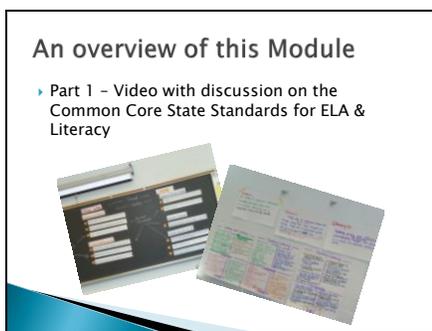




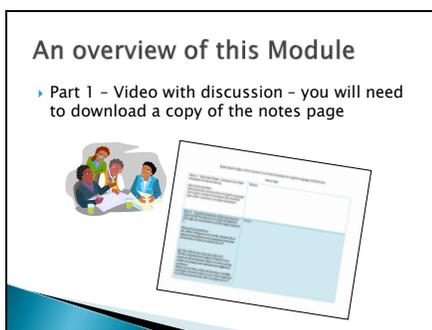
I would like to welcome back the Reading/English Language Arts Educators who attended the Educator Effectiveness Academies, as well as any of their colleagues who will be participating in this follow-up webinar.



During the Educator Effectiveness Academies you were able to meet at least one member of our MSDE team. I'd like to take a minute to introduce our entire Reading/English Language Arts team. In the first row you see Alison Delaney, Lynette Sledge, and Sylvia Edwards who specialize in English Language Arts at the secondary level. I'm Kathy Lauritzen, the Coordinator of Reading /English Language Arts and I start off the second row. I am joined by Lea Ann Christenson, Cecilia Roe, and Ava Spencer. Cecilia is a secondary specialist while Lea Ann and Ava serve the elementary grades.



Those of you who attended the academies in the summer will remember that we spent time learning the structure of the Common Core State Standards for English Language Arts on day one. On the second day of the academies we opened with an activity that helped us shape an emerging definition of literacy that will meet the demands for our students in today's world. We open this module with a short video that features several authors of the Common Core State Standards for English Language Arts and Literacy. These educators and policy makers will provide you with a deeper look into the standards by examining the key features and differences in those standards.



To get the most out of viewing this video, we have provided you with a notes page that gives you discussion questions and space to take a few notes. Please use the back of the sheet if you need more space for notes. After viewing the video, please pause the webinar and discuss the question provided. After your discussion, rejoin the video as our narrator goes over points that we thought were important to our Maryland educators.

An overview of this Module

- Part 2 – An analysis of Writing Standard 1 to examine the progression of the writing standard from Pre-K to grade 12

After you complete part one you may decide to continue onto part 2 or you may want to come back to it later. During the academies this summer we emphasized the increase in rigor of the common Core State Standards and introduced writing opinions and arguments. We've heard from many of you that you are working on writing opinions and arguments, so in this second part of the module you will examine the development of writing opinion/argument from PreK to Grade 12 to determine the increase in rigor that will lead our students to being college and career ready.

An overview of this Module

- Part 2 –you will need the copy of the notes page that you used in part 1 plus the progressions worksheet

In part 2 you will need the copy of the notes page that you used in part 1 of this module. Your discussion questions are located in the bottom section of the sheet. You will also want to download a copy of the Writing Standard 1 progressions to use as you follow along with the narrator.

Your narrator for this module is Lynette Sledge.

Take it away, Lynette!!

Exploring the Rigor of the Common Core State Standards for English Language Arts/Literacy

W1: Writing Opinion/Argument

Educator Effectiveness Academy 2011
ELA Follow-Up Session #1

Maryland State Department of Education
Office of Reading/English Language Arts

Welcome to the follow-up session for the 2011 Educator Effectiveness Academy for English Language Arts and Literacy. Our primary focus for this session is Writing Standard 1. We'll be talking about writing opinions and arguments.

This presentation can be divided into two parts, the first part ending after an explanation of Grade 5.

But, Before narrowing our focus to Writing 1, however, we thought it would be helpful to spend a little time reviewing all of the Common Core State Standards for English Language Arts and Literacy. To that end, you will view a short video titled "Common Core Standards for ELA and Literacy." As you watch the video, please pay particular attention to the emphasis on the topic of academic rigor.

For Discussion



Once the video has concluded, consider and discuss the following question:

What elements of instruction in English Language Arts require changes based upon the academic rigor of the Common Core State Standards?

