



# Writing and IAR Testing

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Macon Piatt Regional Office of Education.39

**WELCOME EVERYONE**

# Online Training Information

In this training, you will learn about Writing, Reading and the affects it has on IAR Testing. Please watch the videos embedded in the power point.

Make sure you have registered online at <https://www.maconpiattroe.org/> Click on the blue box Sign Up for PD.

**You will be required to complete several TASKS that will always be in RED.**

**The Tasks should be sent to my email: [prestonb@roe39.org](mailto:prestonb@roe39.org)** when you finish the training. Send them at one time labeled by Training Title and Task Number. Please have them in before Nov. 15, 2022

Example of submission-next slide

**Wait until you have all tasks completed and send them to me in a power point you make or just your answers in WORD. No google docs please or One Drive**

**Some hyperlinks may show up in your web browser. Click on it if it is blinking or copy and paste them into your browser to view.**

# Self-paced Training –How it works.....

1. Participants will go through the power point, viewing each slide.
- 2. Tasks will be in RED and they need to be completed and sent to me. Please send all answers of tasks when you have completed the training.**
3. Slide 4 will give information for sending task answers.
4. Please contact me if you are having any trouble with the training.



# Example for submission to me by email:

Your Name and Email: Barbara Preston

[prestonb@roe39.org](mailto:prestonb@roe39.org)

**Please send them altogether when the training is completed.**

Title of Training: Writing and IAR

Task One- answer

Task Two- answer --etc.,

# Goals for this Training

- Understanding of how Reading and Writing must go together
- Understanding of the IAR questions and Writing Tasks.
- Ideas for collaboration for common academic vocabulary, common graphic organizers, and common writing vocabulary.
- Approaches to collaborating in grade bands so that students are carefully mastering and building from grade level to grade level. Redundancy creates boredom. With no plan for instruction, practice and mastery, redundancy happens.
- Strategies for each type of writing.
- Chance to write an essay that 6-8<sup>th</sup> grade students could be asked on the IAR test
- Feeling that it can be easier if teachers understand and have time to plan and collaborate across grade levels.

# FYI-Colored words in the training

- If you see RED, BLUE, GREEN words, they refer to Color Writing Training.
- **Red is the Main Topic, Blue is the Support, Green is the Details, and Red at the End is the Conclusion.** Purple may be used for transitions.
  - It is a training on how to teach students a framework with color they can use with writing. I used it with common core slides and some writing slides in this training. I wanted you to see how you could actually color code text, common core, writing etc.,.
  - It is just a way of introducing students to what is needed in the types of writing they are expected to do and that they can actually color code text for main idea, details, and ending conclusions.
  - If you would like the training, let me know.

# TASK ONE Please Take Test and Send to me with the Tasks at the End.

The following statements related to the targets of this training session.  
Please indicate your comfort level with the following:  
4 = I am confident in my knowledge  
3 = I am on the right track  
2 = I am not sure I am doing it right or with the right amount of consistency  
1 = I need more information in this area  
**Copy the pre and post tests and send to me with your completed task answers.**

Writing Statements	Pre	Post
I understand the writing standards and the IAR Test Writing Tasks and plan for this type of writing in my classroom.		
When I plan for writing, I can use a picture, editorial cartoon, poem, graph, video, audio, quote, excerpt of a reading, or other content on the same theme. After discussing two or more of the content, I know how to set up a Research Simulation Task for students to write on.		
I can support students in writing by using the Gradual Release of Responsibility, especially the TWO DO part of it so that I can formatively see if students are understanding the writing task.		
I realize some students need more instruction and I provide time throughout the week to meet with them and reteach for mastery.		
I can locate resources that will help me with writing daily in my content area.		

# Read Dan Kurland's take on Critical Reading. TASK TWO

[http://www.criticalreading.com/critical\\_reading.htm](http://www.criticalreading.com/critical_reading.htm)

1. Read carefully what Dan Kurland considers to be needed in order to critically read something. You may have to refer to the resources at the bottom to get the gist of critical reading. It is deeper than close reading.
1. When you finish, share with me the most important parts your students need to know on the next slide. You can type in it the slide if you close out the power point or you can make it on word to send back to me.
2. How will you implement these into your reading and writing practice?



Noncritical Readers	Critical Readers	Implementation Ideas for you Classroom

**TASK THREE** **Inference** a mental process by which we reach a conclusion based on specific evidence. Keith Pollete

- A text does not contain a meaning. Readers *construct* meaning by what they take the words to mean and how they process sentences to find meaning.
- **What do students need to know in order to infer? List skills needed for inference and how you plan to implement inference skills into your reading and writing lessons.**
- [http://www.criticalreading.com/inference\\_reading.htm](http://www.criticalreading.com/inference_reading.htm) Resource for inference instruction is here. This is an interesting article with lots of information we all need when we teach inference with reading or writing.

# Ladder of Inference



Beliefs/Conclusions



Assumptions



Interpretations



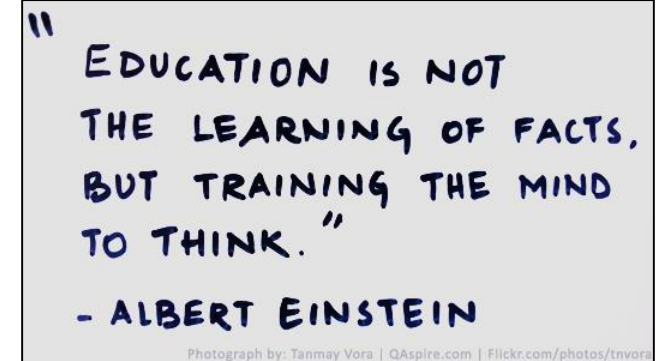
"My" Facts



Facts

Internet Librarian 2006

# It's Your Turn to Think .....



The IAR assessment test will be 100% aligned to the common core this year.

Think about how the lessons you have made prepare students to become critical readers and mimic the tasks that are on the IAR test.

# This slide explains the next slide you will see.

This slide shows how the State Test was put together and how districts can set up ELA curriculum to cover what is needed for Common Core and the IAR Test.

## READING

## WRITING

## RESEARCH PROJECT

The Modules are in quarters. They list **EXTENDED TEXTS AND SHORTER TEXTS** in both **Informational and Literature FOR READING**. Under each heading gives curriculum choices to choose from. Some schools use this idea to set up their quarters for the year in ELA.

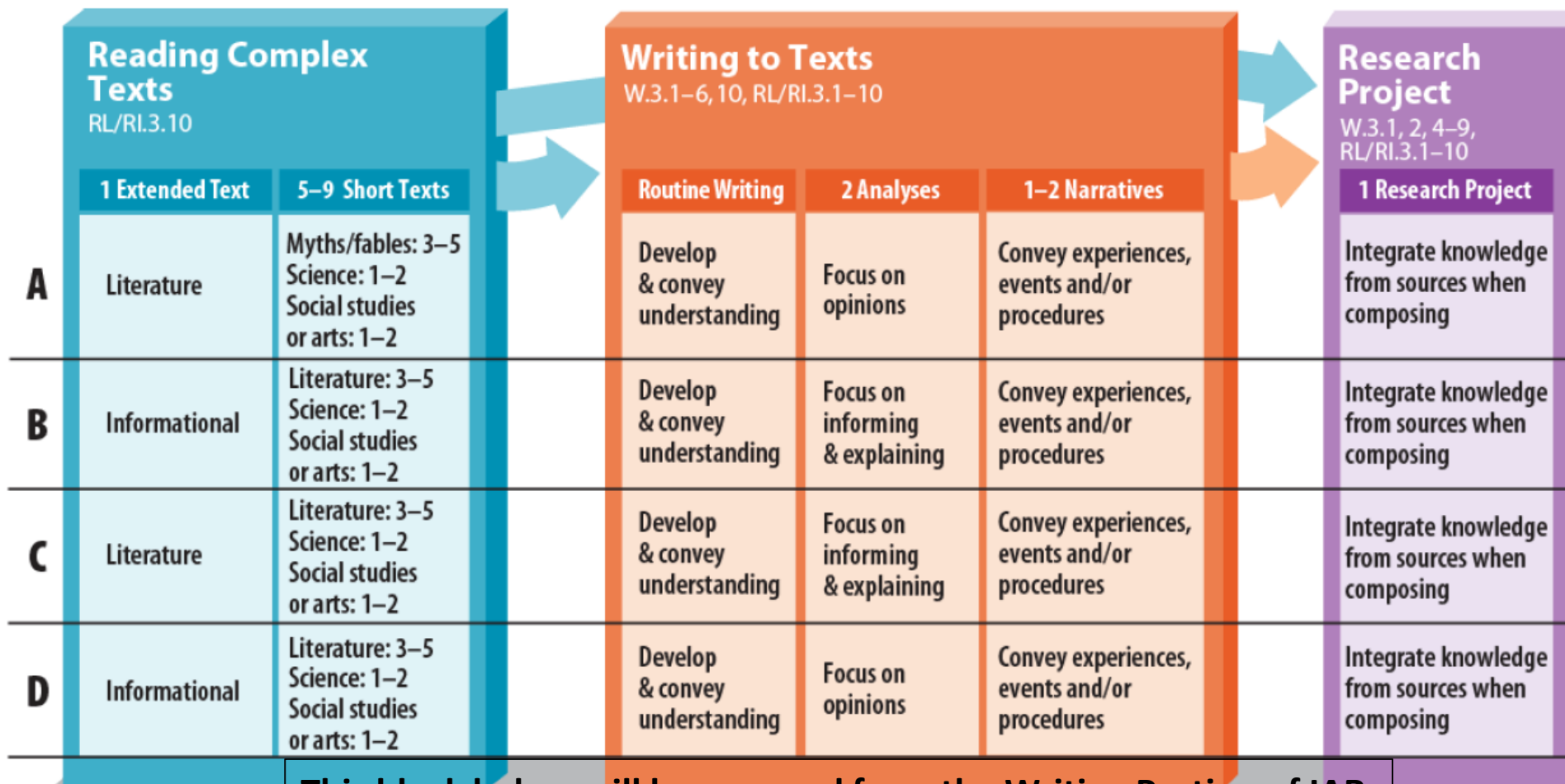
**WRITING** is set up with **ROUTINE WRITING, ANALYSIS WRITING, AND NARRATIVES**. Under each heading gives suggested strategies to implement.

