

Common Core Standards in Writing



Presented by

Fred Wolff

Lynna Garber Kalna

Agenda

1. History of CC
 2. What does CC require for writing?
 3. What is college and career readiness?
 4. What does CC require for grammar?
 5. Skills needed
 6. Samples of student writing
 7. Instructional Strategies
 8. Examples of assignments to match CC requirements
 9. Technology and collaboration tools
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"In the twenty-six years since the release of A Nation at Risk, states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed."

-- National Governors Association

"We live in a time of vast changes that include accelerating globalization, mounting quantities of information, the dominating influence of science and technology, and the clash of civilizations. These changes call for new ways of learning and thinking in school, business, and the professions."

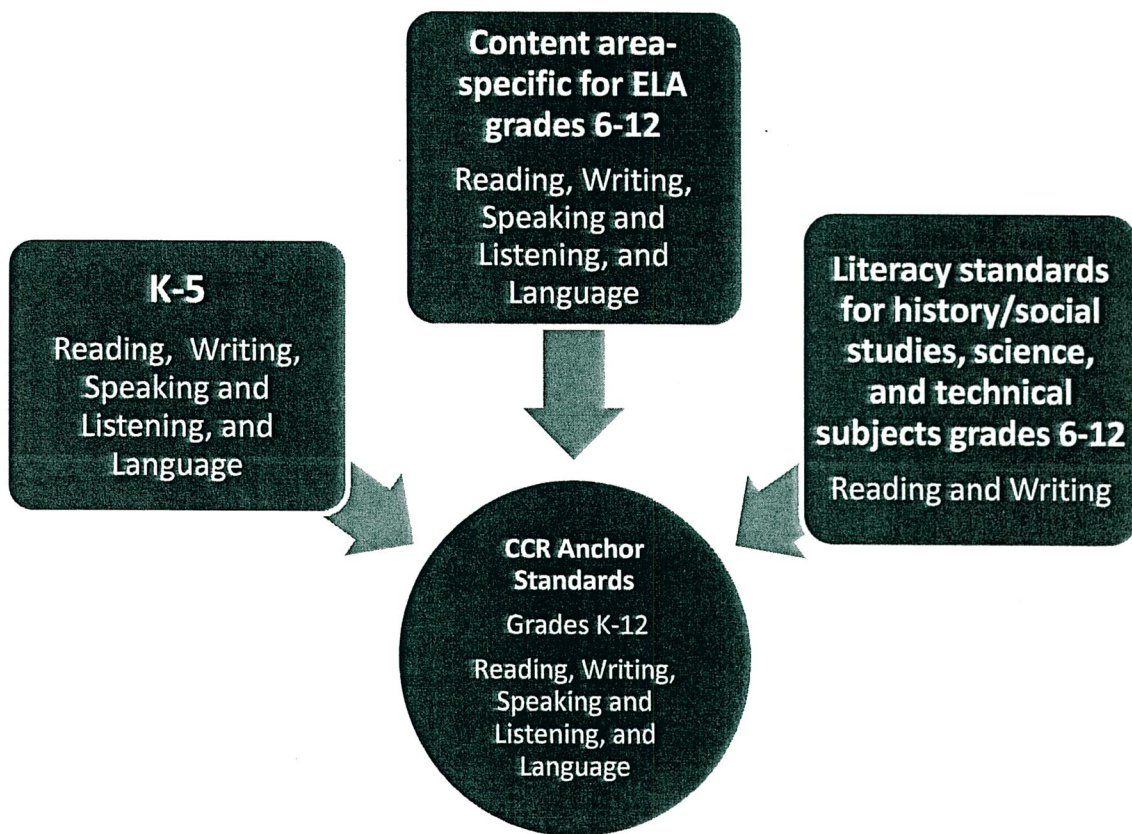
-- Howard Gardner... toward a more informed future

History of Common Core Standards

- Who were the driving forces?
- What are they?
- Who developed them?
- Why important? Why do we even need standards?

