

Educator Effectiveness Academy
English Language Arts &
Literacy in History/Social Studies, Science, and Technical
Subjects

Summer 2011
Day 2, Session 1



EEA Summer 2011: ELA & Literacy Outcomes



Participants will develop an understanding of

- the Common Core State Standards (CCSS) for English Language Arts (ELA), including the College and Career Readiness (CCR) Anchor Standards, the grade-specific standards, and the appendices
- the Common Core State Standards (CCSS) for Literacy in History/Social Studies, Science, and Technical Subjects
- the writing types defined in Writing Standards W1, W2, and W3 of the CCSS
- the Maryland Common Core State Curriculum Framework for ELA, PreK-12



Outcome for Activity 1: Literacy Capacities

Participants will explore the concept of literacy as defined by the Common Core State Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects.



Word Map

What is it not?

What is it?

What is it like?

Literate

The Word

What are not examples?

What are examples?

Adapted from Swartz and Raphael, 1985

Thoughts on Literacy



1988, E.D. Hirsch

“The *chief* function of literacy is to make us masters of the standard instrument of knowledge and communication, *Standard Written English*, thereby enabling us to read and write.”

1991, Judith Langer

Literacy can be understood as “the ability to think and reason like a literate person, *within a particular society*.”

2005, Gayle Gregory and Lin Kuzmich

Literacy has “four competencies”: functional literacy, content literacy, technical literacy, innovative literacy.

Thoughts on Literacy

PIRLS (Progress in International Reading Literacy Study)

Literacy is “the ability to understand and use those written language forms required by society and/or valued by the individual.”

PISA (Programme for International Student Assessment)

Literacy is “the ability to understand, reflect on, and use written texts in order to achieve one’s goals and participate effectively in society.”

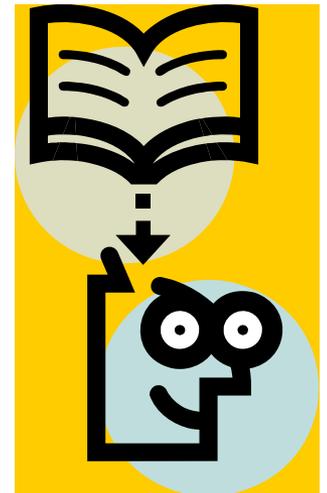


from IRA’s PISA/PIRLS Task Force, 2005

Thoughts on Literacy

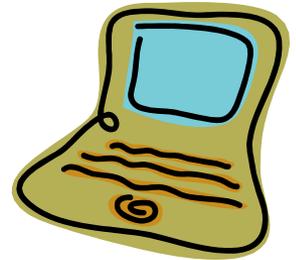
Reading for Understanding: Toward an R&D Program in Reading Comprehension (RAND Reading Study Group 2002)

“Reading comprehension [is] the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.” (p. 11)





International Reading Association



Technology is redefining the nature of reading, writing, and communication and creating “new literacies” that

- require new social practices, skills, and strategies**
- have become central to full civic, economic, and personal participation**
- change rapidly as technology changes**
- are multiple, multimodal, and multifaceted**

from IRA’s 2009 *Advocacy Manual*



NCTE Definition of 21st Century Literacies

- **Develop proficiency with the tools of technology**
- **Build relationships with others to pose and solve problems collaboratively and cross-culturally**
- **Design and share information for global communities to meet a variety of purposes**
- **Manage, analyze and synthesize multiple streams of simultaneous information**
- **Create, critique, analyze, and evaluate multi-media texts**
- **Attend to the ethical responsibilities required by these complex environments**

Adopted by the NCTE Executive Committee, February 15, 2008

Hmmm.... What do I think?

1. Review your group's definition of the word "literate" in light of our discussion.

**Is there anything you'd like to add?
delete? emphasize?**

2. Refine and repost your group's definition of "literate."



Capacities of Literate Individuals

Common Core State Standards, page 7



- 1. They demonstrate independence.**
- 2. They build strong content knowledge.**
- 3. They respond to the varying demands of audience, task, purpose, and discipline.**
- 4. They comprehend as well as critique.**
- 5. They value evidence.**
- 6. They use technology and digital media strategically and capably.**
- 7. They come to understand other perspectives and cultures.**

Common Core State Standards for ELA & Literacy, Spring 2010

**Capacities of Literate Individuals
CCSS for ELA & Literacy, p. 7**

**Standards for Mathematical Practice
CCSS for Mathematics, p. 6**

1. They demonstrate independence.

1. Make sense of problems and persevere in solving them.

2. They build strong content knowledge.

2. Reason abstractly and quantitatively.

3. They respond to the varying demands of audience, task, purpose, and discipline.

3. Construct viable arguments and critique the reasoning of others.

4. They comprehend as well as critique.

4. Model with mathematics.

5. They value evidence.

5. Use appropriate tools strategically.

6. They use technology and digital media strategically and capably.

6. Attend to precision.

7. They come to understand other perspectives and cultures.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

CCSS for ELA & Literacy: Capacities of a Literate Individual

What's the Big Idea?

