



FRAMEWORKS FOR SUPPORTING LITERACY IN EVERY CONTENT AREA

Depew Union Free School District

2011

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The Purpose of this Document

This text begins with a clear statement of Depew’s overarching vision for learners. It also provides the district’s belief statement relevant to literacy and the principles which guide our work to support it throughout the district.

Nine recommendations were made by a collaborative team of teachers and administrators who have invested themselves in the study of best practices relevant to curriculum, instruction, and assessment. This document outlines those recommendations and provides teachers resources for attending to them.

2010-11 Literacy Task Group Members

Sheri Barsottelli, Secondary Literacy Coach

Leo Cintron, High School Counselor

Jamie Frerichs, Middle School Literacy Support Teacher

Susan Frey, Assistant Superintendent for Curriculum and Instruction

Traci Kanick, High School Social Studies Teacher

Beth Latko, High School ELA Teacher

James LiPuma, Pupil Personnel Services Director

Sally Maroney, High School Literacy Teacher

Aaron Nolan, Middle School Technology Teacher

Jodi Obrochta, Middle School Teacher

Katie Owczarczak, Middle School/High School Counselor

Christine Rosch, Middle School Social Studies Teacher

Stacy Van Etten, Middle School ELA Teacher

Janine Yelich, Middle School Music Teacher

Depew Union Free School District

Vision Statement

VISION

To provide an engaging learning environment focused on achieving excellence

MISSION

To challenge and inspire students to achieve at the highest level and become responsible citizens

WE BELIEVE

All students can learn.

Individual student needs must be met through caring classrooms and engaging instruction.

Literacy is essential for all learning.

Good character and a healthy lifestyle enrich student well-being.

Students will be prepared to adapt to an ever-changing world.

Excellence in our schools requires significant and continuing commitment of human and financial resources.

Parental involvement and support enhance a child's ability to succeed.

Effective communication is essential for success.

Literacy Belief Statement

The primary focus and responsibility of our school community is to provide a literacy-rich environment of reading, writing, listening, speaking, thinking and viewing in all classrooms, utilizing 21st century skills.

- Reading/writing is a progression of tiered and scaffolded strategies and skills, which children acquire through the cooperative efforts of the school community.
- The ultimate goal of literacy instruction is to develop an independent lifelong reader/writer who comprehends and applies what is read and effectively communicates in writing his/her intended message for a variety of purposes and audiences.
- A successful literacy program includes a balance of differentiated instructional methods and a continuum of strategies in reading, writing, speaking and listening/viewing.

Our Guiding Principles

All students need a systematic, ongoing literacy program.

All educators share the responsibility in providing the literacy program.

Our Nine Recommendations

The ultimate literacy goal for each student in Depew Schools is to become an independent, skilled, lifelong reader and writer.

Key points for district-level strategic planning:

1. For the 2011-12 school year, our focus will be at the secondary level, grades 6-12 with a continued focus on writing in all academic areas
 - In 2012-13 we will expand our focus to grades K-12
 - Effective literacy instruction in Grades K-12 requires explicit instruction, scaffolding and coaching from teachers.

Key points for student learning:

2. Comprehending, interpreting and evaluating texts are primary literacy goals for students in Grades 4-12
3. Students should regularly use writing as a strategy for exploring and expanding text meaning.
4. Continued instruction in literacy in Grades 4-12 is crucial for all students. (Foundational literacy instruction is critical in K-3).

Key points for instructors/administrators:

5. Knowledgeable, responsive, effective teachers are critical.
6. Teachers need to differentiate materials and instruction to meet individual student needs.
7. Teachers need to incorporate information technology in ongoing classroom instruction.
8. Ongoing assessment must inform teachers' decisions about daily instruction in literacy as well as content.
9. School leaders serve a very important role in advancing, monitoring and supporting literacy learning.

Our Common Vision for Writing

GUIDING PHILOSOPHY:

- Writing has a direct connection to improving reading comprehension. All teachers must provide direct instruction in this area.
- Teaching students to write is teaching them to think
 - This organized thinking is often what forms the text structure around which informational text is built
 - When students begin to discover that the way they've learned to write is sometimes the way the textbook is organized, that science or social studies text doesn't seem quite so formidable.
- We must develop common language and common strategies (tools) across grade levels and content areas
- 6+1 traits provide common language for communicating with students about writing
- Writing is important because **ALL** students have something important to say
 - Good writing instruction empowers students to acquire new knowledge and to develop critical thinking skills. It is important for students to write every day in all core subject areas (and in special areas whenever possible)
- Prompt feedback for writing from teachers and/or peers is critically important on formal writing assignments. Criteria for feedback (rubric) as well as exemplars must be given to students before writing begins.
- Student formative and summative assessment data must be utilized to inform instructional decisions. This is achieved when educators meet, review student work samples and identify learning gaps as well as successes.

OUR FORMULA FOR SUCCESS

❖ COMMON STRATEGIES

❖ COMMON LANGUAGE

❖ COMMON VISION

+ EXPLICIT, SYSTEMATIC INSTRUCTION

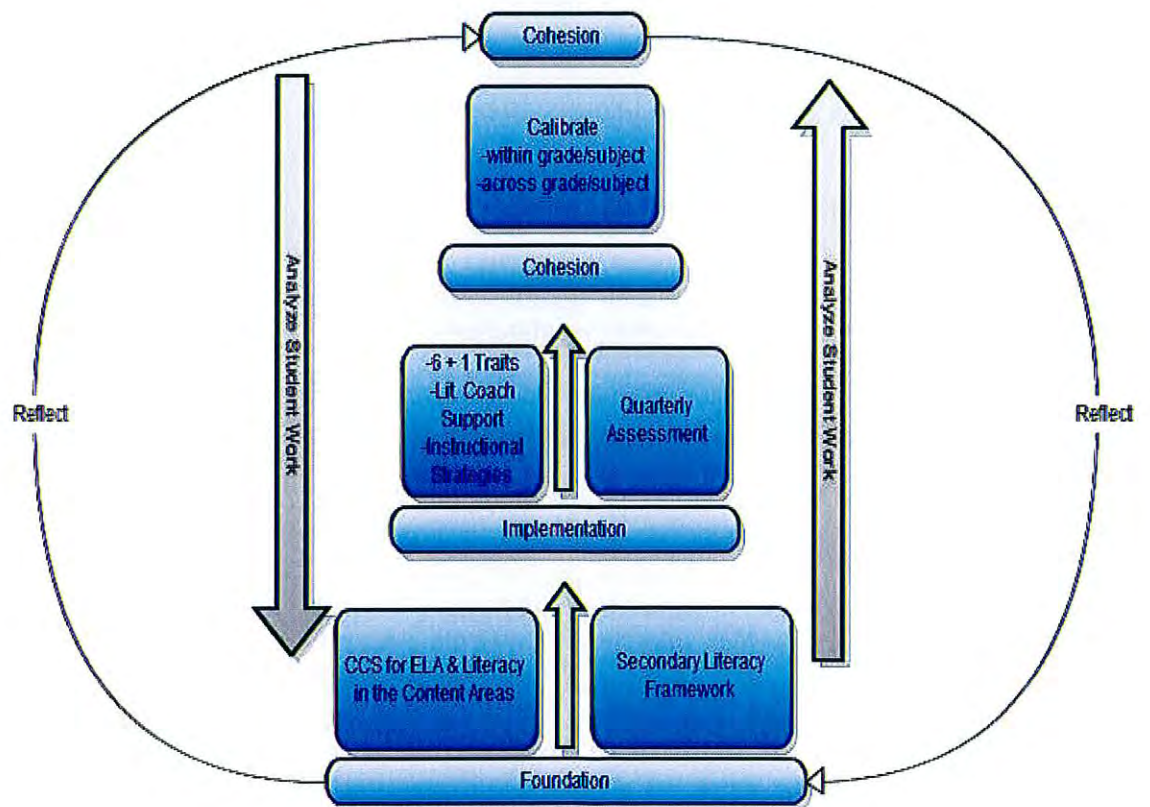
= **SUCCESS**

- *Success for your students on classroom writing assignments*
- *Success for you as a teacher, as you see growth in writing on a daily basis*
- *Success for our school district as students improve their overall academic success*

A Quality Writing Framework to achieve the Common Core Standards

Includes:

- Teachers sharing quality writing examples from different genres
- Students engaging in writing several times during the day
- Student choice In topic selection
- Using the writing process: composing a first draft, revising and editing their work
- Students participating in instruction with conferences, interactive writing and opportunities to share their work (publish).



College and Career Readiness Anchor Standards for Writing (ELA, Math, Science, Social Studies, and the Technical Areas)

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.

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.

Research to Build and Present 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.

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.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Writing » Grades 6-8

Text Types and Purposes

- **WHST.6-8.1.** Write arguments focused on *discipline-specific content*.
 - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WHST.6-8.3.** (See note; not applicable as a separate requirement)

Production and Distribution of Writing

- **WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6-8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **WHST.6-8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- **WHST.6-8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WHST.6-8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WHST.6-8.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- **WHST.6-8.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing » Grades 9-10

Text Types and Purposes

- **WHST.9-10.1.** Write arguments focused on *discipline-specific content*.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.
- **WHST.9-10.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **WHST.9-10.3.** (See note; not applicable as a separate requirement)

Production and Distribution of Writing

- **WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- **WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- **WHST.9-10.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing » Grades 11-12

Text Types and Purposes

- **WHST.11-12.1.** Write arguments focused on *discipline-specific content*.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.
- **WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- **WHST.11-12.3.** (See note; not applicable as a separate requirement)

Production and Distribution of Writing

- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **WHST.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- **WHST.11-12.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note

Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Depew Union Free School District Grades 6-12 Secondary Writing Plan for 2011-12

1. Open response writing task will be assigned by all teachers, one time per quarter (4X's full year; 2X's semester or EOD courses). **Dates for writing task to be completed by:**
 - a. **Quarter 1:** November 4, 2011 **Quarter 2:** January 27, 2012
Quarter 3: March 30, 2012 **Quarter 4:** June 8, 2012
 - b. Suggested length of writing task:
 - i. ELA, Science and Social Studies: two pages
 - ii. All other disciplines: 3-5 paragraphs
 - c. The key to our success is that the same skills will be taught and applied school wide to ensure consistency. **Skills to be utilized include:**
 - i. The writing process
 - ii. The six traits of writing
 - d. All teachers will be provided with a **common six traits 5 point rubric** to assess students' open response writing. These rubrics must be used for the quarterly writing assessment. Rubrics for these various forms of writing may be used and are provided in this document:

Narrative writing	Response to literature	Persuasive writing
Expository writing	Research report writing	
2. Samples of open response writing along specific steps of the writing process will be provided to all staff. Building principals will schedule training as needed. Literacy coaches can be scheduled to assist with individuals, grade levels and/or departments.
 - a. All staff will be required to participate in professional development trainings for open response writing tasks (flexible times will be available during/after the school day).
3. Middle school and high school building administrators will create a calendar for each content area, specifying when teachers would give assignments for the open response writing task.
 - a. A common writing prompt for common courses is to be utilized for the quarterly writing assessment
 - b. Teachers will grade these assessments collaboratively, using anchor papers to determine strengths and weaknesses of student writing.
4. Monitoring of student work will be facilitated by literacy coaches and department chairs to discuss and review student writing. This will ensure the Common Core Literacy standards are reflected in the teachers' assignments and that students are being assessed according to our rubrics.
5. Posters for the Six Traits of Writing and the Writing Process will be provided to all classrooms for the 2011-2012 school year.

Tips for Helping Students Analyze a Writing Prompt

Analyzing a Prompt

To effectively respond to a prompt, you must first understand it. Try using the **STRAP** questions to analyze a prompt:

Subject: What topic should I write about?

Type: What form of writing should I create?

Role: What position should I assume as the writer?

Audience: Who is the intended reader?

Purpose: What is the goal of my writing?

Different Types of Writing Test Prompts Ask for Different Information:

Narrative prompts ask you to write about a personal experience.

An **expository prompt** asks you to write an explanation.

A **persuasive prompt** asks you to state an opinion and defend it.

A **response to literature prompt** asks you to write about a specific aspect of a story, poem, novel, or nonfiction selection.

Sample Writing Prompts for different modes of writing:

Remember: Writing prompts for assessment purposes should be centered on specific academic learning

Narrative Prompts

- Think about a time in your life when you were afraid but did something anyway. Tell your readers about the event, how you overcame your fear, and what you learned from the experience.
- Imagine if you woke up one day with the ability to become invisible. Write a story about what you would do and where you would go.
- Think about a time when you faced a challenge. Write a story about that time, including how you dealt with the challenge and what its outcome was. Be sure to narrate an event or a series of events and to include specific details so that the reader can follow your story.
- Write a story about a time when you taught something to someone. What you taught could be a song, an activity, a game, a way of figuring out a homework problem, or something else. Be sure to narrate an event or a series of events and to include specific details so that the reader can follow your story.
- Think about an event in your life that taught you an important lesson. Write a narrative in which you tell what happened and how you learned a lesson. Be sure to include specific details so that a reader can follow your story.
- **Biographical Narrative Prompt** Write a narrative about a person or character who overcomes an obstacle or a difficult situation. The character must be a person from history or from literature, movies, or television.

Expository Prompts

- Explain to someone who has never had a pet what is involved in caring for an animal. Use examples from your own life with specific details to illustrate your points. Remember to use strong verbs and interesting adjectives to make your writing entertaining to read.

- Compare and contrast rap versus pop music. Explain what you like or don't like about each type.
- Cause and Effect Prompt

At a recent conference at the University of Chicago , David Walsh of the National Institute on Media and the Family presented a paper titled “ Video Game Violence and Public Policy.”

The paper stated that “79% of American children now play computer or video games on a regular basis. Children between the ages of seven and 17 play for an average of eight hours a week.”

“The growth of electronic games has not been without controversy, however. The subset of games that feature violence, gore, and antisocial behavior has raised concern among parents, educators, child advocates, medical professionals, and policy makers.”

According to Walsh, research shows reason for concern:

“Exposure to violent games increases physiological* arousal. . . .Heart rate . . . and . . . blood pressure all increase when playing violent games. . . . These are the same types of physiological reactions bodies have when engaged in a fight.”

“Exposure to violent games increases aggressive emotions.” In one study, “students who were more ‘addicted’ to video games were significantly more likely to be in a bad mood before, during, and after play than were non-addicted students.”

“In a study of 8th and 9th graders, students who played more violent video games were also more likely to see the world as a hostile place, to get into frequent arguments with teachers, and to be involved in physical fights.”

**physiological: relating to the body’s normal functions and processes.*

Using the information presented in the paper, experiences from your own life, and/or other information you have read, write an article for your school newspaper about the negative effects of playing violent video games.

As you write your article, remember to:

- Focus on the negative effects of children playing violent video games.
- Consider the purpose, audience and context of your article.
- Organize your ideas and details effectively.
- Include specific details that clearly develop your article.
- Use standard grammar, spelling, and punctuation.