Basic Design of Common Core Standards

www.corestandards.org



What do these standards mean for students?

1. More clarity about and consistency in what is expected.
2. Equal opportunity for an education that will prepare them with the knowledge and skills to succeed in college and careers.
3. Opportunity to master skills and to become progressively more proficient.



Common Core Standards are not...

- Nationalizing education
- Keeping teachers from deciding what or how to teach
- "Dumbing down" of standards
- Requiring more tests

Common Core Standards address three problems

1. Increase demand for skills
2. students not prepared for college and career
3. Need for consistency

Common Core: Timeline

Summer 2009	National Governors Association (NGA) and Council of Chief State School Officers (CCSSO)
June 2010	<p>ELA, math, and literacy standards (for SS/History, Science, and Technical Subjects*, 6-12) released</p> <p><i>*Technical subjects – Any course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music.</i></p> <p>States begin to adopt the standards</p>
July 2010	N.H. adopts the standards
October 2010	USDoE: \$176 million to Smarter Balanced (consortium of 31 states) to develop assessments
Summer 2011	Work begins on new science standards
May 2012	Draft of science standards released
Fall 2012	Draft 2 of science standards
Winter 2012/	
Spring 2013	Pilot testing of questions/tasks
Winter 2012	Final draft of science standards
Spring 2013	Scoring of pilot tests
Spring 2014	Additional pilot testing and scoring
Fall 2014	Assessments and digital library available to states
Spring 2015	“Real” testing begins (ELA and Math)

Planning and Phasing in the Standards

<p>Content no longer a focus at this grade level</p>	<p>Content new to grade level</p>	<p>Content still included but needs modified or in greater depth</p>
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Common Core Writing Standards

A. Divided into Four Categories

1. Text types and purposes 3
 2. Production and distribution of writing 3
 3. Research to build + present knowledge 3
 4. Range of writing 1
- } total standards

B. Text Types and Purposes

1. argumentative/persuasive (K-5 opinion)
2. informational/explanatory
3. narratives

C. Production and Distribution of writing

1. Produce clear writing that addresses task, purpose + audience
2. Revise what you have written
3. Use technology to produce + publish to interact and collaborate with others

D. Research to Build and Present Knowledge

1. Conduct short + longer research projects based on focused questions that demonstrate the writer's understanding of the topic
2. Gather and use information from multiple sources. don't plagiarize
3. Use evidence from various texts to support statements

E. Range of Writing

1. Write in short time frames and long time frames for a variety of tasks, purposes + audiences

F. The Standards...rewritten!

1. Introduce the topic
2. If you aren't knowledgeable about topic, do some research!
3. Support your statements with documentation
4. Provide readers with any and all facts they need
5. Order your info. in a manner that is logical and easy for the reader to follow
6. Write clearly so your reader can easily follow your thinking
7. Connect your thoughts so readers can see how you moved from A to B (transitions)
8. Select words that are appropriate for the topic and audience
9. Conclude with an ending that wraps up the discussion (so what factor)
10. Use technology
11. Take time to revise
12. Choose conventions with care
13. Edit your work

What IS New?

1. Balance between fiction + nonfiction
2. A true integration between writing and reading
3. Extensive writing in Science, Social Studies. All teachers must be responsible for writing! Academic vocabulary, details from text
4. Use precise language + domain specific vocabulary
5. Incorporation of technology to communicate and collaborate
Slide Rocket share PPT presentation
Prezi ~ not linear, artistic
Wiki
6. Renewed emphasis on conventions and basic language skills! An entire section in CC devoted to language skills conventions spelling, punctuation, grammar, capitalization



College Readiness



What is college readiness?

- Emily, business major: formal writing, learn format
- Hannah, biology major: length, amount

Components of college success

-- Redefining College Readiness by David Conley

1. **Key cognitive strategies** -- Analysis, accuracy, problem solving, and reasoning (lab reports)
2. **Academic behaviors** -- study skills, time management, and ability to work in groups (teamwork)
3. **Contextual skills and awareness** -- find resources, manage financial aid, and adjust to college culture
More rigorous (Name on paper!)
4. **Key content knowledge**

How can you incorporate these components into your students' assignments?