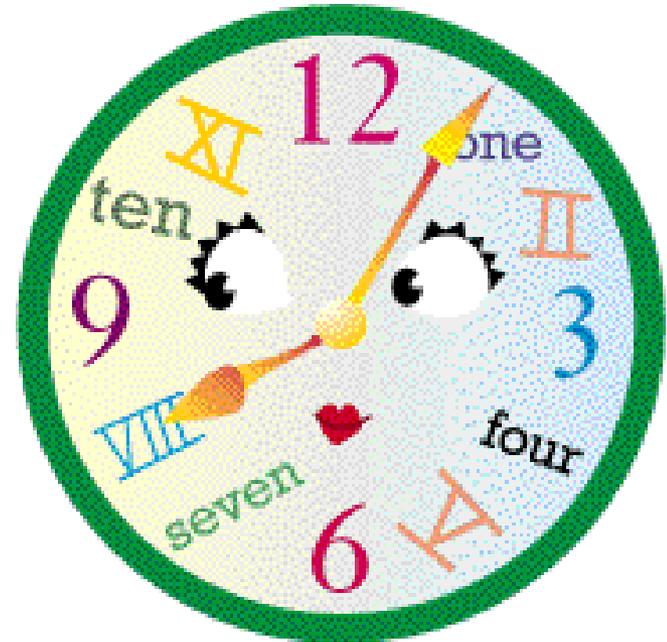
- **At your table, come to consensus on the most important idea about literacy that you have gained from this activity.**
- **Record this idea on your index card.**
- **Pass the card to the next table until your group receives your original card.**



Five-Minute Pause

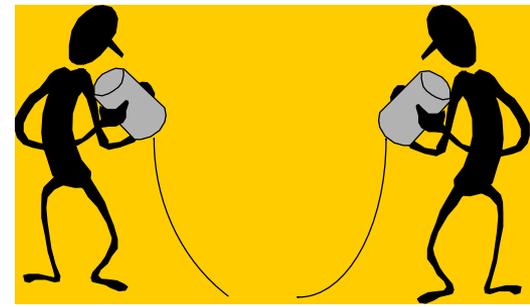
At your table, discuss the instructional implications of the “Capacities of a Literate Individual” from the CCSS.

- **What are the possibilities? the challenges?**
- **How do you envision your school’s implementation of literacy instruction aligned to the “Capacities of a Literate Individual”?**



Closure for Session 1: Literacy Capacities

3-2-1



3

Identify 3 ideas or points about “The Capacities of a Literate Individual” that caught your attention.

2

Identify 2 ideas or points about “The Capacities of a Literate Individual” that you plan to explore further.

1

Identify 1 idea or point about “The Capacities of a Literate Individual” that you think is critical for discussion during your school team time later today.

Educator Effectiveness Academy
English Language Arts & Literacy in History/Social
Studies, Science, and Technical Subjects

Day 2, Session 2
Writing Standards and Frameworks

EEA Summer 2011: Outcomes

Day 2, Session 2

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MD Common Core State Curriculum Framework

Common Core State Standards



Essential Skills and Knowledge

Orientation to the Framework Pages

Strand

Maryland Common Core State Curriculum Framework English Language Arts

Standards for Writing (W)

