Writing and the Common Core State Standards K-5

Webinar 1
Unpacking the Standards for Writing
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Writing and the Common Core Webinar Sequence

- Webinar 1
  - Unpacking the Standards for Writing
- Webinar 2
  - Examining Argument Writing
- Webinar 3
  - Examining Informational Writing
- Webinar 4
  - Examining Narrative Writing
Outcomes for Session 1

• Become familiar with the *instructional shift* with writing in the Common Core
• Become familiar with *the emphasis on writing from sources*.
• Become familiar with the Common Core State Standards *for argument and informative writing* at your grade level.
• Become familiar with the *underlying foundations for writing standards*
Poll

Which of these outcomes are you most interested in exploring?

1. The instructional shift with the Common Core
2. The emphasis on writing from sources.
3. The Common Core State Standards for argument and informative writing at your grade level.
4. The underlying foundations for writing standards
Common Core State Standards Implementation Timeline

- **2012-13:** Continued study of CCSS for ELA and curriculum alignment

- **2013-2014:** Curriculum alignment and shifting instructional practices, NECAP & SAT continue

- **2014-2015:** CCSS assessment begins through Smarter Balanced Assessment Consortium [www.smarterbalanced.org](http://www.smarterbalanced.org)
What is the instructional shift?

- **Increased** emphasis through the grades on
  - Analysis of literary and informational texts
  - Argument writing using evidence
  - Informative/explanatory writing
  - Frequent short, focused research projects
  - Comparing and synthesizing multiple sources

- **Decreased** emphasis through the grades on
  - Narrative writing, especially personal narrative
  - Writing in response to decontextualized prompts
Chat!

Using the chat box…

Comment on any shifts that seem new to you (or your school). You might be familiar but have not yet shifted instruction.

Do we notice any commonalities?
What are the CCSS for Writing?

- Text Types and Purposes (#1-3)
- Production and Distribution of Writing (#4-6)
- Research to Build & Present Knowledge (#7-9)
- Range of Writing (#10)
The 10 Writing 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.

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.
Text Types & Purposes

• **Writing Anchor Standards**
  
  ◦ **#1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. *(begins as opinion writing in K-5)*
  
  ◦ **#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.
The Balance for Student Writing

Parallels

NAEP

<table>
<thead>
<tr>
<th></th>
<th>Argument</th>
<th>Inform/Explain</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
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<td>35%</td>
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<tr>
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<tr>
<td>High School</td>
<td>40%</td>
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<td>20%</td>
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</tbody>
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Parallels NAEP
What is “writing from sources”?

- Analytical writing tied to literary and informational texts; 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.
- Generating reports from research; writing from multiple sources.
Poll-

Thinking about the balance of writing in your school…
Which mode do you think is emphasized more for your grade level?

CHOICES:
1. Narrative
2. Expository
3. Argument
Argument vs. Persuasive: What’s the difference?

- Persuasion relies on persuasive strategies.
  - Appeals to audience’s self interest, sense of identity, emotions, credibility or authority of the writer, etc.

- Argument relies on logic.
  - Convinces audience because of the perceived merit and reasonableness of the claims and proofs offered

At the K-5 level, the term *opinion* is used to refer to this developing form of argument.
K – 5 Writing: Argument

- K – state an opinion or preference
- 1 – state an opinion and supply a reason
- 2 – state an opinion, supply reasons, and use linking words to connect them (e.g., because)
- 3 – state an opinion, provide reasons, and use linking words and phrases to connect them (e.g., since, for example)
- 4 – state an opinion, provide reasons that are supported by facts and details, and use words and phrases to link them (e.g., in order to, in addition)
- 5 – state an opinion, provide logically ordered reasons supported by facts and details, and use words, phrases, and clauses to link them (e.g., consequently, specifically)
Underlying Foundations for Writing Standards

- Learning Progressions
- Integration of Strands
- Explicit instruction (explanation and models) with timely and specific feedback
- Mentor Texts
Learning Progressions

Each stage shows an increasing sophistication.

For example in Standard 8

- K-2 “Participate in shared research and writing project…”
- 3-5 “Conduct short research projects… that build knowledge of a topic.”
Integration of Strands

- Language Strand
  - Vocabulary (word choice)
  - Conventions (mechanics, grammar, usage)

- Reading Strand
  - Writing to comprehend, constructed response
  - Foundational Skills (spelling)

- Listening and Speaking
  - Foundation to writing/composing
  - Providing feedback on writing to others

Notice how interconnected each of these ELA strands are with one another.
Explicit Instruction

Don’t confuse *instructions* with *instruction*!

- Establish a purpose for learning (learning target based on the standards)
- Explain-concisely tell them what they will do/learn
- Model-show them how to do it
- Mentor text-gives concrete example
- Guided Practice-with immediate feedback
- Independent Practice- with varying levels of support
Mentor Texts

- Model a variety of genres and text complexity features
- Model traits of strong writing
- Teach children to read like writers
- Utilize as part of scaffolded writing instruction
- Make ties to reading instruction
- Build vocabulary, syntax, and comprehension through read aloud and text discussion opportunities
Post Webinar Activities

To make the most of your newest thinking on writing and the Common Core we suggest you give yourself a little “homework”.

Some reflection and action might include…
Examining the Modes of Writing

Look at standards 1-3 at your grade level (for the modes of writing)

◦ How do they compare with what you had been teaching?
◦ What changes do you anticipate making to your instruction?

• Look at Appendix A for writing
  ◦ How could you use this document with colleagues in your school

use downloaded documents

Common_Core_Standards-ELA_Writing_K-5
Common_Core_Standards-ELA_Appendix-A-Writing
Flip Book

Download and print out the flip book on Argument Writing.

- How could you use this tool to plan for and guide your instruction in persuasive/argument writing?

Use downloaded documents

CC Argument Flipbook K-5 Michigan.pdf
Directions for Flip Books
View this video:

A shift to: writing to inform and make arguments

http://www.youtube.com/watch?v=Jt_2jI010WU&lr=1

Would a video like this be helpful for others in your school to view?
Hunt Institute Videos

For other videos by the authors of the Common Core you can visit:

http://www.youtube.com/user/TheHuntInstitute

There are a variety of foci and topics around the Common Core that short and explicit.
References

- Oregon Dept. of Education
- Michigan Dept. of Education
- Maine Dept. of Education Common Core State Standards for Writing: Implications for Writing at the K-5 Level- Lee Anne Larsen

Webinar Session Evaluation

• Upon completing this evaluation, session participants will be able to obtain a certificate of contact hours.

• To continue this discussion log onto our group
  http://mainelearning.net/groups/cdln/cdln-k-5-writing-instruction/