**RESEARCH PROJECT IS INCLUDED IN IAR** to see if students can critically read and write about the different Content they encountered on the test.

**Under** the three top columns are all the **FOUNDATIONAL** pieces students need to build upon in order to reach the columns and critically perform on the IAR test. The low level items need to be mastered before the columns can even be understood. **Reading Foundations on the lowest level must be mastered** or that has to be revisited so that we have critical readers and writers.

Modules

Use these Modules to set up Quarters for the year.



This block below will be assessed from the Writing Portion of IAR

For Reading and Writing in Each Module\*

Cite evidence RL/RI.3.1	Analyze content RL/RI.3.2-9, SL.3.2-3	Study & apply grammar L.3.1-3, SL.3.6	Study & apply vocabulary L.3.4-6	Conduct discussions SL.3.1	Report findings SL.3.4-6
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\*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

These must be mastered .

Reading: Foundational Skills

Phonics & word recognition

Fluency

# The last slide realistically gives districts the common core guidance for ELA

The FOUNDATION to any of the ELA curriculum is Reading.

Writing can be used as an assessment to reading skills and foundational skills.

Research Projects can show artifacts of how students are mastering analysis of several texts, videos, quotes, cartoons, audios, excerpts, pictures, captions, .....THIS IS THE END GOAL.

## The next few slides: **Keeping the End in Mind**

- ❑ These show the Writing ANCHOR STANDARDS in which all the other standards for each grade level are leading up to mastering them.
- ❑ Please look at them, because this is what the IAR testing is looking at to complete their questions and tasks.
- ❑ IAR test is set up with writing tasks.
- ❑ Common Core is set up with three types of writing.
- ❑ IAR takes Common Core and sets up the writing for a **Narrative Task, Literary Analysis Task, or a Research Simulation Task.**



# 10 College and Career Readiness Standards for Writing (K-12)

K-12 should be building to these Anchor Standards year by year

## Text Types and Purposes

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.

# 10 College and Career Readiness Standards for Writing

## Production and Distribution of Writing

4. Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

# 10 College and Career Readiness Standards for Writing (K-12)

## Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

# 10 College and Career Readiness Standards for Writing (K-12)

## Range of Writing

10. Write routinely over extended time frames (**time** for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# Balance of Writing Across the Grades

Grade	Opinion or Argument	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Distribution of Writing in the 2011 NAEP Writing Framework, Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, pg. 5

# Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

\*Subsumed by L.7.3a  
†Subsumed by L.9–10.1a  
‡Subsumed by L.11–12.3a

This is a diagram of what skills should be mastered and taught in each grade level. You can see that some of these skills start at 3 and continue across to HS and some are not mastered until HS. This could be helpful in setting up what to teach and master in grade bands.

# The last slide: (Working together to Mastery)

This slide of Language Progressive Skills will **give teachers of grade bands-K-3, 4-6, 7-HS** guidance on **how they build skills up to mastery.**

**Grade band discussion and collaboration** is the way to make sure teachers are not being redundant each year and they are building on what the teacher before them prepared students for mastery.

**Review is needed, but students who have already mastered the skill, need to move on and authentically use that skill in different ways.**

# Writing on the IAR Assessment

- Students will write on any of three responses as part of the Performance Based Assessment.
  - They will be presented content to read, view, and listen to. It might be text, artwork, photo, quote, poem, infographic, or other content.
  - Students then will have to gather evidence from these to support their writing on IAR.
- 
- **A literary analysis task (LAT)**
  - **A narrative task (NT)**
  - **A research simulation task (RST)**



- 1. Literary Analysis Task (LAT)** plays an important role in assessing students' ability to read complex text closely. Research reveals that this is the most significant factor that differentiates between college-ready and non-college-ready readers. provides students an opportunity to show their understanding of literature. It asks students to read two literary texts, answer six multiple-choice questions about the texts, and write an extended response that analyzes key ideas (development of theme, interaction of literary elements, structure's relationship to meaning, effects of point of view, etc.) in the texts.
- 2. Research Simulation Task (RST)** asks students to analyze information in several articles or multimedia. The first text is an anchor text to introduce the topic. Students answer a series of questions about the texts. Then they put the information together from the various sources to write an essay that demonstrates their analysis. Students must show evidence from the text or multimedia source that supports their answer.
- 3. Narrative Task (NT)** asks students to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.

# IAR and Writing-Ultimate Research Simulation Task (RST)

**PCR**-Prose Constructed Response is the writing on IAR

- Students will respond to the background knowledge they have built by reading the passages, viewing content, or listening to audio. Then **each question that IAR asks brings them back to the text so that they are building more knowledge to write on the PCR.**
- This response is called a PCR. It will be scored by a computer and by humans using the rubrics found on the Common Core site.

Rubrics are here for all grade levels:

- <https://teacher.depaul.edu/Documents/PARCC-ProseConstructedResponses.pdf> Scroll to the end to find the rubrics. **Please look at your grade level. May have to copy and paste into your browser.**
- <http://www.corestandards.org/ELA-Literacy/> Look on the right hand side and scroll down to ELA Appendices. These will give you A, B, and C. Each one of these appendices relates to the common core. A-Text Complexity and Reading Instruction, B-Exemplar Texts to use with students, C- Written examples of all types of writing with annotated suggestions after each one. K-12 are represented. Annotations give teachers ideas for mini lessons before IAR testing.

Example of one grade level: Prose Constructed Response Rubric Grade

<https://il.mypearsonsupport.com/resources/training-resources/design/IAR-ELA-Writing-Rubrics.pdf> all grade levels rubrics are at this site.

### **Narrative Task (NT)**

<b>Construct Measured</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>	<b>Score Point 0</b>
<b>Writing</b> <b>Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"><li>• is effectively developed with narrative elements and is consistently appropriate to the task;</li><li>• consistently demonstrates purposeful and controlled organization;</li><li>• uses language to express ideas with clarity.</li></ul>	<p>The student response</p> <ul style="list-style-type: none"><li>• is developed with some narrative elements and is generally appropriate to the task;</li><li>• demonstrates purposeful and controlled organization;</li><li>• uses language to express ideas with some clarity.</li></ul>	<p>The student response</p> <ul style="list-style-type: none"><li>• is minimally developed with few narrative elements and is limited in its appropriateness to the task;</li><li>• demonstrates purposeful organization that sometimes is not controlled;</li><li>• uses language to express ideas with limited clarity.</li></ul>	<p>The student response</p> <ul style="list-style-type: none"><li>• is undeveloped and/or inappropriate to the task;</li><li>• demonstrates little or no organization;</li><li>• does not use language to express ideas with clarity.</li></ul>
<b>Writing</b> <b>Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

# Prose Constructed Responses Gr. 3 Rubrics

## Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension of Key Ideas and Details</b>	The student response demonstrates full comprehension by providing an accurate explanation/ description/ comparison and by referencing the text(s) explicitly.	The student response demonstrates comprehension by providing a mostly accurate explanation/ description/ comparison and by referencing the text(s) explicitly.	The student response demonstrates limited comprehension and may reference the text(s) explicitly.	The student response does not demonstrate comprehension of the text(s).
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence;</li> <li>consistently demonstrates purposeful and controlled organization;</li> <li>uses language to express ideas with clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence;</li> <li>generally demonstrates purposeful and controlled organization;</li> <li>uses language to express ideas with some clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or</li> <li>is a developed, text-based response with little or no awareness of the prompt;</li> <li>demonstrates purposeful organization that sometimes is not controlled;</li> <li>uses language to express ideas with limited clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is undeveloped and/or inappropriate to the task;</li> <li>demonstrates little or no organization;</li> <li>does not use language to express ideas with clarity.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

# **TASK FOUR** Academic Vocabulary and Phrases

## TAKE NOTE OF THESE PLEASE .....

**On each of the next slides (30-43) are IAR test examples. Keep track of any words and phrases that students would need to know their meaning in order to understand what the question is asking them to do.**

**1. Jot them down as you go through the IAR Writing Task Instructions. Keep a running list.**

**Example: illustrations, folktales, essay, character's actions, evidence, support**

**2. On slide 42 you will send your list of words. Send them to me, please as Task Three Answer.**

# 3<sup>rd</sup> Grade LAT Example

Look at the illustrations from the folktales. Write an essay describing how each illustration helps the reader understand the characters' actions in each folktale. Be sure to use evidence from **each** folktale to support your response.