- **Expository/Informative Prompts**

- A television network is looking for ideas for a new television series for teenagers. Write a letter to the president of the network explaining your idea for the new television show. Include all the information that will help the president evaluate your idea, including the show’s title, what kind of show it is (such as reality, comedy, music, game, or sports), specific details or features of the show that would be appealing to teenage viewers, and an example of what viewers might see in a typical episode.
- Write an essay explaining the importance of being able to see a situation from another person's point of view.
- Write an essay explaining why it is important to forgive.
- Music plays an important role in every culture and in every individual's life. Write an essay explaining the role music plays in your culture or in your own life.
- Write an essay explaining what makes a great leader.

- Some people feel that the public school system does not adequately prepare students for the real world. Identify one improvement you think schools need to make in order to better prepare students for life after high school. Write a letter to the school board in which you describe this improvement and explain why it is needed.
- Write an essay explaining why a decision you made was the right one.
- You are serving on a committee that will design a new high school for your community. Choose one feature for the new high school that you will suggest to the design committee. Write a report to the committee, explaining what this feature is and why it is beneficial.
- In order to survive, people have been known to go to great lengths and to do things they would not ordinarily do. Write an essay for your teacher that explains the lengths to which people will go in order to survive. You may use examples from real life, books, movies, or television shows to support your essay.
- Occasionally, students in elementary school are allowed to advance to the next grade even though they have not successfully completed the lower grade. Advocates of “social promotion” think that keeping a child in a grade for longer than a year hurts his or her development and self-esteem. Write an essay stating your opinion on this issue, making sure to support your opinion with convincing reasons.
- Your city council is considering a proposal that would ban the use of cell phones in privately owned businesses such as restaurants, movie theaters, and retail stores. Violators would be subject to a fine. What is your position on this issue? Write a letter in which you convince the city council to support your position, giving strong evidence for your reasons.
- In some countries every young person must serve two years of military service. Should we have a similar policy in the United States? Write an essay stating your position on this issue and supporting it with convincing reasons. Be sure to explain your reasons in detail.
- Your state legislature is considering a bill that would require a person to earn a high school diploma before he or she could receive a driver's license. What is your position on this issue? Write a letter to convince your state legislature to accept your point of view.
- Your city council is considering a curfew that would make it illegal for teenagers to be out on the streets after 10 p.m. on weekdays or after midnight on weekends. What is your position on this issue? Write an essay that would convince the city council to agree with you. Be sure to support your position with detailed reasons.
- A well-known football coach once said, "Winning isn't everything, it's the only thing." Do you agree or disagree with this statement? Write an essay in which you state your position and support it with convincing reasons.
- Your local school board is considering requiring students to take part in community service programs in order to graduate. What is your position concerning this issue? Write a letter to the members of the school board stating your position and supporting it with convincing reasons. Be sure to explain your reasons in detail.
- In an effort to save money, your local school board is considering eliminating elective subjects such as art, band, and auto mechanics. What is your position on this issue? Write a letter to the school board stating your position and supporting it with convincing reasons. Be sure to explain your reasons in detail.
- Some people believe it's better to grow up in a small town. Other people think it's better to grow up in a big city. What is your position on this issue, and what reasons support your position?
- Your principal is considering a new grading policy that replaces letter or number grades on report cards with pass or fail. What is your position concerning this issue? Write a letter to your principal stating your position and supporting it with convincing reasons. Be sure to explain your reasons in detail.

Nonfiction Prompts

- Read "Teen Drivers," and think about the ideas the author presents. Then write to explain some ways that your views on teenage driving have been confirmed or changed as a result of reading the article. Be sure to include specific information from the article to support your explanation. Do not merely summarize the article. Remember that your response will be evaluated in two ways—on your understanding of the article and on the quality of your writing.
- Read "A Lady in a Machine-Shop." Then write an essay explaining what skills and qualities Margaret Knight possessed that led to her success as an inventor. Be sure to include specific information from the article to support your ideas. Do not merely summarize the article. Remember that your response will be evaluated in two ways—on your understanding of the article and on the quality of your writing.

How-To Prompt

- Your friend wants to get a part-time job after school or on weekends. Write a composition in which you tell your friend all the steps he or she should take in order to get a part-time job.

Descriptive Prompts

- Think about your favorite season, and then write an essay describing that season. Include sensory details so that a reader can imagine what it is like to experience the season, and make sure it is clear from your description why this season is your favorite.
- Think of a time when you experienced a rainstorm. In a composition, use sensory details to describe what the rainstorm was like so that a classmate could clearly imagine the experience.
- Most people have a place where they feel comfortable and relaxed. Think of a place where you feel comfortable and relaxed. Picture it in your mind. In a composition, describe this place for your classmates so that they can imagine what it is like and how you feel there.

Persuasive Prompts

- Social networking Web sites like Face book have received a lot of negative attention recently leading many people to call for more regulation of these sites to protect children and teens. Write a persuasive essay arguing for or against regulating social networking sites.
- Experts disagree about whether video games are good or bad for kids. Some claim that video game play is linked with increased violent behavior in children while others point out that video games increase problem-solving skills and hand-eye coordination. Write a persuasive essay to either for or against the idea that video games are bad for children.
- Occasionally, students in elementary school are allowed to advance to the next grade even though they have not successfully completed the lower grade. Advocates of "social promotion" think that keeping a child in a grade for longer than a year hurts his or her development and self-esteem. Write an essay stating your opinion on this issue, making sure to support your opinion with convincing reasons.
- Your city council is considering a proposal that would ban the use of cell phones in privately owned businesses such as restaurants, movie theaters, and retail stores. Violators would be subject to a fine. What is your position on this issue? Write a letter in which you convince the city council to support your position, giving strong evidence for your reasons.

- In some countries every young person must serve two years of military service. Should we have a similar policy in the United States? Write an essay stating your position on this issue and supporting it with convincing reasons. Be sure to explain your reasons in detail.
- Your state legislature is considering a bill that would require a person to earn a high school diploma before he or she could receive a driver's license. What is your position on this issue? Write a letter to convince your state legislature to accept your point of view.
- Your city council is considering a curfew that would make it illegal for teenagers to be out on the streets after 10 p.m. on weekdays or after midnight on weekends. What is your position on this issue? Write an essay that would convince the city council to agree with you. Be sure to support your position with detailed reasons.
- A well-known football coach once said, "Winning isn't everything, it's the only thing." Do you agree or disagree with this statement? Write an essay in which you state your position and support it with convincing reasons.
- Your local school board is considering requiring students to take part in community service programs in order to graduate. What is your position concerning this issue? Write a letter to the members of the school board stating your position and supporting it with convincing reasons. Be sure to explain your reasons in detail.
- In an effort to save money, your local school board is considering eliminating elective subjects such as art, band, and auto mechanics. What is your position on this issue? Write a letter to the school board stating your position and supporting it with convincing reasons. Be sure to explain your reasons in detail.
- Some people believe it's better to grow up in a small town. Other people think it's better to grow up in a big city. What is your position on this issue, and what reasons support your position?
- Your principal is considering a new grading policy that replaces letter or number grades on report cards with pass or fail. What is your position concerning this issue? Write a letter to your principal stating your position and supporting it with convincing reasons. Be sure to explain your reasons in detail.

Definition Prompt

- Perseverance is a steady effort to maintain a course of action, purpose, or belief, often in spite of difficulty. Write a speech for a school assembly about the meaning of perseverance as it applies to personal success. You may use the following information as well as your own experiences, observations, and/or readings.
 - The greatest glory in living lies not in never failing, but in rising everytime you fail. Source: Nelson Mandela
 - Pain is temporary. It may last a minute, or an hour, or a day, or a year, but eventually it will subside and something else will take its place. If I quit, however, it lasts forever. Source Lance Armstrong
 - I would go and look at a stonecutter hammering away at his rock perhaps a hundred times without as much as a crack showing in it. Yet at the hundred and first blow it would split in two, and I knew it was not that blow that did it, but all that had gone before. Source: Jacob A. Riis
 - Do not think of today's failures, but of the success that may come tomorrow. Remember no effort that we make to attain something beautiful is ever lost. Sometime, somewhere, somehow we shall find that which we seek. Source: Helen Keller
 - It's not that I'm so smart; it's just that I stay with problems longer. Source: Albert Einstein
 - If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it. Source: Michael Jordan

As you write your speech, remember to:

- Focus on the meaning of perseverance as it applies to personal success.
- Consider the purpose, audience and context of your speech.
- Organize your ideas logically and effectively.

- Include specific details that clearly develop your speech.
- Edit your speech for standard grammar and language usage.

Response to Literature Prompts

- Read the poem "Our Son Swears He Has 102 Gallons of Water in His Body" by Naomi Shihab Nye. In an essay, discuss the son's relationship with his parents and explain what the last stanza reveals about this relationship. Be sure to include specific examples from the text to support your ideas. Remember that your response will be evaluated in two ways—on your understanding of the poem and on the quality of your writing.
- "The Story of an Hour" tells a story about a woman who receives some shocking news. Read the story. Then, write an essay discussing Mrs. Mallard's conflict in the story and how she deals with the conflict. Be sure to include examples and details from the story to support your ideas. Do not merely summarize the story. Remember that your response will be evaluated in two ways—on your understanding of the story and on the quality of your writing.
- "What Happened During the Ice Storm" tells a story about some farm boys and pheasants during an ice storm. Read the story. Then write an essay in which you discuss the story's theme. What does the author say about human nature and how people behave in challenging situations? Be sure to include examples and details from the story to support your ideas. Do not merely summarize the story. Remember that your response will be evaluated in two ways—on your understanding of the story and on the quality of your writing.
- Often in literature, character relationships change and evolve. From the literary works you have read, choose one in which a character's feelings toward another character change. Write an essay in which you explain how the character's feelings changed, why the feelings changed, and how this change affects the work as a whole. Include specific examples from the work of literature you have chosen to support your points. Also include the title of the work and, if you remember, the work's author.

Additional links for writing prompts:

<http://its.leesummit.k12.mo.us/writing.htm>

<http://www.k12.wa.us/writing/Assessment/pubdocs/2010HSexpSampleBook.pdf>

<http://www.k12.wa.us/writing/Assessment/pubdocs/2010HSperSampleBook.pdf>

Sample Writing Assignment Template

(to assist with creating writing assignments for your students)

Assignment Goals	Writing related goals: focus on developing writing skills Subject related goals: focus on deepening understanding of a particular subject
Subject	General area of interest from which the student will choose a specific topic
Purpose	What the student is trying to do in the writing
Form	Refers to the specific type of writing required
Audience	Means the reader – the person the student means to communicate with
Role	The position the writer will take

Assignment Schedule

STEPS of the Writing Process	What to Turn In	Due Date
Prewriting	Brainstorm cluster, KWL chart, outline	
Writing	First draft	
Revising	Marked copy, peer/teacher feedback, revising checklist, clean copy	
Editing	Marked copy, editing checklist	
Publishing	Final copy	

Assessment Guidelines

Rubric	Designate the rubric you will use to grade the assignment
Traits	List the traits you will assess. (Other rows can be deleted from the rubric)
Research	Give any research requirements for the project
Form (Genre)	Specify the form of writing to be used
Overall Weight	Assign the project a weight (if used for grading)

The Forms of Writing

Teaching writing can be tricky. Students sometimes have trouble getting started, can't organize their ideas, or pay too much (or too little) attention to conventions to create an interesting piece of writing. Here are some resources and lessons that will help you to guide student writers through the process of writing in a variety of forms. Click on the form or lesson to jump to that page.

Forms of Writing	Lessons
Narrative Writing	Biographical Narrative
	Fictional Narrative
	Personal Narrative
Expository Writing	Compare-contrast Essay
	How-to Essay
	Informative Essay
	Opinion Essay
Persuasive Writing	Problem-solution Essay
	Pro-con Essay
	Character Sketch
Response to Literature	Plot Summary
	Theme Analysis
Research Writing	Research Report

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(This website provides resources and lessons that will help you guide student writers through the process of writing in a variety of forms (genres).

Active Reading Strategies

Read the Question




Circle Key Direction Verbs

For Example: "write", "draw", "explain", "compare", "show", "copy"



Underline Important Information

Often there is information in a question that is irrelevant to finding the answer



In Your own Words, Write What the Question is Asking You to Do.



Develop Your Plan/Answer the Question

Supporting Writers

Writing is a recursive process.

Writers do not move through the writing process in a linear fashion. Rather, they begin, back track and revise, move forward, back track and revise, and move forward again. As the process unfolds, opportunities present themselves for instruction around each element of writer's craft (please refer to the model on the next page).

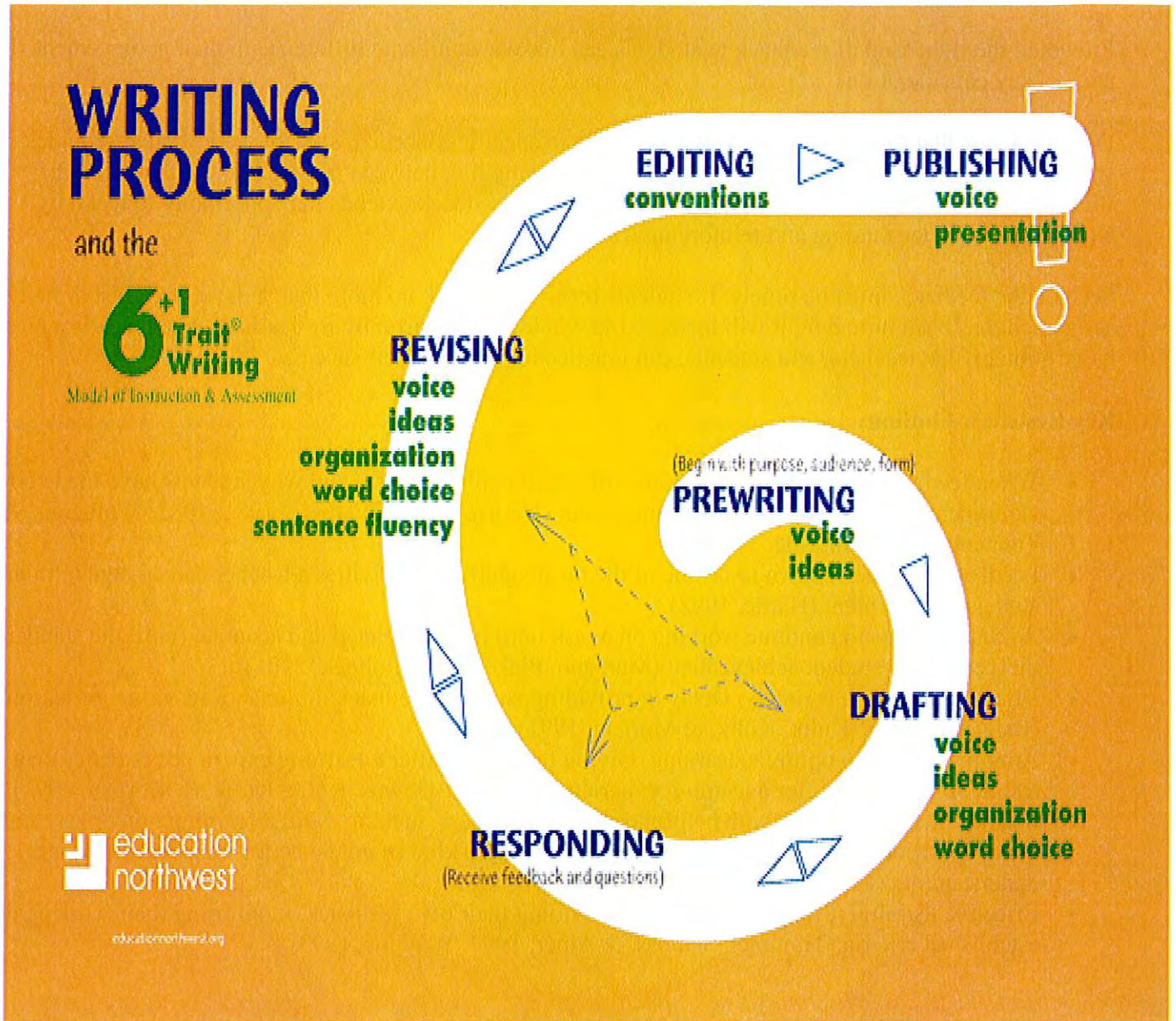
These elements have been characterized by Ruth Culham and the Northwest Regional Education Laboratory as the **6 Traits of Writing**. Depew has adopted the 6 Traits as their initial writing framework. As more is learned about writers and writing, this framework will be enriched and refined to the distinct needs of the teachers and the students in our district.