Discussion Points



- ▶ Increasing use of literary nonfiction as students progress through the grades
- ▶ Reading complex text closely
- ▶ Understanding the usefulness of a wide range of texts
- ▶ Maintaining the close relationship between reading and writing
- ▶ Arguing based on evidence and presenting complex ideas clearly
- ▶ Assessing the reliability of sources
- ▶ Speaking effectively both formally and informally
- ▶ Attending to precise language

College and Career Readiness (CCR)
Anchor Standard W1
Text Types and Purposes

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



Once the video has concluded, we'd like you to consider and discuss the following question:

What elements of instruction in English Language Arts require changes based upon the academic rigor of the Common Core State Standards?

We hope that you've had a rich discussion. Here are some points that you may have mentioned.

- First, the Common Core requires an increased use of literary nonfiction in middle and high school English classes. Literary texts will continue to be a constant in middle school and high school English classes. But, they will no longer be the only type of reading that students are going to do in that class. Essays, speeches, diaries, and so forth are going to enrich a student's reading ability.
- Second, students have to be able to read sufficiently complex text independently, and they have to be able to make connections between what they are reading and the purpose for reading.
- In writing, students have to have multiple opportunities to write to source and to argue, they'll use evidence and clearly presented complex ideas. They have to learn how to assess the credibility and reliability of the sources they use.
- And when speaking, students have to know how to adjust their speech to both formal and informal situations. They have to use language precisely to express themselves.

And, these points represent some of the key shifts in the Common Core. The area on which the remainder of our session is going to focus is writing. Specifically, we are going to look at the increasing rigor of Writing standard 1. And we're going to begin this by taking a look at the Anchor Standards.

Each standard in the English Language Arts section of the Common Core has an anchor standard. And the anchor standard states in very general language the end result of 14 years of education or preparation beginning with Pre-Kindergarten and ending with Grade 12. The Anchor Standard for Writing 1 is Write arguments to support claims in an analysis of substantive topics and texts, using valid reasoning and relevant and sufficient evidence.

College and Career Readiness (CCR)
Anchor Standard W1
Text Types and Purposes

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



You'll note that the same standard appears here but this time, we have highlighted key words in red.

When we are talk about writing an argument, we don't mean disagreeing. We talk about building an idea to promote a thought. A claim is what a writer believes to be so and is willing to argue for. An analysis is an in-depth look at portions of substantive text and topics. Substantive refers to the reliability, they must be of note. Valid reasoning refers to reasoning that is solid and sound. Relevant evidence is focused evidence. And sufficient evidence indicates there is enough to build a successful argument.

W1: Grade-specific Standard
Pre-Kindergarten*

With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share an opinion about an experience or book.*

*Written by Maryland educators. The CCSS do not include standards at the Pre-K level.



And so now we begin, we look first at our Anchor standard, the end result. Now we are going to look to see where our youngest learners will begin. You'll note that the pre-kindergarten has an asterisk after it. That is an indication that the pre-kindergarten was written by Maryland Educators. The Common Core itself does not include standards at a pre-k level. The standard at Pre-Kindergarten is:

With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share an opinion about an experience or book.*

At this level, you can see the hand of teacher in the words modeling and support, obviously indicate behaviors on the teacher's part. You'll also notice that our younger students have options for sharing their opinions. They may draw, they may talk about something and have their opinion recorded and they may write in a developmentally appropriate way. You'll also note, the source bases for the beginning writer are two-fold. They can talk about an experience or they can refer to a book.

Now we look at the difference between Pre-Kindergarten and Kindergarten. Kindergarten, we use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. You'll notice first with kindergarten, modeling and support are withdrawn so there's much more independence on the part of the student. The means of expression at kindergarten is to "compose" but obviously, that would be in a developmentally appropriate manner. The kindergartener is going to give you the title of the text, he or she has read or they are going to isolates the topic and refer to it. The process becomes slightly more formal in its approach, and because of that formality the demand on the student is greater.

W1: Grade-specific Standard
Changes from Pre-Kindergarten* to Kindergarten

With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share an opinion about an experience or book.*

K: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

*Written by Maryland educators. The CCSS do not include standards at the Pre-K level.



W1: Grade-specific Standard
Changes from Kindergarten to Grade 1

K: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Grade 1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.



