

Module 3: PA Common Core Writing Expectations **Duration – 2 hours**

The italicized script provides direction for the presenter while the plain text script is the narrative for the presenter.

All handout titles are included in the slide descriptions below and are numbered by slide on the MOODLE.

Overview:

This module is designed to identify the instructional progressions of writing across the PA Common Core Standards from grade to grade. It will aid participants in exploring, analyzing, and evaluating examples of student writing from Appendix C so that participants can identify increasing levels of sophistication in writing. Participants will also compare existing curriculum with PA Common Core Standards' expectations in order to identify needs for change.

- Slide 1:** *Have Slide 1 on the screen as participants enter the room. Begin by introducing yourself and a bit of background on your job, role, and engagement with PA Common Core.*
- Slide 2:** This is one of four modules designed to assist educators in understanding and transitioning to PA Common Core.
- Slide 3:** *Remind participants to sign on to SAS and complete and display their name tents.*
- Slide 4:** PA Common Core Writing standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.
Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Today we are focusing on 4 essential questions related to a key piece of PA Common Core transition. *Read each question aloud.*
- Slide 5:** *Participants need Handout #1: Notes on Range and Content of Student Writing.*

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Let's get started! Find Handout #1: "Notes on Range and Content of Student Writing." The content of this handout is from p. 18 of the Common Core Standards. Silently, read, "Notes on Range and Content of Student Writing." Be prepared to answer the question: What resonated with you?

Allow time for the participants to read the document.

Table Talk: Discuss your table group your answer to the question: What resonated with you?

Allow participants to popcorn out responses to the question.

Slide 6: The intent of the PA Common Core Writing Standards is to build a foundation for college and career readiness. Students need to know and understand that writing is a powerful mode of communication and a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events to an external, sometimes unfamiliar audience. As they progress through the grades and demonstrate an understanding in the grade level expectations, students will begin to adapt the form and content of their writing to accomplish a particular task and purpose. The PA Common Core Writing Standards are intended to develop the students' capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources

Turn and Talk to your elbow partner: How does this compare to the philosophy of our previous PA Academic Standards?

Through writing, how do PA Common Core Writing Standards prepare our students to be career and college ready? Let's find out!

Slide 7: PA Common Core Standards are organized according to Styles of Writing, Quality of Writing and the capacity to build knowledge through research and publication.

According to PA Common Core, PA students are expected to understand and write:

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

What is the difference between PA Academic Writing Standards and PA Common Core Writing Standards?

Turn and Talk: Discuss this question with your elbow partner (*Participants should recognize the absence of persuasive writing and PA Common Core's Opinion/Argumentative writing.*)

Table Talk: What is the difference between persuasive and argumentative writing? *Ask each table to summarize their discussion around this question.*

Presenter information:

Argumentative writing is much more balanced. It requires the development of both sides of an issue, offering several claims for one side while acknowledging that there are valid counterclaims from the opposition. Argumentative writing is not about winning to "get" something, but rather giving the reader another perspective to consider on a debatable topic.

Persuasive writing is designed to draw the reader to the author's point of view. In a persuasive essay, the author only presents one side of the premise, that which they are defending, leaving the other aspect alone. The essay is designed to inform and convince in a fairly passive manner, without introducing conflict or highlighting the possible negatives of the opposite view. The goal is to woo and win over the reader by the explanation and the extolling of the merits of the author's premise, without exploring the other side of the issue at all.

Slide 8: The Quality of Writing is integrated into each writing type and purpose.

For each writing style presented in the previous slide, as indicated in PA Common Core, students are expected to:

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

Slide 9: PA Common Core Writing Standards emphasizes the importance of students developing the capacity to build their knowledge through research projects and to reflect and respond analytically to literary and informational sources; then, use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Slide 10: The PA Common Core Writing Standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year, in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Let's see how another state created grade specific rubrics.

Share the State of Delaware's grade level rubrics and have the participants explore the rubrics.

http://www.doe.k12.de.us/aab/English_Language_Arts/ela_assessment_tools.shtml

Then, move to the PA Common Core Learning Progressions and related activity.

Let's take a look at how learning progresses through PA Common Core Writing. To do this you will need the document titled, "Understanding the Learning Progressions" and a highlighter. The Style of Writing addressed in this document is Opinion/Argument. The Quality of Writing focus is Organization.

Directions:

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Working independently, start at the bottom of the document with the Kindergarten PA Common Core Writing Standard. Read the Standard; then, move up to the First Grade Standard. When you notice a change in wording from one grade level standard to the next grade level standard, highlight the words that changed from one grade level to another.

When you have gone through all the grades and highlighted the changes from one grade to another, turn to your elbow partner and discuss what you noticed. Be prepared to complete the following statement: After reviewing the learning progressions and highlighting the changes, we conclude_____.

[If participants are not sure of the task – use a “think aloud” structure to model the task.

Using a document camera, overhead projector, or a chart paper with K, 1, and 2 statements from the handout on it. Model a “think aloud” highlighting changes in wording that you see.

For example as a starter:

Using the K, 1, and 2 standards – what words do I see changing?

In Grade 1 – I see “create” and I don’t see that in K. In first grade I see organizational structure and sense of closure. As I look at second grade I see the expectation of a concluding statement.....]

After the group works through the process -

Responses should reflect: increasing sophistication, difficulty, or rigor.

