquiry and coaching support for creating their own inquiry. Teachers find tips, techniques, and resources.

Found on CAST Book Builder, the hyperlink is embedded in the slide.

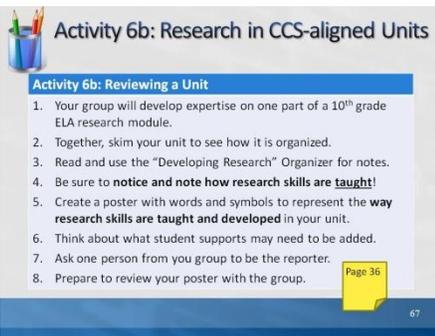
If there is time to explore this source, the pages can be forwarded at the very bottom of the right side of the screen.

This book has text-to-speech functions as well as modeling and coaching of the inquiry process.



Slide 66

Participants review the Teacher Research Unit Guide from EngageNY.org.



**Activity 6b: Research in CCS-aligned Units**

**Activity 6b: Reviewing a Unit**

1. Your group will develop expertise on one part of a 10<sup>th</sup> grade ELA research module.
2. Together, skim your unit to see how it is organized.
3. Read and use the “Developing Research” Organizer for notes.
4. Be sure to **notice and note how research skills are taught!**
5. Create a poster with words and symbols to represent the **way research skills are taught and developed** in your unit.
6. Think about what student supports may need to be added.
7. Ask one person from your group to be the reporter.
8. Prepare to review your poster with the group.

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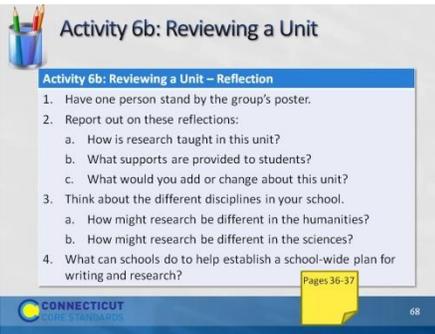
67

Slide 67

The review of the units and the whole group activity are allotted 45 minutes. Allow 20 minutes to review the units, another 10 to create the poster, and 15 for the group sharing. Exemplar Units:

**Grade 10 ELA Module 3** <http://www.engageny.org> *Researching Multiple Perspectives to Develop a Position*

*Student Research Plan Protocol*, Odell Education <http://odelleducation.com/literacy-curriculum/research>  
*Researching to Deepen Understanding: Developing Core Proficiencies*, Research Framework Odell Education <http://odelleducation.com/literacy-curriculum/research>



**Activity 6b: Reviewing a Unit**

**Activity 6b: Reviewing a Unit – Reflection**

1. Have one person stand by the group’s poster.
2. Report out on these reflections:
  - a. How is research taught in this unit?
  - b. What supports are provided to students?
  - c. What would you add or change about this unit?
3. Think about the different disciplines in your school.
  - a. How might research be different in the humanities?
  - b. How might research be different in the sciences?
4. What can schools do to help establish a school-wide plan for writing and research?

Pages 36-37

CONNECTICUT CORE STANDARDS

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Slide 68

Facilitate each group presenting their finding and discussing these questions:

1. Report out on these reflections:
  - a. How is research taught in this unit?
  - b. What supports are provided to students?
  - c. What would you add or change about this unit?
2. Think about the different disciplines in your school.
  - a. How might research be different in the humanities?
  - b. How might research be different in the sciences?

What can schools do to help establish a school-wide plan for writing and research?

### Reflecting on Curriculum Approach to Research

Discuss at your tables:

- What observations did you make about how this approach to research supports the CCS instructional shifts and standards?
- How might you envision adapting this to your classroom/school?
- Which pieces will be most challenging to implement and what solutions can you think of to meet those challenges?



Slide 69

Have participants debrief what they learned from this activity as well as discuss the questions above.

### Today's Session

CCS Writing and Research

- Successes and Challenges
- Close Look at the Writing Standards
- Creating Claims and Writing Grounded in Evidence from Text
- Inquiry and Research in CCS ELA & Literacy
- Routine and Daily Writing**
- Supporting Students in Writing



Slide 70

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## Part 5



- Routine and Daily Writing



Slide 71

Part 5 should take not more than 40 minutes.

