CONTENT LEADER

Welcome Back!

Content Leader
Module 6

1

A Look Back: Where have we been?

Arc II: Close Reading Cycle of Inquiry

Module 3: Close Reading

Module 4: Supporting All Students

ELA Content Leader Module 6 10

A Look Ahead: Where are we going?

Arc III: Writing Cycle of Inquiry

Module 5: Writing in the Guidebooks

Module 6: Supporting All Students

ELA Content Leader Module 6 11

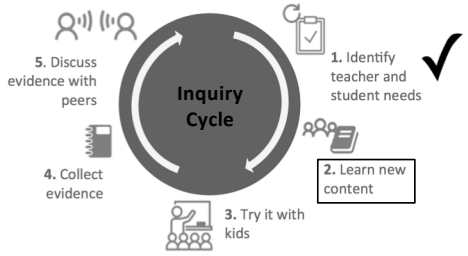
Our Inquiry Cycle Question

Can my students express their understanding of complex texts through writing?

What supports do they need to be successful?

ELA Content Leader Module 6 12

Our Inquiry Cycle



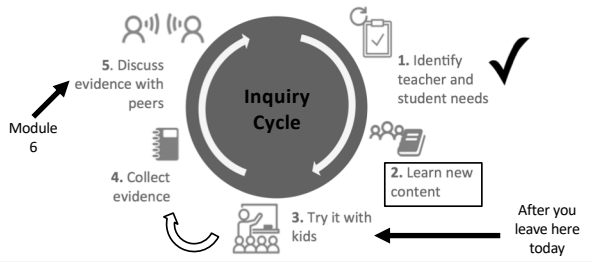
ELA Content Leader Module 6 13

Our New Content – Module 5 Session Topics

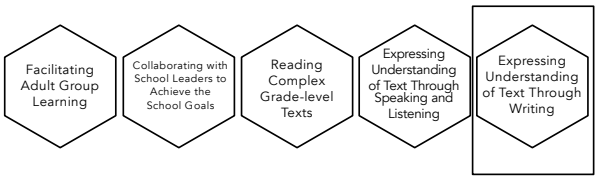
- **Session 1:** The Writing Process in the Guidebooks
- **Session 2:** Opinion/Argumentative Writing
- **Session 3:** Informative Writing
- **Session 4:** Narrative Writing and the Mentor Text Strategy
- **Session 5:** Annotating Student Writing
- **Session 6:** Preparing to Teach

ELA Content Leader Module 6 14

Between Now and Module 6…



The 5 ELA Content Leader Distinction Assessments



What's the purpose of the distinction assessments?

- Demonstrate that you have the knowledge and leadership expertise to serve as a Content Leader
- Competency-based
- Administered by BloomBoard

Assessment Preview

What is this assessment?

1. Navigate to https://my.bloomboard.com/
2. Login with your username and password.
3. Navigate to access these assessments.

Accessing the Assessments

Assessments are on BloomBoard at https://my.bloomboard.com/. All Year 3 cohort Content Leader participants should *already have accounts*.

Check Your Email!

When your account was created you should have received an email from do.not.reply@bloomboard.com containing next steps for accessing your account (please check your spam folder).

Having trouble finding your email invitation?

If you aren't able to find the email, try the following steps:

1. Go to my.bloomboard.com
2. Click [Forgot Password]
3. Enter your school or district email address and click [Submit]
4. Check your Inbox (or spam folder) for an email with next steps

Assessment Preview

Independently review the assessment and consider the following questions:

1. What are the tasks that make up this assessments?
2. What knowledge or skills will completing these assessments demonstrate that you have learned?

Expressing Understanding of Text Through Writing

Assessment Preview

With a partner, discuss:

1. What are the tasks that make up these assessments?
2. What knowledge or skills will completing these assessments demonstrate that you have learned?

Expressing Understanding of Text Through Writing

Assessment Next Steps

During CLM 6 Today: Consider the requirements of these assessments and note where you make connections between our learning and the assessment series.

After CLM 5 and CLM 6: Complete both "Expressing Understanding of Text through Speaking and Listening" and "Expressing Understanding of Text through Writing".

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 5: Developing Writing and Language Skills
Session 1: The Writing Process in the Guidebooks

Do Now

Reflect on writing instruction in your classroom.

- What successes have you and your students experienced?
- What challenges have you and your students experienced?

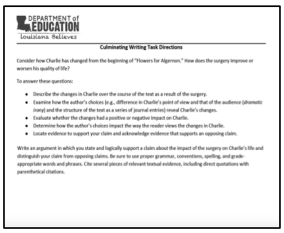
Session Objectives

- Explain the Guidebooks approach to writing instruction
- Identify evidence of content knowledge and writing skill in student writing
- Examine and explain how The Writing Process lives in the Guidebooks

Three Assessment Types

- **Culminating Writing Task**
  - Students synthesize the topics, themes, and ideas of the unit into a written essay.
- **Cold-read Task**
  - Students read a new text or two related to the unit topic and answer multiple choice questions, as well as write an essay.
- **Extension Task**
  - Students extend what they have learned in the unit to either:
    - make connections between their learning and their lives through a narrative or personal essay
    - Make connections between their learning and the world through research

A Closer Look: the Culminating Writing Task



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Culminating Writing Task Directions

Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life?

To answer these questions:

- Describe the changes in Charlie over the course of the text as a result of the surgery.
- Examine how the author's choices (e.g., difference in Charlie's point of view and that of the audience (phonetic *Jeong*) and the structure of the text as a series of journal entries) reveal Charlie's changes.
- Evaluate whether the changes had a positive or negative impact on Charlie.
- Determine how the author's choices impact the way the reader views the changes in Charlie.
- Locate evidence to support your claim and acknowledge evidence that supports an opposing claim.

Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations.

(LearnZillion, 2017)

- **Review** the Culminating Writing Task
- **Summarize:** What does this task require students to know and be able to do?

Students must be able to…

- Deeply understand the anchor text, "Flowers for Algernon"
- Track character development from the beginning to the end of a story
- Evaluate whether changes had a positive or negative impact on a character
- Write an argument
- Acknowledge an opposing claim and distinguish your claim from it
- Cite several pieces of relevant text evidence to support your claim
- Use direct quotes from the text
- Use proper grammar, spelling, conventions, etc.

Vision of Excellence

DEPARTMENT of EDUCATION
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Culminating Writing Task Exemplar Student Response #2

Charlie Gordon is motivated and hardworking, but he isn't very smart. What Charlie lacks in smarts, he makes up for by getting along with others and being kind. Charlie is selected for an experiment to triple his intelligence which works at first. While it could be said that Charlie is better off from the surgery because he did become smart for a little bit, he doesn't stay smart. In the end, Charlie doesn't benefit from the surgery because he realizes his friends make fun of him and then he ends up completely isolated and feeling incredibly lonely.

Charlie doesn't benefit from the surgery because he realizes that others have been making fun of him and taking advantage of his kindness the entire time. Charlie says, "I thought they were my friends because they always invited me to make fun of him. Charlie is not aware of how his "friends" invite him to spaghetti dinner, and then laugh and tease. Also, Charlie isn't aware at first that at work, when someone makes a mistake, they all say that person "pulled a Charlie Gordon." As Charlie gets smarter, he realizes what Joe, Frank, and his other friends at work are doing. When Charlie realizes this, he says, "Now I know what it means when they say 'to pull a Charlie Gordon.' I'm ashamed" (April 20). Having more intelligence doesn't make Charlie better. It makes him feel embarrassed.

Charlie also doesn't benefit from the surgery because he ends up isolated and lonely. Charlie wants to be smart more than anything, but it doesn't end up being good for him. As he gets smarter, Charlie learns that being smart isolates him from his friends and his loved ones. Charlie says, "This intelligence has driven a wedge between me and all the people I once knew and loved" (April 20). Once Charlie becomes intelligent, people like Ms. Kinnian cannot understand him or follow his logic because it is so advanced. When he loses his intelligence, Charlie admits, "I dont want Miss Kinnian to feel sorry for me. Any body feels sorry at the factory and I dont want that author so he going someplace where nobody knows that Charlie Gordon was once a genius and now he cant even read a book or the good" (July 28). Charlie decides to leave New York because he doesn't want people to feel sorry for him. He ends the short story in an even worse situation than he began. Whereas he may not have been that smart at the beginning of the story, at least he had friends and a home. As a result of the surgery, Charlie is isolated from his friends, his teacher, and his home.