Write often

- Julia, environmental geology major:

Write three points about college readiness that you would like to take back to your classroom and share with your students.

- vary the demands of the audience, task, purpose format and discipline
- informative/explanatory assignments at varying lengths
- Argument writing -> build evidence argument + 9
build evidence
- write w/ coherence + clarity
- critical thinking

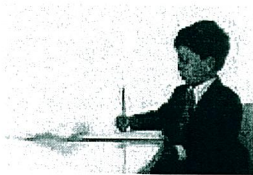
Career Readiness

What is Career Readiness? What skills do our students need to be ready for the types of writing required of them in their careers?



- Nicole Horan, Office Manager:
 - Credibility with clients
- Tasha Benson, Staffing Manager: Timberland Corporation
 - show commitment
 - serious
- Lisa Sherck, Accounting Project Manager: Dept. of Defense
 - 50% writing
 - 30% editing others writing
- Tom Wiley, Systems Engineer: Raytheon Corporation
 - communicate a thought clearly with evidence logically
 - write for audience in different voices with different purposes
 - speed of completion under pressure

Career Readiness

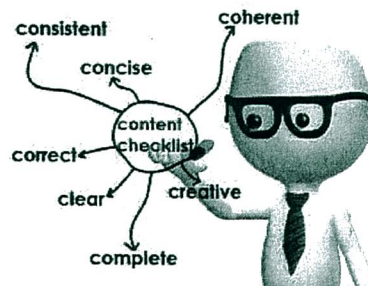


List the types of nonfiction documents you think your students will be writing after they leave school.

Writing Activity:

- Scott Buchanan, Regional Safety Manager:

- Tom Wiley, Systems Engineer:



Preparing Students for Career Writing

1. Purpose

2. Audience

3. Clarity



4. Format/ Organization

USDA

Suzi LeFrancois, geophysicist:

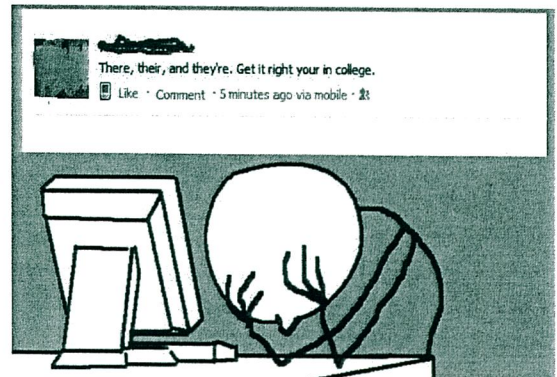
critique a musician's work
announcement of performance
write a musician's blog

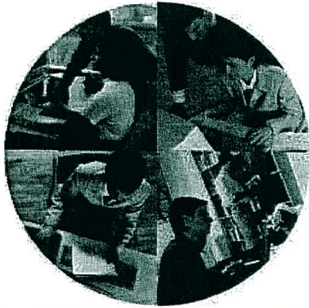
write a grant

At your grade level, what formats can you have your students follow?

5. Consequences of Errors in Grammar, Spelling, and Mechanics

- Error free because of the consequences
- clear, concise, and complete
- writing for different audiences purposes, format
- write under pressure
- write often





What Professionals in the Field Say

Directions: Match the letter of the writing description with the job title

Job Titles

- ___ 1. Director, public mass transit
- ___ 2. HR Manager, waste management
- ___ 3. Pharmaceutical Sales Representative
- ___ 4. Project Team Manager, international scales and measurement
- ___ 5. Publisher, monthly magazine
- ___ 6. Auditor, federal government
- ___ 7. Financial Forecasting and Analysis, consumer products
- ___ 8. Engineer, aerospace
- ___ 9. LPN
- ___ 10. Car Installation Technician
- ___ 11. Hairdresser