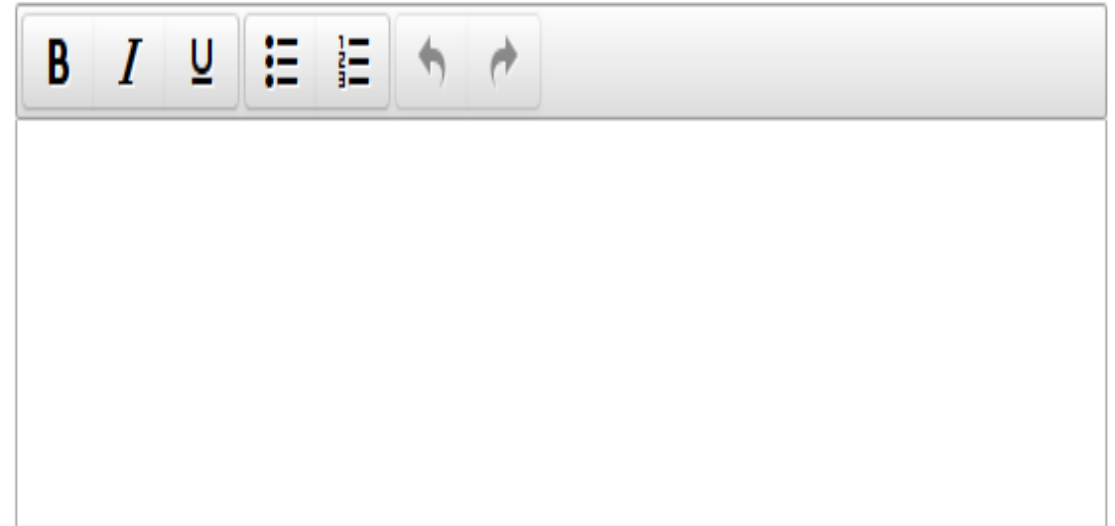
**Literary Analysis Task** – provides students an opportunity to show their understanding of literature. It asks students to read two literary texts, answer six multiple-choice questions about the texts, and **write an extended response that analyzes key ideas (development of theme, interaction of literary elements, structure's relationship to meaning, effects of point of view, etc.) in the texts.**

# 3<sup>rd</sup> Grade NT Example

Today you will read the story “Camping with the Cousins.” As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent “Camping with the Cousins” by Sue Katharine Jackson from being displayed in this format. Please refer to the August 2001 issue of *Ladybug* magazine, accessible through your local library.

The next day, the family chose to go swimming in the lake. Write a story about the family’s time swimming. Be sure to use what you learned about the narrator and her family in “Camping with the Cousins.”



**Narrative Task (NT)** may ask students to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.

# 5<sup>th</sup> Grade Narrative Task

- You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny's point of view.
- Write a **narrative story retelling** the story from the **point of view of Johnny**. Be sure to use **supporting details from the passage**.
- **It will need a red conclusion.**



# 7<sup>th</sup> Gr. Narrative Task

Today you will read a passage from *Believing in Horses*. As you read, pay close attention to the characters and setting as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent the passage from *Believing In Horses* from being displayed in this format. Please refer to *Believing In Horses* by Valerie Ormond, accessible through your local library.

Write a narrative in which you continue the story of *Believing in Horses*. Your narrative should be a believable continuation of the events, and it should clearly reflect the characterization and setting in the passage.

**B** *I* U ☰ ☷ ↶ ↷

# Narrative Task 7<sup>th</sup> Grade

- In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.
- Write an original story to continue where the passage ended. In your story, be sure to use **what you have learned about the character** Miyax as you tell **what happens to her next. (story elements from the text)**
- The details about what happens in each story element (evidence from the text) should be the Green
- The conclusion in red

## 3<sup>rd</sup> grade PCR-Literary Analysis

- Old Mother West Wind and the Sandwich both try to teach important lessons to characters in the stories.
- Write an essay that explains how Old Mother West Wind's and the Sandwich's words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay

# How to begin....

## Reframe the question:

**In the readings Old Mother West Wind and Sandwich try to teach important lessons to the characters.**

Write your answer in an essay form and use evidence from the characters to support your essay.

**Pick evidence from each story:**

**What words and actions are important to the plots of the stories?**

Old Mother West Wind	Me First

Use phrases like: In the story Me First, the author.....to prove your evidence.

**End with what the characters learned and maybe what you have learned from this too**

<https://www.uvm.edu/wid/writingcenter/tutortips/engssupport.html> -Resource

## 4<sup>th</sup> Gr. Example of IAR Literary Analysis Task

In both “The Rescue of the Tin Woodman” and “Arriving at Emerald City,” Dorothy has interesting adventures that reveal her character. Based on her words and actions in both passages, describe **two** of Dorothy’s qualities. Think about the person that Dorothy is. How do those qualities affect her adventures? Support your response with details from **both** passages.

**B** *I* U    

Students need examples of how to incorporate evidence from sources as they write.

Make an Anchor Chart of citing evidence so students are used to doing this inside a lesson throughout the year.



## How do you know?

Citing Textual Evidence in Writing



- In the text/article/passage/report, ...
- The author states that...
- According to the text/article/passage/report, ...
- In addition, the author also writes...
- The text also cites...
- On page/paragraph..., it states that...
- An example is...
- The graphic/photograph/chart/table shows that...
- ...This proves...
- ...This demonstrates...

# Research Simulation Task (RST)

The research simulation task is a nonfiction task only. Students will be asked to read an anchor text and read/view two other sources that connect to that text.

These could be in a variety of modes if using the computer to take the assessment.

Students will have to answer questions about each text and then write to a prompt synthesizing the texts.

# 3<sup>rd</sup> Grade RST Example

Your friend thinks it is impossible for people and animals to live in the Arctic.

Write a letter to your friend explaining it is possible to live in the Arctic.

Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter.



A text editor toolbar with buttons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Undo, and Redo, followed by a large empty text area for writing.

**Research Simulation Task (RST)** asks students to analyze information in several articles or multimedia. The first text is an anchor text to introduce the topic. Students answer a series of questions about the texts. Then they put the information together from the various sources to write an essay that demonstrates their analysis.



## 8<sup>th</sup> Gr. Research Simulation Task

You have now read **two** articles about the beginning of sound technology and **one** article about modern technology. Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in “Psst . . . Hey, You.” Be sure to use details from all **three** articles to support your answer.

**B**

*I*

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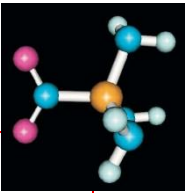


# What words did you jot down from the IAR Examples????? TASK FOUR Completion.

1. Please send the words you collected from the IAR example Task Questions to me.
2. Do you use these words when you ask questions inside your classroom?

These academic vocabulary words could be the catalyst to showing other teachers in your district the words students need to know before testing. This could start the conversation of aligning academic vocabulary K-6<sup>th</sup> grade so 7-12 could hone the skills of answering IAR like questions that will be more complex.

# Synthesis Writing



- Use your writing to show that you have understood all the readings. Synthesize the readings, to bring them together, in some interesting way around a central question. When would you master this concept?
- One key to successful synthesis papers is to bring your own voice and ideas into the paper sufficiently to actually direct the flow of the paper. When do you teach voice and mandate it be in writing?
- If you find yourself just pasting together summaries of the readings in some kind of order, stop! You should find yourself, instead, identifying some interesting question that has grown out of your reading and answering it.
- Your answer will usually become the thesis statement that directs the paper. You will use your reading, then, to develop your thesis--showing your reader what you mean by it and why you believe it is true.

# IAR Practice Tests To Use in Staff Meetings or with Students.

<https://il.mypearsonsupport.com/practice-tests/english/>

<https://il.testnav.com/client/index.html#login?username=LGN030752075&password=BQ7FZWK2> 6<sup>th</sup> gr

<https://il.testnav.com/client/index.html#login?username=LGN517546582&password=86PXFDVD> 4<sup>th</sup> gr.

<https://il.testnav.com/client/index.html#login?username=LGN103081055&password=5XW6W8CG> 8<sup>th</sup> gr

# TASK FIVE -Think about these questions on both slides

## 1 .Is your current curriculum set up with mastery goals for writing

- K masters Opinion and 2 details from evidence to support those 2 details using some beginning transitions.
- 1<sup>st</sup>. masters Opinion and
- 2<sup>nd</sup>. details with a closing. 2nd masters all of K-1 and adds better openings and closings to the arguments. Adds more evidence with “The author said,” “The video showed” etc., and beginning transitions.
- 3<sup>rd</sup>. begins to read two articles or watch a video and an article- Masters all of K-2 and adds more paragraphs to their writing , transitions, and evidence from an article, quote, video, audio, poem, etc.,
- 4<sup>th</sup>. begins to use debates with the argument vocabulary –claims, evidence, rebuttals, etc., masters all of K-3. Starting to go away from opinions into facts, quotes, graphs etc., to prove their claims. This is in groups or partners at the beginning of the year and moves into writing 2<sup>nd</sup> quarter.
- 5<sup>th</sup> grade begins reviewing 1-4 grade skills and starts using argument writing vocabulary. Claim, rebuttal, warrants etc., Hold debates using these words and get them ready for 6<sup>th</sup> grade argument writing.
- Talk to the ELA 6<sup>th</sup> grade staff to find out what 5<sup>th</sup> graders need when they enter 6<sup>th</sup> gr.

## TASK FIVE Continued

2. Are you modeling for the students, writing with the students, and creating tasks like they will see on IAR tests?
3. Are you using the Gradual Release of Responsibility. Model Teacher Does, WE DO teacher and students do together, TWO DO partners or groups work together while teacher watches. YOU DO by yourself.