W1: Grade-specific Standard
Changes from Grade 1 to Grade 2

Grade 1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Grade 2: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect the opinion and reasons, and provide a concluding statement or section.



W1: Grade-specific Standard
Changes from to Grade 2 to Grade 3

Grade 3: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- Provide a concluding statement or section.



For our first graders, they are going to write opinion pieces in which they introduce the topic or name the book that they are writing about.

They are going to state an opinion and they are going to supply a reason for the opinion and then provide some sense of closure. You'll note, just like our kindergarteners, first graders are going to give you the title of the book or they are going to identify it's topic. However, now, when the first grader gives an opinion, they also have to be able to tell why they think that way. And in addition, that first grader has to end his or her writing in such a way that lets the reader know that expression has concluded. So now, for the first time, there is a very simple structure imposed. That first grader is going to compose a piece that has an identifiable beginning, middle, and end, which is a structure and that adds rigor.

They're again going to write opinion pieces.

They are going to introduce the topic or book they are writing about. They are going to state an opinion. Much of this just as in the previous grades. But this time they are going to supply reasons that support the opinion. They are going to use linking words for example, because, and, or, also. And then they are going to connect the opinion and reasons and provide a concluding statement or section. As two previous grades have done, this second grader again is going to tell us the title of the book or identify its topic. Again, they are going to offer an opinion. But now more than a single reason is required. There has to be reasons in support of a stated opinion. And they also have to be phrased in a correct structure that shows the relationship between that opinion and the reason. Age appropriate conjunctions come into play. The words **and** or **also** indicate more than one. The use of the conjunction **because** indicates a cause and effect relationship between two elements. So as additional increase in cognitive demand is that the second grader must close his or her writing in a more formal way with an identifiable closing sentence or group of sentences.

Grade Three

Immediately, you'll notice that the structure of the standard in grade three has changed. The initial grade level standard is very much an umbrella statement. Write opinion pieces on topics or texts supporting a point of view with reasons. But, now, we are introduced to supporting standards. **Support Standards A through D** are informational but they are also procedural as well. A, introduce the topic or text they are writing about, state an opinion, and create an organization structure that lists reasons. In B, they are going to provide reasons, multiple reasons, that support that opinion. And now, there are some

different linking words and phrases. They have been expanded to include therefore and since. Those two words indicate that a conclusion is being drawn. Drawing conclusion is a skill of greater cognitive demand. The third grader might also use **for example**, which indicates a particular type of organization where support is based upon instances taken directly from the text. Finally, like the previous grade, writing has to conclude with a closing sentence or group of sentences. So when writing an opinion, the third grader considers all of the demands placed on the second grader but in addition to organization and expanded conjunctions which are indicators of a more complex organizational pattern.

Grade Four Continuing at grade four, the umbrella statement or standard is adjusted to indicate that a point of view must be supported with reasons and information. Information is the difference between the third and fourth grade standard.

Supporting standard A, a topic or a text has to have a clear introduction and the organizational structure has to feature related ideas grouped in such a way that it really is very much apparent to someone who is reading this opinion piece, exactly how the writer's opinion is being supported by these ideas. While the third grader was allowed to support an opinion with reasons, the fourth grader now ensure that the reasons offered are supported by facts or details from a source. The fourth grader's writing has evolved so that there is an ever broadening range of linking words and phrases. **For instance** is another way to offer an example in support of an idea. **In order to**, obviously refers to procedure of source, and the words, **in addition** indicates that something more is available. Finally, a fourth grader can compose a conclusion that shows a direct relationship to the initial opinion stated in the introduction to the writing. You'll notice, not restart what was in the beginning of the paper but related to, there is a definite difference. And, as before, the fourth grader addresses all the demands of the third grader but is composing a more structurally firm piece of writing that features a defined beginning, middle, and end while focusing on the text for its body of proof.

W1: Grade-specific Standard
Changes from Grade 3 to Grade 4

Grade 4: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.



W1: Grade-specific Standard
Changes from Grade 4 to Grade 5

Grade 5: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.



W1: Grade-specific Standard
Changes from Grade 4 to Grade 5

Grade 5: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- d. Provide a concluding statement or section related to the opinion presented.



Your turn!