What are the 6+1 Traits of Writing?

- ✓ **IDEAS** that are interesting and important
 - ✓ Main Idea, Details, "Showing", Purpose, Surprises
- ✓ **ORGANIZATION** that is logical and effective
 - ✓ Leads, Endings, Sequencing, Pacing, Transitions
- ✓ **VOICE** that is individual and appropriate
 - ✓ Topic, Feelings, Individuality, Personality, Appropriateness
- ✓ **WORD CHOICE** that is specific and memorable
 - ✓ Verbs, Modifiers, Memorable, Accurate, Appropriate
- ✓ **SENTENCE FLUENCY** that is smooth and musical
 - ✓ Beginnings, Length, Expression, Effects, Structure
- ✓ **CONVENTIONS** that are correct and communicative
 - ✓ Punctuation, Capitalization, Paragraphing, Spelling, Grammar
- ✓ **+1 PRESENTATION** that is motivating and engaging

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The Writing Process and the Six Traits



The Importance of Providing High Quality Feedback

Providing the right kind of feedback to students can make a significant difference in their achievement. There are two key considerations.

First, feedback that improves learning is responsive to specific aspects of student work. It also provides specific and related suggestions. There needs to be a strong link between the teacher comment and the student's answer, and it must be instructive. This kind of feedback extends the opportunity to teach by alleviating misunderstanding and reinforcing learning.

Second, the feedback must be timely. If students receive feedback no more than a day after a test or homework assignment has been turned in, it will increase the window of opportunity for learning. Feedback is a research-based strategy that teachers, and students, can practice to improve their success.

Key Research Findings

- When feedback is corrective in nature—that is, it explains where and why students have made errors—significant increases in student learning occur (Lysakowski & Walberg, 1981, 1982; Walberg, 1999; Tennenbaum & Goldring, 1989).
- Feedback has been shown to be one of the most significant activities a teacher can engage in to improve student achievement (Hattie, 1992).
- Asking students to continue working on a task until it is completed and accurate (until the standard is met) enhances student achievement (Marzano, Pickering, & Pollock, 2001).
- Effective feedback is timely. Delay in providing students feedback diminishes its value for learning (Banger-Drowns, Kulik, Kulik, & Morgan, 1991).
- Administer tests to optimize learning. Giving tests a day after a learning experience is better than testing immediately after a learning experience (Bangert-Downs, Kulik, Kulik, & Morgan, 1991).
- Rubrics provide students with helpful criteria for success, making desired learning outcomes clearer to them. Criterion-referenced feedback provides the right kind of guidance for improving student understanding (Crooks, 1988; Wilburn & Felps, 1983).
- Effective learning results from students providing their own feedback, monitoring their work against established criteria (Trammel, Schloss, & Alper, 1994; Wiggins, 1993).

Six Trait Rubrics to Use for Quarterly Writing: Narrative Writing Rubric



Narrative Writing Rubric:

Assignment Name: _____

Student _____

Attribute	5	4	3	2	1	Points Earned	Comments
Ideas	An interesting experience is shared with details that help create the interest.	This interesting experience needs more details.	The narrative needs to focus on one experience. Some details do not fit the narrative.	The narrative needs to focus on one experience. Details are needed.	The narrative needs to share an experience and use details.		
Organization	The narrative is well organized, with a clear beginning, middle, and ending. Transitions are used well.	The narrative is well organized. Most of the transitions are helpful.	The order of events needs to be corrected. More transitions need to be used. One part (beginning, middle, or ending) of the narrative is weak.	The beginning, middle, and ending all run together. The order of events is unclear.	The narrative needs to be reorganized.		
Voice	The personal voice creates interest in the narrative. Dialogue is used.	The voice creates interest in the narrative. More dialogue is needed.	The voice can usually be heard. More dialogue is needed.	The voice is weak. Dialogue is needed.	The voice shows no involvement in the narrative. Dialogue is needed.		
Word Choice	Specific nouns, strong verbs, and well-chosen modifiers create vivid pictures and express clear feelings.	Specific nouns and strong verbs are used. Modifiers are needed to create a clearer picture.	Strong nouns, verbs, and modifiers are needed to create a clear picture.	General and overused words do not create a clear picture.	Word choice has not been considered.		
Sentence Fluency	The sentences show variety and are easy to read and understand.	The sentences are varied, but some should flow more smoothly.	A better variety of sentences is needed. Sentences do not read smoothly.	Many short or incomplete sentences need to be combined to keep the writing from being choppy.	Most sentences need to be rewritten. Help is needed.		
Conventions	The narrative has a few minor errors in punctuation, spelling, or grammar.	The narrative has several errors in punctuation, spelling, or grammar.	Some errors cause confusion.	Many errors make the narrative confusing and hard to read.	Help is needed to make corrections.		

Comments

Total Points	0	
Possible Points	30	
Grade	0.00%	

Expository Writing Rubric



Expository Writing Rubric:

Assignment Name: _____

Student: _____

Attribute	5	4	3	2	1	Points Earned	Commer
Ideas	The essay is informative with a clear focus and specific details.	The essay is informative with a clear focus. More specific details are needed.	The focus of the essay needs to be clearer, and more specific details are needed.	The topic needs to be narrowed or expanded. Many more specific details are needed.	A new topic needs to be selected.		
Organization	The beginning is interesting. The middle supports the focus. The ending works well. Transitions are used.	The essay is divided into a beginning, a middle, and an ending. Some transitions are used.	The beginning or ending is weak. The middle needs a paragraph for each main point. More transitions are needed.	The beginning, middle, and ending all run together. Paragraphs and transitions are needed.	The essay should be reorganized.		
Voice	The voice sounds knowledgeable and confident.	The voice sounds well-informed most of the time.	The voice sometimes sounds unsure.	The voice sounds unsure.	The voice cannot be heard.		
Word Choice	Specific nouns and action verbs make the essay clear and informative. Unfamiliar terms are defined.	Some nouns and verbs could be more specific. Unfamiliar terms are defined.	Too many general words are used. Specific nouns and verbs are needed. Some words need to be defined.	General or missing words make this essay hard to understand.	Many more specific words are needed.		
Sentence Fluency	The sentences read smoothly. A variety of sentences is used.	Most of the sentences read smoothly, but more variety is needed.	Many short, choppy sentences need to be combined to make a better variety of sentences.	Many sentences are choppy or incomplete and need to be rewritten.	Most sentences need to be rewritten.		
Conventions	The essay has a few minor errors in punctuation, spelling, or grammar.	The essay has several errors in punctuation, spelling, or grammar.	Some errors cause confusion.	Many errors make the essay confusing and hard to read.	Help is needed to make corrections.		

Comments

Total Points	0
Possible Points	30
Grade	0.00%

Persuasive Writing Rubric



Persuasive Writing Rubric:

Assignment Name:

Student:

Attribute	5	4	3	2	1	Points Earned	Comments
Ideas	The essay has a clear opinion statement. Persuasive reasons support the opinion.	The opinion statement is clear, and most reasons support the opinion.	The opinion statement is clear. More persuasive reasons are needed.	The opinion statement is unclear. Persuasive reasons are needed.	An opinion statement, reasons, and details are needed.		
Organization	The beginning contains the opinion statement. The middle provides clear support. The ending reinforces the opinion.	The writing has a clear beginning, middle, and ending, but one of those parts needs to be strengthened.	The writing has a beginning, middle, and ending, but two of those parts are weak.	The beginning, middle, and ending run together.	The organization is unclear and confusing.		
Voice	The voice is confident and persuasive.	The voice is confident, but it needs to be more persuasive.	The voice needs to be more confident and persuasive.	The voice rambles on and lacks confidence.	The voice cannot be heard.		
Word Choice	Precise words create a clear message and fit the purpose.	Accurate words create a message. More persuasive words are needed.	More precise and accurate words are needed to create a clear message.	The words do not create a clear message.	Word choice has not been considered.		
Sentence Fluency	Variety is seen in both the types of sentences and their beginnings.	Varied sentence beginnings are used. Sentence variety would make the essay more interesting to read.	Varied sentence beginnings are needed. Sentence variety would make the essay more interesting.	Most of the sentences begin the same way. Most sentences are simple. Some compound and complex sentences are needed.	Sentence fluency has not been established. Ideas do not flow smoothly.		
Conventions	Grammar and punctuation errors are few and are not distracting.	Grammar and punctuation errors are seen in a few sentences and are distracting where they appear.	Some errors cause confusion.	Frequent errors make the essay difficult to read.	Nearly every sentence contains errors.		

Comments

Total Points	0
Possible Points	30
Grade	0.00%

Response to Literature Rubric



Response to Literature Rubric:

Assignment Name:

Student:

Attribute	5	4	3	2	1	Points Earned	Comments
Ideas	The essay has a clear focus statement and all the necessary details.	The essay has a clear focus statement. Unnecessary details need to be cut.	The focus statement is too broad. Unnecessary details need to be cut.	The focus statement is unclear. More details are needed.	The essay needs a focus statement and details.		
Organization	The organization pattern fits the topic and purpose. The beginning, middle, and ending are well developed.	The organization pattern fits the topic and purpose. One part (beginning, middle, or ending) needs better development.	The organization fits the essay's purpose. Some parts (beginning, middle, ending) need more development.	The organization doesn't fit the purpose.	A plan needs to be followed.		
Voice	The voice expresses interest in and understanding of the topic.	The voice expresses interest but needs to show more understanding.	The voice needs to be more interesting and express more understanding.	The voice does not show interest in or understanding of the topic.	The voice cannot be heard.		
Word Choice	The word choice, including the use of literary terms, creates a clear message.	The word choice is clear, but more literary terms would improve the essay.	The word choice is too general, and more literary terms are needed.	Much more attention should be given to word choice.	Thought should be given to word choice.		
Sentence Fluency	The sentences are skillfully written and interesting to read.	No sentence problems exist. More sentence variety is needed.	A few sentence problems need to be corrected.	The essay has many sentence problems.	Most sentences need to be rewritten.		
Conventions	The essay has one or two errors that do not interfere with understanding.	The essay has a few careless errors in punctuation and grammar.	The errors in the essay are confusing.	The number of errors makes the essay hard to read.	Help is needed to make corrections.		

Comments

Total Points	0
Possible Points	30
Grade	0.00%

Research Report Rubric



Research Report Rubric:

Assignment Name:

Student:

Attribute	5	4	3	2	1	Points Earned	Com
Ideas	The report is informative with a clear focus. Supporting details come from many sources.	The report is informative with a clear focus and supporting details, but a greater variety of sources is needed.	The focus of the report needs to be clearer. More supporting details are needed, and more types of sources should be used.	The topic needs to be narrowed or expanded. The report needs to show the research that was done.	A new topic needs to be selected, and research needs to be done.		
Organization	The beginning is interesting. The middle supports the focus. The ending works well. Text citations are correct and match the works-cited page.	The report is divided into a beginning, a middle, and an ending. Some text citations are used. A works-cited page is included, and most entries are correctly formatted.	The beginning or ending is weak. The middle needs a paragraph for each main point. More citations should be used, and their form should be correct. The works-cited page needs to correctly list all sources cited in the report.	The beginning, middle, and ending all run together. Text citations and a works-cited page are needed.	The report should be reorganized.		
Voice	The voice sounds knowledgeable and confident, and sources are quoted appropriately.	The voice sounds well-informed most of the time. The report uses too many or too few quotations from other sources.	The voice sometimes sounds unsure. Some quotations from other sources are inappropriate or awkward.	The voice sounds unsure and needs to quote other sources.	The voice cannot be heard.		
Word Choice	Specific nouns and action verbs make the report clear and informative. Unfamiliar terms are defined.	Some nouns and verbs could be more specific. Unfamiliar terms are defined.	Too many general words are used. Specific nouns and verbs are needed. Some words need to be defined.	General or missing words make this report hard to understand.	Many more specific words are needed.		
Sentence Fluency	The sentences read smoothly. A variety of sentences is used.	Most of the sentences read smoothly, but more variety is needed.	Many short, choppy sentences need to be combined to make a better variety of sentences.	Many sentences are choppy or incomplete and need to be rewritten.	Most sentences need to be rewritten.		
Conventions	The report has a few minor errors in punctuation, spelling, or grammar.	The report has several errors in punctuation, spelling, or grammar.	Some errors are confusing.	Many errors make the report confusing and hard to read.	Help is needed to make corrections.		
Comments						Total Points	0
						Possible Points	30
						Grade	0.00%

A Rubric for Writer's Craft (for Student's Self-Assessment)

IDEAS	WRITER'S VOICE	ORGANIZATION
<p>EXPERIENCED_____</p> <p>My writing is fascinating. It sparks my readers' curiosities.</p> <p>My message is meaningful and focused.</p> <p>I show rather than tell.</p>	<p>EXPERIENCED_____</p> <p>My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers.</p> <p>I use details that add emotion and reveal age or geographic location or historical setting.</p>	<p>EXPERIENCED_____</p> <p>My writing unfolds in a compelling way.</p> <p>I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>I add details and clues in just the right places.</p>
<p>DEVELOPING_____</p> <p>My writing is descriptive. It provides details about my topic.</p> <p>My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>I tell rather than show.</p>	<p>DEVELOPING_____</p> <p>My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>Some feelings are expressed, but my readers won't react to what I've written in any way.</p> <p>I add some details that reveal emotion, age, or geographic location or historical setting.</p>	<p>DEVELOPING_____</p> <p>My writing unfolds in a predictable way.</p> <p>My writing has a clear beginning, middle, and end.</p> <p>Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>

<p>BEGINNING_____</p> <p>My writing is vague. I don't know enough about my topic yet.</p> <p>My message is confusing. I'm still thinking-aloud on paper.</p> <p>Missing details make it hard for my reader to picture what I'm saying.</p>	<p>BEGINNING_____</p> <p>I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>It seems that I don't have any feelings about this topic.</p> <p>I don't include details that reveal mood, age, geographic location, or historical setting.</p>	<p>BEGINNING_____</p> <p>My writing lacks organization. It's confusing.</p> <p>My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing.</p> <p>Details are missing or out of place.</p>
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WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED_____</p> <p>My writing includes rich, precise words.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED_____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>All unnecessary details have been removed.</p>	<p>EXPERIENCED_____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>

<p>DEVELOPING _____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p>DEVELOPING _____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p> <p>I have used more words that I needed to.</p>	<p>DEVELOPING _____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING _____</p> <p>My writing includes misused words.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>I use the same words over and over again.</p>	<p>BEGINNING _____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>I use inappropriate words in this piece.</p>	<p>BEGINNING _____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

COMMENTS:

Excerpted from *More than Words: Writing and Teaching that Makes a Difference*, Angela Stockman, New York 2011
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The Reading and Writing Process

Adapted from the work of Jim Burke, Used with Permission

No one sits down and expects to write a perfect paper in one sitting. Neither should readers assume they can run their eyes over a page and understand everything they read. Reading and writing are both processes made up of several steps.