Standard 10

CCS.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Slide 72

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Activity 7: Writing Tasks in Exemplar Units

Activity 7: Writing Tasks in Exemplar Units

1. Choose and access one of the exemplar units (titles and links in Participant Guide), or use a unit you printed at home.
2. Working with a partner, identify writing tasks and writing instruction embedded in the unit and add them to the graphic organizer (example on next slide).
3. Record your writing tasks on large sticky notes and post as *Opening*, *Work Time*, or *Closing* on chart paper.
4. Discuss with the guiding questions.

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Slide 73

Allow 15 minutes for looking at units and doing the graphic organizer. Allow another 5 minutes for posting on charts and sharing out by volunteer. 5 minutes for table discussion and 5 minutes to share out with whole group.

Facilitator, be sure to post on one wall 3 chart papers, labeled, “Opening,” “Work Time,” and “Closing.” *(Participants will be asked to access electronically during the session, or download and print one or more of these before Module 3 begins)* These are in addition to those used in ELA Module 2:

Grade 6-7: The Digestive Process

<http://achievethecore.org/dashboard/300/search/1/1/6/7/8/page/752/featured-lessons-list-pg>

Grade 7-8: The Long Night of the Little Boats

<http://achievethecore.org/dashboard/300/search/1/1/6/7/8/page/752/featured-lessons-list-pg>

Grade 6-8: Voices from Little Rock <http://achievethecore.org/page/737/history-social-studies-lessons>

Grade 9- 12: Researching the Meaning of the American Dream

<http://www.readwritethink.org/classroom-resources/lesson-plans/chasing-dream-researching-meaning-30925.html?tab=4#session1>

Grade 11: The Art of Persuasion and the Craft of Argument

<http://www.doe.mass.edu/candi/model/units/ELAg11-PersuasionArgument.pdf>

Grade 11-12: A Close Reading of Learned Hand’s “I am an American Day Address”

<http://achievethecore.org/dashboard/300/search/1/1/9/10/11/12/page/752/featured-lessons-list-pg>

The purpose of this activity is for participants to recognize the variety of ways in which routine writing and more formal writing is embedded in CCS-ELA & Literacy-aligned units, and discuss how daily writing supports learning, builds literacy skills, and scaffolds students to successfully meet the standards.

They will record their tasks on a graphic organizer and on individual sticky notes. They may want to have one partner write on the organizer and one do the sticky notes. Go to next slide for example.

**Activity 7: Writing Tasks in Exemplar Units**

Day	Task	Purpose	Part O, W, or C
1	Pre-writing (Quick Write)	Review parts of persuasive speeches	O
1	Journal Writing	Reflect on today's learning	C
2	Written response	Written feedback as peer review	W
2	Written response to a prompt	Evidence of learning	C

Opening, Work Time, Closing

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Slide 74

Let participants know that some of the units are far more complex than others and may have more writing tasks. A way to save time is, if there is a repeated writing task, e.g., journal writing, they can write it once and indicate that it is repeated.

The intent is not to get through the unit, but rather to see the variety of ways in which W.10 is reflected in CCS-aligned units.

- Activity 7: Writing Tasks in Exemplar Units**
- Discuss: What did you notice about writing in CCS-aligned units?
    - Types and purposes of writing
    - Writing as a scaffold, model, or preparation for other tasks
    - Writing instruction
    - Writing as assessment
  - Record in your *Notepad* any ideas you have for how you might use this activity in your school or district.
- CONNECTICUT 76

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Allow 5 minutes for this discussion and another 5 for sharing out.

Explain that this is intended to be an open discussion and these are just suggestions for where the conversation might go.

**Where is Technology in the Writing Standards?**

- CCS.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCS.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCS.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.



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Slide 76

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**Digital Literacy**

**Teaching Writing in the Digital Age**

As you view this video, look for what students must write and think about before producing digital tasks.

Discuss: How can digital task provide evidence of learning?



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<http://www.youtube.com/watch?v=O9z71iNrlew>

This video follows a teacher as he provides digital performance tasks and digital projects and demonstrates how writing remains the foundation of learning, especially in a computer- and camcorder-filled digital classroom. Produced by National Writing Project NWP with teacher-consultant Joel Malley.