- Work through the remainder of the Grades on the progression worksheet.
- With a partner, examine the standards and underline the words that show an increase in rigor at each grade.
- Discuss with your partner, the meaning of those changes both in instruction and expectation of student product.
- Return to the module and listen to see if you and your partner made the same observations as the MSDE team.

W1: Grade-specific Standard
Changes from Grade 5 to Grade 6

Grade 6: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.



In grade five, students will be writing opinion pieces on topics or texts, supporting a point of view with reasons and information.

In **support standard A** a student will now be required to organize writing where ideas are logically grouped, which simply means that the unstated reasons for that organization should be very much apparent to a reader. In **support standard B**, there is a reemphasizes on the idea that there must be a logical arrangement as well as those reasons have to be supported from source.

Finally, **support standard C** indicates that opinion and reasons be linked not only by words and phrases as in previous grades but now, also by clauses. The introduction of clauses is a strong indicator that a fifth grade student's facility for manipulating language should be increasing though the demands for a well written conclusion remain exactly the same as they were for fourth graders.

If you are doing this presentation in two parts, this is the area where you should pause.

Now it's your turn. Work through the remainder of the Grades on the progression worksheet.

With a partner, examine the standards and underline the words that show an increase in rigor at each grade.

Discuss with your partner, the meaning of these changes both in instruction and expectation of student product.

Return to the module and listen to see if you and your partner made the same observations as the MSDE team.

This is the watershed moment. At this point, we transition from writing opinion in the elementary school now to writing formal argument. If you look at the standard statement, write arguments to support claims with clear reasons and relevant evidence. You will find here that the language is much more like the language in the Anchor Standard.

In **supporting standard A**, the terms, claim and evidence that are associated with argument are apparent. A sixth grade student will introduce a claim, that's a transition from the point of view that students had presented in the three previous grades. The student is going to now organize reasons and evidence or proof of his or her claim. Basically, what she or he has deduced or believes to be so, in such a manner that is understandable to a reader. These supportive reasons and evidence must come from credible, trustworthy sources and

W1: Grade-specific Standard
Changes from Grade 5 to Grade 6

Grade 6: Write arguments to support claims with clear reasons and relevant evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.



W1: Grade-specific Standard
Changes from Grade 6 to Grade 7

Grade 7: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.



they have to show that the writer has the requisite knowledge of the topic or text to present a plausible argument. In **supporting standard C**, the words, phrases, and clauses that are used to link these claims and reasons and evidence should mirror how the claims and reasons work together to build a believable argument.

You will notice that previous Support standards A and C have purposefully indicated that shift from opinion to argument, but now with **support standard D** we have something that is brand new. For the first time, ever, style is addressed. And, quite simply, style is the way an author can use words, phrases, and sentences to express ideas, and for an argument, the style has to be formal. So, for a sixth grader, formal style would mean that there needs to be a serious tone toward the subject, an objective presentation of fact and evidence, and a complete absence of slang or popular language. And then, finally, a well-written conclusion is necessary with the understanding that the conclusion has to be a natural extension of that proposed argument. So, within the body of the argument, the conclusion, really should be the next logical progression.

The grade level standard for seventh grade is exactly the same as that for sixth grade. However, there are differences. But, they exist in the supporting standards. In **supporting standard A**, when a seventh grader puts forth a claim, he or she has to acknowledge that other people might believe differently or have a different idea and they must acknowledge that specific idea or belief in the building of their own argument. As before in grade 5, a seventh grader ensures that evidence is logical and that it is logically presented to support claims in **supporting standard B**. In essence, the underlying reason for choosing the evidence and the method of its presentation really should be easily understood by a reader. Evidence has to be trustworthy, it also has to be correct. And now for the first time in **supporting standard C**, cohesion is addressed. The transitions words used to link claims, reasons, and evidence have to hold together and at the same time create a flow from claim to reason and reason to evidence to promote a cohesive argument that is simple to follow and thereby easily understood.

W1: Grade-specific Standard
Changes from Grade 6 to Grade 7

Grade 7: Write arguments to support claims with clear reasons and relevant evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.



W1: Grade-specific Standard
Changes from Grade 7 to Grade 8

Grade 8: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.



W1: Grade-specific Standard
Changes from Grade 7 to Grade 8

Grade 8: Write arguments to support claims with clear reasons and relevant evidence.

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.