Writer Anne Lamott, in her book *Bird by Bird: Some Instructions on Writing and Life*, says the writing process gives her a place to begin, a way to get herself going. "Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something—anything—down on paper. A friend of mine says that the first draft is the down draft—you just get it down. The second draft is the up draft—you fix it up."

When you read, you are creating a "first draft" of your understanding. Looking at reading as a process allows you to relax and know that you can "fix up" your understanding later on. This does not mean you have to reread everything. Your first reading of a book might leave you thinking the narrator is young or old, mean or brilliant. Only later on, as you continue to read and "fix up" your impressions, do you realize you were wrong. Such realizations show that you are an active reader, one who is always checking your current understanding against previous interpretations.

Writing Process	Reading Process
<p>Pre writing <i>Decide on a topic.</i> <i>Establish a purpose.</i> <i>Determine appropriate genre.</i> <i>Gather ideas.</i></p>	<p>Prereading <i>Establish your purpose.</i> <i>Preview the reading.</i> <i>Predict what the reading will be about.</i> <i>Determine the genre in order to plan how the material needs to be read.</i></p>
<p>Drafting <i>Write your way into the topic.</i> <i>Don't expect to "get it right" yet.</i> <i>Identify problems and interesting connections.</i></p>	<p>Reading <i>Read actively, keeping your purpose in mind.</i> <i>Make predictions and mark and highlight as you read.</i> <i>Understand how the text is organized.</i> <i>Connect what you're reading to your own experiences, ideas, and prior knowledge.</i></p>
<p>Revising <i>Think about your initial purpose.</i> <i>Evaluate your current draft.</i> <i>Use questions, further research, and new connections to go more deeply into your subject.</i></p>	<p>Looking Back <i>Think about your initial purpose.</i> <i>Evaluate what you do and don't understand.</i> <i>Use various strategies to go more deeply into the meaning of the text.</i></p>
<p>Editing and Proofreading <i>Identify errors in wording and style.</i> <i>Correct these errors, consulting other people or reference books if necessary.</i> <i>Clean up any remaining errors or inconsistencies in the text.</i></p>	<p>Rereading <i>Identify and determine the source of any remaining confusion.</i> <i>Fix these misunderstandings by, reading parts again.</i></p>
Writing Process	Reading Process

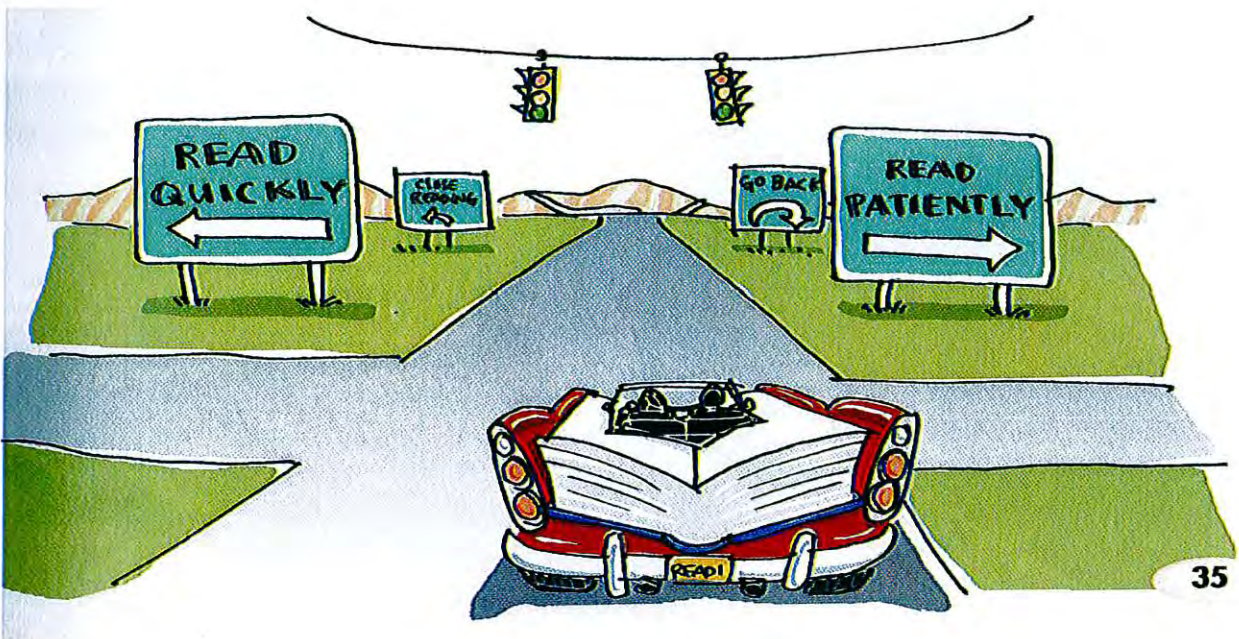
Publishing and Presenting

*Prepare a final draft to present to your teacher.
Publish for appropriate audience at school or in the community.
Present your writing to an audience by reading, performing, or discussing.*

Remembering

*Discuss your ideas about the text with others.
Summarize your ideas about or reactions to it.*

Looking at both reading and writing as processes makes you realize how many decisions you must make along the way. You must decide not only why you are reading, but what is important as you read. You must decide whether you should read quickly or patiently. You must decide whether to read for the basic facts or for deeper meanings that might require more time and attention. You must also decide when you have achieved a "good enough" reading or whether you should go back and reread some parts.



RESEARCH STUDIES:
 READING NEXT; WRITING NEXT: Graham and Perin (2007)
 Fifteen Elements of Effective Adolescent Literacy Programs

Element	
1	Direct, explicit comprehension instruction
2	Effective instructional principles embedded in content
3	Motivation and self-directed learning
4	Text-based collaborative learning
5	Strategic tutoring
6	Diverse texts
7	Intensive writing
8	A technology component
9	Ongoing formative assessment of students
10	Extended time for literacy
11	Professional development
12	Ongoing summative assessment of students & programs
13	Teacher Team
14	Leadership
15	A comprehensive and coordinated literacy program

From *Writing Next: Effective Elements to Improve Writing of Adolescents in Middle and High School*. A combination of the following 11 strategies has the greatest impact:

- Summarization – Provide explicit and systematic instruction to summarize texts
- Collaborative writing – Develop ways for students to work together to plan, draft, revise, and edit their compositions
- Specific product goals – Give students writing goals that include a clear purpose for the assignment and specific characteristics of the finished piece
- Word processing – Use computers and word processors as instructional supports for writing assignments
- Sentence combining – Teach students to craft more complex, sophisticated sentences by linking basic sentences
- Prewriting – Provide activities that help students plan, gather information, and organize ideas for their compositions
- Inquiry activities – Engage students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing assignment
- Process writing approach – Interweave a number of writing instruction activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction and cycles of writing
- Study of models – Give students opportunities to read, analyze, and emulate models of good writing
- Writing for content learning – Use writing as a tool for learning content material

The "Writing Across the Curriculum" Organizer

★ REAL WORLD WRITING – Help students discover and experience the kinds of writing produced by real professionals in the real world.

SUBJECT: Social Studies	SUBJECT: Science	SUBJECT: Math
PROFESSION: Historian	PROFESSION: Biologist	PROFESSION: Computer Scientist
FORMS: Original research; Annotations for the publication of authentic historical documents; Catalogs of documents; Biographies; Interviews; Documentaries; Letters; Journals; Research grant proposals; Textbooks; Analyses of current events for policy consultations; etc...	FORMS: Lab reports; Descriptions of processes; Observations; Experiments; Letters; Journals; Environmental impact studies; Environmental policy "White Papers"; Research grant proposals; Original research; Magazine articles; Materials requests; Business presentations; etc...	FORMS: Descriptions of mathematical theories; Technical documentation; Descriptions of computer languages; Letters; E-mail; Statistical analyses; Descriptions of algorithms; Project plans; Budget proposals; Business plans; Magazine articles; FAQs; New product ideas; Product specifications; Tutorials, etc...

★ TOPIC EQUATIONS – Help students explore the connections between their interests and your curriculum.

INTERESTS	+	UNIT OF STUDY	=	POSSIBLE TOPICS
Baseball	+	World War II	=	Shutdown of major league baseball; Famous ballplayers who were drafted; Women's professional leagues; etc...
Movies	+	World War II	=	Propaganda films; Military instructional films; Popular entertainment at home and abroad; Movie stars who served in the war; etc...
Rap Music	+	World War II	=	Popular music of the time; Political music; Urban values and culture; Artists making political statements; etc...
Skateboarding	+	World War II	=	Kids' recreation during wartime; Home-made toys; Soapbox derby races; etc...
Beanie Babies	+	World War II	=	Kids' toys; Effects of shortages; Collectibles of the era; etc...

★ ROLE: YOUR OWN WRITING – Help students understand and employ the essential components of any piece of writing.

ROLE	FORMAT	AUDIENCE	PURPOSE	APPROACH
Choose one or possibly two. Most assignments will have one.	Choose one only. In rare cases, combining formats might make sense.	Choose one or more. If more than one, pick a main audience.	Choose one or more. If more than one, pick a main purpose.	Choose several. Some pieces may require varied approaches.
The student takes on a role and writes from this perspective:	The final version must be published in this format:	This is the student's intended audience:	This is why the student is writing this piece:	This is how the writer will achieve his or her purpose:
Artist; Biographer; Biologist; Curator; Detective; Elected official; Historian; Expert in ...; Newscaster; Panelist; Parent; Political candidate; Product designer; Reporter; Self; Teacher; Tour guide; etc...	Biography; Booklet; Brochure; Diary; Editorial; Fairy tale; Interview; Journal; Letter; Magazine article; Manual; Myth; Newspaper article; Novel; Play; Poem; Report; Short story; Textbook chapter; etc...	Friends; General public; Judge; Jury member; Parent; People from other cultures or time periods; Professionals in same discipline; Public figures; School board members; Supervisor; Young children; etc...	Change action; Change thinking; Describe; Encourage; Entertain; Explain; Inform; Initiate action; Initiate thinking; Instruct; Persuade; Prevent; Tell a story; etc...	Analyze; Challenge; Classify; Compare; Conclude; Contrast; Defend; Define; Demonstrate; Evaluate; Interpret; Justify; Predict; Propose; Question; Reflect; etc...

★ ROLE: YOUR OWN WRITING – Sample assignments generated with this approach.

CONTENT AREA	ASSIGNMENT
Social Studies	You are a newspaper reporter from the Atlanta Constitution covering the battle of Gettysburg. You have followed the battle and have now just listened to Lincoln's Gettysburg Address. Write a newspaper article for the people of Atlanta that will inform them of the results of the battle and its impact on the Confederate war effort. Describe the battle and its aftermath. Analyze the balance of power between the two sides as a result of the battle. Reflect on the sentiments of Unionists and Confederates before and after Lincoln's speech.
Science	You are a biologist hired as a consultant to The Nature Conservancy. Create a brochure for the general public that explains the Greenhouse Effect and its impact on worldwide climatic conditions. Analyze current data on the effects of greenhouse gases and predict the consequences of widespread global warming. Propose alternatives to improve the situation that are consistent with current positions held by your client.
Math	You are an expert in fractions . Create a chapter for a textbook to be used by 4th grade students that will instruct them in adding, subtracting, multiplying, and dividing fractions. Include an introduction that justifies the instructional method you choose.

★ MASTERING THE MODES – Help students unlock the power of the traditional modes of argument.

	NARRATIVE	EXPOSITORY	PERSUASIVE	DESCRIPTIVE
KEY TRAIT	Organization	Ideas	Voice	Ideas/Word Choice
KEY QUESTION	Why tell a story?	Why does this need explaining?	Why should the reader trust you?	Why is this worth describing?
BEST AUDIENCE	Supporters; Promoters	Controllers; Analyzers	Promoters; Analyzers	Supporters; Analyzers
BEST STRATEGY	Transition-Action-Details	What-Why-How	What-Why-How	Idea-Details; Tell-Show
ADVANTAGES	Entertaining; Subtle	Direct; Respectful; Most efficient mode	Most powerful mode; Most important mode	Captivating; Emotional
DISADVANTAGES	Slow; Inefficient; Reader has to "get it"	Can be dry; Audience-dependent	Most likely to offend; Writer is very exposed	Least direct; Easily overdone

★ RESEARCH PLANNING – Help students determine key questions, clarify focused intent, and select appropriate research strategies.

WHAT do you want to know?	WHY do you want to know it?*	HOW are you going to find it?
What kinds of spiders are poisonous?	So I can tell people which kinds of spiders to watch out for.	Insect reference book; CD-ROM encyclopedia
What's the average temperature in my town this time of year?	I want to know when to plant my vegetables.	Almanac; Internet; Interview a local gardener; Call the newspaper
How do you put a computer together?	I want to make my own computer.	Computer repair book; Interview a repair person

*Students want to know about some things merely because they're curious. In these cases, I ask them what they're curious about. This usually generates another small set of more specific questions.

The "Writing Process" Organizer

★ PRE-WRITING

Explore Your Topic

Pre-writing is any activity that helps writers figure out what to write about. Many things qualify as pre-writing activities. The strategies that I have had success with are:

- ★ **T-Chart Topics.** (Love/Hate, Typical/Unusual, Fun/Not Fun, etc.)
- ★ **Topic Equations.** (in Math, Science, and Social Studies.)
- ★ **What-Why-How.**
- ★ **Idea-Details and Tell-Show.**
- ★ **Draw-Label-Caption.**
- ★ **Action-Feelings-Setting.**
- ★ **Transition-Action-Details.**
- ★ **Content-Purpose-Audience.** (CPA)

★ **What's a Good Idea?**

★ **The 5 Facts of Fiction.**

The best approach for me has been to introduce kids to all of these strategies and then to encourage them to pick the ones that work best for whatever they're trying to do. Ironically, the way I know I've been successful is when kids stop using them—but are still able to choose good topics and develop them logically and completely. To me, *this signifies their transition* from beginning writers, who didn't know how to get started, into mature writers who can successfully select and develop an idea without having to pre-write—just like adults. Most adults don't do any "pre-thinking." For example, I often spend weeks thinking about something before I write a single word. Each year that I work with student writers, pre-writing becomes more important to me. I now encourage students at all grade levels to spend a lot of time on pre-writing. Increasing the amount of time spent on pre-writing, and using good pre-writing strategies such as those listed above, has done more to improve the quality of the writing I see than almost anything else.