Charlie changes throughout the story. He goes from being not very smart to incredibly intelligent to not very smart again. He learns lots of information about people and the world when he is smart, but he doesn't keep any of it. While Charlie does become smart at first like he wants, it doesn't benefit him in the end because he loses his intelligence, his friends, and his home.

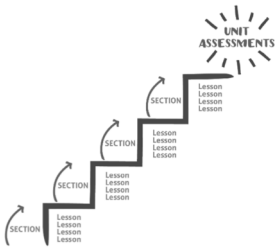
(LearnZillion, 2017)

- **Read** the exemplar student writing
- **Look For** evidence of the student's:
  - Content knowledge (Comprehension of the text and topic)
  - Writing skill/craft

Let's Discuss!

- What does this student's writing demonstrate about their:
  - Content knowledge (text and topic)?
  - Writing skill and craft?
- Think about the backwards design principles we've uncovered about the Guidebooks. What will students need to learn in order to be successful on this task?

Remember…



Backwards Design Principle

Lessons are designed and sequenced to prepare students for this task!

The Guidebooks Approach to Writing Instruction

- What do you notice about the Guidebooks Writing Process? What's different?
- Why is this important?

Two Big Goals

Each unit focuses on two instructional goals for developing students' ability to write:

1) Students must have knowledge and understanding to write something meaningful.
2) Students must have skills to express their understanding clearly and coherently.

Let's Prepare!

The Writing Process lives in the Guidebooks!

Building Understanding

Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life?

Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims.

How do the lessons support students in building understanding?

Brainstorming – Drafting – Revising – Editing - Publishing

Work with a partner to complete the Writing section of your graphic organizer

Let's Discuss

- What did you notice about how each of these stages lives in the Guidebooks?
- What surprised you?
- What questions do you have?

Capture Your Learning

A colleague who has heard the term "writing process" – but is new to the Louisiana Guidebooks - wants to know what the "writing process" means in the Guidebooks.

Briefly describe The Writing Process in the Guidebooks and explain how this is different from the traditional "writing process."

ELA Content Module 5, Session 1 40

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 5: Developing Writing and Language Skills
Session 2: Opinion / Argument Writing in the Guidebooks

Do Now

Study this image. Then, discuss:

- What is its purpose?
- Why do you think it was created?

ELA Content Module 5, Session 1 43

Session Objectives

- Understand the purpose of argument writing and examine argument writing in the standards
- Recognize what strong argument writing about literature looks like, and what it does not look like

ELA Content Module 5, Session 2 46

What is argument writing?

- **Read** the two quotes in your note-catcher

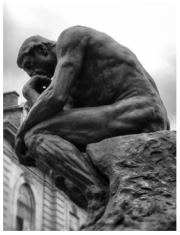
Write – Pair – Share

- What do these two quotes tell us about argument writing?
- With a partner, craft a definition of "argument writing"

ELA Content Module 5, Session 1 47

What is argument writing, exactly?

- **Relies on** evidence, reasoning and logic
- **Chooses** facts and ideas that have been deeply considered
- **Respectfully addresses** alternative viewpoints or perspectives



ELA Content Module 5, Session 2 49

The Purpose of Argument Writing…

to inform and sometimes persuade the reader about a complex topic

A useful perspective for thinking about argument writing is one "in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own".

Richard Fulkerson 1996

ELA Content Module 5, Session 2 51

That means students need…

- Deep knowledge of a topic
- An awareness of the complexity of the topic
- An appreciation for multiple perspectives on the topic

ELA Content Module 5, Session 2 52

The Writing Types

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Opinion/ Argument Writing	Informative/ Explanatory Writing	Narrative Writing

ELA Content Module 5, Session 2 53

Zoom in: Writing Anchor Standard 1

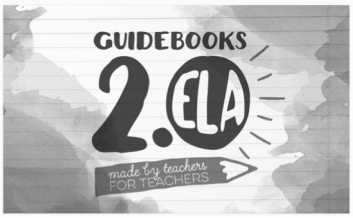
Anchor Standard W.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **Study** the anchor standard
- **Highlight** key words and phrases that describe what students must do in order to meet this standard

ELA Content Module 5, Session 2 54

Argument Writing in the ELA Classroom

Anchor Standard W.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

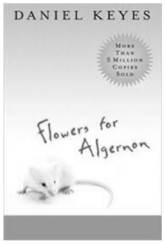


ELA Content Module 5, Session 2 55

It starts with a rich, worthy, and substantive text….

ELA Content Module 5, Session 2 56

…And a Thought-Provoking Question



(Keyes, 1994)

Consider how Charlie has changed from the beginning of "Flowers for Algernon."

How does the surgery improve or worsen his quality of life?

Compare to a Non-Example

Writing Task
You have just read an interesting story, *Flowers for Algernon*. Think about the main character, Charlie Gordon. In your opinion, do you think Charlie would make a good friend for you? Write an argument essay about this question. Make sure you include a summary of the story when you write and that you give several reasons why Charlie would be a good friend for you or not.

- **Compare and contrast** the example and non-example
- To what extent does each task reflect the intended purpose of argument writing?

Grade 8 Standard for Argument Writing

- **Read** the Grade 8 standard for argument writing in your note catcher
- **Underline** key words or phrases

Standard W.8.1
Write arguments to support claims with clear reasons and evidence.

Analyze Student Writing

(LearnZillion, 2017)

Read the two writing samples

Compare Writing Samples

To what extent does each task/writing sample reflect the….
- Purpose of argument writing?
- The grade-level standard for argument writing?

Work with a Partner

- Complete the graphic organizer in your note-catcher to compare the two writing samples

Let's Discuss!

To what extent does each writing sample reflect the….

- Purpose of argument writing?
- The grade-level standard for argument writing?

What's your evidence?

Capture Your Learning

- What is argument writing?
- What is the purpose of argument writing?

ELA Content Module 5, Session 2 63

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 5: Developing Writing and Language Skills
Session 3: Informative/Explanatory Writing

Do Now

Prompt #1:
What are the main biological differences between birds who migrate and birds who don't?

Prompt #2:
Why is building understanding an important part of the writing process?

Discuss:
What was different about how you approached these two tasks? Why?

ELA Content Module 5, Session 1 65

Session Objectives

- Describe the core elements of Informative/ Explanatory writing.
- Identify the progression of writing skills in a set of student Informative/Explanatory writing pieces.
- Explore the Writing Progressions Chart in the Guidebooks.

ELA Content Module 5, Session 3 66

The Writing Types

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Opinion/ Argument Writing	Informative/ Explanatory Writing	Narrative Writing

ELA Content Module 5, Session 3 67

Anchor Standard W.2

Write **informative/ explanatory** texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Our Guiding Questions:

- What does informative writing look like across grades K-12?
- How does this standard build across the grade levels?

ELA Content Module 5, Session 3 68

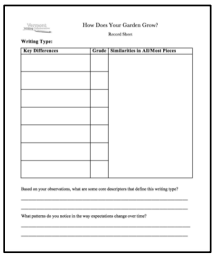
How Does Your Garden Grow?

Purpose:

- To identify the core elements of informative/explanatory writing.
- To trace a developmental progression in writing.
- To refine and deepen understanding of grade level expectations in the LSS.

ELA Content Module 5, Session 3 69

Let's Prepare!


How Does Your Garden Grow?
Record Sheet
Writing Type:

Key Differences	Grade	Similarities in All/Most Pieces

Based on your observations, what are some core descriptors that define this writing type?

What patterns do you notice in the way expectations change over time?

(Vermont Writing Collaborative, 2017)

1. **Read sample #1.** What elements of effective writing are evident?
2. **Read the next piece.** Record similarities and differences between this piece and the first on your recording sheet.
3. **Repeat.** Be sure to capture your thinking on the record sheet as you work through the samples.
4. **Synthesize** your observations across grade-levels

ELA Content Module 5, Session 3 70

Two Options

K-5	6-12
What can you do to save water?	What effect did the **Great Depression** have on people who lived through it?

ELA Content Module 5, Session 3 71

Let's Get Started!

How Does Your Garden Grow?
Record Sheet
Writing Type:

Key Differences	Grade	Similarities in All/Most Pieces

Based on your observations, what are some core descriptors that define this writing type?

What patterns do you notice in the way expectations change over time?

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4. **Synthesize** your observations across grade-levels

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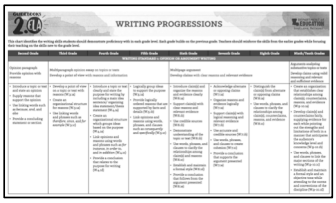
ELA Content Module 5, Session 3 72

Let's Discuss!

