

~ In formal writing ~

Note on range and content in student writing...

<http://www.corestandards.org/ELA-Literacy/CCRA/W>

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

POSSIBLE Schedule for all content areas to engage students with various informal writing opportunities

X= Writing Opp. (Informal- 7-10 minutes)	Monday	Tuesday	Wednesday	Thursday	Friday
Industrial Arts			X		
Home Ec.				X	
Music	X				
Fine Arts					X
Computers			X		
PE/Health		X			
Math		X			X
Science	X			X	
SS			X	X	
LAs	X	X	X	X	X
Character+ and RW	X	X			X
Total minutes= 200	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes

Literate Capacities of the CCSS.....

Portrait of a Learner

- We will begin with individual dives-in...
- Then share with your group...
- And let's have a whole group conversation...

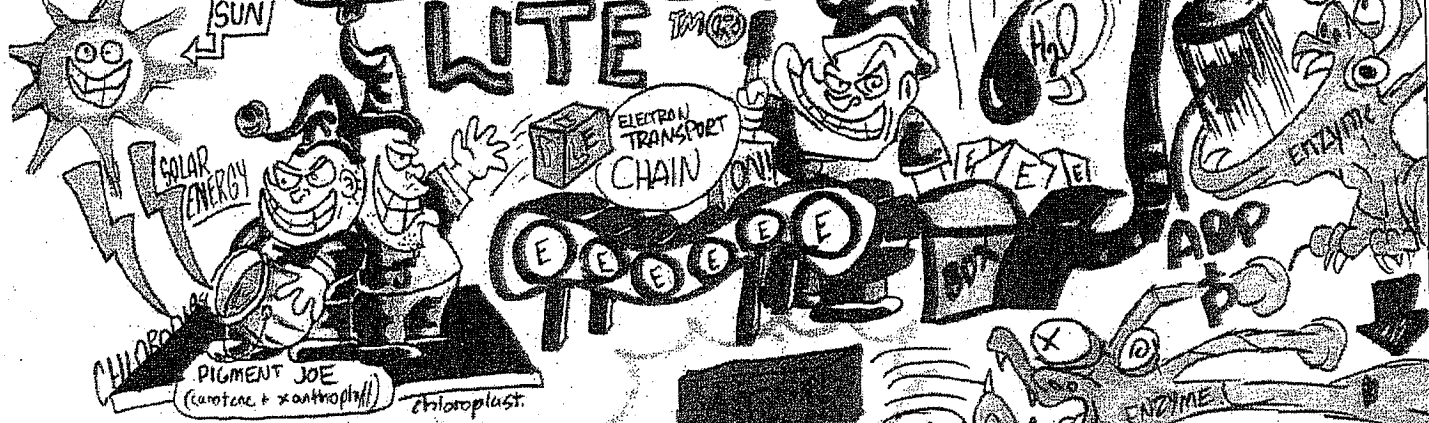
The "portrait of a student" as found on P. 7 in the ELA CCSS

▪ They demonstrate independence. (picture notes)

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

PICTURE NOTES

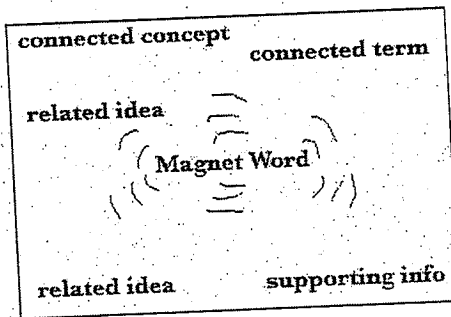
PHOTOSYNTHESIS



• **They build strong content knowledge. (magnet summary)**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

Magnet Summaries Your name: _____



1)

Summative Sentence: _____

- They respond to the varying demands of audience, task, purpose, and discipline. (Double Entry Journal-A T-Chart- verbs on the left and nouns on the right and then take each column and infer...What is the big idea for learning with this literacy capacity?)

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

Double Entry Journal:

Infer...What is the big idea for learning with this literacy capacity?