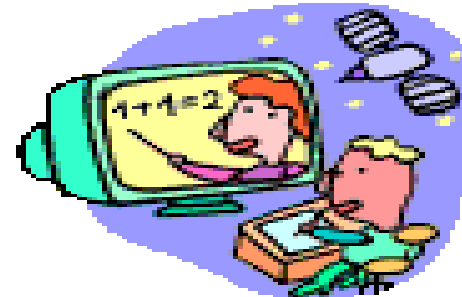
I DO, WE DO, TWO DO, YOU DO.

<https://achievethecore.org/> site has everything you would need for modeling and examples of exemplar text and writings. Go To Classroom Resources and then ELA Writing. Check it out.

# Most Important Lesson For You Gradual Release Model

- . . . -Model and then write with the class
- . . . -We all write together to practice
- . . . -Partners write and practice more- **Don't forget this one**
- . . . -Then they get to try it themselves.

If you forget one of these four strategies, students will not move forward easily. It takes all four DO'S to gradually release new concepts and ideas.





# Why Use Video in your lessons?

**Research estimates that 90% of information transmitted to the brain is visual, and they're processed 60,000 times faster in the brain than text.**

- **Save hours of repetitive teaching, invest your time in other productive activities**
- **Boost in-class engagement by allowing students to learn at their own pace**
- **Engage students in problem-solving and fun activities**
- **Mitigate cheating and bring out creativity from each student**
- **Give personal feedback of students work through videos**

## **Record your lectures**

### **Create Mini-Lectures By Narrating Over The Screen**

Challenge them to share what they've learned creatively through video presentations they've shot and done video editing themselves.

<https://www.hippovideo.io/blog/7-ways-videos-classroom-teach-effectively/> Lots more ideas here with videos on how to use these.



- **Building background knowledge on a topic.**
- **Enriching a text or text excerpt**
- **Deepening or solidifying students' learning.**

First be clear on your purpose—that will help you determine what to show and how to frame it for students.

- **Provide a mission. )"As you watch....."**
- **Pause to ponder (and write).**
- **Turn on closed captioning.**



**Begin with the  
end in mind.**

Stephen Covey

TremendousMe

# Begin With The **End in Mind** with: HS Common Core Narratives need:

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.

Engage and orient the reader by setting out a problem, situation, or observations, establishing one or multiple points of view, and introducing a narrator and or characters; create a smooth progression of experiences or event, and or characters.

Use a variety of techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and or characters.

Sequences need to build upon each other to create a coherent whole.

Use precise words & phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and or characters.

Conclusions follow from and reflects on what is experienced, observed, or resolved over the course of the narrative.

If the end (HS) is what we want students to reach, then .....

We need to look at HS standards and start talking about what K-8 can do to make HS reading and writing better. Example of one.....

**1. Effective technique, well-chosen details, and well-structured sequences are in HS Narrative writing.**

☐ What can K-8 do to begin with effective techniques at their levels and how do we set it up so that at each grade level students are mastering a skill in effective techniques, well chosen details, and well structured sequences?

**2. This is where collaboration can start. Finding effective techniques in text that can be shared, discussed, and mimicked at each level. Then deciding how to use the Gradual Release technique with students so that the teacher models the technique, students do together as a group, then they practice with a partner, and then try it on their own needs to happen.**

**Narrative Writing** is to develop real or imagined experiences or Events description and clear event sequences. These words in the 4-square are the words in the Annotations of Appendix C of the Common Core Standards.

<b>Establish a situation and introduce the narrator</b>	<b>Characters/Setting-Use dialogue, description, pacing to develop experiences and events that unfold in sequence, naturally.</b>
Plot-Same sequencing to the climax of the story	Conclusion/Resolution/End Might even leave the reader with what they should learn from this or what they should think about after reading it.

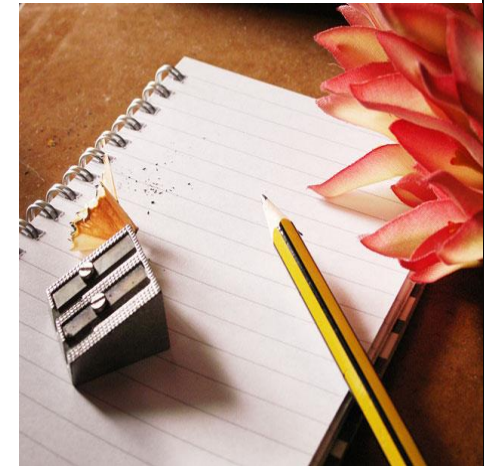
**You can make this into a six fold paper for older students. Just by folding an inch at the top down and an inch at the bottom. That leaves room for the thesis and the closing.**

**Narrative Writing can help with the IAR Narrative Task by students connecting what they know about this type of writing and how they can use it in their PCR responses.**

# Narrative Resources-Task SIX

- <https://literacyideas.com/narrative-writing/> narrative examples for the classroom  
<https://www.ace.edu/blog/post/2018/11/06/an-exhaustive-list-of-free-reading-resources-for-teachers>  
Lots of sources here-Scroll through it all, please.

**1. Look at both of these sites. Pick three things at your grade level in each that you could use in your classroom this year. Send their names to me.**



# In the IAR assessment –Narrative Tasks ask for:

- In this task, students may be asked to write a story (**or the next part of a story**), detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.





<p><b>Narrative Non-fiction (includes memoirs)</b></p>	<ul style="list-style-type: none"> <li>• Relays facts using a narrative technique</li> <li>• Accurate and verifiable</li> <li>• Written with fidelity</li> <li>• Memorable voice</li> <li>• Reveals emotion and moral truth</li> </ul>
<p><b>Informational Non-fiction</b></p>	<ul style="list-style-type: none"> <li>• Unbiased</li> <li>• Applies non-fiction text structures and features</li> </ul>
<p><b>Historical Fiction</b></p>	<ul style="list-style-type: none"> <li>• Set in a particular time period</li> <li>• Doesn't change historic events or conditions</li> <li>• Includes fictional characters and a fictional plot</li> </ul>
<p><b>Realistic Fiction</b></p>	<ul style="list-style-type: none"> <li>• Narratives with fictional characters and fictional plots</li> <li>• Events in the story could really happen</li> </ul>



## Nonfiction Narratives

<https://justaskpublications.com/just-ask-resource-center/e-newsletters/msca/narrative-non-fiction-uncovering-truths/> Interesting ideas and graphics that are on these slides. PLEASE look at it. You won't regret it.

- Letters
- Memos
- Meeting notes
- Design materials
- Photos with captions
- Sections of a diary they would be willing to share
- A scrapbook or newspaper clippings

A graphic organizer for nonfiction narratives, titled "Nonfiction Narrative Graphic Organizer". It is a hand-drawn style template with a thick black border. The organizer is divided into several sections: a top box for "My Topic:", a middle row with three boxes for "Who was involved & how?", "Where & When did it happen?", and "Sensory Details" (which includes sub-sections for Smell, Touch, Sight, Sound, and Taste), a box for "First Sentence:", a large box for "What Happened?" with sub-sections for "First:", "Next:", and "Then:", and a bottom box for "Why it is important to you?". The "What Happened?" section has multiple lines for writing. At the bottom right, there is a small copyright notice: "© Arlene Deblaz 2015".

Nonfiction Narrative  
Graphic Organizer

My Topic:

Who was involved & how?

Where & When did it happen?

Sensory Details

Smell:

Touch:

Sight:

Sound:

Taste:

First Sentence:

What Happened?

First:

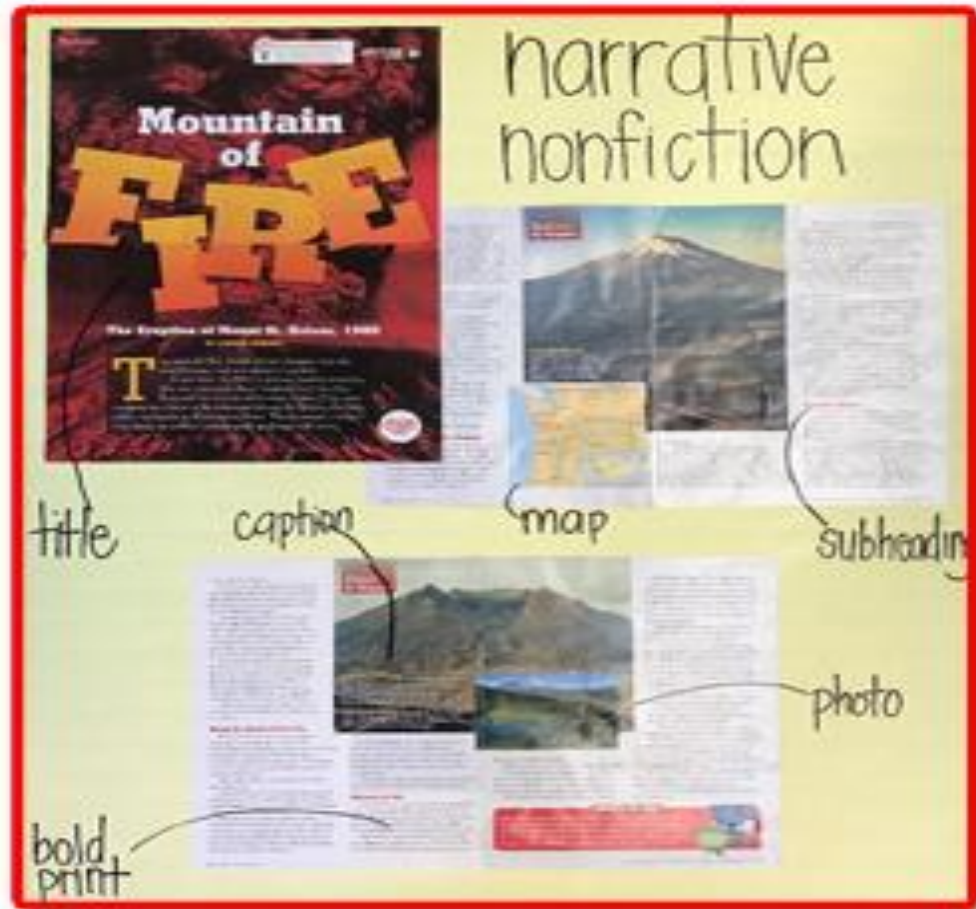
Next:

Then:

Why it is important to you?