- What did you notice?
- What were the common elements at all grade levels?

ELA Content Module 5, Session 3 73

The Writing Progressions


WRITING PROGRESSIONS

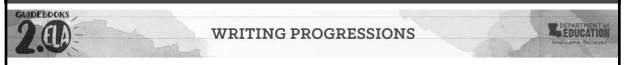
Review The Writing Progressions document

- What do you **notice** about how this document is organized?
- What do you **wonder** about how this document is organized?

(LearnZillion, 2017)

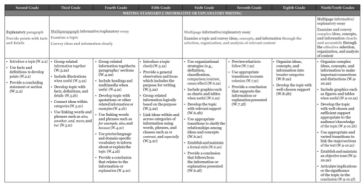
ELA Content Module 5, Session 3 74

You may have noticed…



- Contains one page for each writing type: Opinion/Argument, Informative Explanatory and Narrative
- Identifies the writing skills students should demonstrate proficiency with at each grade level.
- Each grade builds on the previous grade.
- Teachers should reinforce the skills from the earlier grades while focusing on the skills new to the grade level.

Zoom In → Standard W.2



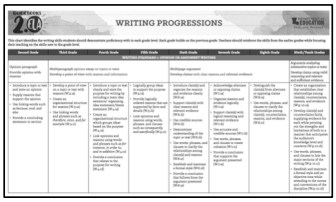
(LearnZillion, 2017)

- **Study** the top row
- **Look for:** What changes in length and complexity do you see across grade-levels?

Bringing the Progression to Life

- **Select** any writing sample and reread it
- **Discuss:**
  - How well does this piece match the descriptors in the writing progression for **length and complexity of thinking**?
  - Zoom in on the **grade-level descriptors**. What evidence of these descriptors do you see in the student's writing?

The Writing Progressions: Key Points



(LearnZillion, 2017)

- Each grade builds on the previous grade
- A coherent picture, not isolated skills: An effective writer weaves these components together to make meaning

Capture Your Learning

What are the key elements of Informative/Explanatory writing at:

- **all** grade levels?
- **your** grade level?

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 5: Developing Writing and Language Skills
Session 4: Narrative Writing and the Mentor Texts Strategy

Do Now

Write – Pair - Share

- How would you describe narrative writing?
- Think about a narrative writing prompt you've used in your classroom this year. What successes and challenges did you and your students experience with this task?

ELA Content Module 5, Session 4 88

Session Objectives

- Describe how narrative writing is different from expository writing.
- Provide examples of narrative writing assignments based on shared texts and topics from the Guidebooks.
- Explain how narrative writing can support students in building knowledge of content and of writing skills.
- Explore the Guidebooks Protocol for using Mentor Texts to teach writing.

ELA Content Module 5, Session 4 89

The Writing Types

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Opinion/ Argument Writing	Informative/ Explanatory Writing	Narrative Writing

ELA Content Module 5, Session 4 90

How is narrative writing different?

- **Examine** the language of the three anchor standards in your note-catcher

Discuss:

- How is narrative writing different?
- What is the goal or purpose of narrative writing?

ELA Content Module 5, Session 4 91

A Shift in How Narrative Writing is Assessed

FROM:	TO:
Imagine what life might look like in the year 3018. How similar or different do you imagine it might be? Write a story about characters living in the year 3018.	You just finished reading the folktale "The Fox and the Horse." Beginning after paragraph 9, write an alternate ending to the folktale using details about the characters and events from the passage. You may choose to use dialogue in your new ending.

ELA Content Module 5, Session 4 93

Why Text-Based Narratives?

- Level the playing field
- Anchor discussion, oral processing and collaborative activities
- Expand opportunities for writing
- Support students in deepening their understanding of the text

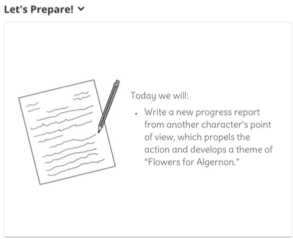
ELA Content Module 5, Session 4 94

Narrative Writing in the Guidebooks

Narrative writing can support students in…

- learning to effectively express themselves.
- **constructing a deeper understanding of a text or topic.**

For Example



(LearnZillion, 2017)

- **Read** the Narrative Writing prompt from Lesson 20 in your note-catcher
- **Discuss:** How might this task deepen students' understanding of the text?

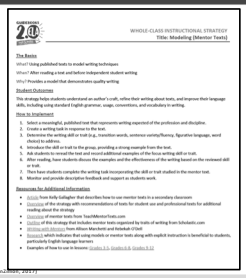
Examine Student Writing

- **Read** the sample student response

Discuss:

- Based on this student's response, what can we infer this student understands about the text and specifically, about the main character, Charlie?

A Strategy to Support Students with Narrative Writing


WHOLE-CLASS INSTRUCTIONAL STRATEGY
Title: Modeling (Mentor Texts)

The Basics

What? Using published texts to model writing techniques

When? After reading a text and before independent student writing

Why? Provides a model that demonstrates quality writing

Student Outcomes

This strategy helps students understand an author's craft, refine their writing about texts, and improve their language skills, including using standard English grammar, usage, conventions, and vocabulary in writing.

How to Implement

1. Select a meaningful, published text that represents writing expected of the profession and discipline.
2. Create a writing task in response to the text.
3. Determine the writing skill or trait (e.g., transition words, sentence variety/fluency, figurative language, word choice, etc.).
4. Introduce the skill or trait to the group, providing a strong example from the text.
5. Ask students to reread the text and record additional examples of the focus writing skill or trait.
6. After reading, have students discuss the examples and the effectiveness of the writing based on the reviewed skill or trait.
7. Then have students complete the writing task incorporating the skill or trait studied in the mentor text.
8. Monitor and provide descriptive feedback and support as students work.

Resources for Additional Information

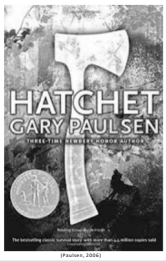
- Article from Kelly Gallagher that describes how to use mentor texts in a secondary classroom
- Overview of the strategy with recommendations of texts for student use and professional texts for additional reading about the strategy
- Overview of mentor texts from TeachMentorTexts.com
- Toolbox of this strategy that includes mentor texts organized by traits of writing from Scholastic.com
- Writing with Mentors from Allison Marchetti and Rebekah O'Dell
- Research which indicates that using models or mentor texts along with explicit instruction is beneficial to students, particularly English language learners
- Examples of how to use in lessons: Grades 3-5, Grades 6-8, Grades 9-12

(LearnZillion, 2017)

The Mentor Text Protocol

- **Review** the Mentor Text Protocol
- What do you **notice** about this strategy?
- What do you **wonder** about this strategy?

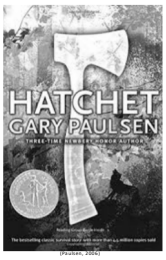
Hatchet



(Paulsen, 2006)

"Later he looked back on this time of crying in the corner of the dark cave and thought of it as when he learned the most important rule of survival, which was that feeling sorry for yourself didn't work. It wasn't just that it was wrong to do, or that it was considered incorrect. It was more than that - it didn't work."
(Paulsen, 2006 as cited in the ELA Guidebooks)

Narrative Writing Task



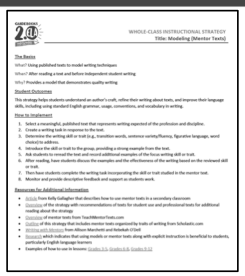
(Paulsen, 2006)

Lesson 13

Today we will:

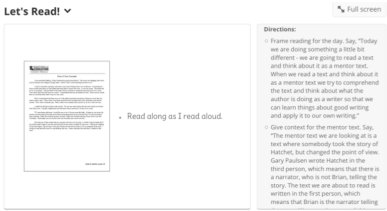
- Read a mentor text.
- Discuss how point of view influences a text.
- Write a narrative from Brian's point of view.

Step 1: Select a Mentor Text



Select a meaningful, published text that represents writing expected of the profession and discipline.

First - The Framing



Read the *Teaching Notes* to understand the context for the Mentor Text you are about to read.