VERBS	NOUNS

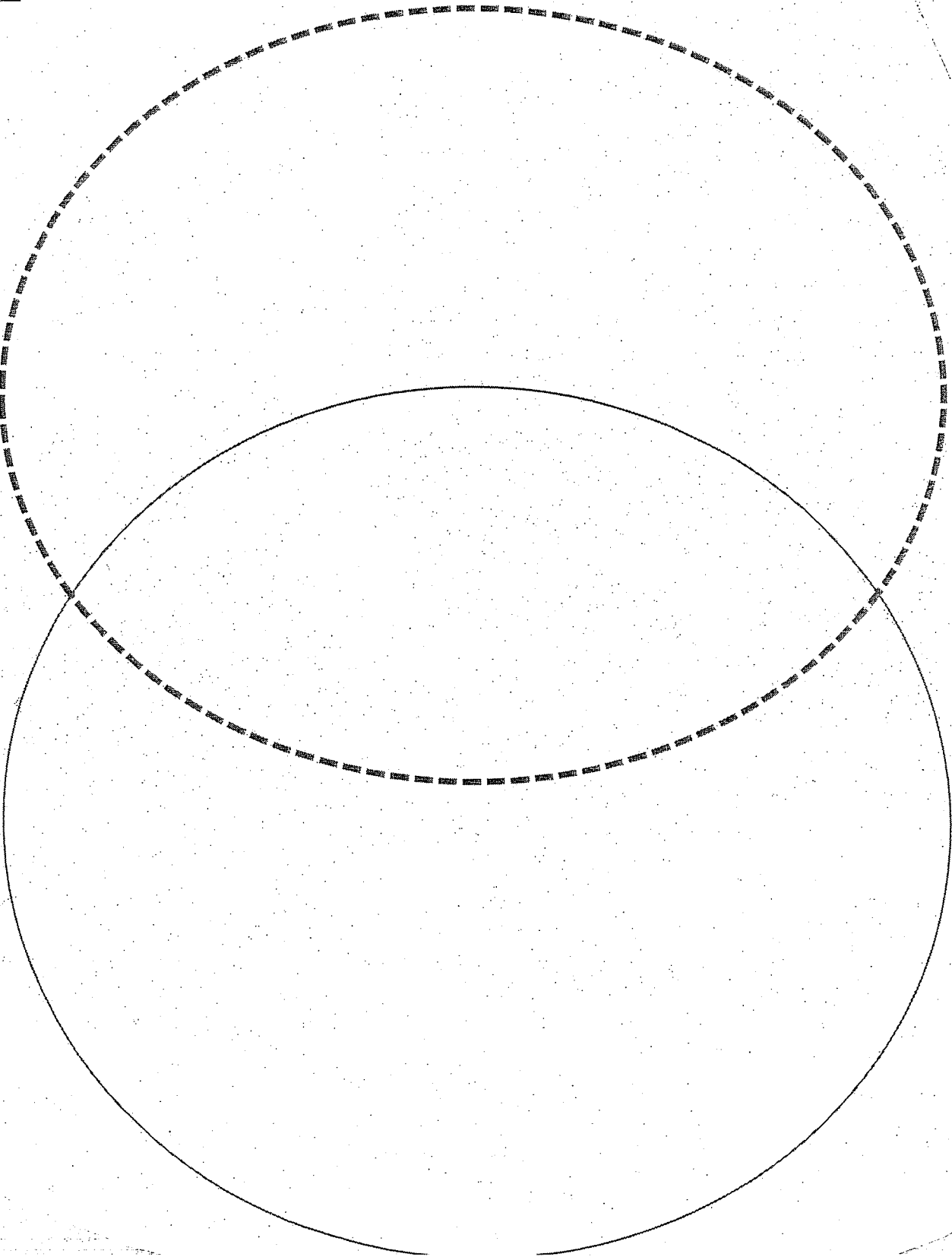
- **They comprehend as well as critique.**

Venn
diagram for
both of
these

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

- **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.



- **They use technology and digital media strategically and capably. (QW/TS- your thoughts)**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Quickwrite: (QW)

- **They come to understand other perspectives and cultures. (Craft one essential question)**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.