© Arlene Deblaz 2015

Examples that you could use with students.



# Elementary Students and Narrative Writing

1. Write less fictional stories. Use that for creative writing time (which is important)
2. Look at the CCSS definition of Narrative Writing. Write a story (**or the next part of a story**), detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.
3. When reading text in any content, **set up writing experiences that use the reading as background knowledge for the Writing Task, just like the IAR does.**

# Example of Narrative IAR type question inside the elementary classroom

After reading about inventions inside your classroom, ask the students:

***“We have been reading about many different types of inventions this week. Please write a narrative essay about the invention that you think made the most important contribution for people. In your narrative essay describe how the inventor came up with the idea and finally got people to use it.***

***Remember to look at your video notes and your idea organizers to help support your writing.”***



This may be a question you ask students to perform in class for Narrative Writing.



We have been reading about decorating homes and the maintenance of home, ownership, and some township rules to abide by. Pretend you just won this home in a contest and you are entering the home for the first time. What goes through your mind when you think about decorating and maintaining this home? Tell the story as you walk up to it etc.,



Now set the question up as an IAR question.



**Make this into an IAR Narrative Task (NT)** We have been reading about decorating homes and the maintenance of home, ownership, and some township rules to abide by. Make up a story about you winning the home. Take one room in the home to decorate. Using the evidence from the readings in class, describe how you would decorate this room according to what you learned from the ideas presented. Please include evidence from two sources in your writing.

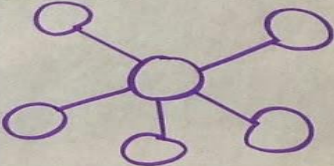
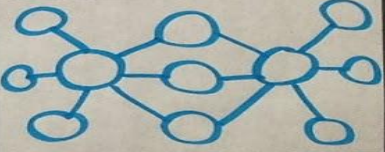

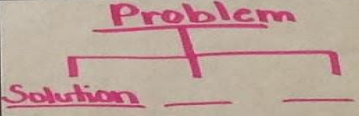
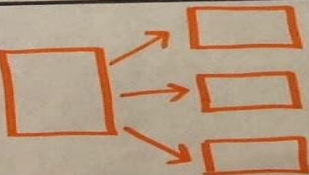
# HS Informative/Explanatory Common core asks....

**BEGIN WITH THE END IN MIND**

- 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. Conclude with a closing statement.
- Topic: organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (headings) graphics (figures and tables), and multimedia when useful to aiding comprehension.



# Informational Text Structures

Structure	Defined	Clues	Visual	Example
<b>Description</b>	Text provides details or characteristics of something.	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Characteristics</li> <li>• Examples</li> <li>• Mental Image</li> </ul>		Ice cream is a frozen, sugary sweet delicacy. The treat comes in flavors like vanilla.
<b>Compare + Contrast</b>	The text talks about similarities and differences between people, places, things, etc.	<ul style="list-style-type: none"> <li>• Same / Different</li> <li>• Both, neither</li> <li>• In contrast</li> <li>• On the other hand</li> </ul>		Although both ice cream and veggies are food, ice cream is less healthy and eaten as dessert. Veggies, however, are a side dish to a meal.
<b>Order + Sequence</b>	The text outlines chronological events or a list of steps in a procedure.	<ul style="list-style-type: none"> <li>• Order of events</li> <li>• History</li> <li>• Instructions</li> <li>• Steps</li> <li>• Signal Words</li> </ul>		Want delicious ice cream? First, scoop it into a bowl. Then, top it with goodies like sprinkles. Finally, grab a spoon and enjoy!
<b>Problem + Solution</b>	The text gives information about a problem and explains one or more solutions.	<ul style="list-style-type: none"> <li>• Problem</li> <li>• Solution</li> </ul>		If your ice cream melts before you finish it, put it back into the freezer.
<b>Cause + Effect</b>	The text describes an event (cause) and the effects that follow.	<ul style="list-style-type: none"> <li>• Cause</li> <li>• Effect</li> <li>• if/then</li> <li>• because</li> <li>• as a result</li> <li>• due to</li> </ul>		If melted ice cream gets on your hand, your skin will be sticky.

ANCHOR CHART STUDENT MADE FOR REFERRING BACK TO...  
[http://www.wbasd.k12.pa.us/Downloads/text feature chart andout.pdf](http://www.wbasd.k12.pa.us/Downloads/text%20feature%20chart%20andout.pdf) Text Features

FACT AND OPINION COULD BE ADDED TO THIS.



They may not have enough info to write 5 paragraphs. Writing 3 paragraphs might be a better essay than trying to get 5 done.

Sometimes a one paragraph, written well, is good enough.

## Outline for an One-Paragraph Essay in colors

### Introduction:

- Thesis statement: \_\_\_\_\_

### Body:

- **First Supporting Idea** (Topic Sentence):

- \_\_\_\_\_
- \_\_\_\_\_ Details

- **Second Supporting Idea** (Topic Sentence):

- \_\_\_\_\_
- \_\_\_\_\_ Details
- \_\_\_\_\_

- **Third Supporting Idea** (Topic Sentence):

- \_\_\_\_\_ Details
- \_\_\_\_\_

### Conclusion

- Restate topic: \_\_\_\_\_

There is no set rule on asking students to **always** write a 5 paragraph essay.

# **TASK SEVEN** Transitions are key to organization

**Temporal words are used in CCSS. They are transitions that are TIME words, BUT THEY ARE CALLED TEMPORAL WORDS ON THE TEST.**

**1. When you do you teach different transitions, practice them, master them, and review them?**

<https://writing.wisc.edu/handbook/style/transitions/> List of words to use

**2. How would you set up a grade by grade instruction for transition words?**

# Transition Words –Anchor Charts for your room.

## Sentence Starters for stating your opinion:

- In my opinion
- I think
- I feel
- I believe
- I prefer
- My favorite

## Transitions when providing reasons:

- First
- To start
- To begin with
- Second
- Next
- Another reason
- Finally
- Lastly
- Most importantly
- One last reason

## Transitions when providing examples/details:

- For example
- For instance
- In particular
- Specifically
- Additionally
- In other words
- In fact
- An example is

## Transitions when coming to a conclusion:

- In conclusion
- All in all
- As you can see
- To sum it up
- To summarize
- Finally

Name \_\_\_\_\_

Date \_\_\_\_\_

## Reference Page

Transitions, like bridges between your thoughts, help readers move from one idea to the next. The words and phrases listed below are just an example of the many transitions you may use in your writing.



### Transitions Words & Phrases

To Show Order or Time Frame		To Add Information	
after	initially	additionally	
before	later	along with this	for instance
currently	meanwhile	also	furthermore
during	previously	another	in addition
finally	second	as well	
first	since		
following	soon		
To Indicate a Cause or Reason		To Give Examples	
as a result	due to	evidence of this	in particular
because	since	for example	in this case
because of	with this in mind	for instance	such as
To Compare		To Contrast	
as	in comparison	although	on the other hand
compared to	similar to	but	in spite of
like	similarly	except	whereas
		in contrast	yet
To Emphasize		To Conclude	
always	never	as a result	lastly
especially	surprisingly	finally	therefore
in fact	without a doubt	in conclusion	thus
		in summary	to sum up

## Transition Words

Signal That You're Moving from One Idea to the Next!

**Comparing**  
**Contrasting**  
on the other hand  
instead  
however  
different from  
same as  
similar to  
unlike  
although

**Sequencing**  
before  
during  
finally  
at the start  
first  
last  
soon  
formerly  
next  
then  
someday  
now  
eventually  
when  
whenever  
later  
after  
immediately  
long ago  
since  
today

**Emphasizing**  
(You want to tell your reader something very important)  
mainly  
most important  
in particular  
primarily  
especially

**Concluding/**  
**Summarizing**  
as a result  
in conclusion  
in summary

**Cause and Effect**  
because  
therefore  
thus  
consequently  
as a result of

**Listing**  
also  
another  
second  
for example  
furthermore  
in addition  
some  
others  
too  
likewise  
a few  
as well as

# Informative Writing IAR Task-

Take informative reading and turn into a IAR Task (RST) Research Simulation Task.