Read the Mentor Text in Lesson 13

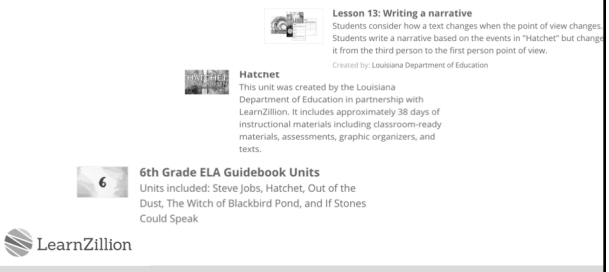
- **Read** the mentor text

Discuss:

- What do you notice about this text?
- What might be the purpose for using this text as a mentor?

(LearnZillion, 2017)

Access Hatchet Lesson 13



Unpack the Mentor Text Protocol in Action

Work with a Partner

- **Study** Lesson 13
- **Complete** the "Unpacking the Mentor Text Protocol in Action" graphic organizer in your note-catcher

Let's Prepare!

Corner 1	**Corner 2**
Corner 3	**Corner 4**

Let's Discuss!

1) In what ways was this mentor text an effective choice for this particular task?
2) How was narrative writing used to build understanding of the text?
3) How was narrative writing used to teach writing skills (effective narrative technique)?
4) How might basing this narrative writing on a shared text level the playing field for students and promote equity?

ELA Content Module 5, Session 4 109

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 5: Developing Writing and Language Skills
Session 5: Annotating Student Writing

Do Now

Think – Pair –Share

- How do you currently evaluate student writing?
- How well do you feel this process is working for you? Explain.

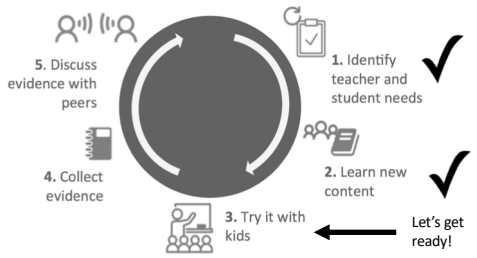
ELA Content Module 5, Session 5 111

Session Objectives

- Use the language of the standards to annotate a student exemplar from our shared unit.
- Use the language of the standards to annotate a student exemplar from your *own* unit.
- Identify the knowledge and understanding that students will need to produce a piece like the exemplar from your unit.

ELA Content Module 5, Session 5 112

Cycle of Inquiry



ELA Content Module 5, Session 5 113

Our Guiding Question

Can my students express their understanding of complex texts through writing?

What supports do they need to be successful?

ELA Content Module 5, Session 5 114

Your Upcoming Task

- **Select** an upcoming writing task from your Guidebooks unit
- **Implement** the sequence of lessons building up to that task
- **Collect and bring back** evidence of student learning for us to discuss and analyze in Module 6!

First…

Establish a Vision of Excellence

- Read and analyze the student exemplar

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Recall the Prompt

Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life?

Write an **argument** in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims.

Anchor Standard W.1

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

Let's Prepare!

- **Study** the 8th grade standard (W.8.1)
- **Highlight** key words and phrases that describe what students must do in order to meet this standard

Annotate Evidence of the Standards – An Example

DEPARTMENT of EDUCATION
Louisiana Believes

Culminating Writing Task Exemplar Student Response #2

Charlie Gordon is motivated and hardworking, but he isn't very smart. What Charlie lacks in smarts, he makes up for by getting along with others and being kind. Charlie is selected for an experiment to triple his intelligence which works at first. While it could be said that Charlie is better off from the surgery because he did become smart for a little bit, he doesn't stay smart. In the end, Charlie doesn't benefit from the surgery because he realizes his friends make fun of him and then he ends up completely isolated and feeling incredibly lonely.

Charlie doesn't benefit from the surgery because he realizes that others have been making fun of him and taking advantage of him. For example, Charlie's friends, Joe and Frank, aren't very kind to him and they keep Charlie around to make fun of him. Charlie is not aware of how his "friends" invite him to parties to get him drunk, and then laugh at him. Also, Charlie isn't aware at first that at work, when someone makes a mistake, they all say that person "pulled a Charlie Gordon." Charlie doesn't realize that people are making fun of him and that people don't like what he is doing. When Charlie realizes this, he says, "Now I know what it means when they say 'to pull a Charlie Gordon.' I'm ashamed" (April 10). Having more intelligence doesn't make Charlie better. It makes him feel embarrassed.

Charlie also doesn't benefit from the surgery because he ends up isolated and lonely. Charlie wants to be smart because he wants to be like the people he sees in the laboratory. Charlie's intelligence has driven a wedge between him and his friends and his loved ones. Charlie says, "This intelligence has driven a wedge between me and all the people I once knew and loved" (April 30). Once Charlie becomes intelligent, people like Ms. Kinnian cannot understand him or follow his logic because it is so advanced. When he loses his intelligence, Charlie admits, "I dont want Miss Kinnian to feel sorry for me. Evry body feels sorry at the factory and I dont want that eather so im going someplace where nobody knows that Charlie Gordon was once a genius and now he cant even read a book or rite good" (July 28). Charlie decides to leave New York because he doesn't want people to feel sorry for him. He ends the short story in an even worse situation than he began. Whereas he may not have been that smart at the beginning of the story, at least he had friends and a home. As a result of the surgery, Charlie is isolated from his friends, his teacher, and his home.

Charlie changes throughout the story. He goes from being not very smart to incredibly intelligent to not very smart again. He learns lots of information about people and the world when he is smart, but he doesn't keep any of it. While Charlie does become smart at first like he wants, it doesn't benefit him in the end because he loses his intelligence, his friends, and his home.

(LearnZillion, 2017)

"While it could be said that Charlie is better off from the surgery because he did become smart for a little bit, he doesn't stay smart."

W.8.1:
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Making an Annotation

"While it could be said that Charlie is better off from the surgery because he did become smart for a little bit, he doesn't stay smart."

a. Acknowledge opposing claim

Let's Practice!

Culminating Writing Task Exemplar Student Response #2

Charlie Gordon is motivated and hardworking, but he isn't very smart. What Charlie lacks in smarts, he makes up for by getting along with others and being kind. Charlie is selected for an experiment to triple his intelligence which works at first. While it could be said that Charlie is better off from the surgery because he did become smart for a little bit, he doesn't benefit from the surgery because he realizes his friends make fun of him and then he ends up completely isolated and feeling incredibly lonely.

Charlie doesn't benefit from the surgery because he realizes that others have been making fun of him and taking advantage of him. For example, Charlie's friends, Joe and Frank, aren't very kind to him and they keep Charlie around to make fun of him. Charlie is not aware of how his "friends" treat him to be gentle in grade school, and then laugh at him. Also, Charlie isn't aware at first that at work, when someone makes a mistake, they all say that person "spilled a Charlie Gordon." As Charlie gets smarter, he realizes what Joe, Frank, and his other friends at work are doing. When Charlie realizes this, he says, "Now I know what it means when they say 'to pull a Charlie Gordon.' I'm ashamed" (April 20). Having more intelligence doesn't make Charlie better. It makes him feel embarrassed.

Charlie also doesn't benefit from the surgery because he ends up isolated and lonely. Charlie wants to be smart because he thinks it will make him like everyone else and he wants to be like everyone else. However, the surgery isolates him from his friends and his loved ones. Charlie says, "This intelligence has driven a wedge between me and all the people I once knew and loved" (April 30). Once Charlie becomes intelligent, people like Ms. Kinnian cannot understand him or follow his logic because it is so advanced. When he loses his intelligence, Charlie admits, "I dont want Miss Kinnian to feel sorry for me. Evry body feels sorry at the factory and I dont want that eather so im going someplace where nobody knows that Charlie Gordon was once a genius and now he cant even read a book or rite good" (July 28). Charlie decides to leave New York because he doesn't want people to feel sorry for him. He ends the short story in an even worse situation than he began. Whereas he may not have been that smart at the beginning of the story, at least he had friends and a home. As a result of the surgery, Charlie is isolated from his friends, his teacher, and his home.

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(LearnZillion, 2017)

With a Partner:

- **Annotate** the student exemplar
- **Be specific** when you annotate – use key language from the standard

Check Your Work and Reflect

- **Compare** your annotations with the fully annotated exemplar

Reflect and Share

- What was helpful about this process?
- What was challenging about this process?

In a moment…

Choose an upcoming writing task from your own Guidebooks unit:

Culminating Writing Task

Extension Task

What if…

I'm not a classroom teacher?
Like last time…

Find a classroom teacher to partner with in order to coordinate which unit and task you should focus on.