Cluster: Text Types and Purposes

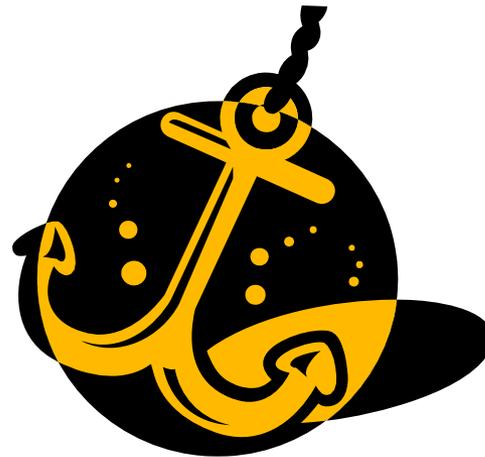
Anchor Standard

Write argument

	Grade 6 students	Grade 7 students	Grade 8 students
W1 Write argument and relevant evidence.		and relevant evidence.	and relevant evidence.
W1.a Introduce claim(s) and organize the reasons and evidence clearly.		W1.a Introduce claim(s), acknowledge alternate claims, and organize the reasons and evidence logically.	W1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Adapt the prewriting stage of the writing process to an argument, including developing one or more claims, and effectively ordering reasons that support the claim (See CCSS 6 W5.) Gather information to support claims. (See MD SLM 6-8 2A1, as needed.) Compose a draft of an introduction that presents a claim or claims clearly. (See CCSS 6 W4, 6.) 	<ul style="list-style-type: none"> Adapt the prewriting stage of the writing process to an argument, including developing alternate claims (See CCSS 7 W5.) Gather information to support claims. (See MD SLM 6-8 2A1, as needed.) Compose a draft of an introduction that presents a claim or claims and addresses any alternate claim or claims (See CCSS 7 W4, 6.) 	<ul style="list-style-type: none"> Adapt the prewriting stage of the writing process to an argument, including developing alternate claims (See CCSS 8 W5.) Gather information to support claims. (See MD SL 6-8 2A1, as needed.) Compare and contrast one's own claim or claims to all other claim or claims (See CCSS 8 RL5.) Compose a draft of an introduction that features a claim or claims in opposition to any alternate claim or claims. (See CCSS 8 W4, 6.) 	
W1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		W1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge	Essential Skills and Knowledge
<ul style="list-style-type: none"> Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS 6 W7.) Locate and evaluate sources for reliability to select evidence. (See CCSS 6 W8.) Compose a draft of the body of an argument with attention to <ul style="list-style-type: none"> effective organization of support for a claim or claims subject-verb and pronoun-antecedent agreement* (See CCSS 6 L2.e.) formation of complete sentences* (See CCSS 6 L1.f.) varying sentence patterns (See CCSS 6 L3.a.) pronouns written in the proper case (See CCSS 6 L1.a.) recognition of inappropriate shifts in pronoun number and person* (See CCSS 6 1.c.) frequently confused words* (See CCSS 6 L1.g.) spelling correctly (See CCSS 6 L2.b.) 	<ul style="list-style-type: none"> Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS 7 W7.) Use an established procedure to determine the accuracy of sources (See CCSS 7 W8.) Compose a draft of the body of an argument with attention to <ul style="list-style-type: none"> effective organization of support for a claim or claims subject-verb and pronoun antecedent agreement* (See CCSS 7 L2.e.) formation of complete sentences* (See CCSS 7 L1.f.) selection of simple, compound, complex, or compound-complex sentences to show relationships among ideas (See CCSS 7 L1.b.) frequently confused words* (See CCSS 7 L1.g.) spelling correctly (See CCSS 7 L2.b.) recognition of inappropriate shifts in pronoun number and person* (See CCSS 7 L1.c.) 	<ul style="list-style-type: none"> Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. (See CCSS 8 W7.) Use an established procedure to determine the accuracy of sources (See CCSS 8 W8.) Compose a draft of the body of an argument with attention to <ul style="list-style-type: none"> effective organization of support for a claim or claims subject-verb and pronoun antecedent agreement* (See CCSS 8 L2.e.) formation of complete sentences* (See CCSS 8 L1.f.) using verbs in the passive and active voice (See CCSS 8 L1.b.) frequently confused words* (See CCSS 8 L1.g.) spelling correctly (See CCSS 8 L2.c.) recognition of inappropriate shifts in pronoun number and person* (See CCSS 8 L1.c.) 	

Grade 3 – Writing Standard 1

W1 CCR Anchor Standard - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence



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W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

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Essential Skills And Knowledge

- Apply the prewriting and planning stages of the writing process:
 - o gather information on a specific topic (See MD SLM 2A1, as needed.)
 - o paraphrase when taking notes from sources (See MD SLM 2-3 4A.)
 - o generate a point of view or opinion
 - o brainstorm reasons that support the point of view or opinion. (See CCSS 3 W4, W5, W6.)

Grade 3 – Writing Standard 1

W1 CCR Anchor Standard - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W1.b Provide reasons that support the opinion. (cont'd)

Essential Skills And Knowledge

- Differentiate among reasons, opinion(s), and facts
- Continue on to p. 2
- Use coordinating and subordinating conjunctions. (CCSS 3L1.h)
- Produce simple, compound, and complex sentences. (CCSS 3 L1.i)

Toolkit

- Clarification documents, where necessary
- Lesson Seeds
- Model Lessons
- Model Units
- Formative Assessments
- Identification of text passages
- Interventions/extensions

Timeline:

- Inventory of current toolkit this year
- Development of toolkit over next three years

MD Common Core State Curriculum Framework

The 10 Anchor Standards for Writing

The Anchor Standards for Writing

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 techniques, well-chosen details, and well-structured event sequences.