**Digital Literacy Skills Students Need**

- Refined search skills
- Ability to evaluate the veracity of sources
- Ability to synthesize information from multiple sources
- Practice in sending clear, unambiguous messages in online environments
- Skills for navigating social media and collaborative environments
- Use digital tools

Adapted from <http://www.newliteracies.uconn.edu/events.html>

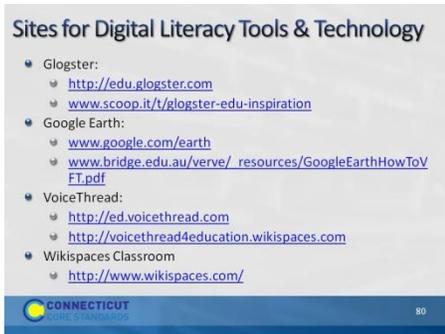


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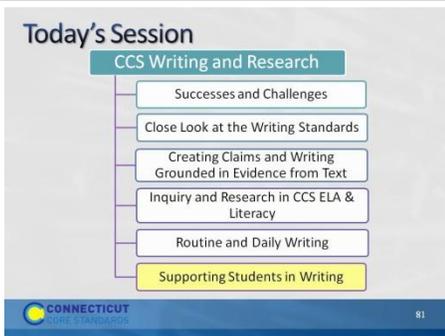
The New Literacies Research Lab at the University of Connecticut is the most widely recognized center in the world for conducting research on the new reading comprehension and learning skills required by the Internet and other emerging information and communication technologies. Their work develops

research-based evidence to prepare students for their literacy and learning future.



Slide 79

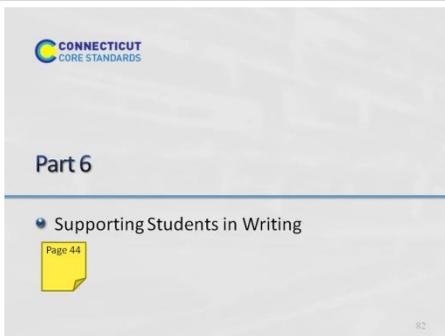
The purpose of this slide is to provide links to resources described earlier. It is intended for those who will access the module online.



Slide 80

In Module 2, we considered ways to support students in reading closely and drawing evidence from text. Because of the integrated nature of the CCS, many of those supports address writing as well as reading.

Part 6



Slide 81

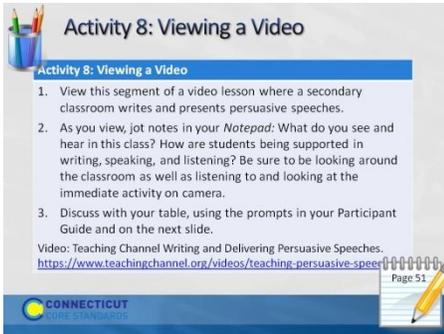
Part 6 will take about 10 minutes.

**Supporting Students**

- Determine what students need to know and be able to do
- Find examples and models to show the skill
- Talk through the findings
- Give students chances to practice in low-risk situations
- Have discussion before writing
- Have students organize or draw before writing
- Apply the new skill to writing currently being completed

Slide 82

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**Activity 8: Viewing a Video**

**Activity 8: Viewing a Video**

1. View this segment of a video lesson where a secondary classroom writes and presents persuasive speeches.
2. As you view, jot notes in your *Notepad*: What do you see and hear in this class? How are students being supported in writing, speaking, and listening? Be sure to be looking around the classroom as well as listening to and looking at the immediate activity on camera.
3. Discuss with your table, using the prompts in your Participant Guide and on the next slide.