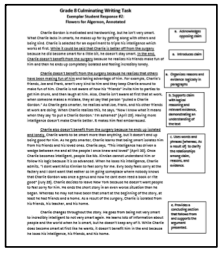
Your Turn!

Choose an upcoming writing task from your own Guidebooks unit:

Culminating Writing Task

Extension Task

In a moment…



…you'll annotate your own student exemplar for the task you selected.

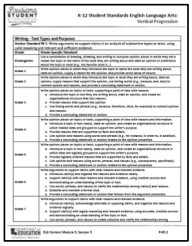
Which type of writing is it?

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Opinion/ Argument Writing	Informative/ Explanatory Writing	Narrative Writing

But first…

- **Study** the grade-level standard for the type of writing your students will do.
- **Underline** key words and phrases that describe what the standard asks of students



Options for Annotation

- **Option 1:** If you brought a hard copy of the exemplar, annotate directly on it!
- **Option 2:** Use the "insert comment" feature on Microsoft Word or your PDF viewer to annotate electronically
- **Option 3:** Use sticky notes to annotate on a blank piece of paper and transfer them to a printed copy of the exemplar later

Read and Annotate the Student Exemplar

- **Read** the student exemplar once, uninterrupted
- **Annotate** the student exemplar
- **Be specific** when you annotate – use key language from the standard

Let's Discuss!

- What do you think will be most challenging for your students in this task:
  - building knowledge of content?

    or
  - building knowledge of skills?
- What makes you think so?

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 5: Developing Writing and Language Skills
Session 6: Preparing to Teach and Collect Evidence

Do Now

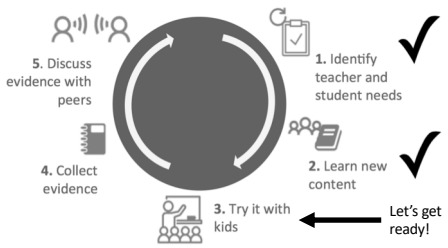
Think about our last cycle of inquiry (leading a text-based discussion)

- What did you learn from that experience that you want to consider this time around?

Session Objectives

- Prepare to teach a sequence of lessons from the Guidebooks that culminates in a writing task.
- Explain how the Guidebooks lessons guide students through each stage of the Writing process as they complete a writing task.

Where are we now?

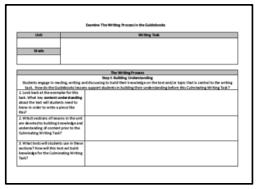


Quick review: The Guidebooks Writing Process

(Learn2Bloo, 2017)

In a moment…

Unpack the Writing Process by analyzing the sequence of lessons in your Guidebooks unit



Examine The Writing Process in the Guidebooks

Unit	Writing Task
Grade	

The Writing Process
Step 1: Building Understanding
Students engage in reading, writing and discussing to build their knowledge on the text and/or topic that is central to the writing task. How do the Guidebooks lessons support students in building their understanding before the Culminating Writing Task?
1. Look back at the example for this unit. What do the lessons contribute to students about the text and students need to know in order to write a piece like this?
2. Which indicates of lessons in the unit do students need to have a strong understanding of content prior to the Culminating Writing Task?
3. What tools will students use to illustrate/ show what they have set out to learn/ know/ apply for the Culminating Writing Task?

Building Understanding

(Learn2Bloo, 2017)

Complete Part I of your graphic organizer:
How do the lessons support students in building understanding?

Brainstorming – Drafting – Revising – Editing - Publishing

(Learn2Bloo, 2017)

Complete Part II of your graphic organizer:
What evidence of the other 5 stages of the writing process do you see?

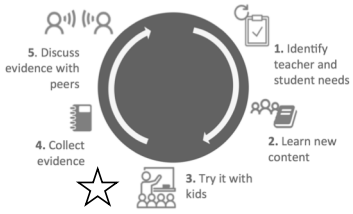
Let's Discuss!

- Describe your writing task
- What evidence did you see of The Writing Process for this particular task?
- What stood out to you most about The Writing Process for this task?

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Next Steps & Wrapping Up

Next Steps



1. **Implement** the writing task
2. **Collect** student writing
3. **Bring** student writing back to Module 6

Assessment Accountability Buddy Check-In

Content Module 4 and 5 are complete!

Discuss with your Accountability Buddy:

- What skills have you learned that will support you to complete these assessments?
- What knowledge have you acquired that will support you to complete these assessments?

Expressing Understanding of Text Through Speaking and Listening

Expressing Understanding of Text Through Writing

Assessment Accountability Buddy Check-In

Discuss your Progress and Next Steps

1. Which assessment are you currently working on, or which do you plan to begin working on first?
2. What is your timeline for completing this assessment?
3. Set a goal and a personal deadline for submitting this assessment!

Expressing Understanding of Text Through Speaking and Listening

Expressing Understanding of Text Through Writing

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Writing Process in the Guidebooks

ELA Content Module 5, Session 1

Do Now
Reflect on writing instruction in your classroom. • What successes have you and your students experienced? • What challenges have you and your students experienced?

Session Objectives	Agenda
• Explain the Guidebooks approach to writing instruction • Identify evidence of content knowledge and writing skill in student writing • Examine and explain how The Writing Process lives in the Guidebooks	

Time	Task
5 min	Getting Started
10 min	New Cycle of Inquiry
15 min	Examine Culminating Writing Task and Exemplar
25 min	Explore the Writing Process Through Guidebooks Lessons
5 min	Capture Your Learning

Culminating Writing Task Directions

Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life?

To answer these questions:

- Describe the changes in Charlie over the course of the text as a result of the surgery.
- Examine how the author's choices (e.g., difference in Charlie's point of view and that of the audience (*dramatic irony*) and the structure of the text as a series of journal entries) reveal Charlie's changes.
- Evaluate whether the changes had a positive or negative impact on Charlie.
- Determine how the author's choices impact the way the reader views the changes in Charlie.
- Locate evidence to support your claim and acknowledge evidence that supports an opposing claim.

Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations.

Culminating Writing Task Exemplar Student Response

Charlie Gordon is motivated and hardworking, but he isn't very smart. What Charlie lacks in smarts, he makes up for by getting along with others and being kind. Charlie is selected for an experiment to triple his intelligence which works at first. While it could be said that Charlie is better off from the surgery because he did become smart for a little bit, he doesn't stay smart. In the end, Charlie doesn't benefit from the surgery because he realizes his friends make fun of him and then he ends up completely isolated and feeling incredibly lonely.

Charlie doesn't benefit from the surgery because he realizes that others have been making fun of him and taking advantage of him. For example, Charlie's friends, Joe and Frank, aren't very kind to him and they keep Charlie around to make fun of him. Charlie is not aware of how his "friends" invite him to parties to get him drunk, and then laugh at him. Also, Charlie isn't aware at first that at work, when someone makes a mistake, they all say that person "pulled a Charlie Gordon." As Charlie gets smarter, he realizes what Joe, Frank, and his other friends at work are doing. When Charlie realizes this, he says, "Now I know what it means when they say 'to pull a Charlie Gordon.' I'm ashamed" (April 20). Having more intelligence doesn't make Charlie better. It makes him feel embarrassed.

Charlie also doesn't benefit from the surgery because he ends up isolated and lonely. Charlie wants to be smart more than anything, but it doesn't end up being good for him. As he gets smarter, Charlie learns that being smart isolates him from his friends and his loved ones. Charlie says, "This intelligence has driven a wedge between me and all the people I once knew and loved" (April 30). Once Charlie becomes intelligent, people like Ms. Kinnian cannot understand him or follow his logic because it is so advanced. When he loses his intelligence, Charlie admits, "I dont want Miss Kinnian to feel sorry for me. Evry body feels sorry at the factery and I dont want that eather so Im going someplace where nobody knows that Charlie Gordon was once a genus and now he cant even reed a book or rite good" (July 28). Charlie decides to leave New York because he doesn't want people to feel sorry for him. He ends the short story in an even worse situation than he began. Whereas he may not have been that smart at the beginning of the story, at least he had friends and a home. As a result of the surgery, Charlie is isolated from his friends, his teacher, and his home.

Charlie changes throughout the story. He goes from being not very smart to incredibly intelligent to not very smart again. He learns lots of information about people and the world when he is smart, but he doesn't keep any of it. While Charlie does become smart at first like he wants, it doesn't benefit him in the end because he loses his intelligence, his friends, and his home.

Stop and Jot: What are the five "stages" of the traditional writing process?