Job Descriptions

<p>A.</p> <ul style="list-style-type: none"> ▪ 15% of day spent writing ▪ Types of writing: emails ▪ Need to be concise and to the point, use grammar and punctuation correctly, write with positive tone ▪ Needed business writing course 	<p>G.</p> <ul style="list-style-type: none"> ▪ 25% of day spent writing ▪ Types of writing: articles, contracts to advertisers ▪ Need effective knowledge of the English language, sufficient vocabulary, organization ▪ Needed more experience writing
<p>B.</p> <ul style="list-style-type: none"> ▪ More time writing than anything else ▪ Types of writing: cost analysis, mathematical writing, performance reviews, proposal, technical manuals ▪ Need to explain thought process and predictions 	<p>H.</p> <ul style="list-style-type: none"> ▪ 50% of day spent writing ▪ Types of writing: Policies/procedures, performance evaluation, training manuals, company newsletters, reports, emails ▪ Need to be able to use extensive vocabulary; audience analysis; outlining; perfect grammar, spelling, and mechanics ▪ Needed more audience directed writing, persuasive writing, citing sources
<p>C.</p> <ul style="list-style-type: none"> ▪ 75% of day spent writing ▪ Types of writing: emails, agendas, consolidating notes, process/procedural document, communication bulletins ▪ Need to write clearly, concisely, and accurately; addressing international audiences ▪ Needed longer writing/ reading assignments 	<p>I.</p> <ul style="list-style-type: none"> ▪ 5-10% of day spent writing ▪ Types of writing: completing forms with customer information, descriptions of electronic functions of car, describing problem and specifying what customers want ▪ Need to be complete to "save our butts," use correct grammar and spelling so others can understand the information, be concise ▪ Needed " a lot more" on how to write, particularly caring about grammar
<p>D.</p> <ul style="list-style-type: none"> ▪ 75% of day spent writing ▪ Types of writing: audit reports, work papers, point papers, email, PowerPoint ▪ Need to be able to condense volumes of technical information into format for generalized audience ▪ Needed to write continually in a short amount of time 	<p>J.</p> <ul style="list-style-type: none"> ▪ Avoid writing; delegate it to others ▪ Types of writing: letters to customers explaining charges, tax information to accountant ▪ Need to be able to clearly explain information with good tone ▪ Needed more realistic types of writing and more confidence in my writing
<p>E.</p> <ul style="list-style-type: none"> ▪ 75% of day spent writing ▪ Types of writing: grants, requests, responses to customer complaints, summaries, articles, brochures, handouts ▪ Need to be able to write to various audiences ▪ Needed to be better prepared in grammar/mechanics and business writing 	<p>K.</p> <ul style="list-style-type: none"> ▪ 75 percent of day spent writing ▪ Types of writing: medical charting of patients' condition changes and treatments, employee reprimands ▪ Need to be able to write in third person, concise and detailed, accurate, complete ▪ Needed more format type of writing skills and better grammar and spelling skills
<p>F.</p> <ul style="list-style-type: none"> ▪ 30% of day spent writing ▪ Types of writing: email, proposals, request, descriptions ▪ Need to summarize key points, write persuasively, use critical writing and analysis ▪ Need greater focus on summarized commentary 	

What does Common Core Require for Grammar?