★ SHARING

Get Some Advice

For student writers, sharing is usually the most valuable and enjoyable stage in the writing process. There are three different ways to organize sharing, and each approach has its advantages and disadvantages:

- ★ **Whole class sharing.** This is the most valuable approach for the writer, but it's also the most time consuming for the class.
- ★ **Small group sharing.** More time efficient, and each writer still gets a large enough audience to get good feedback, but it can be hard to manage.
- ★ **Partner sharing.** Very efficient, but the feedback from a single audience member is often not very useful.

Though the benefits of sharing are many, I focus on one particular goal. Whenever writers share their work, I want to make sure they get useful, constructive feedback so they know what they're going to do next. When I facilitate whole class sharing, for example, I will often end each writer's turn by asking them if they know what they're going to do when they go back to their seat. If they don't know, I keep them up in front until they figure something out. In this way, kids learn quickly that the purpose of sharing a draft is to get ideas for revision.

Here are three simple things I tell kids that have made a huge difference in my sharing:

- ★ **Use the criteria.** Respond using the language of the classroom criteria when possible.
- ★ **Questions only, please.** If the writer is still working on an early draft, ask questions only.
- ★ **Ask "why" and "how"** questions. This helps authors by challenging them to respond in more complex and interesting ways.

I find that sharing is also very useful for figuring out which lessons I need to teach.

★ REVISING

Take Another Look

For me, the key to revision has been effective sharing. When kids get regular feedback from their peers, revision comes more easily.

For adult writers, a sense of purpose and audience provide the necessary motivation for revision, and I find that kids aren't much different. Choice is also a significant factor: students are much more likely to revise pieces based on things they've chosen to write about than on teacher-selected prompts or other assignments. Teacher modeling helps also. When kids can see me up there struggling with my own writing right in front of them, it makes them feel like giving it a try themselves.

Revision is the point in the writing process where writers benefit most from good mini-lessons. As a guide for which lessons to teach, I use the classroom criteria. These are the areas I focus on:

- ★ **Ideas.** Main idea, supporting details, "showing" details, purpose, the unexpected.
- ★ **Organization.** Beginnings, endings, sequencing, pacing, transitions.
- ★ **Voice.** Audience emotions, audience needs, honesty, personality, control.

★ **Word Choice.** Appropriate language, strong verbs, precise modifiers, memorable phrases, usage.

★ **Sentence Fluency.** Sentence beginnings, sentence lengths, expressiveness, sound, construction.

Sometimes, writer's will get in the habit of ignoring the feedback they get from you or from their audience. When this happens repeatedly, I ask students to make a brief "revision plan" stating in writing the things they are planning to work on. I then ask them to conference with me on those things before going on to the editing stage.

★ EDITING

Make Corrections

Editing is such a complex and demanding task that I have found I need to tackle it from several vantage points. I lay the foundation with a variety of whole class activities including:

- ★ **Conventions reading.** A daily choral reading activity where kids read not only the text but every convention as well.
- ★ **Conventions inquiry.** Investigations in a variety of texts that help kids make useful generalizations.
- ★ **Expressive reading.** Solo oral reading where students use conventions to guide them in their interpretations.
- ★ **Selected mini-lessons.** I cover basic concepts like sentences, commas, dialog, and paragraphs.

I base my teaching on research-based principles: 1) Publish more shorter pieces; 2) Focus on one convention at a time; 3) Work in the context of authentic student writing.

The bulk of my direct instruction is done one-on-one during editing conferences. As time consuming as this can be, the progress kids have made has been more than worth it. I hold children to the same standard of correctness that I hold adults: all writers must do their best to make their writing as correct as it can be. I do not believe that a child's writing must be perfect in order for it to be published—mine isn't.

Should teachers correct student work? I can't tell you what to do, but I can tell you what I value: student initiative, independence, and my time. When I work with kids, they hold the red pen and do the editing. I make suggestions, I point out trouble spots, I answer questions, I offer advice, but in general I do not correct student work. And on those occasions when I do, I'm sitting in front of the student working in the context of authentic writing.

★ PUBLISHING

Polish for Presentation

Preparing a piece of writing for publication pre-supposes that it will be published in some form. Helping kids find authentic publishing opportunities can be challenging, but it really makes a difference in the quality of their work. Here are some of the best ideas I've come across:

- ★ **Classroom newspapers.** I have never seen kids work harder to polish their prose than they do when they're publishing their own newspaper.
- ★ **Author pockets.** Outside the classroom, kids post a "pocket," complete with "About the Author" information, where they can display their published pieces for anyone to read.
- ★ **Web site.** Classroom web sites are huge motivators, as are various other online venues like Amazon.com where kids can post their own book reviews.
- ★ **Outside school.** Letters sent to real people—some of whom even write back—seem to be the best motivators. Contests are fun, too.

★ **Portfolios.** In classrooms where portfolios are valued, kids seem to love getting pieces ready for them.

I don't worry about whether kids publish in manuscript or in cursive. I just tell them that the point of publishing is having someone read your work, so use the type of handwriting in which you write most neatly.

I don't have kids publish on the computer until they can touch type at least 15-20 words per minute. Until that point, kids type so slowly and with so many errors that their time on the computer is not time well spent. Kids who can't touch type have to use the "hunt and peck" approach which reinforces bad habits that have to be unlearned later. I start teaching kids to type at the beginning of 3rd grade. By mid-year, many are publishing on the computer.

★ ASSESSING

Reflect on the Work

Encouraging writers to take some time to reflect on their work pays huge dividends to teacher and student alike. I use information gained from formal and informal assessments for student-teacher goal setting and for guiding my instruction. Here are some of the assessment approaches I've had good luck with:

- ★ **Formal criteria-based teacher assessment.** Interesting and valuable, but very time consuming. I would do it only once or twice a year.
- ★ **Small group or whole class share session.** This is more celebration than critique. If a writer is sharing published work, I ask kids to make positive comments only—unless the author asks for criticism.
- ★ **Student self-assessment.** This is the most valuable assessment activity. It's also time efficient. With a little training, kids can do it on their own using the classroom criteria.
- ★ **Student written reflection.** Kids don't like to do reflections—and I don't blame them—but they can be very valuable for me and for their parents, so I request them from time to time.

★ **Formal peer assessment.** This can be risky, so I don't do it until I've seen a lot of evidence in sharing that kids can treat each other with kindness and respect.

★ **Parent written response.** I love having parents write back to their kids. Parents of elementary kids will do it any time I ask. Parents of secondary kids often don't bother. I hope that will change some day.

The most important thing I've learned about assessment is to get the kids involved as fully as possible. When the kids take the lead in assessing their own abilities, learning increases dramatically.

Strategies for Providing High Quality Feedback to Learners

Fine-tune how you provide feedback by focusing on the details of what you say, as well as when you say it. Research suggests best practices for providing feedback:

1. Increase the value of tests and homework. Providing only a grade or number on a test or homework assignment leaves out critical information for students. Take time to write comments, point out omissions, and explain your thinking when reviewing student work.
2. Make feedback count. Feedback is best when it is corrective in nature. Help students see their errors and learn how to correct them by providing explicit and informative feedback when returning student work. Make feedback another part of the learning process.
3. Don't delay feedback. The longer students have to wait for feedback, the weaker the connection to their effort becomes, and the less likely they are to benefit.
4. Help students get it right. If students know you want to see them succeed, and you're willing to help explain how, their learning improves. Give students opportunities to improve, try again, and get it right.
5. Ask students to provide feedback. Students can monitor and provide feedback to other students, as well as compare their work to criteria. Engage students in review of their own work and others.
6. Give students time to absorb new ideas. Tests are more effective as opportunities for learning if a day has gone by between learning experiences and the test.
7. Use rubrics. Rubrics provide criteria against which students can compare their learning. Involve students in developing rubrics. Rubrics help students focus their effort.

Developed by the Northwest Regional Education Laboratory, Oregon 2005

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Considerations for Quality Rubric Design and Use

Rubrics are intended to reflect specific criteria relevant to quality learning, behavior, and work. They are intended to provide learners opportunities to self-assess, goal-set, and provide one another feedback.

The best rubrics are designed with learner-input and reflect the understandings of quality that emerge from meaningful discourse with learners and the exploration of exemplars. Their input is informed by understandings that evolve in response to what is learned through inquiry rather than definitions that are provided by teachers.

Rubrics enable learners to assess their progress and set goals. It's important that every learner be represented on your rubric and that every learner is able to distinguish next steps by referring to the rubric. As learners approach the top level of any rubric, further learning and goal setting can provide a path toward continued growth.

Rubrics enable teachers and learners to formulate and share criteria-specific feedback throughout the learning process. It is this feedback that inspires deep revision of thinking and work.

Rubrics attend to quality, not quantity. When rubrics are designed by teachers and imposed on learners without their input, when they are used to generate grades, and when they are designed in ways that promote judgment rather than reflection and revision, their greater purposes often remain unrealized. The best rubrics are living documents that grow with us.

Interested in learning more about how to design a high quality rubric?

Consider visiting the *Learner Centered Initiatives Quality Rubrics Wiki*, designed by Jennifer Borgioli at <http://qualityrubrics.pbworks.com/>

Excerpted from *More than Words: Writing and Teaching that Makes a Difference*, Angela Stockman, New York 2011

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Instructional Frameworks

frame·work (frām'wûrk)

n.

1. A structure for supporting or enclosing something else, especially a skeletal support used as the basis for something being constructed.
2. An external work platform; a scaffold.
3. A fundamental structure, as for a written work.
4. A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality.

The American Heritage® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company. Updated in 2009. Published by Houghton Mifflin Company

Frameworks provide structure and enable scaffolding. They are conceptualized as learners within any field begin to think and work deeply with hunches, theories, and promising practices. Teachers construct dozens (if not hundreds) of unique, personalized frameworks for curriculum design and instruction over the course of their careers. Often, these frameworks are informed by research. More often, these frames are informed by critical experiences they have had within the classroom. **For this reason, teachers do not often articulate the frameworks that they use. They live them. They also leverage different dimensions of them intuitively, in response to the needs of the students they serve.** When teachers begin to talk with one another about their different frameworks for instruction, attention begins to turn to what evidence shows has worked. There are certain instructional practices and processes that are more promising than others. For this reason, they are

typically attended to more often within the field and they are published as exemplars of quality. **Is there one framework that serves as THE framework for quality instruction? No. There are many frameworks, and the work of great teachers involves exploring all of them and synthesizing the best of what is learned with their current, personal framework.**

The frameworks included in this document are reflective of research-based best practices and a synthesis of what has been supported through professional development in Depew. They can and will flex in response to what is learned as teachers engage in their own inquiry, present evidence about what does and does not work, and strive to serve an increasingly diverse population of learners.

The expectation is that every teacher will align his or her personal framework with those provided here. As you deepen your practice and begin gathering student work samples over time, we will be able to use evidence to inform the changes that we will make. **As you begin and continue this work, please consider calling upon the literacy coaches available to you for added support.**

Unit Framework for English Language Arts

ORGANIZING CENTER=TOPIC, ISSUE, THEME OR PROBLEM

(For Example: The Research Process)

ESSENTIAL QUESTION THAT STUDENTS MUST ENGAGE IN INQUIRY AROUND= CONTENT+21ST CENTURY SKILLS

How can we use what we learn from research to help others?

How do we best connect to those we hope to serve?

FORMATIVE ASSESSMENT and SHIFTING INSTRUCTION

<p>GROUP DIRECTED LITERATURE STUDY <i>Individually selected or small-group selected books relevant to research topics</i></p>	<p>GUIDED READING SMALL GROUP INSTRUCTION</p> <p style="text-align: center;">LEVELED TEXT (Differentiation and Intervention)</p>	<p style="text-align: center;">FULL CLASS INTERACTIVE READ ALOUD</p>		
<p>Metacognitive Strategy Instruction and Questions as Provocations for MULTIPLE READINGS</p>				
<p>COMPREHENSION</p>	<p>FLUENCY</p>	<p>INTERPRETATION, ANALYSIS, EVALUATION</p>		
<p>INDEPENDENT READING to Extend and Enrich Meaning, Deepen Skills, and Build Motivation</p>				
<p>Explicit Instruction and Use of Relevant 21st Century Skills and 21st Century Literacy Strategies</p>				
<p>COLLABORATION SKILLS</p>	<p>COMMUNICATION SKILLS</p>	<p>CONNECTED LEARNING SKILLS</p>	<p>CREATIVITY SKILLS</p>	
<p>INFO. LITERACY STRATEGIES</p>	<p>MEDIA LITERACY STRATEGIES</p>	<p>GLOBAL LITERACY STRATEGIES</p>	<p>NETWORK LITERACY STRATEGIES</p>	<p>DIGITAL CITIZENSHIP STRATEGIES</p>
<p>GUIDED WRITING AND INVESTIGATIONS</p> <p>Students CONSUME these texts AND use these forms of media in order to PRODUCE similar texts and forms.</p> <ul style="list-style-type: none"> • They write ABOUT texts and media forms to respond to guiding and essential questions/reflect • They work independently or collaboratively to explore topics with depth. They act as tutorial designers, collaboration coordinators, researchers, data curators, scribes, social media experts, story tellers, and/or journalists to create and write LIKE the developers of those texts/forms that they read. They use varied tech tools to complete and publish these projects. 				
<p>INDEPENDENT WRITING FOR GENUINE AUDIENCES :</p> <p>Students use what has been learned to create an authentic product and distribute it for an audience that will benefit from their work using relevant technologies and/or media outlets. Students must determine their purpose for creating the product and identify their audience in order to choose an appropriate form and outlet.</p>				

Created by Angela Stockman, 2011 Adapted from the work of Learner Centered Initiatives, Anthony Petrosky, and Silvia Tolisano
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Unit Framework for Supporting Literacy in the Content Areas

ORGANIZING CENTER=TOPIC, ISSUE, THEME, OR PROBLEM

For Example: The Civil War (Social Studies) or Processes for Multiplying Numbers (Math)

ESSENTIAL QUESTION THAT STUDENTS MUST ENGAGE IN INQUIRY AROUND= CONTENT+21ST CENTURY SKILLS

Is the Civil War still being fought? Or What questions can be answered by multiplying numbers?