Have participants share their answers to the statement, “After reviewing the learning progressions and highlighting the changes, we conclude_____.”

Slide 11: We’re going to take a deeper look at the PA Common Core Writing Standards and a Sample of Student Writing from Appendix C. The goal of this activity is to examine a Grade Level Sample and understand what students need to know and be able to do to gain adequate mastery of the range of skills and applications as demonstrated in the Student Samples of Writing?

You will need:

PA Common Core Writing Standards Pre-K to Grade 12

T- Chart; and

One of the following: *(Ask participants to select the Student Sample that is associated with the grade level of their interest.)*

Student Sample Owl Moon Gr 2
Student Sample Video Cameras in Classrooms Gr 7
Student Sample Dress Codes Gr 12

Read the Student Sample you selected and the Annotations.

Slide 12: Find a partner who selected the same Student Sample. Using the PA Common Core Grade Level Standards associated with your Student Sample and referencing your Student Sample, list three or more Standards in Column 1 and cite the evidence from the student sample.

Slide 13: Now, find another partner set that reviewed the same Student Sample. In your group, reflect upon your student sample review and discuss the answers to the questions on the slide.

Slide 14: In your small group, using the PACC Writing Standards document, review each style of writing and the Qualities of Writing within each of the writing styles. Discuss: How are the Styles of Writing similar? How are they different? What impact do the similarities and differences have on instruction?

Ask the groups what they found was similar and different. Responses should be the Qualities of Writing are the same across the Styles of Writing. A teacher integrates the teaching of Qualities of Writing across the writing styles. the Qualities don't change with the writing style. Even though the PA CC Writing Standards appear lengthy, they are not.

Slide 15: *Divide participants into groups of 5. Assign each group 1 of the remaining PACC Writing Standards (1.4.T – 1.4.X).*

Review the activity on Slide 15 with the participants.

Distribute markers and chart paper to each group.

Ask each group to present their graphic.

Slide 16: *Participants should have received a document that looks like this during the Overview of Standards module. The purpose of this slide is to see where Shift 5 is on the Six Shifts in ELA document. Participants should not try to read the shift off of the slide. Distribute the CC ELA Shifts and Implications document for a deeper look at Shift 5.*

You received the CC ELA Shifts and Implications document. We're going to take a more in-depth look at Shift 5.

Shifting away from today's emphasis on narrative writing (in response to de-contextualized prompts), the standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. 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 actually read the text.

Likewise, the reading standards focus on students' ability to read closely and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require no information from outside the text, but instead require inferences based on careful attention to the text

Slide 17: What are the challenges and benefits of putting a renewed emphasis on writing from sources rather than keeping the current focus on personal narrative?

To get the answer to the question, we're going to watch a video that features a discussion between NYS Commissioner of Education John B. King Jr., David Coleman (contributing author to the Common Core) and Kate Gerson (a Senior Fellow with the Regents Research Fund) addressing Shift 5 – Writing from Sources. By unpacking Shift 5, the discussion addresses the challenges and benefits of putting a renewed emphasis on writing from sources rather than keeping the current focus on personal narrative.

Watch video with participants.

As a table group, discuss the answer to the question on the slide.

Ask selected table groups to share their answers.

Slide 18: As a table group, discuss the answer to the question on the slide.

Select table groups to share their responses.

Slide 19: *Participants should have received a document that looks like this during the Overview of Standards module. The purpose of this slide is to see where*

Shift 4 is on the Six Shifts in ELA document. Participants should not try to read the Shift off of the slide. Return to the CC ELA Shifts and Implications document for a deeper look at Shift 4.

Students need to develop the ability to engage in rich, evidence-based dialogue about a text they have read. Teachers' facilitation of students conversations about this requires a higher level of sophistication for both teachers and students. Rather than the quicker connections between text and self, teachers must now train students to stay in the text, to draw conclusions and make arguments about the text and do so through the text itself. Teachers will often be asking, "Where do you see that in the text? What paragraph? What sentence? What word?" Students must begin to think and argue through and with texts by constantly being asked to find evidence in what they have read.

Slide 20 Shift 4 bring questions to mind.

Slide 21: Discuss with your table group the questions on the slides.

Slide 22: Let's take a moment to compare the PSSA and Keystone Exams sample questions.

The first example is from 11th grade PSSA released item from 2009 and the second example is a Keystone Exam sample question.
Keystone Standard L.N.2.5.6- Explain, interpret, describe, and/or analyze, the author's defense of a claim to make, a point or construct an argument in nonfictional text.

*Are we in agreement that the second question example (Keystone Exam example) is more rigorous? This is an excellent activity to do with teachers.

Slide 23: *In order for participants to deal directly with the questions – How can I fit this in? How can I do this? Use a "t" chart – with Evidence on the left hand side and "How can I fit this in? How do I do this?" on the right side of the "t" chart.*

Individually, Read the document, *Implications*, from Tim Shanahan. Use the "t" chart you made to help you process and answer THE Question – How can we really put this into practice in our classroom practice?

Share out your thoughts and ideas with your elbow partner.

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Share out with the large group.

Ask the large group – In what other ways could you use this document with teachers?

Slide 24: Are we ready to answer our Essential Questions?

As a table group, answer the Essential Questions on Slide 24.

Ask table groups to share their answers.

Slide 25: Questions