**Our class read 2 articles on smoking and its effects on health. In the video, yesterday, it showed what smoking can do to your organs.**

**Using the information from these resources, write an informational essay on the effects of smoking on the human body. Show evidence to support your writing by using facts, quotes, and other information gathered from the video and articles we have read and viewed.**

**Once again, this synthesizes the research read in class and asks the student to prove their claim with facts from the resources they read and viewed.**

# Argumentative

## Essentials



### **Study sides of an issue**

Align with one side & formulate an argument



### **Develop logical reasons**

Support your side with sufficient proof



### **Present both sides**

Identify strengths & weaknesses of each



### **Conclude the argument**

Don't repeat; Remind readers what's at stake



### **Connect ideas logically**

Transition between key points intentionally



### **Apply a formal style**

Establish and maintain an objective tone

# Argument Writing

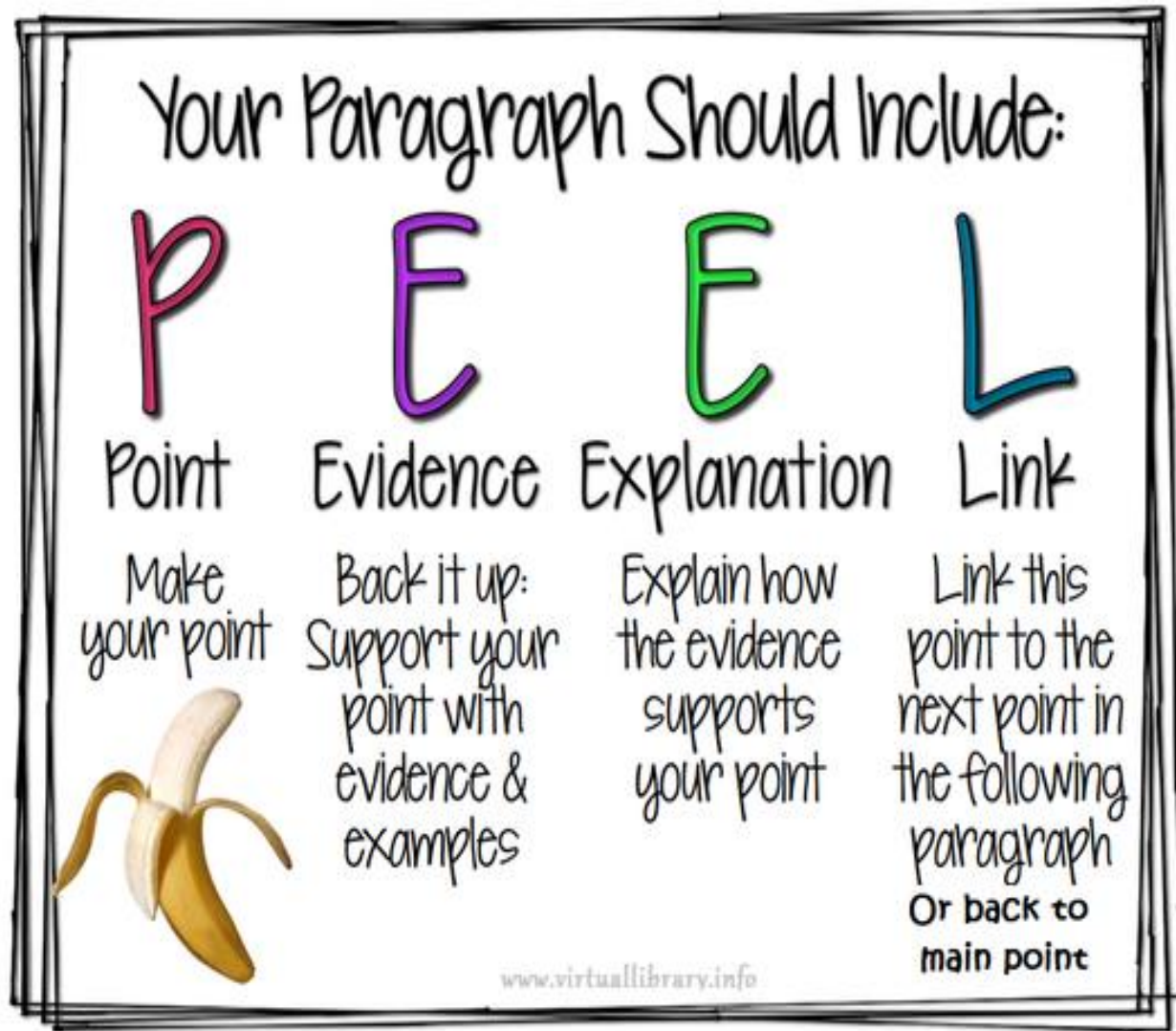
Claim	Evidence	Warrant (Explanation)
The city does not have a good money manager.	There are 3 lawsuits against the city for not paying outsourced work.	If the city is being sued for nonpayment by 3 different companies for work done, then money management is not being handled correctly.

Argument Writing Vocabulary must be introduced and practiced and mastered by sixth grade. **How will you do this? Where will you start?**

# Most of the IAR RST Tasks will be Opinion or Argument Writings. Things to think about.....

- Making sure you include these types of Tasks at each grade level will ensure students will be ready for the Tasks on the IAR Test.
  - All grades must be aware of what is on the test, so students will not be blindsided taking the test.
- Critical reading skills are necessary for students to master at each grade level.
  - Do you have mastery system set for your district for each grade level on close/critical reading?
  - How can you incorporate one ASAP?





You will need a closing

<https://schoolwires.henry.k12.ga.us/cms/lib08/GA01000549/Centricity/Domain/1194/Argumentative%20Essay%20Graphic%20Organizer.pdf> Copy and paste into browser to view

This is a graphic organizer to use. I like this one.

- Here are examples you can use in your classroom. It can be differentiated by leveling for students.



# Elementary Opinion Writing Graphic Organizers

## OREO Writing Planner

**O**pinion stated clearly \_\_\_\_\_

**R**eason you feel your opinion is correct \_\_\_\_\_

**E**xample that supports your reason above with more details \_\_\_\_\_

**R**eason you feel your opinion is correct \_\_\_\_\_

**E**xample that supports your reason above with more details \_\_\_\_\_

**O**pinion restated with enthusiasm \_\_\_\_\_



Opinion Writing

Name: \_\_\_\_\_

Hook your reader and clearly state your opinion.

In my opinion, I think I believe I feel.

Introduction \_\_\_\_\_

Convince your reader with reasons & examples.

My first reason/first reason is... Another reason is... In addition...

For example, For instance, For example...

Reason: \_\_\_\_\_

Example: \_\_\_\_\_

Reason: \_\_\_\_\_

Example: \_\_\_\_\_

Reason: \_\_\_\_\_

Example: \_\_\_\_\_

Remind your reader of your opinion one last time.

Conclusion: \_\_\_\_\_

In conclusion, Now you will agree it is clear.

# The next slides can show K-8 progression for Argument Writing.

School Districts may want to start with grade K:

K-When reading books aloud, ask student opinions and then let them show you where the evidence is in the book. Use the words opinion, evidence, and facts.

1-Read alouds again, have students use sticky notes on the book that reveal facts. Then teacher ask for their opinion and students go back to the sticky notes and find the evidence. Opinion Writing is used in common core, not persuasive. Students can then begin to write a sentence about their opinion and where in the book it supported their opinion.

2-Students should be mastering opinion, facts, evidence. After reading, at this grade level, students begin to write a paragraph with their opinion In the first sentence. Then give three supports that prove their opinion. Close with That is my Opinion. Move beyond that with different ideas of closings.

3-Introduce the word claim for their opinion. Master the paragraph with a claim, supportive evidence, and a closing.

4-Hold debates with the class after reading several texts about an issue. Put students in a group and have them place a written claim In front of them. All students then look for supporting this claim with evidence. Each student writes evidence on Index cards around the claim. After that all student in that group must write an argument paper on chart paper together with an acceptable ending. Using articles, videos, audios, editorial cartoons will give them variety of evidence.

5-This year, students are honing the skill of a good claim, evidence, and now add a warrant and rebuttal into their vocabulary and practice writing these into an essay form.

# 1<sup>st</sup> & 2<sup>nd</sup> Grade Opinion Graphic Organizer

**Name the book or topic:**

State Opinion:

Support Opinion:

Closing:

# 3<sup>rd</sup> Grade Opinion Graphic Organizer

Introduce topic and list reasons (for organizational structure):

State Opinion:

Support Opinion: (reasons)

Closing:

# 4<sup>th</sup> Grade Opinion Graphic Organizer

Introduce topic and group ideas to support opinion (create organizational structure):

State Opinion:

Support Opinion: (reasons with facts and details)

Closing:

This is the year to hold debates using the vocabulary of an argument writing. Claims, Evidence, Rebuttals

# 5<sup>th</sup> Grade Opinion Graphic Organizer

Introduce topic and logically group ordered claims):

State the Claim:

Support Claim: (logically ordered reasons with facts and details)

Closing:

**This could become an IAR Task to practice synthesizing information to substantiate a claim.**



**IAR Task: We have been reading about decorating homes, maintenance of home ownership, and rules/laws that some counties have in place. Say this is your home. You decorated it.**

**Convince the township board that your home is acceptable for the community of Macon County. Find evidence from your readings on county rules to back up your claim and include them in your writing.**



# Before Reading TASK NINE

**What do you do before you start a reading lesson or reading group?**

**Tell me and send through email, please.**



Stories.  
Connect.  
People.



# Common Core Shift –Writing to Sources

## **Routine Writing**

- Notes
- Summaries
- Learning Logs
- Journal Entries
- Answering questions from a text
- Writing to learn tasks
- Showing evidence
- Open ended writing
- Informal writing projects

## **Long Term Writing Projects**

- Research
- Multimedia Products
- Formal compositions and multiple revisions

## **Three Key Considerations**

1. Cite evidence and analyze content
2. Understand and apply grammar
3. Understand and apply vocabulary

# Ideas for Routine Writing.

Pick a book from you classroom or home.