The Anchor Standards for Writing

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.

The Anchor Standards for Writing

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.

The Anchor Standards for Writing

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.

Share your thoughts

The reporter from each group will share the group's ideas.



**Educator Effectiveness Academy
English Language Arts & Literacy in
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Subjects**

Day 2, Session 3

**Writing:
Increasing the Rigor Across the Grade Bands**

EEA Summer 2011: Outcomes

Day 2, Session 3

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MD Common Core State Curriculum Framework

Standards That Promote Academic Independence

An Examination of Rigor Across Grade Levels

STANDARD W1 Argument

Grade 5

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Grade 6

- Write arguments to support claims with clear reasons and relevant evidence.

Grades 9-10

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD W2 Informative/explanatory

Grade 5

- Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Grade 6

- Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Grades 9-10

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD W7 Research

Grade 6

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Grade 7

- Conduct short research projects to answer a question, drawing on several sources, and generating additional related, focused questions for further research and investigation.

Grades 9-10

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD W8

Using sources

Grade 4

- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Grade 6

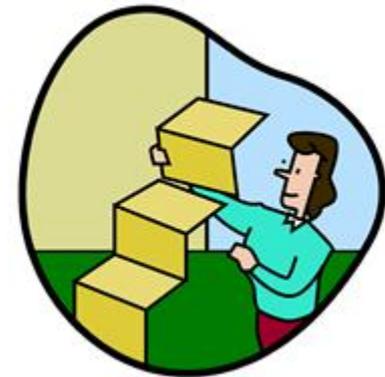
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information of sources.

Grades 9-10

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Examining the framework more closely

- In groups, review your assigned standard, its supporting standards, and the skills and knowledge that correspond for the grade level of your choice.
- List five expectations from your assigned CCS standard that exceed the expectations of your current instruction.



Share your thoughts

The reporter from each group will share the group's ideas.



**WRITE IN RESPONSE TO
LITERARY OR INFORMATIONAL
SOURCES**

W9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades 4-5, Stories and Poetry

- Read Natalie Babbitt's *Tuck Everlasting* and *describe in depth* the idyllic setting of the story, *drawing on specific details in the text*, from the color of the sky to the sounds of the pond, to describe the scene (RL.4.3)

Five minute pause

At your table, discuss the instructional implications involved in preparing your students to meet the demands of the preceding performance task.



Reflection

Day 2, Session 3

3-2-1

3

Name 3 ideas or points from this session that caught your attention.



2

Name 2 ideas or points you plan to explore further.

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Day 2, Session 4

**Appendix C, Writing Samples and
Annotations**

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Day 2, Session 4

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Writing Types

There are three types of writing in the Common Core State Standards.

Writing Standard 1: Argument

Writing Standard 2: Informative/Explanatory

Writing Standard 3: Narrative



Argument Is Special

“While all three text types are important, the Standards put **particular emphasis** on students’ ability to **write sound arguments** on **substantive** topics and issues, as this ability is **critical to college and career readiness** .”



*From Appendix A, page 24 of the *Common Core State Standards for English Language Arts*.

Persuasion versus Argument

Persuasion appeals to:

- **emotion**
- **audience self interest and sense of identity**
- **character, credentials, and authority of the writer or speaker**



**Adapted from Appendix A, page 24 of the Common Core State Standards for English Language Arts.*

Persuasion versus Argument

Argument relies on:

- merit and reasonableness of claim
- logic and validity
- legitimacy of evidence and proofs



**Adapted from Appendix A, page 24 of the Common Core State Standards for English Language Arts.*

Developing Argument

In the elementary grades, argument takes the form of opinion.

Younger students are emerging writers who learn to develop logical arguments by:

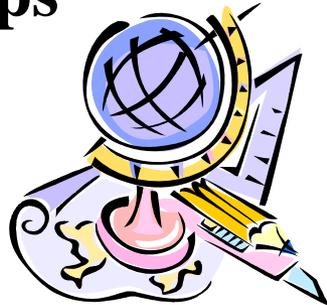
- **providing examples**
- **offering reasons for assertions**
- **explaining cause and effect**



Opinion/Argument Writing Standard 1

Opinion (K-5)

- Across content areas
- Formulate an opinion
- Provide reasons and examples
- Show relationships between opinion and support