Video: Teaching Channel Writing and Delivering Persuasive Speeches.  
<https://www.teachingchannel.org/videos/teaching-persuasive-speeches>

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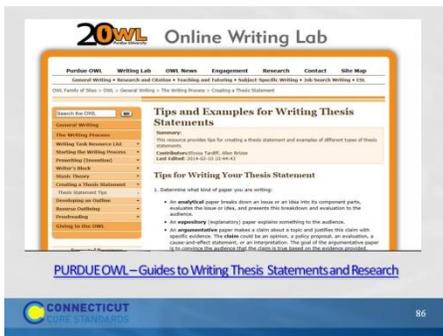
Tell participants that they will be viewing a class writing and delivering persuasive speeches. Ask them to look for supports in reading, speaking, writing, and even listening.

**Discussion Prompts for Activity 8**

- What were some of the strategies and supports you saw and heard the teacher use?
- What did you notice about student engagement and participation?
- To what extent did this teacher and the lesson sequence prepare students to be competent and confident in their writing?
- What do teachers need to know and be able to do in order to be able to effectively prepare students to write?

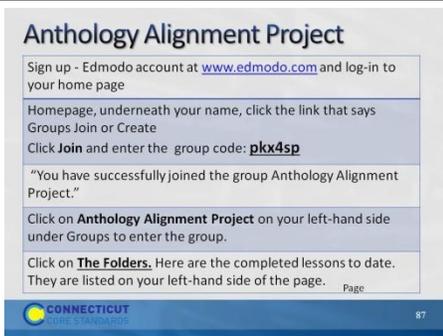
Slide 84

After discussion, be sure to elicit responses from volunteers. Or, let tables know that you will be calling on someone to answer each question. The last question is particularly important for coaches.



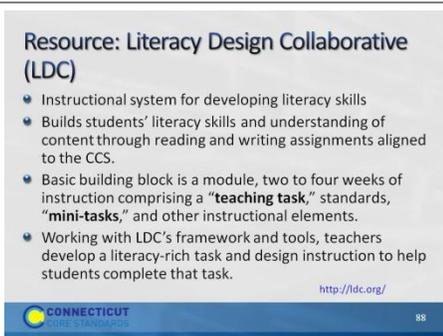
Slide 85

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, provides a free service e-learning from the Writing Lab at Purdue (<https://owl.english.purdue.edu/owl/resource/545/01/>). Students, members of the community, and users worldwide can find information to assist with many writing projects. Teachers and trainers can use this material for in-class and out-of-class instruction.



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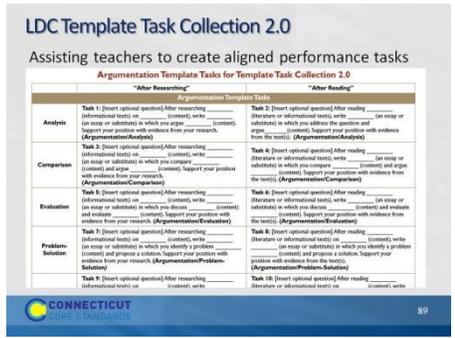
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Slide 87

The purpose of this slide is to briefly introduce a powerful resource. LDC is a national community of educators providing a teacher-designed and research-proven framework,

online tools, and resources for creating literacy-rich assignments and courses across content areas. They have developed an entire system of templates to create instruction leading to literacy performance tasks in every discipline. These templates and tasks have recently been extended to lower grades.



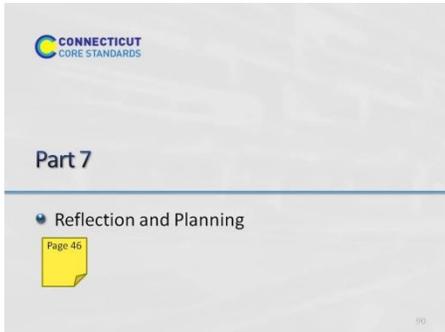
Slide 88

Encourage participants to explore this website if they have not done so. There are examples of full units of study leading to these types of performance tasks. The Literacy Design Collaborative is committed to equipping middle and high school students with the literacy skills they need to succeed in their later education, their careers, and their communities, working through many different partnerships to meet that literacy challenge. Teachers should choose from these collections the templates that work best for them for any given task.