Read the book.

**Make clues about your book and create a treasure map to find the clues around the room. Participants will learn about your book by the clues they find.**

OR

**Write a commercial for your book. Include anything that will help participants know about your book. Yes, you will have to act it out.**

You could do this activity with parts of text, chapter, article, poem, quote etc.,

# Use the same book you chose for IAR IDEAS

Choose one...

1. Recast the Text

Take your book and rewrite it into a poem or a movie script.

2. Character Cards

Draw a stick figure for the character and add all the details to the figure that makes your character come to life. Make them like props to add to your character as you share it with the group. Send a picture.

3. Episodic Notes

Identify distinct scenes in the text and then explain how the scene helps develop the theme, setting, or plot.

What you “See” in the Text	Caption for it.

# During Reading Task TEN



1. What annotations do you use in your classroom? Do you have common ones across grade levels? Why or Why not?
2. If you do not have annotations students can use, what do students do while reading?
3. What would be some goals you would have your students write before they read?



# Videos Task ELEVEN

- <https://vimeo.com/145312922> Watch the video- Book discussion using the writing about what they read. 3.08 min.

Send these answers to me.

- **Make note of what you see.**
- **What vocabulary words do you hear in the discussion?**
- **What group etiquette did you view?**
- **What were the notebooks they were using?**
- **Is this something you can do in your classroom?**



## Talking Back to Books on Sticky Notes

**I ask them to take the sticky notes out of their books when they are done and attach them to a Sticky Note Tracker Sheet that is then added to their Reader's Notebook. This way I can see the thinking that is taking place on a regular basis and use it as a tool to guide my individual conversations and necessary instruction with specific students.**

## WHILE I READ

- ✓What's my pace?
- ✓What will be next in the reading?
- ✓Is this making me think of something else?
- ✓What questions do I have?
- ✓What is my attitude about this reading?
- ✓Am I reading carefully enough to take a quiz?



- Let students become their own measuring stick when they read.
- Have them use a bookmark that asks questions and gives them annotations to help them get started on reflecting on their own abilities.
- Let them wean themselves as they grow and keep track of their own successful reading habits and writing habits.

# After Reading



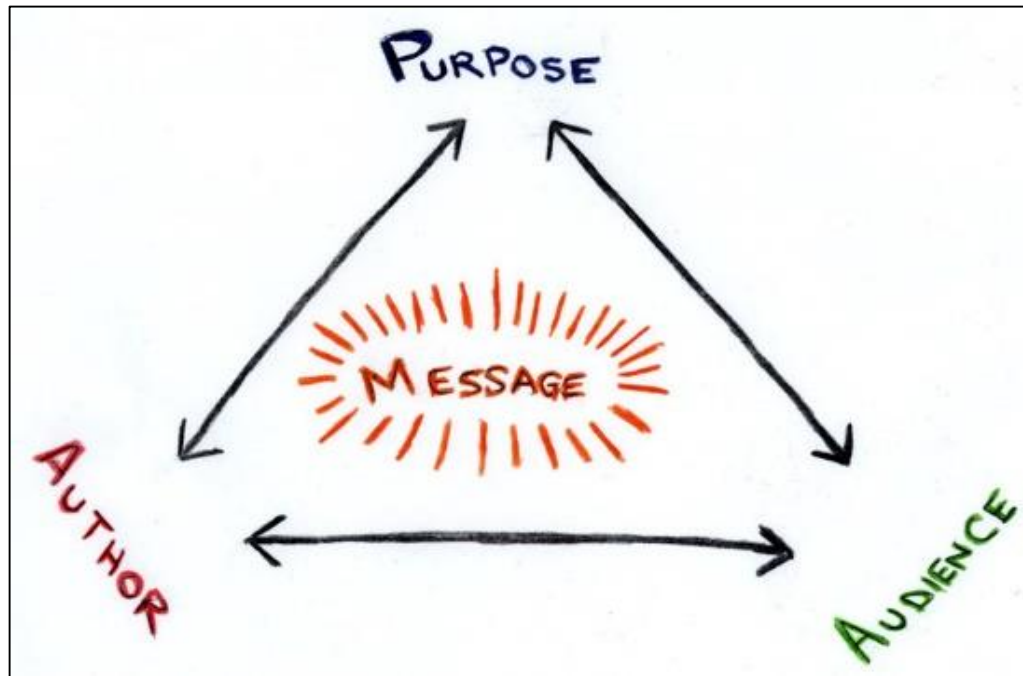
But is it really????????????????

<http://www.collegewood.org/ourpages/auto/2014/8/17/63598523/Beyond%20the%20Yellow%20Highlighter.pdf>

Great article about annotations beyond the highlighter. It teaches students how to analyze text and comprehend in a way that brings the reader to what the author really was trying to say.



[https://cdn2.hubspot.net/hubfs/95641/00\\_Redesign\\_2019/School\\_2019/03\\_Sch\\_Downloads/Sch\\_Download\\_PDFs/RDG\\_DL\\_AnnotatingPracticeWorksheets\\_Kit.pdf](https://cdn2.hubspot.net/hubfs/95641/00_Redesign_2019/School_2019/03_Sch_Downloads/Sch_Download_PDFs/RDG_DL_AnnotatingPracticeWorksheets_Kit.pdf) another site for annotation ideas **Please look at this –it shows text and asks you to annotate small pieces of text**



<https://www.youtube.com/watch?v=NmVAfoXhhPM> video on annotations 3 min This is if you can write in a book or paper.

<https://research.ewu.edu/c.php?g=82207> older students video on annotations

## Annotating the Text

*What do annotations look like?*

**Annotations:** written notes that prove you are thinking while reading the text.

### Examples of Insightful Annotations

1. Summarize the key idea in a section or paragraph and highlight supporting details.
2. Make an inference and highlight the supporting details.
3. Explain how the title connects to the text.
4. Make text-to-self-text-world connections.
5. Explain how a text features (maps, pictures, charts, etc.) connect to the passage.
6. Mark areas of confusion by writing an "I wonder why..." statement.
7. Clarify what the author means when using figurative language.
8. Identify relationships in text structure: cause/effect; problem/solution; compare/contrast; procedural; chronological.

### Vocabulary

1. Circle unfamiliar words and highlight context clues.
2. Word Whacking: identify base words, Greek/Latin roots, prefixes, and/or suffixes to determine the meaning of a word.
3. Circle an unfamiliar word and write the dictionary definition that relates to the context of the text.



## Summarizing Nonfiction Texts

1. Read a whole section looking for the main idea
2. Ignore all the little details
3. Reread
4. Think about the whole picture
  - Text Structure
  - Text Features
  - Author's Purpose for writing the text
  - The audience it was written for Then write the summary:
5. Main Idea + Supporting Details = Summary

Even small children can draw or find pictures to show a summary.





## Sample Essay

Example of using Narrative writing inside an argument.

By changing class requirements can better the chances of a student continuing school and graduating. School boards set high standards like SAT test or placement test. It may not be fair for someone not going to the desired school or graduate because they failed a test. I've seen it happen to my mom's friends. Lilabeth was ~~was~~ her name. She was an amazing student. She always studied, turned work in on time, got straight A's and rarely missed school. But when it came down to taking the SAT it was difficult for her. Lilabeth couldn't handle timed test. Her results came out very low, not something you would expect from a straight A ~~out~~ outstanding student. She took it again but her score still wasn't high enough.

## HS Argument Writing Common Core says:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **Introduce precise, knowledgeable claims**, establish the significance of them, distinguish the claims from alternative or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- **Develop claims fairly and thoroughly**, supplying the most relevant evidence for each and point out strengths and limitations of both that anticipates the audiences knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections, create cohesion, and clarify relationships between claim and reasons etc.,
- Establish and maintain formal style, objective tone while making correct convention choices.
- **Provide conclusion that follows from and supports the argument presented.**

**BEGIN WITH THE END IN MIND**

## **What is an Argument?**

**An argument is a claim supported by evidence.**

**Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem.**

**An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.**

**In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about.**

# Opinion vs. Argument vs. Persuasion

## Opinion

- The Common Core label given to argument writing in Grades K-5. It is the stepping stone to argument.

## Argument

- The Common Core label given in Grades 6-12. It refers to logical arguments which are convincing because of their merit and reasonableness, rather than emotion or the credentials of the writer.

## Persuasion

- Conveys an appeal to the reader's self-interest or emotions.