FORMATIVE ASSESSMENT and SHIFTING INSTRUCTION

<p style="text-align: center;">GROUP DIRECTED INVESTIGATIONS</p> <p>Individually selected or small-group selected texts relevant to Civil War or varied ways to multiply numbers</p>	<p style="text-align: center;">FULL CLASS INVESTIGATIONS</p> <p>Slow reading of complex text with time for multiple readings and the pursuit of stirring questions.</p>			
Metacognitive Strategy Instruction and Questions as Provocations for MULTIPLE READINGS				
COMPREHENSION OF CONTENT	INTERPRETATION, ANALYSIS, EVALUATION OF CONTENT			
INDEPENDENT READING to Extend and Enrich Meaning, Deepen or Remediate Skills, and Build Motivation				
Explicit Instruction and Use of Relevant 21st Century Skills and 21st Century Literacy Strategies				
COLLABORATION SKILLS	COMMUNICATION SKILLS	CONNECTED LEARNING SKILLS	CREATIVITY SKILLS	
INFO. LITERACY STRATEGIES	MEDIA LITERACY STRATEGIES	GLOBAL LITERACY STRATEGIES	NETWORK LITERACY STRATEGIES	DIGITAL CITIZENSHIP STRATEGIES
<p>GUIDED WRITING AND INVESTIGATIONS</p> <p>Students CONSUME these texts AND use varied forms of media in order to PRODUCE similar texts and forms.</p> <ul style="list-style-type: none"> • They write ABOUT texts and media forms to respond to guiding and essential questions/reflect • They work independently or collaboratively to explore topics and processes with depth. They act as tutorial designers, collaboration coordinators, researchers, data curators, scribes, social media experts, story tellers, and/or journalists to create and write LIKE the developers of those texts/forms that they read. They use varied tech tools to complete and publish these projects. 				
<p>INDEPENDENT WRITING FOR GENUINE AUDIENCES :</p> <p>Students use what has been learned to create an authentic product and distribute it for an audience that will benefit from their work using relevant technologies and/or media outlets. Students must determine their purpose for creating the product and identify their audience in order to choose an appropriate form and outlet.</p>				

Lesson Planning

The procedure provided below may be used to support literacy instruction in any content area. A template follows, which can be used for planning purposes.

Plan To:

**Define* Model* Formatively Assess* Provide Feedback* Shape Instruction to Address Needs*
Engage in Reflective Practice**

Materials Needed:

Mentor text for all students to see (copies provided or use of overhead transparency or poster)

Highlighters

Active reading tools: sticky notes, double or triple entry journals, foldables, manipulatives, and/or paper

Skill Log/Anecdotal Evidence

Reflection Sheet

Procedure:

Define Your Learning Goals and Objectives

What do students need to KNOW and be able TO DO as a result of instruction?

What are the content-specific objectives?

What do they need to do as READERS, WRITERS, and THINKERS?

- Preview text and all support materials to inform you further
- Revisit content-specific goals and objectives and define which literacy skills and strategies students may have to rely upon most in order to be successful
- Work through processes yourself, and take note of the strategies that you use as a reader, writer, and a thinker. How might you teach students to do the same?

Plan to Think Out Loud

Identify the comprehension or critical thinking skill to be taught.

Select a content-specific complex text that supports your objectives.

Determine how you will demonstrate use of comprehension and thinking skills as you read this text aloud to students. Where will you stop to model thinking and strategy use?

Activate Prior Knowledge

Use total participation to determine what students already know about the CONTENT and the COMPREHENSION or CRITICAL THINKING skills you are about to teach.

Provide students time to speak, as this is where we begin to cultivate background knowledge.

Define

Provide direct instruction around content-specific concepts as well as the meaning of your targeted literacy skills.

Model via Think Aloud

Use mentor text or other support materials to model how you think critically and form responses to new learning (see Plan to Think Aloud).

Formatively Assess as Students Engage in Guided Practice

Ask students to practice what you have taught them, using a different complex text.

Students must use active reading tools to capture what they are learning as well as how they are comprehending and thinking. Provide choice!

As students work, capture information about their progress on a skill log. Provide feedback to students as you do so, coaching them to improve as you move through the room.

Use this data to IMMEDIATELY respond to what you are noticing. Save this data to inform other conversations, studies, and inquiries throughout the year.

As students write to think and produce pieces of writing that reveal what they have learned, they too may be used as formative assessments.

Summative Assessment

In addition to completing unit assessments that measure mastery of content, students should produce and other products for real audiences that use what they have learned to address the essential question. They can use the texts that they just engaged with as models for this work. They should also assume 21st Century learning roles to authentically engage with, teach, and learn from real audiences.

Engage in Reflective Practice

Teachers and students should reflect independently on the strengths and weaknesses of their process. Conversation should take place around WHAT was learned, HOW learning happened, WHERE confusion occurred, HOW teachers and students can approach instruction and learning differently to address needs and maximize learning, and WHY it is important to teach, learn, assess, and respond in this way.

Sample Lesson Planning Template

PROCEDURE	PLAN	REFLECTIONS
<p>Define Your Learning Goals and Objectives What do students need to KNOW and be able TO DO as a result of instruction?</p> <p>What are the content-specific objectives?</p> <p>What do they need to do as READERS, WRITERS, and THINKERS?</p> <p>Preview text and all support materials to inform you further.</p> <p>Revisit content-specific goals and objectives and define which literacy skills students may have to rely upon most in order to be successful.</p> <p>Work through these processes yourself, and take note of the strategies that you use as a reader and a thinker. How might you teach students to do the same?</p>		
<p>Plan to Think Out Loud</p> <p>Identify the literacy skill to be taught.</p> <p>Select a content-specific text that supports your objectives.</p> <p>Determine how you will demonstrate use of comprehension and thinking skills as you read this text aloud to students. Where will you stop to model thinking and strategy use?</p>		
<p>Activate Prior Knowledge</p> <p>Use total participation to determine what students already know about the CONTENT and the LITERACY skills you are about to teach.</p> <p>Provide students time to speak, as this is where we begin to cultivate background knowledge.</p>		
<p>Define Provide direct instruction around content-specific concepts as well as the meaning of your targeted literacy skills.</p>		
<p>Formatively Assess as Students Engage in Guided Practice</p>		

<p>Ask students to practice what you have taught them, using provided text or other resources.</p> <p>Students must use active reading tools to capture what they are learning as well as how they are comprehending and thinking. Provide choice!</p> <p>As students work, capture information about their progress on a skill log. Provide feedback to students as you do so, coaching them to improve as you move through the room.</p> <p>Use this data to IMMEDIATELY respond to what you are noticing. Save this data to inform other conversations, studies, and inquiries throughout the year.</p> <p>As students write to think and produce pieces of writing that reveal what they have learned, they too may be used as formative assessments.</p>		
<p>Summative Assessment</p> <p>In addition to completing unit assessments that measure mastery of content, students should produce and other products for real audiences that use what they have learned to address the essential question. They can use the texts that they just engaged with as models for this work. They should also assume 21st Century learning roles to authentically engage with, teach, and learn from real audiences.</p>		
<p>Engage in Reflective Practice</p> <p>Teachers and students should reflect independently on the strengths and weaknesses of their process.</p> <p>Conversation should take place around WHAT was learned, HOW learning happened, WHERE confusion occurred, HOW teachers and students can approach instruction and learning differently to address needs and maximize learning, and WHY it is important to teach, learn, assess, and respond in this way.</p>		

Depew Lesson Plan Template (for APPR formal observations)

Lesson Date and Time:		Grade Level/Subject:	
Staff Name:		Lesson Title:	
		Materials, Resources, etc.	
Learning Objectives/Goals	<i>By participating fully in this class, learner will be able to:</i>		
NYS Standards Addressed	<i>Link to NY Standards will be available here online (In My Learning Plan Library and on Depew website, under staff links)</i>		
Anticipatory Set/Warm Up			
Teaching/ Instructional Process (Input, modeling, checking for understanding)			
Guided Practice/monitoring			
Closure/Reflect			
Evidence of Learning (Assessment) / Independent Practice			
Notes & Checks			

Additional Resources to Support Your Study of Writer's Craft

NWREL Home Page

<http://educationnorthwest.org/resource/949>

This is the launch-pad for the traits and home to a wealth of resources.

Scoring Rubrics

<http://educationnorthwest.org/resource/464>

Rubrics are available here in a variety of formats.

6+1 Traits Scored Samples

http://apps.educationnorthwest.org/traits/scoring_examples.php

This is a searchable database of samples by grade and performance level.

6+1 Traits Scoring Practice

http://apps.educationnorthwest.org/traits/scoring_practice.php

This page provides un-scored samples that you may use to practice scoring with.

Posters

<http://tinyurl.com/cgbfqz>

These were created by teachers for use in classrooms. Free download.

Writing Fix

<http://writingfix.com>

This website provides the most comprehensive database of writing resources, lesson plans, mentor-texts, and student samples on the net. Scroll through the sidebar to access a wealth of 6+1 Traits materials.

Teaching That Makes Sense

<http://www.ttms.org>

Steve Peha provides numerous high-quality downloads that support instruction and assessment around the writing process and the 6+1 Traits in all content areas.

Supporting Readers

Adapted from the work of Jim Burke, Used with Permission

What Teachers in All Content Areas Do

- ✓ *They Explicitly Teach Comprehension Strategies.*
Which Strategies to Use: Summarizing, Making Inferences, Evaluating Importance, Connecting, Questioning, Visualizing
When to Use Them
How to Use Them
- ✓ *They Model How to Read, Write, and Think in Ways Specific to That Subject Area.*
- ✓ *They Don't Expect Students to HAVE Background Knowledge. They Build it WITH Them and Provide Access to Deepening Background Knowledge Before, During, and After Learning.*
- ✓ *They Design Opportunities for Purposeful Discussion.*
Literature Circles, Socratic Seminar, Reciprocal Teaching, Jigsaw, Text-Studies
Guided by Protocols
- ✓ *They Assess, Monitor, and Adjust Student Understandings as They Go, and They Teach Students to Do the Same.*
- ✓ *They Provide Ample Time for Reading and Literacy Instruction.*
- ✓ *They Read and Think Aloud With Students When Passages are Difficult, Modeling How to Apply Comprehension Strategies and Make Meaning.*

What Students Do in All Content Areas

- ✓ *They Write Often and For Different Purposes.*
To Summarize, Infer, Connect, Visualize, Inform, Synthesize, Theorize, Question
- ✓ *They Take Notes When Reading, For Different Purposes, Using Different Forms.*
- ✓ *Learn the Varied Purposes and Constructs for Graphic Organizers and Independently Choose or Create Graphic Organizers Appropriate to Purpose.*
- ✓ *They Generate Questions Before, During, or After Reading.*
- ✓ *They Establish a Purpose for Reading and Monitor Their Progress Toward that Goal.*
- ✓ *They Make Meaning from Text Collaboratively.*

Strategies for Supporting Readers in Every Content Area Before, During, and After Reading

Before Reading	During Reading	After Reading
Goals: <ul style="list-style-type: none"> • Develop a focus for reading • Activate and/or build on prior knowledge • Motivate • Engage • Clarify vocabulary 	Goals: Aid the reader in <ul style="list-style-type: none"> • reading with a focus • constructing meaning • monitoring comprehension 	Goals: Aid the reader in <ul style="list-style-type: none"> • integrating meaning • identifying main ideas • summarizing key concepts • making inferences • reflecting and responding
Key Questions: Can the reader? <ul style="list-style-type: none"> • preview the text and make predictions • comprehend vocabulary words critical to the making meaning • connect to the topic through prior knowledge • establish a purpose for reading • comprehend the text structure 	Key Questions: Can the reader? <ul style="list-style-type: none"> • Question the text • Predict • Infer • Identify important points • Monitor understanding (stop and check for "getting it") • Use a variety of strategies to make sense of the text • Use graphic organizers to organize the information • Integrate new information with existing knowledge 	Key Questions: Can the reader? <ul style="list-style-type: none"> • Summarize the main ideas and concepts • Draw conclusions, express opinions, make personal connections • Use evidence to support conclusions • Apply information learned to new text, to the world, to self
Strategies: <ul style="list-style-type: none"> • anticipation guide • text feature walk • KWL strategy • preteach vocab • clarify purpose • quick write • predict 	Strategies: <ul style="list-style-type: none"> • text coding and journaling • partner read • think-pair-share • read, remember, retell, write, check strategy • I wonder strategy 	Strategies: <ul style="list-style-type: none"> • revisit anticipation guide • note taking • graphic organizer • paraphrase • QAR strategy • reciprocal teaching strategy • reflect

Created by Angela Stockman, 2008
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Formative Assessment Tools

The following tools are a merely a handful of those used by teachers in every content area to assess how students are making meaning from text and thinking about what they learn.

Deep Structure Skills, Text Codes, and Suggested Tools

Skill	Code	Structures
Determine Importance	Key	Noterize: iPad App Foldables Other Graphic Organizers
Infer	I	
Background Knowledge: Connect	T-S	
Text and Self	T-T	
Text and Text	T-W	
Question	Q	
Visualize	V or sketchup	
Identify Confusion	?	

Example of a Double Entry Journal

Quote from Text or Part of Passage	Connections to What We Read Yesterday

Example of a Triple Entry Journal

Quote or Part of Passage	Connections to What We Read Yesterday	How This Help Me Understand Main Themes or Concepts

Coaching Learners to be Critical Readers and Thinkers

The fundamental purpose of the NYS Common Core Learning Standards is to ensure that all students are college and career ready. A tremendous emphasis is placed on critical literacy and higher order thinking skills. To that end, the CCLS distinguishes itself from the 2005 Standards in the following ways.

Shifts in ELA/ Literacy		
Shift 1	PK-5, Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
Shift 2	6-12, Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
Shift 3	Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
Shift 4	Text-based Answers	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
Shift 5	Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an

		<i>important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.</i>
Shift 6	Academic Vocabulary	Students constantly build the vocabulary they need to access grade level complex texts. <i>By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.</i>

What is Close Reading?

Many resources can be found online for supporting close reading in the classroom. This article, published by Patricia Cain of the Harvard Writing Center, provides an overview of what is meant by this practice.

The process of writing an essay usually begins with the close reading of a text. Of course, the writer's personal experience may occasionally come into the essay, and all essays depend on the writer's own observations and knowledge. But most essays, especially academic essays, begin with a close reading of some kind of text—a painting, a movie, an event—and usually with that of a *written* text. When you close read, you observe facts and details about the text. You may focus on a particular passage, or on the text as a whole. Your aim may be to notice all striking features of the text, including rhetorical features, structural elements, cultural references; or, your aim may be to notice only *selected* features of the text—for instance, oppositions and correspondences, or particular historical references. Either way, making these observations constitutes the first step in the process of close reading.

The second step is interpreting your observations. What we're basically talking about here is inductive reasoning: moving from the observation of particular facts and details to a conclusion, or interpretation, based on those observations. And, as with inductive reasoning, close reading requires careful gathering of data (your observations) and careful thinking about what these data add up to.

How to Begin:

1. *Read with a pencil in hand, and annotate the text.*

"Annotating" means underlining or highlighting key words and phrases—anything that strikes you as surprising or significant, or that raises questions—as well as making notes in the margins. When we respond to a text in this way, we not only force ourselves to pay close attention, but we also begin to think with the author about the evidence—the first step in moving from reader to writer.

Here's a sample passage by anthropologist and naturalist Loren Eiseley. It's from his essay called "The Hidden Teacher."

. . . I once received an unexpected lesson from a spider. It happened far away on a rainy morning in the West. I had come up a long gulch looking for fossils, and there, just at eye level, lurked a huge yellow-and-black orb spider, whose web was moored to the tall spears of buffalo grass at the edge of the arroyo. It was her universe, and her senses did not extend beyond the lines and spokes of the great wheel she inhabited. Her extended claws could feel every vibration throughout that delicate structure. She knew the tug of wind, the fall of a raindrop, the flutter of a trapped moth's wing. Down one spoke of the web ran a stout ribbon of gossamer on which she could hurry out to investigate her prey.