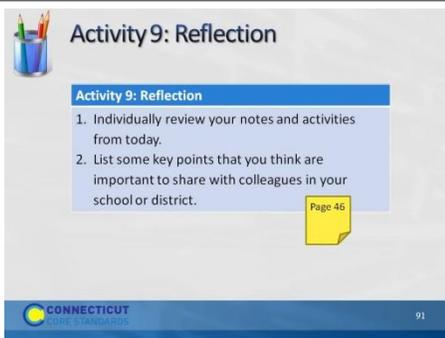
**This collection aims to help teachers craft tasks that engage students in writing in response to reading.** It provides template tasks for implementing the Literacy Design Collaborative (LDC) strategy by drawing directly from the language and skills articulated in each Common Core Anchor Standards. When filled in, a *template task* becomes a *teaching task* that sets up a context for teaching the specific skills and demands embedded in the standard.

All LDC template tasks are designed for tasks that involve students in writing in response to reading or research. They are clustered by the writing modes described in the CCSS: argumentative, informative/explanatory, and narrative. Teachers should choose the mode and template that best suits their instructional purpose.

Part 7

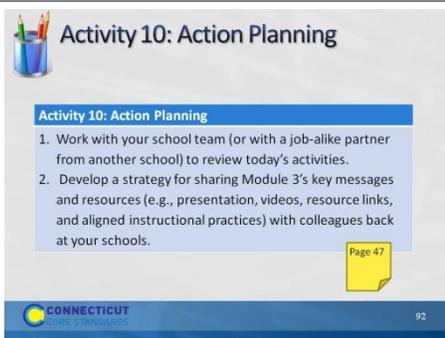


Slide 89



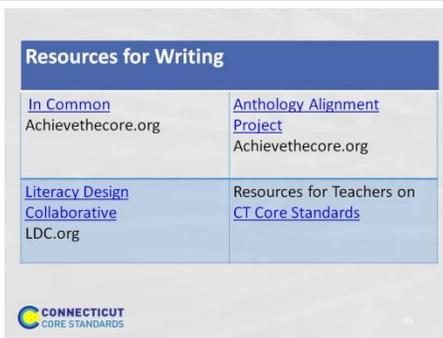
Slide 90

(Allow 10 minutes for this activity; adjust time as needed.)



Slide 91

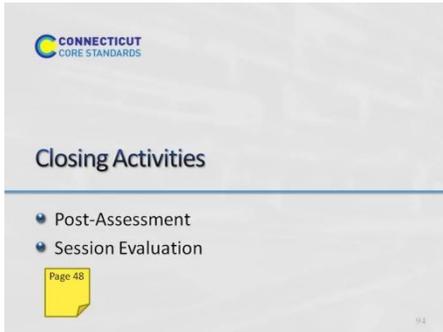
(Allow 20 minutes for this activity; adjust time as needed.)



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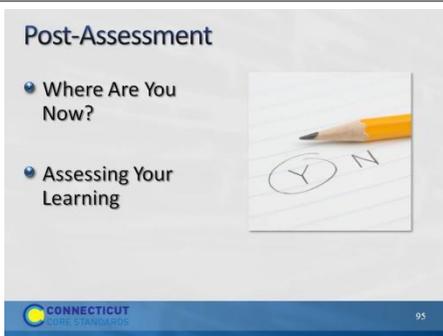
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### Closing Activities



Slide 93

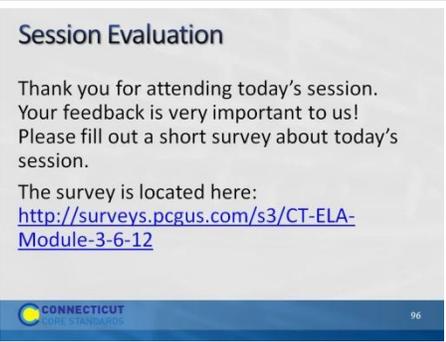
Adjusting for time, you may want to ask groups to share some of their ideas from Activity 10.



Slide 94

The Post-Assessment will be the same as the Pre-Assessment they took in the beginning of the session. This assessment is to gauge their learning based on the activities of the morning. They will find the Post-Assessment in the Participant Guide **(3-4 minutes)**.

Ask for further thoughts, questions.



Slide 95

Remind participants to complete the online Session Evaluation.  
Ask for further thoughts, questions.



Slide 96

Blank.



Slide 97

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