W1: Grade-specific Standard
Changes from Grade 8 to Grades 9-10

Grades 9/10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.



Keeping a formal style and organizing a conclusion are unchanged from grade six. Essentially, the important pieces of writing argument in grade seven involve organization and expression of language that makes clear the writer's main objective or point.

The grade eight level umbrella standard and accompanying supporting standards vary only slightly from the previous grade seven. Only supporting standards A and C show any difference at all. In **supporting standard A**, a group of words is the difference. When an eighth grade student is introducing a claim and acknowledging counterclaims, he or she also has to distinguish or show the difference between his claim and that other counterclaim or claims. In essence, an expanded explanation should be embedded within the introduction of the claim or claims that addresses the differences between or among the writer's claim and those claims that are proposed by other people.

Finally, in **support standard C**, transition words that create cohesion within the piece of writing now have expanded usage to make the relationship between claims and counterclaims and their requisite reasons and evidence understandable. Within the standards, there are just single word adjustments, but those adjustments address significant pieces in the development of writing argument. You will note that **Supporting standards D and E** remain the same as they did in previous grade.

The standard at Grades 9-10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Again, this is like the Anchor Standard. At the high school level, the grade level standard or umbrella statement varies from its middle school counterpart. Now for the first time, analysis makes an appearance. For the ninth and tenth grader a written argument comes from an analysis of a topic or text. The qualifier valid is used to describe reasoning and that indicates that the reasoning used to support a claim has to be compelling, it needs to be authoritative. Finally, evidence has to be sufficient indicating that a judgment is going to be made about the amount of supportive evidence and the quality of that evidence. In **supporting standard A**, as has been the case in previous years, the relationships between and among claims, counterclaims,

W1: Grade-specific Standard
Changes from Grade 8 to Grades 9-10

Grades 9/10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.



W1: Grade-specific Standard
Changes from Grade 8 to Grades 9-10

Grades 9/10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.



W1: Grade-specific Standard
Changes from Grade 8 to Grades 9-10

Grades 9/10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.



W1: Grade-specific Standard
Changes from to Grades 9-10 to Grades 11-12

Grades 11/12: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.



reasons, and evidence must be understandable but the exactness of the writer's claim is now being judged.

Supporting standard B is a major shift upward in cognitive demand for the high school writer. Now claims and counterclaims have to be developed equally with attention has to be paid to both the positive and negative aspects of each. This development occurs in light of acknowledgement of a specific audience. The writing is intended for this specific audience so it must take into account how much the audience already knows or cares about this particular claim.

Supporting standard C addresses cohesion where at this high school level, a writer attends to the use of transitions to bridge a major portion of a student's writing.

For the first time in **supporting standard D** objectivity is referred to as part of formal style and the accepted practices of composition at 9th and 10th grade level are featured in the phrase "norms and conventions of the discipline." There is no change in **supporting standard E**, which addresses the conclusion of an argument. The demands placed on the beginning high school writer are significantly more complex than those of middle school.

The grade level standard does not change from grades nine and ten. However, there are some moderate adjustments to the supporting standards at grades eleven and twelve. In **Support Standard A**: A claim that is now introduced must be both precise as in grades 9 and 10 and but also knowledgeable in grades 11 and 12. In addition, the claim must be shown to have merit or substance. And, finally, the organization of the writing should be accomplished so that the order in which claims, counterclaims, reasons, and evidence are introduced is logical and will build an effective argument.

W1: Grade-specific Standard
Changes from Grades 9-10 to Grades 11-12

Grades 11/12: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.



In Support Standard B: The development of a claim should be fair. That was indicated in grades 9 and 10 but now in grades 11 and 12 it must also be thorough or complete and the development should continue with only the most relevant evidence being used. And finally, in consideration of audience, their supposed values have to be carefully considered and a projection or a thought forward needs to be made about potential biases in that audience. The writer has to note fully an audience's supposed values because those are the basis from which potential bias may arise and the writing should address those potential biases.

W1: Grade-specific Standard
Changes from Grades 9-10 to Grades 11-12

Grades 11/12: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.



In Support Standard C: This support standard addresses cohesion and the single variable at grades eleven and twelve is the addition of varied syntax. The high school junior or senior should vary the types of sentences when composing this will add interest and emphasis to an argument. The demands for formal style and effective conclusion remain unchanged from previous years.