Curious, I took a pencil from my pocket and touched a strand of the web. Immediately there was a response. The web, plucked by its menacing occupant, began to vibrate until it was a blur. Anything that had brushed claw or wing against that amazing snare would be thoroughly entrapped. As the vibrations slowed, I could see the owner fingering her guidelines for signs of struggle. A pencil point was an intrusion into this universe for which no precedent existed. Spider was circumscribed by spider ideas; its universe was spider universe. All outside was irrational, extraneous, at best raw material for spider. As I proceeded on my way along the gully, like a vast impossible shadow, I realized that in the world of spider I did not exist.

2. Look for patterns in the things you've noticed about the text—repetitions, contradictions, similarities.

What do we notice in the previous passage? First, Eiseley tells us that the orb spider taught him a lesson, thus inviting us to consider what that lesson might be. But we'll let that larger question go for now and focus on particulars—we're working inductively. In Eiseley's next sentence, we find that this encounter "happened far away on a rainy morning in the West." This opening locates us in another time, another place, and has echoes of the traditional fairy tale opening: "Once upon a time . . ." What does this mean? Why would Eiseley want to remind us of tales and myth? We don't know yet, but it's curious. We make a note of it.

Details of language convince us of our location "in the West"—*gulch*, *arroyo*, and *buffalo grass*. Beyond that, though, Eiseley calls the spider's web "her universe" and "the great wheel she inhabited," as in the great wheel of the heavens, the galaxies. By metaphor, then, the web becomes the universe, "spider universe." And the spider, "she," whose "senses did not extend beyond" her universe, knows "the flutter of a trapped moth's wing" and hurries "to investigate her prey." Eiseley says he could see her "fingering her guidelines for signs of struggle." These details of language, and others, characterize the "owner" of the web as thinking, feeling, striving—a creature much like ourselves. But so what?

3. Ask questions about the patterns you've noticed—especially how and why.

To answer some of our own questions, we have to look back at the text and see what else is going on. For instance, when Eiseley touches the web with his pencil point—an event "for which no precedent existed"—the spider, naturally, can make no sense of the pencil phenomenon: "Spider was circumscribed by spider ideas." Of course, spiders don't have ideas, but we do. And if we start seeing this passage in human terms, seeing the spider's situation in "her universe" as analogous to our situation in our universe (which we think of as *the* universe), then we may decide that Eiseley is suggesting that our universe (*the* universe) is also finite, that *our*

ideas are circumscribed, and that beyond the limits of our universe there might be phenomena as fully beyond our ken as Eiseley himself—that "vast impossible shadow"—was beyond the understanding of the spider.

But why vast and impossible, why a shadow? Does Eiseley mean God, extra-terrestrials? Or something else, something we cannot name or even imagine? Is this the lesson? Now we see that the sense of tale telling or myth at the start of the passage, plus this reference to something vast and unseen, weighs against a simple E.T. sort of interpretation. And though the spider can't explain, or even apprehend, Eiseley's pencil point, that pencil point *is* explainable—rational after all. So maybe not God. We need more evidence, so we go back to the text—the whole essay now, not just this one passage—and look for additional clues. And as we proceed in this way, paying close attention to the evidence, asking questions, formulating interpretations, we engage in a process that is central to essay writing and to the whole academic enterprise: in other words, we reason toward our own ideas.

Patricia Kain, for the Writing Center at Harvard University

The Importance of Using Text-Dependent Questions

Taken from:

Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12 *Designed by David Coleman • Susan Pimentel*

1. High-Quality Text-Dependent Questions and Tasks: Among the highest priorities of the Common Core State Standards is that students be able to read closely and gain knowledge from texts.

A. A significant percentage of questions and tasks are text dependent.

Aligned curriculum materials should include rigorous text-dependent questions that require students to demonstrate that they not only can follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text-dependent questions can be answered only by careful scrutiny of the text and specifically by referring to evidence from the text itself to support the response. They do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Eighty to 90 percent of the Reading Standards in each grade require text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions. A text-dependent approach can and should be applied to building knowledge from multiple sources as well as making connections between texts and learned material, according to the principle that each source be read and understood carefully.

B. High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.

The sequence of questions should cultivate student mastery of the specific ideas and illuminating particulars of the text. High-quality text-dependent questions will often move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text. Questions aligned with Common Core State Standards should demand close attention to the text to answer fully. An effective set of questions might begin with relatively simple

questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Good questions will often linger over specific phrases and sentences to ensure careful comprehension. Effective question sequences will build on each other to ensure that students learn to stay focused on the text so they can learn fully from it.

C. Questions and tasks require the use of textual evidence, including supporting valid inferences from the text. The Common Core State Standards require students to become more adept at drawing evidence from the text and explaining that evidence orally and in writing. Aligned curriculum materials should include explicit models of a range of high-quality evidence based answers to questions — samples of proficient student responses — about specific texts from each grade. Questions should require students to demonstrate that they follow the details of what is explicitly stated and are able to make nontrivial inferences beyond what is explicitly stated in the text.

D. Questions and tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. The Common Core State Standards call for students to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned materials should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, materials should require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text. Often, curricula surrounding texts leap too quickly into broad and wide open questions of interpretation before cultivating command of the details and specific ideas in the text. Productive connections and comparisons should bring students back to careful reading of specific texts.

E. Questions and tasks attend to analyzing the arguments and information at the heart of informational text in grades K–5 and literary nonfiction in grades 6–12. As previously stated, the Common Core State Standards emphasize the reading of more informational text in grades K–5 and more literary nonfiction in grades 6–12. This emphasis mirrors the Writing Standards that focus on students' abilities to marshal an argument and write to inform or explain. The shift in both reading and writing constitutes a significant change from the traditional focus in ELA classrooms on narrative text or the narrative aspects of literary nonfiction (the characters and the story) toward more in-depth engagement with the informational and argumentative aspects of these texts. While the English teacher is not meant to be a content expert in an area covered by the text, curriculum materials should guide teachers and students to demonstrate careful understanding of the information developed in the text. For example, in a narrative with a great deal of science, teachers and students should be required to follow and comprehend the scientific information as presented by the text. Likewise, it is just as essential for teachers and students to follow the details of an argument and reasoning in literary nonfiction as it is for them to attend to issues of style.

Sentence Starters That Frame How Readers Discuss, Interpret, and Write about Text:

This Document Can be Provided to Students and Teachers Can Coach The Use of These Frames in the Classroom

Applying Comprehension Strategies	Taking a Position
<p>Predicting:</p> <p>I predict that _____</p> <p>If x happens then _____</p> <p>Because x did y, I expect _____</p> <p>I'm wondering if x _____</p> <p>Connecting:</p> <p>X reminds me of _____</p> <p>X is similar to y because _____</p> <p>X is important to y because _____</p> <p>Inferring:</p> <p>X is _____ so this means _____</p> <p>Earlier, we learned _____, so this suggests _____</p> <p>X causes Y as a result of _____, which demonstrates _____</p> <p>Summarizing:</p> <p>The main idea is _____</p> <p>The author's point of view is _____</p> <p>The author's purpose is to _____</p> <p>We read this because _____</p> <p>Evaluating:</p> <p>The point made is valid/invalid because _____</p> <p>The strengths of this piece are _____</p> <p>The text/author does not do a good job of _____</p> <p>What's most important about this is _____</p> <p>Analyzing the Text:</p> <p>The author uses _____ for the purpose of _____</p> <p>The author assumes _____ and I agree/disagree _____</p> <p>These particular features of the text clarify/convolute _____</p>	<p>Agreeing:</p> <p>Most will agree that _____</p> <p>I agree with the suggestion that _____ and this evidence supports that as well.</p> <p>Disagreeing:</p> <p>I would challenge x's point about y because _____</p> <p>I would argue that _____ because _____</p> <p>X claims y, but we've learned that _____ so _____</p> <p>While x suggests y, this evidence disproves that _____</p> <p>Agreeing and Disagreeing:</p> <p>I agree that _____ I challenge y because _____</p> <p>I share x's belief that _____ but question _____ because _____</p> <p>I agree with _____ but question how that belief helps us resolve _____</p> <p>Arguing to Enlighten:</p> <p>X is happening, but it is not y but z that is causing it to happen.</p> <p>While x is true, I would argue y, because of z.</p> <p>Previously, we understood x to be the most important factor, but y has changed, having this effect _____.</p> <p>I'm noticing this relationship which changes previous notions about _____.</p> <p>Provoking Action:</p> <p>We've learned x, so we must do _____</p> <p>In order to do y, we must learn more about x.</p> <p>We used to think x, but now we realize y. Let's plan _____</p>

meaning_____

how we will use this information to do z.

Clarifying:

This is what the author is really saying_____

Given that _____happened, the author is trying to ____ X is not_____but is instead_____

Synthesizing:

These factors suggest_____

Initially, we/I thought_____, but after learning_____, I

now think_____

It's not a question of x but rather of y because_____

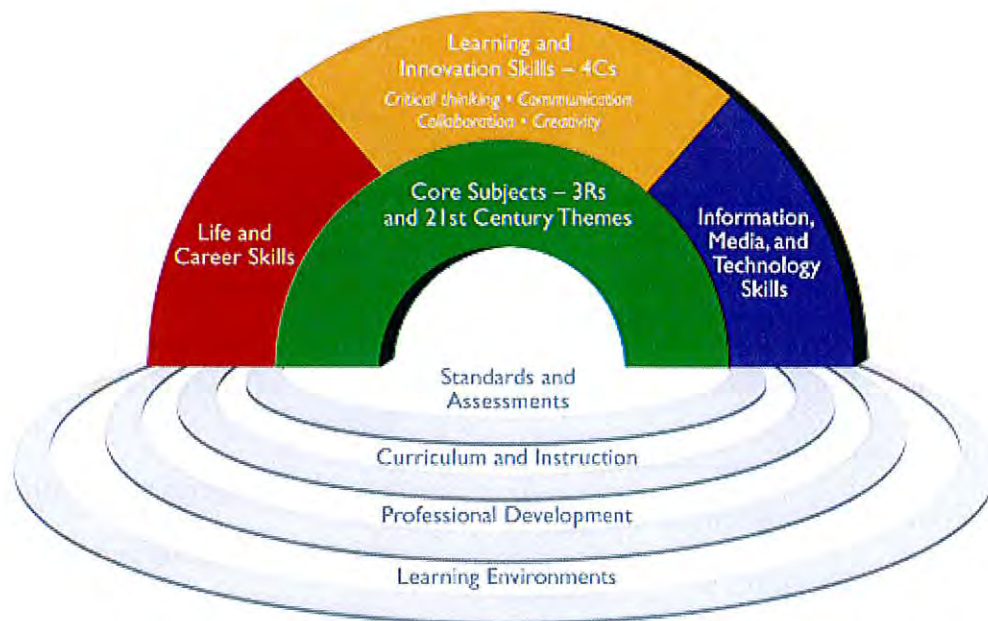
Framework for 21st Century Learning

Adapted from the work of Burke, Land, Olson, Graff, and Birkenstein

The Framework presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.

The key elements of 21st century learning are represented in the graphic and descriptions below. The graphic represents both 21st century skills **student outcomes** (as represented by the arches of the rainbow) and 21st century skills **support systems** (as represented by the pools at the bottom).

21st Century Student Outcomes
and Support Systems



Developed by the Partnership for 21st Century Skills

http://p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

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Aligning Assessment Types and Purposes with Technology Tools

Learning Targets	Examples of Contemporary Tools			
	<i>Level 1: Selected Response</i>	<i>Level 2: Constructed Response</i>	<i>Level 3: Performance</i>	<i>Level 4: Conference</i>
↓	CPS Systems Google Survey Survey Monkey Text the Mob Moodle Wall Wisher Zoho Documents Poll Daddy Mindmeister Flashcards App for iPad Flashcards Deluxe Lite for iPad	Blog Posts Blog Comments Wiki Discussions Email Exchanges Ning Exchanges Etherpad Tweets Edmoto Replies Voicethread Comments Moodle Comments and Discussions Noteboard App for iPad Share Board App for iPad Write Essay App for iPad	Wiki Editing Comic Generators Digital Storytelling Scribus Mixbook Storybird Google Sketchup Prezi Animoto YouTube iMovie App for iPad Videolicious App for iPad StoryKit App for iPad	Skype Elluminate Live Messaging Chat Twitter Edmodo Adobe Connect Gogrok Livestream OpenSim Second Life Zoho Meeting
Knowledge Mastery	Traditional Assessment Tools			
	MC, True/False, Matching and Fill in the Blank can assess acquisition of knowledge	Constructed response can tap understandings of relationships among elements of knowledge		Can ask questions, evaluate answers, and infer mastery *Time Consuming
Reasoning Proficiency	Traditional Assessment Tools			
	Can assess understanding of basic patterns of reasoning	Written descriptions of complex problem solutions can provide a window into reasoning proficiency	Can observe students engaged in problem-solving and infer reasoning proficiency	Can ask a student to think-aloud or prompt with questions to probe reasoning
Skills	Traditional Assessment Tools			
	Can assess mastery of the knowledge prerequisites to skillful performance, but can't rely on these to tap the skill itself		Can evaluate the skills as they are being performed	Strong match when measuring proficiency of oral communication skills; teachers can also assess mastery of knowledge requisite to skillful performance
L	Examples of Contemporary Tools			

	<i>Level 1: Selected Response</i>	<i>Level 2: Constructed Response</i>	<i>Level 3: Performance</i>	<i>Level 4: Conference</i>
	CPS Systems Google Survey Survey Monkey Text the Mob Moodle Wall Wisher Zoho Documents Poll Daddy Mindmeister Flashcards App for iPad Flashcards Deluxe Lite for iPad	Blog Posts Blog Comments Wiki Discussions Email Exchanges Ning Exchanges Etherpad Tweets Edmoto Replies Voicethread Comments Moodle Comments and Discussions Noteboard App for iPad Share Board App for iPad Write Essay App for iPad	Wiki Editing Comic Generators Digital Storytelling Scribus Mixbook Storybird Google Sketchup Prezi Animoto YouTube iMovie App for iPad Videolicious App for iPad StoryKit App for iPad	Skype Elluminate Live Messaging Chat Twitter Edmodo Adobe Connect Gogrok Livestream OpenSim Second Life Zoho Meeting
	Traditional Assessment Tools			
Ability to Create	Can assess mastery of the knowledge prerequisites to skillful performance, but can't rely on these to assess the quality of the product itself		A strong match can assess: a. proficiency in carrying out steps in creation b. attributes of the creation itself	Can probe procedural knowledge and knowledge of attributes of creations—but not quality
	Traditional Assessment Tools			
Dispositions	Selected response questionnaire items can tap student attitudes, behaviors, and inclinations	Constructed response can reveal embodiment and growth of dispositions	Can infer development of dispositions from behavior and products	Conversation can reveal development and growth of dispositions

This document is a work in progress and a synthesis of the thinking of these experts:

Churches, Andrew. Educational Origami. Wikispaces, Accessed February 24, 2010.
<http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>

Stiggins, Richard J. Student-Involved Assessment, 3rd ed. Columbus, Ohio: Merrill Education, 2001

Engagement and Motivation

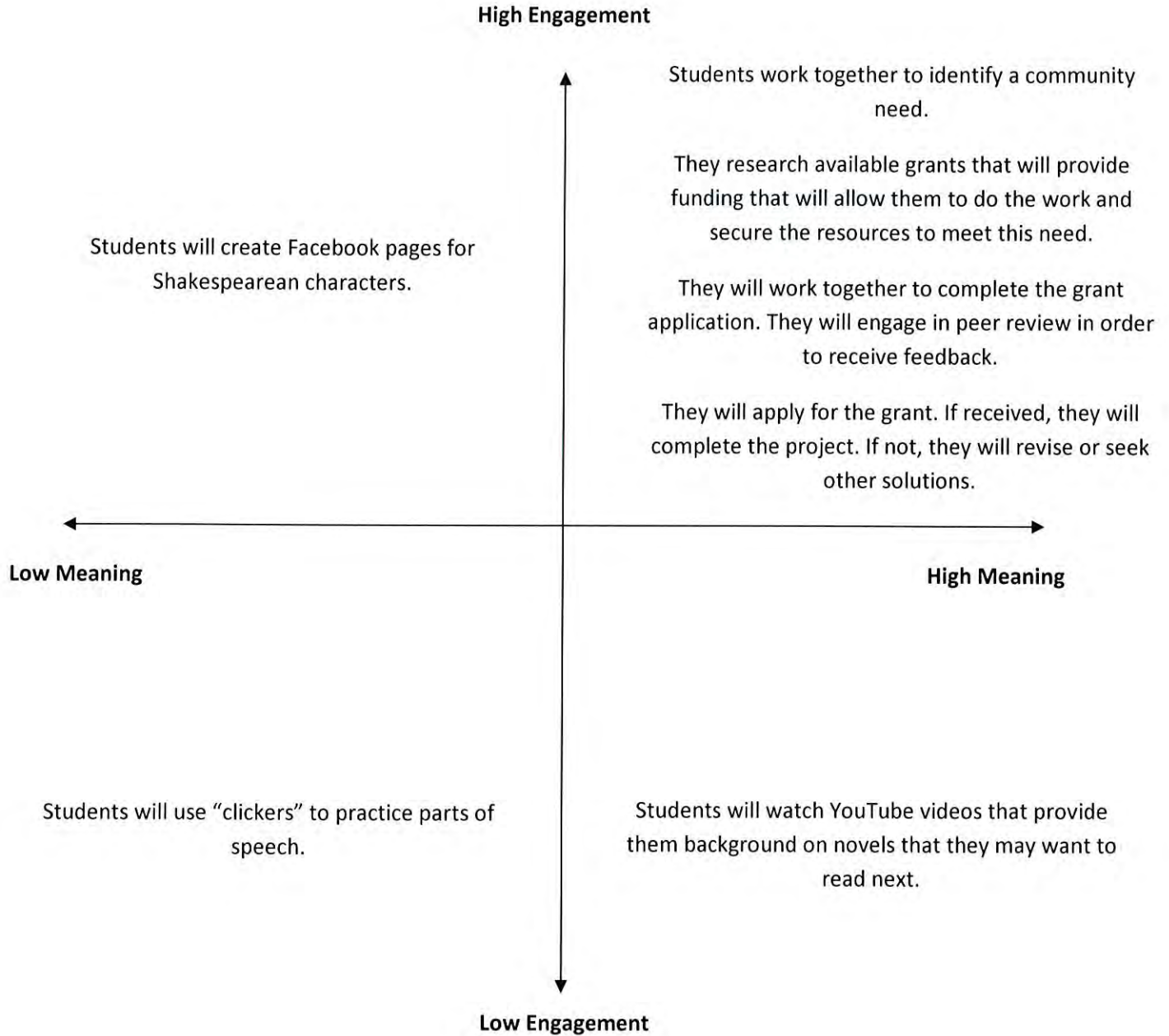
Important Distinctions:

- ✓ Engagement occurs when learners are consumed by their learning.
- ✓ As a result, engagement often involves struggle and at times, even discomfort.
- ✓ When students are entertained by fun activities in the classroom, they are not necessarily ***engaged in learning***.
- ✓ When students are participating frequently in class, they are not necessarily ***engaged in learning*** either.
- ✓ Engaged learners confront relevant and complex problems, they invest themselves deeply in the pursuit of solutions, and they tolerate the discomfort that is often a part of this endeavor.
- ✓ When teachers are encouraged to engage their students, it is important that this is not confused with entertaining them or improving levels of participation. Neither of these efforts will sustain true engagement. So...what will?

The tool on the next page, designed by Joanne Picone-Zocchia and Giselle O. Martin-Kniep, provides a context for understanding engagement. Use it to reflect upon the types of tasks you present to your students. Think about how you might use it to improve opportunities for engagement.

Those who are interested in improving levels of student participation might find the active participation strategies on the pages that follow helpful as well.

Considering Meaning and Engagement



Adapted from the work of Martin-Kniep, Giselle O., and Joanne Picone-Zocchia. *Changing the Way You Teach, Improving the Way Students Learn*. Alexandria, Va.: ASCD, 2009. Print.

TICKET TALK

Each student is provided three raffle tickets at the beginning of class or prior to the start of a group discussion. Students place names on back of tickets. As they make valid contributions, they surrender their tickets to the teacher or place in group ticket box. Object is to be ticket-free by the end of the discussion. Teacher can provide bonus points, classroom participation credit, or prizes to those who have earned it.

CORNERED THINKING

Teacher posts questions, quotes, art work, or other short prompts in each corner of the room. Students travel from one corner to the other, responding via flip chart or sticky note.

PRIVATE-PARTNER-PUBLIC

Teacher provides a prompt and students respond privately in writing first. Then, they share their work with a partner. When they are finished, teacher calls on random partnerships to report out.

ASK THE CLASS

Teachers prompt students with a variety of statements that are true or false. Students must put their thumb up if the statement is true, down if it is false.

Teachers inquire whether or not students full understand a concept and ask them to hold up a particular number of fingers to indicate level of understanding (1=low level of understanding 5=high level of understanding).

Rather than asking students to raise their hands and calling on volunteers, require all students to have a response for every question and provide them the time to generate it. When finished, prompt students to put their thumbs up. Call on students randomly.

Purchase whiteboards (go to the hardware store and ask them to cut small ones out of shower board for you if necessary). Ask ALL students to shape responses on boards and display for you. You may also use paper for this.

Cut overhead transparencies into slips. Ask all students to frame responses on these, and call on random students to present from the projector.

Teachers provide students with response cards that demonstrate any of the following:
agree/disagree true/false learning topics concepts themes
Teachers provide prompts and all students raise appropriate response card.

POST IT

Teacher provides a prompt that encourages varied response. Students respond on sticky notes and post them to flip charts, tables, graphs, or the chalk board. Students may then categorize, classify, compare, contrast, question, challenge, or expand upon responses.

POLL THE CLASS

Provide students colored sticky dots. Create charts, tables, and graphs on flip chart paper and ask students to plot responses.

TOILET PAPER

As students enter the room, ask them to take as much TP from the roll “as they might need.” Do not elaborate on how it will be used. Once seated, ask them to count the sheets. For each sheet taken, they must share that many reflections or facts relevant to the learning. More reserved teachers might do the same thing with M&Ms, Lifesavers, breath mints, or even popcorn.

TAP CHAIRS

Place a different prompt on each desk or chair. Ask students to stand. Then direct them to move around the room, tapping twelve random chairs. They must take a seat at the last chair and respond to the prompt. Repeat if you wish. Alternatively, you may ask students to create the prompts in response to reading passages or other assigned learning.

PASS THE PAPER

Ask students to record connections to learning on a sheet of paper. Then, require them to pass the paper backward, forward, to the right or to the left. They must read the paper, add their own connections and pass again. Alternatively, challenge them to do things other than forming connections.

QUAKER READ

Ask students to read a piece of text. Require them to identify the most powerful part of them. On your command, ask students to begin sharing without raising their hands, but by following one after each other, randomly, and waiting for the opportunity to insert their lines. Let them know that repeats are okay, as they help to illustrate what the class as a whole identified most often. This works best with narrative texts and poetry. Alternatively, ask students to identify synonyms or antonyms or to use specific words in sentences.

Helping Learners Persevere

Interested in improving levels of motivation and helping learners persevere in the face of struggle and uncertainty? The following tools, processes, and interventions have enabled learners to persevere, often against significant odds.

- When learners are provided choice and invited to investigate things that matter to them and produce real products for real audiences that they can engage with, they are better able to persevere.
- When learners are invited to make use of the tools and technologies that serve them best and that enable them to connect with their intended audience in purposeful and efficient ways, they are better able to persevere.
- Helping learners reach out to those within and beyond the classroom who have expertise in areas that they struggle with is an important part of our work as teachers. The potential to network and learn from others online enriches this.
- When learners are invited to investigate models, identify their common elements, and use what they notice to create a vision of what quality looks like, they gain a level of clarity that enables them to establish clear targets.
- When learners create rubrics that reflect criteria for each stage of development, they literally design pathways that can, as needed, scaffold them toward success. Once the process is underway, the rubric often functions as a road-map through rough terrain. Learners can define the path they are on, how close it takes them to their ideal, and what actions they will need to take next in order to continue forward. Rubrics also enable learners to pinpoint potential roadblocks with greater precision. This enables them to ask for support in a timely manner.
- Participating in meaningful peer-review processes provides writers with insight, ideas, and strategies that enable them to revise their thinking and their work.
- Criteria-specific feedback which makes clear references to each learners work inspires them to persevere, particularly when the feedback that is provided attends to one element of their work at a time.
- Coaching learners to firewall their works in progress, to select effective mentors and coaches, and to advocate respectfully for themselves, for their work, and for the processes that have proven to help them can sustain help them sustain their energies and nurture their own process as well.

Excerpted from *More than Words: Writing and Teaching that Makes a Difference*, Angela Stockman, New York 2011
Used with Permission

Additional Resources for Supporting Literacy in the Content Areas

Graphic Organizers for Supporting Reading in the Content Areas

<http://tinyurl.com/5v2vcz9>

Four Individual Book-Length Documents for Supporting:

- **Writing in any of the Content Areas**
- **Writing in Math**
- **Writing in Science**
- **Writing in Social Studies**

<http://wnyeducationassociates.wikispaces.com/waccenters>

Evidence of the 6 Traits within Common Core Writing and Language Standards (by Grade Level)

Ideas Organization Voice Word Choice Sentence Fluency
Conventions

Sixth Grade

Content Literacy Standards (6-12 only)

Text Types and Purposes

1. **Write arguments** to support claims with clear reasons and relevant evidence. (focused on discipline-specific content)

- Introduce claim(s) and **organize** the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- **Establish and maintain a formal style.**
- Provide a concluding statement or section that follows from the argument presented.

2. **Write informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

(including the narration of historical events, scientific procedures/ experiments, or technical processes)

- Introduce a topic; **organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- **Use precise language and domain-specific vocabulary to inform about or explain the topic.**
- **Establish and maintain a formal style.**
- Provide a concluding statement or section that follows from the information or explanation presented.

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

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; **organize an event sequence that unfolds naturally and logically.**
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**
- Provide a conclusion that follows from the narrated experiences or events.

Ideas Organization Voice Word Choice Sentence Fluency Conventions

(Sixth Grade continued) 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (focusing on how well purpose and audience have been addressed)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (and present the relationships between information and ideas clearly and efficiently)

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (generating additional related focused questions that allow for multiple avenues of exploration)
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

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 discipline-specific tasks, purposes, and audiences.

Responding to Literature

11. Create and present a text or art work in response to literary work.
 - Develop a perspective or theme supported by relevant details.
 - Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
 - Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Ideas Organization Voice Word Choice Sentence Fluency Conventions

(Sixth Grade continued) Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - Use intensive pronouns (e.g., *myself*, *ourselves*).
 - Recognize and correct inappropriate shifts in pronoun number and person.*
 - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
 - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 - Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Vary sentence patterns for meaning, reader/listener interest, and style.*
 - Maintain consistency in style and tone.*

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ideas Organization Voice Word Choice Sentence Fluency Conventions

Seventh Grade

Content Literacy Standards (6-12 only)

Text Types and Purposes

1. **Write arguments** to support claims with clear reasons and relevant evidence. (focused on discipline-specific content)

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

2. **Write informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

(including the narration of historical events, scientific procedures/ experiments, or technical processes)

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. **With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience** have been addressed.

Ideas Organization Voice Word Choice Sentence Fluency Conventions

6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (and present the relationships between information and ideas clearly and efficiently)

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (providing basic bibliographic information for sources).

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

- Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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 discipline-specific tasks, purposes, and audiences.

Responding to Literature

11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.

- Make deliberate, personal, cultural, textual, and thematic connections across genres.
- Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown & multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ideas Organization Voice Word Choice Sentence Fluency Conventions

Eighth Grade

Text Types and Purposes

1. **Write arguments** to support claims with clear reasons and relevant evidence. (focused on discipline-specific content)
 - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
2. **Write informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
(including the narration of historical events, scientific procedures/ experiments, or technical processes)
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.** (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. **With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**
6. **Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently** as well as to interact and collaborate with others.

Ideas Organization Voice Word Choice Sentence Fluency Conventions

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (providing basic bibliographic information for sources).
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

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 discipline-specific tasks, purposes, and audiences.

Responding to Literature

11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.
 - Make well-supported personal, cultural, textual, and thematic connections across genres.
 - Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - Form and use verbs in the active and passive voice.
 - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - Recognize and correct inappropriate shifts in verb voice and mood.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - Use an ellipsis to indicate an omission.
 - Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Ideas Organization Voice Word Choice Sentence Fluency Conventions

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g. verbal irony, puns) in context.
 - Use the relationship between particular words to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ideas Organization Voice Word Choice Sentence Fluency Conventions

Ninth & Tenth Grade

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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. **(focused on discipline-specific content)**
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
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. **(including the narration of historical events, scientific procedures/ experiments, or technical processes)**
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Ideas Organization Voice Word Choice Sentence Fluency Conventions

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

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.

Responding to Literature

11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.
 - Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.
 - Identify, analyze, and use elements and techniques of various genres of literature.
 - Develop critical and interpretive texts from more than one perspective, including historical and cultural.
 - Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Ideas Organization Voice Word Choice Sentence Fluency Conventions

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.*
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ideas Organization Voice Word Choice Sentence Fluency Conventions

Eleventh & Twelfth Grade

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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. (focused on discipline-specific content)
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
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. (including the narration of historical events, scientific procedures/ experiments, or technical processes)
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Ideas Organization Voice Word Choice Sentence Fluency Conventions

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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.

Responding to Literature

11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.
 - Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.
 - Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.
 - Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.
 - Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Ideas Organization Voice Word Choice Sentence Fluency Conventions

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Observe hyphenation conventions.
 - Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Adapted from the Common Core State Standards Initiative www.corestandards.org

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Recommended Reading and Research to Support Practice

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