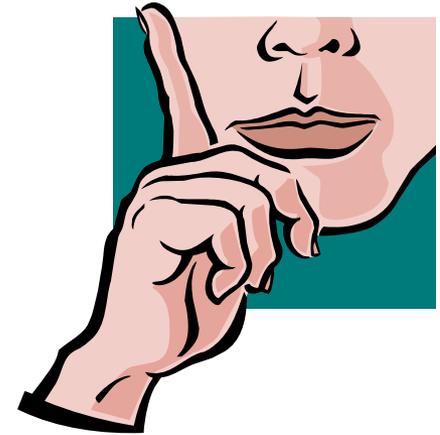


Argument (6-12)

- Taught in multiple disciplines
- Formulate a claim; address or develop **counter claims**
- Marshall evidence from **credible sources**
- Clarify relationships between claims and evidence
- Establish and maintain a **formal style and objective tone**

Why Argument?

“When teachers ask students to consider **two or more perspectives** on a topic or issue, something far beyond surface knowledge is required: students must **think critically and deeply**, assess the **validity** of their own thinking, and **anticipate counterclaims** in opposition to their own assertions.”



*From Appendix A, page 24 of the *Common Core State Standards for English Language Arts*.

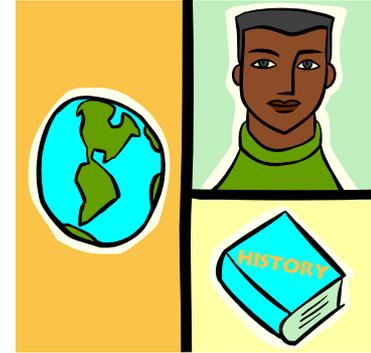
How does argument look?

Students in English Language Arts:

- **examine a literary work or works**
- **make claims about the worth or meaning of the work**
- **defend claims with evidence from the text**



How does argument look?



Students in History/Social Studies:

- **analyze evidence from multiple primary and secondary sources**
- **advance a claim that is best supported by the evidence**
- **argue for a historically or empirically situated interpretation**

How does argument look?

Students in Science:

- answer questions or address problems
- make claims in the form of statements or conclusions
- use data in a scientifically acceptable form
- use precise descriptions of processes
- assemble evidence and draw on understandings of scientific concepts



Informative / Explanatory Writing Standard 2

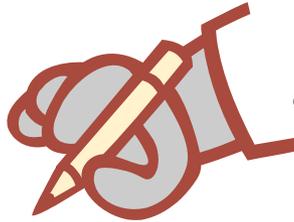
W2—Informative/Explanatory Writing:

- is intended to help a reader increase knowledge or understanding
- begins with the assumption of truthfulness and answers questions of why or how
- conveys information accurately



Informative / Explanatory Writing Standard 2

K-5



- Introduce a topic; group like information
- Use facts, definitions, details
- Connect ideas within categories
- Use precise domain-specific vocabulary
- Include illustrations, formatting and multimedia when useful and effective

6-12

- Introduce topic; apply **varied organizational strategies**
- **Broaden** support & evidence
- Establish and maintain a **formal voice and objective tone**
- Use precise, domain-specific vocabulary
- Include **effective** formatting, graphics, and multimedia

Narrative

Writing Standard 3

W3—Narrative Writing:

- conveys experience, either real or imaginary
- uses time as its deep structure
- can be informative, instructive, persuasive, or entertaining
- can be combined with other types of writing



Narrative

Writing Standard 3

K-5

- Establish a situation
- Introduce narrator and characters
- Use basic narrative techniques
- Manage sequence with transitions
- Use concrete and sensory language



6-12

- Establish a context or observation
- Introduce one or more points of view
- Use varied narrative techniques
- Use a variety of techniques to sequence events
- Use precise and sensory language and telling details

Writing Samples

Recall that on Day 1, you discussed a Grade 5 Informative/Explanatory writing sample about author, Roald Dahl.

- **With a partner, briefly review the annotations to the Roald Dahl writing sample.**



Writing Samples

Take a Closer Look!

- **Working with a partner, examine a writing sample from Appendix C of the CCSS.**
- **Some tables will have a writing sample that is informative, some will have argument, and some narrative.**
- **Using the CCSS and the note-taking sheets, try annotating the text.**



Writing Samples



Compare and Discuss!

- **Compare your answers to the ones from Appendix C.**
- ***Focus Question:***
How do you see writing instruction changing in your school?
- **Chart what you feel are the top three instructional implications and be prepared to share.**

Writing Samples

*Let's share
our observations
and thoughts!*



Instructional Implications



Consider:

- **Increased emphasis on writing argument, in ELA as well as across disciplinary areas**
- **Emphasis on writing in response to sources (not stand alone writing prompts)**
- **Scoring responses for both reading content and writing**

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Day 2, Session 4

3-2-1

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