# Audience

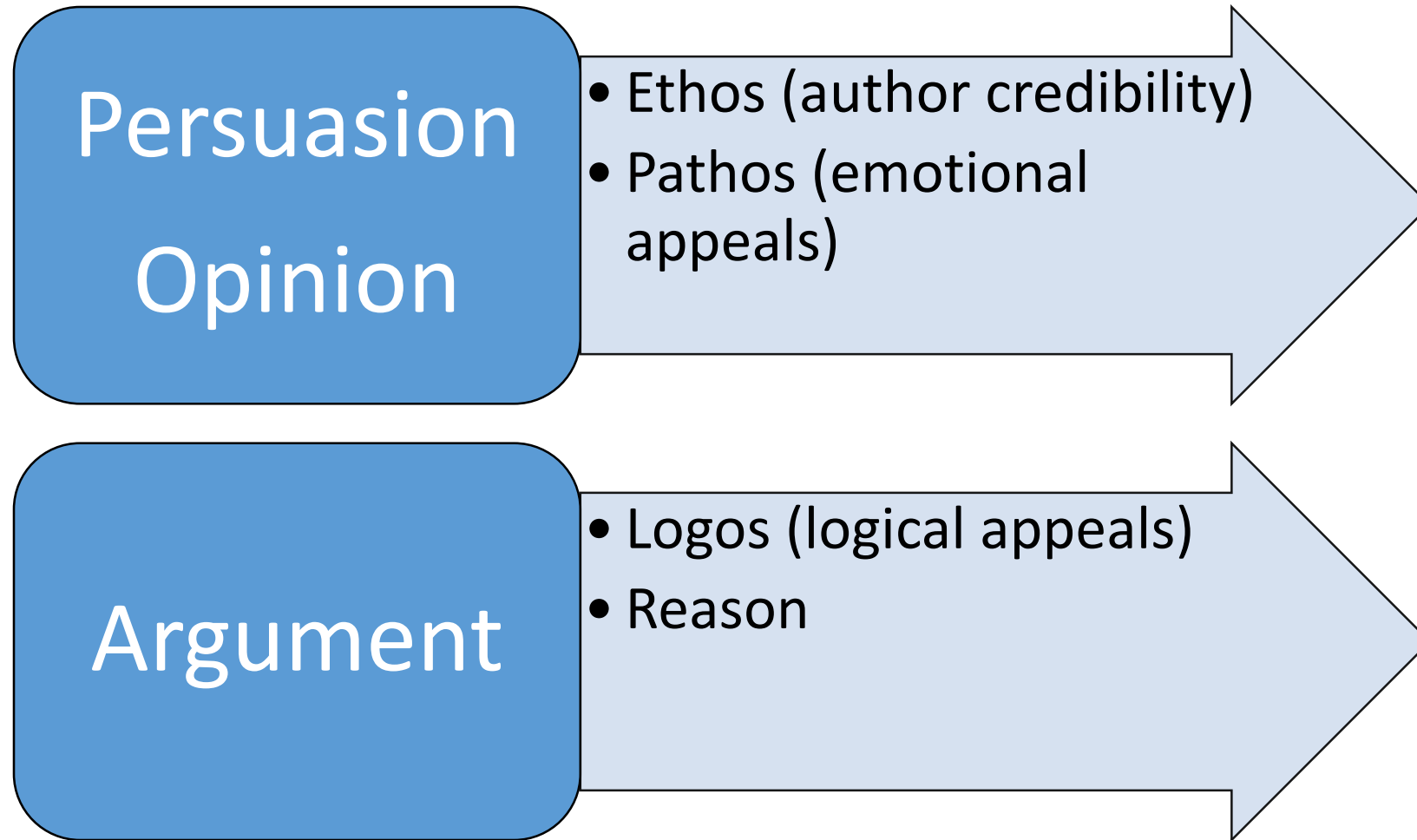
How do writers' assumptions about audience affect production of a text?

- 1. How much to elaborate based on what they anticipate readers know
- 2. How much to tailor the development of claims
- 3. How much to care, since writers' concerns are bigger when audience matters
- 4. How to accommodate audiences if writers don't identify with them

**“Considering the audience, therefore, is not simply a matter of selecting the information that readers need to understand the argument. Instead, writers must anticipate objections and questions and develop persuasive appeals, including building on common ground, refuting opposing claims, offering an acceptable reader-writer relationship, and presuming upon appropriate beliefs and values.”**

~Miller & Charney

# Persuasion vs. Argument



- Another way to practice argument writing is by teaching students to be aware of, and to use effectively, common moves found in argument writing. Joseph Harris's book [\*Rewriting: How to Do Things With Texts\*](#) outlines some common moves:
  - **Illustrating:** Using examples, usually from other sources, to explain your point.
  - **Authorizing:** Calling upon the credibility of a source to help support to your argument.
  - **Borrowing:** Using the terminology of other writers to help add legitimacy to a point.
  - **Extending:** Adding commentary to the conversation on the issue at hand.
  - **Countering:** Addressing opposing arguments with valid solutions.

# Great start for Argument Writing

- <http://www.youtube.com/watch?v=D-YPPQztuOY> 6 min Toulmin Argument Video For use with teachers who want to use this organizer
- <http://www.literacyta.com/common-core-standards/writing>  
Great site to use with staff GREAT RESOURCES HERE
- <http://writefix.com/>
- <http://owl.english.purdue.edu/owl/owlprint/685/>
- <http://www.youtube.com/watch?v=tAmgEa1B1vI> 9 MINUTES This is a full lecture on how to write an argument essay **for teachers**. Copy and paste into a browser to view
- <https://study.com/academy/lesson/how-to-write-a-great-argument.html>  
VIDEO good one to **show to students** on how to write an argument

# Scaffolding instruction

Day 1: Explore the genre. Read samples and analyze parts. Do fact/opinion work with essays.

Day 2: Read and analyze more letters to the editor. Rank them in order of effectiveness. Begin list of criteria for this writing. Begin to generate possible topics.

Day 3: Read and analyze some argument essays. Consider claims, evidence, organization, tone (snarl words and purr words). How do these apply to letters to editor?

- Homework: What do you want to write to editor about? Write your claim, why you hold the opinion and why someone might disagree with you.

Day 4: Choosing newspaper and identifying audience. Look at more letters in your target newspaper. What topics? What language? How long? How organized? What do these things tell about the anticipated audience?

- Exit Slip to leave class: Which newspaper? Describe audience.

Day 5: Inquiry—time in library for finding evidence. Homework, too?

# Scaffolding instruction

- Day 5: Fill in graphic organizer; evaluate quality of evidence. Take one piece of evidence and explain how it supports claim (teacher modeling). Turn in.

Evidence	Type of evidence	Level of importance to audience
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>

- Day 6: Logic and organization, transitions
- Day 7: Drafting, returning to models
- Day 8: Peer evaluation
- Day 9: Revision and further inquiry if necessary
- Day 10: Polishing; sentence combining and word choice
- Day 11: Due with addressed envelope

# Shifts in ELA / Literacy Common Core

- **Complexity:** Practice regularly with complex text and its academic language.
- **Evidence:** Ground reading, writing, and speaking in evidence from text, both literary and informational.
- **Knowledge:** Build knowledge through content-rich nonfiction.



# Things to Think About

Where do we go from here?

- We start out slow.
- We find time to discuss among contents with ELA teachers what is needed so all subjects are including the shifts?
- We try to do one unit this next quarter that is completely aligned to the shifts.
- We talk about when things are introduced, practiced, mastered, and reviewed?
- We come up with a common vocabulary.
- We look at student work together and come up with rubrics we all use.
- We form common assessments that all agree will help us see growth in students.
- We diagnose reading problems in students and start intervening quickly systematically and explicitly in all classes.
- We try to find some time to reflect, enjoy what we do, and learn from each other.
- We help students see where they are and where they need to be. We help them and support them to get to the goal incrementally.
- We talk to students about what they use as strategies when they read and write and we don't keep teaching them hundreds of other things. They have skills that they use already.
- When we get this done, we begin again with a new goal. It never ends.....it is ongoing.....and it is good for students and for the whole society in general.

# Guidelines for Teaching Writing

## Great Resource

- <https://vimeo.com/89014992> 8min. Setting goals for Narrative Writing
- <https://vimeo.com/86013117> 36 min one on how to get kids to revise
- <https://vimeo.com/85974883> 12 min. Lots of great strategies that engage students on revising

# Argument Writing Resources-- Task TWELVE

- Look at Kelly Gallagher's section too. Articles of the Week.

<http://www.kellygallagher.org/article-of-the-week> OR

<https://davestuartjr.com/resources/article-of-the-week-aow/>

1. Kelly Gallagher and Dave Stuart use Article of the Week inside their classrooms. Look at his website included in the article. Older students could use his Article of the Week to form opinions and find evidence to back those opinions up each week. Look at these sites.
2. <https://www.readworks.org/find-content#!q:/g:/t:/pt:/features:/> for younger students look at this site.
3. How could you use these for argument debate or writing?

# The next Task 13

Task 13 is a writing task for you to try out

I want you to see how it feels to write on a questions that could be on the IAR test. It would be at the 6-8<sup>th</sup> grade level, however, I want you to see what you might have missed when teaching about the writing tasks that might appear on the test.

View the video and look at the slideshow and the article under the slide show. Then you will write a Research Simulation Task about slide 107.

Task 13 Article to read and video to watch for TASK Thirteen. Your Turn to Write may have to copy and paste the links into your browser to view.

- <https://www.cnn.com/2016/01/22/health/happiness-hacks/index.html>  
Article on Scientific Happiness Hacks -Slideshow + article under it.
- <https://www.youtube.com/watch?v=x2hDEz1bW9k> 1.38 min. video Dr. Sanjay Gupta on Chronic Stress-Trailer to a documentary

### The IAR TASK IS:

You have read an article on Scientific Happiness Hacks by Alison Mango and viewed a video of Dr. Sanjay Gupta on Chronic Stress. Use both of these resources to answer this question:

- Can chronic stress harm humans and what can we do to prevent or stop chronic stress in our lives?
- Remember to use evidence from each source in your answer. Send your essay to me.

# Thank you for participating

- Please send all the task answers to me [prestonb@roe39.org](mailto:prestonb@roe39.org)
- I will send you feedback through email and then you will get an evaluation form to fill out and submit.
- Then an email will come for you to receive your professional learning hours.

This was a long training and you made it through it.  
Congrats.

