


Common Core Instruction for ELA & Literacy

Writing to Sources 6 – 12 Teachers

 Area V Regional Superintendents of Schools
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Module 1:
**Common Core Instruction
for ELA & Literacy**



Writing to Sources
Audience: 6-12 ELA & Content Area Teachers

Expected Outcomes

- ▶ 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.
- ▶ Understand the relationship between the CCSS Reading Standards and Writing Standard 9.

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What is the instructional shift?

- ▶  Increased emphasis on
 - Analysis of individual texts
 - Argument and evidence
 - Informative/explanatory writing
 - Frequent short, focused research projects
 - Comparison and synthesis of multiple sources
- ▶  Decreased emphasis on
 - Narrative, especially personal narrative
 - Writing in response to decontextualized prompts

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What is “writing to 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.
- ▶ Using evidence from texts to present careful analyses, well-defended claims, and clear information.
- ▶ Generating reports from research; writing from multiple sources.

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Organization of Writing Anchor Standards

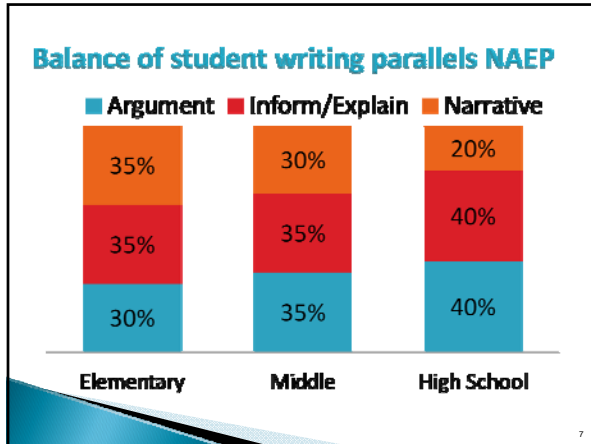
- ▶ Text Types and Purposes Today
 - #1. – 3.
- ▶ Production and Distribution of Writing
 - #4. – 6.
- ▶ Research to Build and Present Knowledge Today
 - #7. – 9.
- ▶ Range of Writing
 - #10

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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.
 - **#2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
 - **#3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Logical argument vs persuasive writing

- ▶ Both argument and persuasion have as their goal persuading people to believe something is true or change their beliefs or behavior.
- ▶ 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

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Activity: Examine Writing Standards 1 - 3

- ▶ Look at the standards at your grade level for the three types of writing on the handout.
- ▶ How does the level of difficulty in these CCSS Standards compare with current practice? (What is familiar? Different? Anything new? Dropped?)
- ▶ How does the level of difficulty in these CCSS Standards compare with grade level expectations based on the previous ELA Standards?

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Research to Build & Present Knowledge

▶ Writing Anchor Standards

- #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.

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CCSS Writing Standards 7: grade-band examples

- ▶ Grades 6 – 8 ELA & Literacy in content areas:
 - “Conduct short research projects to answer a question...
◦ ... drawing on several sources ...”
- ▶ Grades 9 – 12 ELA & Literacy in content areas:
 - “Conduct short as well as more sustained research projects to answer a question ... or solve a problem... synthesize multiple sources...”



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Extensive practice on short, focused research projects

- ▶ In addition to more sustained research efforts at higher grades
- ▶ More typical of the workplace
- ▶ Allows students to repeat the research process many times and develop the expertise needed to conduct research independently
- ▶ A progression of shorter research projects also encourages students to develop expertise in one area by confronting and analyzing different aspects of the same topic as well as other texts and source materials on that topic

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CCSS Writing Standards 8: grade-specific examples

- ▶ Grades 6 – 8 ELA & Literacy:
 - “Gather relevant information from multiple print and digital sources...
 - ... assess the credibility and accuracy of each source....”
- ▶ Grades 9 – 12 ELA & Literacy:
 - “Gather relevant information from multiple authoritative print and digital sources...
 - ... assess the strengths and limitations of each source in terms of task, purpose, and audience....”



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Writing Anchor Standard 9

- ▶ Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ▶ ELA 6-12 CCSS Writing Standards 9
 - “Apply grade [6-12] Reading standards
 - to literature and
 - to literary nonfiction.”
- ▶ Literacy 6-12 CCSS Writing Standards 9
 - Specifies informational text



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Grade-Specific Reading Standards related to Writing Standard 9

- ▶ 6th grade ELA (literary nonfiction)
 - 6.RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- ▶ 8th grade ELA (literature)
 - 6.RL.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- ▶ 9-10th grade Literacy (informational text)
 - 9-10.RH. 9. Compare and contrast treatments of the same topic in several primary and secondary sources.
 - 9-10.RST.8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or recommendation for solving a scientific or technical problem.

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Activity: Apply Writing Standard 9 to the Reading Standards

- ▶ Look at the CCSS Reading Standards at your grade level. Identify ones that are appropriate to use for written responses that fit Writing Standard 9.
- ▶ Come up with prompts specific to texts currently in your curriculum for a few of the CCSS Reading Standards. Try to come up with both argumentative and informative prompts.

How did we do?

- ▶ *What is meant by the shift toward greater emphasis on writing from sources?*
- ▶ *What percentage of classroom time and/or writing experiences should be devoted to analytical writing (argument and explanation) at your grade level? What percentage would we expect to be devoted to narrative?*
- ▶ *What are a couple of your current classroom practices that fit the standards for writing from sources?*
- ▶ *What changes do you anticipate in your classroom practice to accommodate this shift?*

Suggested follow-up activities

- ▶ In grade level teams, develop lesson(s) around text(s) that call for students to write argument or explanation that will “draw evidence from literary or informational text to support analysis, reflection, and research.”
- ▶ Read and discuss the writing samples and annotations in Appendix C, which illustrate the criteria required to meet the CCSS for particular types of writing at a given grade.