The Guidebooks Approach to Writing Instruction	
What do you notice about the Guidebooks Writing Process? What's different?	Why is this important?

Examine The Writing Process in the Guidebooks

Unit	Culminating Writing Task
Flowers for Algernon	Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life? Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations.
Grade	
8	

The Writing Process	
Step I: Building Understanding Students engage in reading, writing and discussing to build their knowledge on the text and/or topic that is central to the writing task. How do the Guidebooks lessons support students in building their understanding before this Culminating Writing Task?	
1. Look back at the exemplar for this task. What key **content understanding** about the text will students need to know in order to write a piece like this?	
2. Which sections of lessons in the unit are devoted to building knowledge and understanding of content prior to the Culminating Writing Task?	
3. What texts will students use in these sections? How will this text set build knowledge for the Culminating Writing Task?	

Stage	Lesson #	What are students doing at each stage of the writing process? What do you notice about each lesson/stage of writing?
Brainstorming *Students gather their ideas about how they might respond to the specific task.*	28	
Drafting *Students decide on an approach to the task, and write a first draft. This may be done in one sitting, or over several days.*	29	
Revising *Students get feedback on their ideas (from peers, teacher, exemplar, or themselves). They then write another draft based on that feedback.*	30 – prepare to revise 31 – revise	

Stage	Lesson #	What are students doing at each stage of the writing process? What do you notice about each lesson/stage of writing?
Editing *Using a second draft (after revision), students work with the language, grammar, and mechanics aspect of the piece. Is the punctuation correct? How about the spelling? Does the sentence structure work?*	32	
Publishing *Students write a final draft, which may "go public." It might be shared in its final form with an audience, or it might be displayed in some way.*	32	

Capture Your Learning	
Question	**Response**
A colleague who has heard the term “writing process” – but is new to the Louisiana Guidebooks – wants to know what the “writing process” means in the Guidebooks. Briefly describe The Writing Process in the Guidebooks and explain how this is different from the traditional “writing process.”	

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Opinion/Argument Writing in the Guidebooks

ELA Content Module 5, Session 2

Do Now
Study the image on the slide. Then, discuss: • What is its purpose? • Why do you think it was created?

Session Objectives	Agenda
• Understand the purpose of argument writing and examine argument writing in the standards • Recognize what strong argument writing about literature looks like, and what it does not look like • Identify some tools in the Guidebooks to help students craft successful argument writing	

Time	Task
5 min	Getting Started
10 min	Argument Writing
20 min	Distinguish Between Examples and Non-Examples
15 min	Explore Guidebooks Strategies and Tools
5 min	Capture Your Learning

What is Argument Writing?	
Quote #1: "Argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions" *Neil Postman, 1997*	**Quote #2:** "…the proper context for thinking about argument is one 'in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own'" *Richard Fulkerson 1996*
What do these two quotes tell us about argument writing?	
Craft a definition of "argument writing".	

Writing Anchor Standard 1:

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

Compare and contrast the "example" and "non-example" writing tasks.

Non-Example: You have just read an interesting story, *Flowers for Algernon*. Think about the main character, Charlie Gordon. In your opinion, do you think Charlie would make a good friend for you? Write an argument essay about this question. Make sure you include a summary of the story when you write and that you give several reasons why Charlie would be a good friend for you or not.

Guidebooks Example (Culminating Writing Task): Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life? Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims.

To what extent does each task reflect the intended purpose of argument writing? *Remember: The purpose of argument writing is to inform and sometimes persuade the reader about an important topic with multiple perspectives.*	
Non-Example: **Would Charlie be a good friend?**	**Guidebooks Example** **Culminating Writing Task**

Grade 8 Standard for Argument Writing: W.8.1

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.
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

Culminating Writing Task Exemplar Student Response #2

Charlie Gordon is motivated and hardworking, but he isn't very smart. What Charlie lacks in smarts, he makes up for by getting along with others and being kind. Charlie is selected for an experiment to triple his intelligence which works at first. While it could be said that Charlie is better off from the surgery because he did become smart for a little bit, he doesn't stay smart. In the end, Charlie doesn't benefit from the surgery because he realizes his friends make fun of him and then he ends up completely isolated and feeling incredibly lonely.

Charlie doesn't benefit from the surgery because he realizes that others have been making fun of him and taking advantage of him. For example, Charlie's friends, Joe and Frank, aren't very kind to him and they keep Charlie around to make fun of him. Charlie is not aware of how his "friends" invite him to parties to get him drunk, and then laugh at him. Also, Charlie isn't aware at first that at work, when someone makes a mistake, they all say that person "pulled a Charlie Gordon." As Charlie gets smarter, he realizes what Joe, Frank, and his other friends at work are doing. When Charlie realizes this, he says, "Now I know what it means when they say 'to pull a Charlie Gordon.' I'm ashamed" (April 20). Having more intelligence doesn't make Charlie better. It makes him feel embarrassed.

Charlie also doesn't benefit from the surgery because he ends up isolated and lonely. Charlie wants to be smart more than anything, but it doesn't end up being good for him. As he gets smarter, Charlie learns that being smart isolates him from his friends and his loved ones. Charlie says, "This intelligence has driven a wedge between me and all the people I once knew and loved" (April 30). Once Charlie becomes intelligent, people like Ms. Kinnian cannot understand him or follow his logic because it is so advanced. When he loses his intelligence, Charlie admits, "I dont want Miss Kinnian to feel sorry for me. Evry body feels sorry at the factery and I dont want that eather so Im going someplace where nobody knows that Charlie Gordon was once a genus and now he cant even reed a book or rite good" (July 28). Charlie decides to leave New York because he doesn't want people to feel sorry for him. He ends the short story in an even worse situation than he began. Whereas he may not have been that smart at the beginning of the story, at least he had friends and a home. As a result of the surgery, Charlie is isolated from his friends, his teacher, and his home.

Charlie changes throughout the story. He goes from being not very smart to incredibly intelligent to not very smart again. He learns lots of information about people and the world when he is smart, but he doesn't keep any of it. While Charlie does become smart at first like he wants, it doesn't benefit him in the end because he loses his intelligence, his friends, and his home.

Writing Task:

You have just read an interesting story, *Flowers for Algernon*. Think about the main character, Charlie Gordon. In your opinion, do you think Charlie would make a good friend for you? Write an argument essay about this question. Make sure you include a summary of the story when you write and that you give several reasons why Charlie would be a good friend for you or not.

Student Writing Sample

"My Friend Charlie"

The story *Flowers for Algernon* by Daniel Keyes is about a man named Charlie Gordon. Charlie is not very smart and some scientists are trying to make him smart. There is also a mouse named Algernon in the story, and the mouse dies at the end. I think Charlie would make a good friend. He is a nice person and he is kind to animals.

In the story Charlie is nice. He has a job and he works hard. He works hard at school too. I think it's important to be nice. If friends are not nice, they are not very good friends. You never know what they might do, like they might not invite you to a party or they might try to get you to do bad things or they might not do their work at school. I always try to find nice people for friends.

Another reason that Charlie would make a good friend is that he is kind to animals. He likes to play with the mouse Algernon. They play with a maze together and Charlie tries to beat Algernon. Charlie also likes to hold Algernon and pet him. The story says that Algernon is soft like a ball of cotton. I think it's important to be kind to animals. I have a dog and I play with him a lot. After school when I come home I throw sticks for him and he runs after them this is good exercise for him. Sometimes I take my dog for walks around the block.

In conclusion, I think Charlie would make a good friend for me. He is nice and he is kind to animals, like Algernon.

Analyzing Argument Writing: Non-Example and Example

The purpose of argument writing is to inform and sometimes persuade the reader about an important topic with multiple perspectives.

Feature of Argument Writing	Non-example "My Friend Charlie"	Guidebooks Example "Student Response #2"	Comment/Observation
Considers multiple perspectives Shows thoughtful consideration of more than one viewpoint			
Specific claim Claim answers the question precisely and thoughtfully			
Introduction Sets the context of argument to follow			

Feature of Argument Writing	Non-example "My Friend Charlie"	Guidebooks Example "Student Response #2"	Comment/Observation
Text-based evidence Evidence from text is specific and accurate			
Transitions Ideas are connected clearly and logically			
Analysis / reasoning Explanation / analysis of evidence is clear and valid			
Conclusion Conclusion wraps up readers thinking, follows from argument			

Capture Your Learning	
Question	**Response**
What is argument writing?	
What is the purpose of argument writing?	