W1: Grade-specific Standard
Changes from Grades 9-10 to Grades 11-12

Grades 11/12: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.



Supporting standards D and E remain unchanged from the previous grade band.

We have now looked at writing 1, as it begins in pre-kindergarten and extends to grades 11 and 12 to the Anchor Standard.

To encapsulate the information we've reviewed, it will take you about 4 minutes to view a video from the Hunt Institute featuring Sue Pimental and David Coleman who were vital to the creation of the Common Core Standards.

For Discussion

Q1: What changes occur in the standards as opinion transforms into argument from the elementary to the secondary level?

Q2: The CCR Anchor Standard for W1:
"Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."
What can be done at the elementary, middle, and high school levels to ensure that students reach that standard by the end of grade 12?



After viewing the second video, consider and discuss these two questions with other members of your group.

Question 1: What changes occur in the standards as opinion transforms into argument from the elementary to the secondary level?

And in question 2 considering the Anchor Standard in Writing 1, what can be done at the elementary, middle, and high school levels to ensure that students reach that standard by the end of grade 12?

http://www.youtube.com/user/TheHuntInstitute#p/a/913348FFD75155C6/2/Jt_2jI010WU

Q1: Discussion Points

Opinion K-5	Argument 6-12
Across content areas	→ Taught in multiple disciplines
Formulate an opinion	→ Formulate a claim; address or develop counter claims
Provide reasons and examples	→ Marshall evidence from credible sources
Show relationships	→ Clarify relationships between claims between opinion and support and evidence
	→ Establish and maintain a formal style and objective tone

Here are some ideas that may have appeared in your discussion. In Opinion writing at K through 5, that is done across content areas. As it changes into argument at grades 6 through 12, it's taught in multiple disciplines. Our elementary school students are asked to formulate opinions. Our middle and high school students are asked to formulate claims and address or develop counterclaims.

Elementary students have to provide reasons and examples to support their opinions. Our middle and high school students have to marshal evidence from credible sources as support. Our elementary school students need to show relationships between reasons and opinions. Our high school students have to clarify relationships between claims, between opinions, and support and evidence. And finally, our high school students have to establish and maintain a formal style and objective tone when writing.

Q2: Discussion Points

- ▶ Expose students to a variety of mentor texts that model the specific writing structures—opinion/argument.
- ▶ Provide students with many opportunities to write, with a variety of purposes, formal, informal, brief, and extended.
- ▶ Focus on the cognitive demands of the grade level standard.
- ▶ Keep instruction targeted on stretching students to the next level in their writing experiences.
- ▶ Conference with students, concentrating on one area of need at a time, in order to move each student to the next level of writing expertise.

As regards to question 2, here are some of the ideas members of the group may already have already discussed.

Students need to be exposed to a variety of mentor texts that model specific writing structures. For example opinion or argument.

And, again, this highlights that strong link between reading and writing.

Students need lots of opportunities to write for a variety of purposes. Very formal settings, very informal, extended times, brief times.

There has to be a focus on cognitive demands at the grade level standard. Instruction has to be targeted. Students need to be stretched to that level in their writing experiences.

And finally, time spent conferencing with students is well spent. Where you can concentrate on particular areas to help move students along to the next level of writing.

And finally, is it possible to do this? The answer is obviously yes.

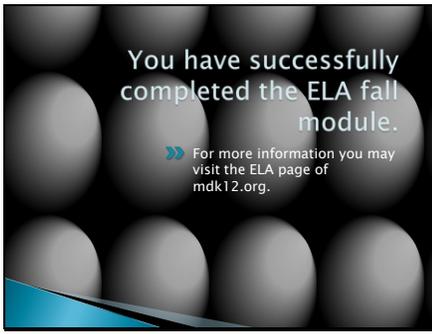
Students are completely capable of composing effective arguments once they've been taught and have experienced appropriate instruction and rigor as they move through the grades.

Writing Argument...

Can we do it?



Yes, we can!



You have successfully completed the ELA fall module “Exploring the Rigor of the Common Core State Standards for English Language Arts & Literacy. If you have questions you may visit the ELA page at mdk12.org and write them in the feedback box. You will receive answers in a timely manner. On behalf of the MSDE Reading/English Language Arts team, I thank you for your attention during this module. We look forward to continuing this transition to the Common Core State Standards along with you.