


Common Core Instruction for ELA & Literacy Writing to Sources, K – 5 Teachers

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Module 1:
**Common Core Instruction
for ELA & Literacy**



Writing to Sources
Audience: K-5 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 (beginning in grade 4).

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What is the instructional shift?

- ▶  Increased emphasis through the grades on
 - Analysis of literary and informational texts
 - Argument and evidence
 - Informative/explanatory writing
 - Frequent short, focused research projects
 - Comparison and synthesis of multiple sources
- ▶  Decreasing emphasis through the grades 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.
- ▶ Generating reports from research; writing from multiple sources.

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Organization of Writing Anchor Standards

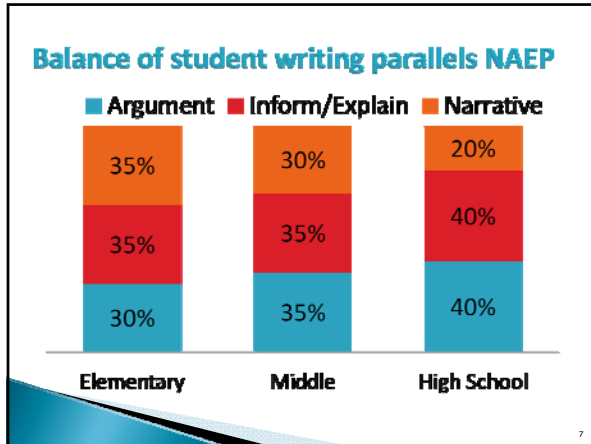
- ▶ Text Types and Purposes Today
 - #1. – 3.
- ▶ Production and Distribution of Writing
 - #4. – 6.
- ▶ Research to Build and Present Knowledge Today
 - #7. – 9.
- ▶ Range of Writing
 - #10

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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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K – 5 Writing: Argument

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

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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 do they 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 (Begins in grade 4) Draw evidence from literary or informational texts to support analysis, reflection, and research.

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CCSS Writing Standard 7: Grade-specific examples

- ▶ Grades K – 2:
 - “Participate in shared research and writing project”
- ▶ Grades 3 – 5:
 - “Conduct short research projects ... that build knowledge ... of a topic



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CCSS Writing Standard 8: Grade-specific examples

- ▶ Grades K – 2
 - “... Recall information from experiences or gather information from provided sources”
- ▶ Grades 3 – 5
 - “Recall information from experiences or gather information from print and digital sources”



CCSS Writing Standard 9

- ▶ Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ▶ Grades K – 3 (begins in grade 4)
- ▶ Grades 4 & 5
 - “Apply grade [4 or 5] Reading standards
 - to literature and
 - to informational text.”



Grade-specific Reading Standards related to Writing Standard 9

- ▶ 4th grade (literature)
 - 4.RL.2. Determine a theme of a story, drama, or poem from details in the text.
- ▶ 4th grade (informational text)
 - 4.RI.6. Compare and contrast a firsthand and second hand account of the same event or topic; describe the differences in focus and the information provided.
- ▶ 5th grade (literature)
 - 5.RL.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- ▶ 5th grade (informational text)
 - 5.RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Activity: Apply Writing Standard 9 to the Reading Standards

- ▶ Look at the CCSS Reading Standards at grades 4 and 5. Identify ones that are appropriate to use for written responses that fit Writing Standard 9.
- ▶ Write prompts specific to texts currently in your curriculum for a few of the CCSS Reading Standards. Try to generate both opinion 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

- ▶ Identify current classroom resources and learning activities that are a good fit to Writing Standards 7 & 8.
- ▶ Grade 4 and 5 teachers develop lesson(s) focused on a text selection that call for students to write opinions or explanation that will “draw evidence from literary or informational text to support analysis, reflection, and research.” (Writing Standard 9)
- ▶ 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.