Note Catcher: Informative/Explanatory Writing and Exploring the Writing Progressions from the Guidebooks

ELA Content Module 5, Session 3

Do Now	
Prompt #1: What are the main biological differences between birds who migrate and birds who don't?	**Prompt #2:** Why is building understanding an important part of the writing process?
Discuss: What was different about how you approached these two tasks? Why?	

Session Objectives	Agenda
• Describe the core elements of Informative/ Explanatory writing • Identify the progression of writing skills in a set of student Informative/Explanatory pieces • Explore the Writing Progressions Chart in the Guidebooks	

Time	Task
5 min	Getting Started
5 min	Informative/Explanatory Writing in the Standards
25 min	How Does Your Garden Grow: Looking at Student Pieces Across Grade Levels
20 min	Understanding the Writing Progressions in the Guidebooks
5 min	Capture Your Learning

Vermont Writing Collaborative

How Does Your Garden Grow?

Record Sheet

Writing Type:

Key Differences	Grade	Similarities in All/Most Pieces

Based on your observations, what are some core descriptors that define this writing type?

_____

_____

What patterns do you notice in the way expectations change over time?

_____

_____

Review the Writing Progressions document from the Guidebooks.

What do you notice about how this document is organized?	What do you wonder about how this document is organized?

Zoom in → Standard W.2

Study the top row. What changes in length and complexity do you see across grade levels?

Select any writing sample and reread it.

How well does this piece match the descriptors in the writing progression for…	
Length?	
Complexity of thinking?	

Zoom In → Grade Level Descriptors

Study the other descriptors for that grade level. Cross-check the student writing for that grade with the grade-level descriptors on the progression chart.	
What evidence do you see of these descriptors in the student's writing?	

Capture Your Learning	
Question	**Response**
What are the key elements of Informative / Explanatory writing at **all** grade levels?	
What are the key elements of Informative / Explanatory writing at **your** grade level?	

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Narrative Writing and Using Mentor Texts

ELA Module 5, Session 4

Do Now
How would you describe narrative writing? Think about a narrative writing prompt you've used in your classroom this year. What successes and challenges did you and your students experience with this task?

Session Objectives	Agenda
• Describe how narrative writing is different from expository writing • Provide examples of narrative writing assignments based on shared texts and topics from the Guidebooks • Explain how narrative writing can support students in building knowledge of content and of writing skills • Explore the Guidebooks Protocol for using Mentor Texts to teach writing	

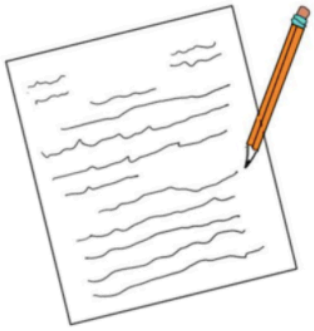
Time	Task
5 min	Getting Started
10 min	Intro to Narrative Writing (W.3)
20 min	Exploring What Narrative Writing Looks Like in the Guidebooks
25 min	Examining the Mentor Text Protocol

Three Anchor Standards for Writing	
LSS.W.11-12. 1 Write **arguments to support claims in an analysis of substantive topics or texts**, using valid reasoning and relevant and sufficient evidence. **LSS.W.11-12. 2** Write **informative/explanatory** texts **to examine and convey complex ideas, concepts, and information** clearly and accurately through the effective selection, organization, and analysis of content. **LSS.W. 11-12.3** Write **narratives to develop real or imagined experiences or events** using effective technique, well-chosen details, and well-structured event sequences.	
How is narrative writing different?	What is the goal or purpose of narrative writing?

Sample Guidebooks Narrative Writing Prompt

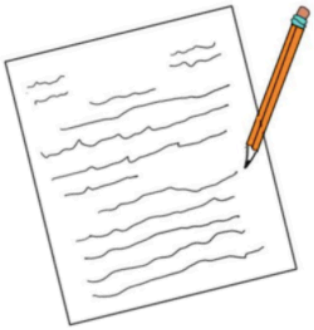
From the Grade 8 Flowers for Algernon Unit (Lesson 20)

Let's Discuss!



- Work as a group to write a new progress report from the point of Miss Kinnian, Dr. Nemur, or Dr. Strauss.

Let's Express Our Understanding!



- As you write, be sure to:
  - Use point of view and style that reflects your narrator.
  - Include elements from "Flowers for Algernon," but elaborate on them from your narrator's perspective.
  - Use relevant descriptive details and sensory language.

Discuss: How might this task deepen students' understanding of the text?

Sample Student Response
April 15 Charlie's intelligence is growing more and more each day. As his former teacher, I know it is important to continue his learning, but it is difficult to determine how best to help him. This is such a new experiment and the outcome is completely unsure. Once Dr. Strauss gave me permission to teach Charlie lessons at the laboratory, I was excited to be a part of his life again. Then I saw all the different things they are asking Charlie to experience, and realized how experimental everything is. This makes me extremely nervous. Charlie is a human. He may not be smart, but he is kind and good and hard working…
Based on this student's response, what can we infer this student understands about the text and specifically, about the main character, Charlie?

The Basics

What? Using published texts to model writing techniques

When? After reading a text and before independent student writing

Why? Provides a model that demonstrates quality writing

Student Outcomes

This strategy helps students understand an author's craft, refine their writing about texts, and improve their language skills, including using standard English grammar, usage, conventions, and vocabulary in writing.

How to Implement

1. Select a meaningful, published text that represents writing expected of the profession and discipline.
2. Create a writing task in response to the text.
3. Determine the writing skill or trait (e.g., transition words, sentence variety/fluency, figurative language, word choice) to address.
4. Introduce the skill or trait to the group, providing a strong example from the text.
5. Ask students to reread the text and record additional examples of the focus writing skill or trait.
6. After reading, have students discuss the examples and the effectiveness of the writing based on the reviewed skill or trait.
7. Then have students complete the writing task incorporating the skill or trait studied in the mentor text.
8. Monitor and provide descriptive feedback and support as students work.

Resources for Additional Information

- Article from Kelly Gallagher that describes how to use mentor texts in a secondary classroom
- Overview of the strategy with recommendations of texts for student use and professional texts for additional reading about the strategy
- Overview of mentor texts from TeachMentorTexts.com
- Outline of this strategy that includes mentor texts organized by traits of writing from Scholastic.com
- *Writing with Mentors* from Allison Marchetti and Rebekah O'Dell
- Research which indicates that using models or mentor texts along with explicit instruction is beneficial to students, particularly English language learners
- Examples of how to use in lessons: Grades 3-5, Grades 6-8, Grades 9-12

Lesson 13 Teaching Notes
From the Grade 6 *Hatchet* Unit

Teaching Notes:

Frame reading for the day. Say, “Today we are doing something a little bit different - we are going to read a text and think about it as a mentor text. When we read a text and think about it as a mentor text we try to comprehend the text and think about what the author is doing as a writer so that we can learn things about good writing and apply it to our own writing.”

Give context for the mentor text. Say, “The mentor text we are looking at is a text where somebody took the story of Hatchet, but changed the point of view. Gary Paulsen wrote Hatchet in the third person, which means that there is a narrator, who is not Brian, telling the story. The text we are about to read is written in the first person, which means that Brian is the narrator telling the story. We are going to read this mentor text twice. The first time I will read it aloud to you and you should follow along.”

Point of View Exemplar

I just remember thinking, "Stop! Stop thinking about food, Brian"! My mouth was dripping with saliva and my stomach was roaring in hunger pains. I knew I had to find something out there to eat.

I tried to remember anything I had read or seen about finding food in the wilderness. I remembered a show on television about air force pilots and some kind of course they took. A survival course. The pilots had to live in the desert. They put them in the desert down in Arizona or someplace they had to live for a week.
They had to find food and water for a week. I remembered that they ate lizards for food. There were no lizards here so overall the show didn't help me very much.

Wait! I remembered that there was one of the pilots that found some kind of beans on a bush that she used to make a stew. There weren't any beans around me but I thought surely there should be some berries around. That's what everybody says. Well, I hadn't ever actually heard anyone *say* it, but it had to be true.

I walked by the lake to take a look around. The sun was really high in the sky and it made me wonder what time it was. I quickly slipped back into that place, those memories, I always try to avoid.

"If I were home right now, it would be one or two if the sun were that high. At home at one or two his mother would be putting away the lunch dishes and getting ready for her exercise class. No, that would have been yesterday. Today she would be going to see *him*. Today was Thursday and she always went to see *him* Thursdays. Wednesday was the exercise class and Thursdays she went to see *him*."

Hot little jets of hate worked into my thoughts and took over my body. I couldn't help but think that if my mother hadn't begun to see *him* and forced the divorce, then I wouldn't be here now! I felt myself slipping further into despair. By this time I knew this feeling and was able to block it with an imaginary brick wall. I shook my head and told myself to stop thinking that way. I knew that right there and then, I needed to find food!

Grade 6: Hatchet, Lesson 13

Unpacking the Mentor Text Protocol in Action

In this activity, you will look carefully at Lesson 13 in the Grade 6 unit on Hatchet, which uses a mentor text to introduce a narrative writing task. With a partner, read through the lesson, noting evidence of each step in the protocol by responding to the question beneath the step. *Note: The questions do not have to be answered in order.*

Steps in Using Models (Mentor Texts)

1. **Select (or create) a meaningful text that represents writing expected of the profession and discipline.**

   In this lesson, students read a text titled "Point of View Exemplar."

2. **Create a writing task in response to the text.**

   What is the narrative writing task students will complete? Describe it.

   _____

   _____

   _____

   _____

   _____

3. **Determine the writing skill or trait (e.g., transition words, sentence variety/fluency, figurative language, word choice) to address.**

   This lesson focuses on how a writer changes the perspective and point of view in a text. How does the lesson and mentor text help students better understand this?

   _____

   _____

   _____

   _____

   _____

   _____

4. **Introduce the skill or trait to the group, providing a strong example from the text.**

   Record one strong example of how a writer changes the point of view from the mentor text below.

   _____

   _____

   _____

5. **Ask students to reread the text and record additional examples of the focus writing skill or trait.**

   On what slide(s) in the lesson are students asked to find additional examples?

   _____

6. **After reading, have students discuss the examples and the effectiveness of the writing based on the reviewed skill or trait.**

   What, specifically, are students supposed to notice about the mentor text used?

   _____

   _____

   _____

7. **Then have students complete the writing task incorporating the skill or trait studied in the mentor text.**

   Reflect: How might this process of modeling using a mentor text help your students improve their writing skills?

   _____

   _____

   _____

   _____

   _____

8. Monitor and provide descriptive feedback and support as students work.

Let's Discuss!	
1) In what ways was this mentor text an effective choice for this particular task?	2) How was narrative writing used to build understanding of the text?
3) How was narrative writing used to teach writing skills (effective narrative technique)?	4) How might basing this narrative writing on a shared text level the playing field and promote equity in the classroom?

Note Catcher: Annotating Student Writing

ELA Content Module 5, Session 5

Do Now
How do you currently evaluate student writing? How well do you feel this process is working for you? Explain.

Session Objectives	Agenda
• Use the language of the standards to annotate a student exemplar from our shared unit • Use the language of the standards to annotate a student exemplar from your own unit • Identify the knowledge and understanding that students will need to produce a piece like the exemplar from your unit	

Time	Task
7 min	Getting Started
23 min	Annotate an exemplar from our shared unit
25 min	Application: Annotate an exemplar from your own unit
5 min	Reflect with a partner

Establish a Vision of Excellence (Our Shared Unit)

Recall the Prompt
Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life? Write an **argument** in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims.

Study the 8th Grade Standard (W.1) Highlight key words and phrases that describe what students must do in order to meet this standard.
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. 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

Grade 8 Culminating Writing Task Exemplar Student Response #2:
Flowers for Algernon

Charlie Gordon is motivated and hardworking, but he isn't very smart. What Charlie lacks in smarts, he makes up for by getting along with others and being kind. Charlie is selected for an experiment to triple his intelligence which works at first. While it could be said that Charlie is better off from the surgery because he did become smart for a little bit, he doesn't stay smart. In the end, Charlie doesn't benefit from the surgery because he realizes his friends make fun of him and then he ends up completely isolated and feeling incredibly lonely

Charlie doesn't benefit from the surgery because he realizes that others have been making fun of him and taking advantage of him. For example, Charlie's friends, Joe and Frank, aren't very kind to him and they keep Charlie around to make fun of him. Charlie is not aware of how his "friends" invite him to parties to get him drunk, and then laugh at him. Also, Charlie isn't aware at first that at work, when someone makes a mistake, they all say that person "pulled a Charlie Gordon." As Charlie gets smarter, he realizes what Joe, Frank, and his other friends at work are doing. When Charlie realizes this, he says, "Now I know what it means when they say 'to pull a Charlie Gordon.' I'm ashamed" (April 20). Having more intelligence doesn't make Charlie better. It makes him feel embarrassed.

Charlie wants to be smart more than anything, but it doesn't end up being good for him. As he gets smarter, Charlie learns that being smart isolates him from his friends and his loved ones. Charlie says, "This intelligence has driven a wedge between me and all the people I once knew and loved" (April 30). Once Charlie becomes intelligent, people like Ms. Kinnian cannot understand him or follow his logic because it is so advanced. When he loses his intelligence, Charlie admits, "I dont want Miss Kinnian to feel sorry for me. Evry body feels sorry at the factery and I dont want that eather so Im going someplace where nobody knows that Charlie Gordon was once a genus and now he cant even reed a book or rite good" (July 28). Charlie decides to leave New York because he doesn't want people to feel sorry for him. He ends the short story in an even worse situation than he began. Whereas he may not have been that smart at the beginning of the story, at least he had friends and a home. As a result of the surgery, Charlie is isolated from his friends, his teacher, and his home.

Charlie changes throughout the story. He goes from being not very smart to incredibly intelligent to not very smart again. He learns lots of information about people and the world when he is smart, but he doesn't keep any of it. While Charlie does become smart at first like he wants, it doesn't benefit him in the end because he loses his intelligence, his friends, and his home.

Your Turn!

Step 1	Choose a writing task from your own Guidebooks unit: • Culminating Writing Task • Extension Task **Name of the Task:**
Step 2	Which type of writing is it? • Opinion/Argument (W.1) • Informative/Explanatory (W.2) • Narrative (W.3)
Step 3	Study your grade-level standard in the **Vertical Progression** document. Highlight key words and phrases that describe what students must do in order to meet this standard.
Step 4	Read the student exemplar once, uninterrupted. Then, annotate the student exemplar. • Be specific when you annotate – use key language from the standard.

Step 5	**Let's Discuss!**
	• What do you think will be most challenging for your students in this task:
	  ○ Building knowledge of content?
	  ○ Building knowledge of skills?
	
	• What makes you think so?

Note Catcher: Preparing to Teach

ELA Module 5, Session 6

Do Now
Think about our last cycle of inquiry (leading a text-based discussion). • What did you learn from that experience that you want to consider this time around?

Session Objectives	Agenda
• Prepare to teach a sequence of lessons from the Guidebooks that culminates in a writing task • Explain how the Guidebooks lessons guide students through each stage of the Writing process as they complete a writing task	

Time	Task
7 min	Getting Started
48 min	Make a plan for Implementing Guidebooks Writing Lessons
5 min	Capture Your Learning

Examine The Writing Process in the Guidebooks

Unit	Writing Task
Grade	

The Writing Process	
Step I: Building Understanding Students engage in reading, writing and discussing to build their knowledge on the text and/or topic that is central to the writing task. How do the Guidebooks lessons support students in building their understanding before this Culminating Writing Task?	
1. Look back at the exemplar for this task. What key **content understanding** about the text will students need to know in order to write a piece like this?	
2. Which sections of lessons in the unit are devoted to building knowledge and understanding of content prior to the Culminating Writing Task?	
3. What texts will students use in these sections? How will this text set build knowledge for the Culminating Writing Task?	

Stage	Lesson #	What are students doing at each stage of the writing process? What do you notice about each lesson/stage of writing?
Brainstorming *Students gather their ideas about how they might respond to the specific task.*		
Drafting *Students decide on an approach to the task, and write a first draft. This may be done in one sitting, or over several days.*		
Revising *Students get feedback on their ideas (from peers, teacher, exemplar, or themselves). They then write another draft based on that feedback.*		

Stage	Lesson #	What are students doing at each stage of the writing process? What do you notice about each lesson/stage of writing?
Editing *Using a second draft (after revision), students work with the language, grammar, and mechanics aspect of the piece. Is the punctuation correct? How about the spelling? Does the sentence structure work?*		
Publishing *Students write a final draft, which may "go public." It might be shared in its final form with an audience, or it might be displayed in some way.*		