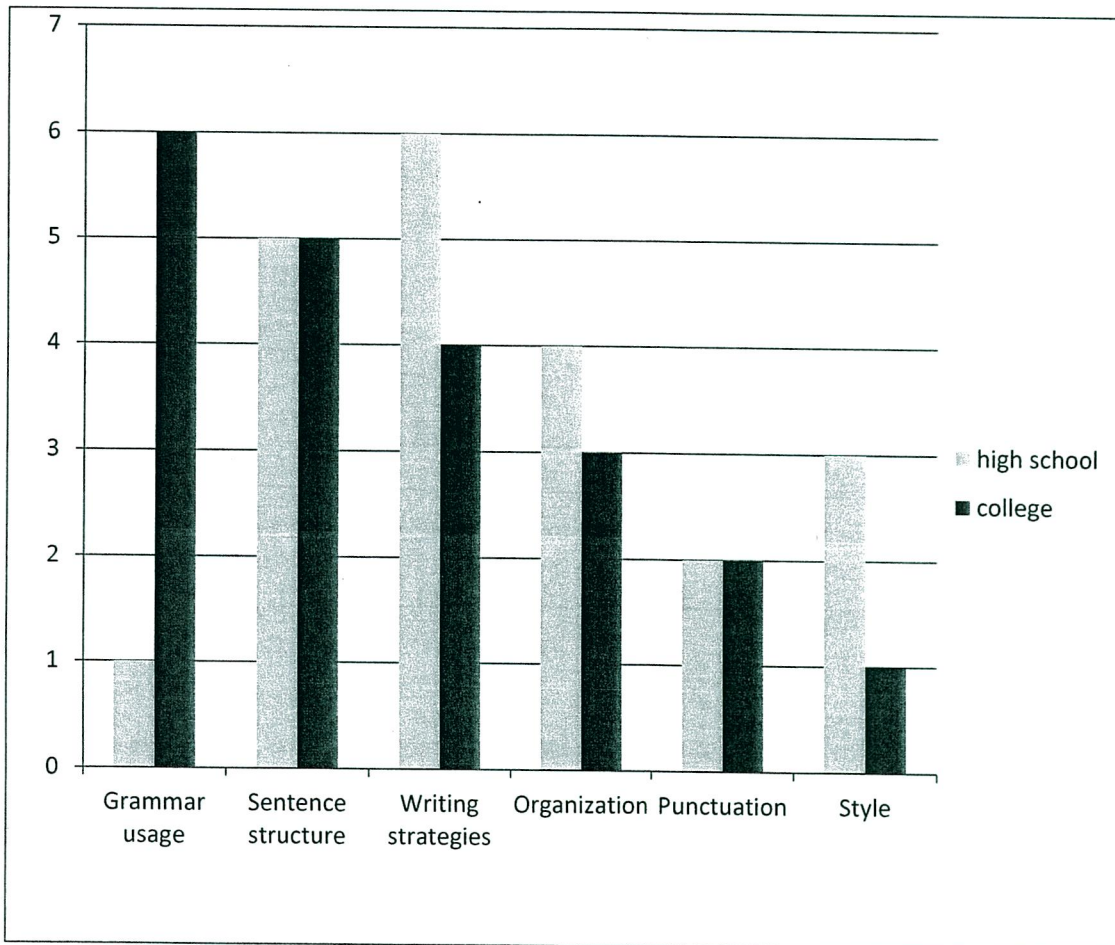
CCR Anchor Standards for Language:

1. *language: conventions include essential "rules" of standard written English*
- 2.
- 3.



- Emily, business major:
- Tasha Benson, Staffing Manager:
- Scott Buchanan, Regional Safety Manager:

Gives us credibility



College professors ranked grammar as the most important skill; high school teachers said it was the least important (ACT, 2003).

*Susan Pimental
Common Core ELA
Team Coordinator*

Common Core Writing Standards

Skills required to meet the standards.

1. Write for a variety of purposes and audiences
2. Write in a concise, clear, accurate manner
3. Write with structure to clarify your work (organize)
4. Ability to smartly revise their work
5. Use evidence from text and other sources to support statements
6. _____

Samples of Student Writing

After reviewing the samples of writing provided for your grade level, list three similarities between the samples and the writing your typical student is able to produce. Please be as specific as possible.

1. _____
2. _____
3. _____

Now list three differences between the samples and the writing your typical student is able to produce. Please be as specific as possible.

1. _____
2. _____
3. _____

Select one of the differences and list some ways you will teach your students to develop skills in this area.

1. _____
2. _____
3. _____

Instructional Strategies to help students meet the standards.

1. Students write everyday in same classrooms
2. Use literature to show strong models ... "the vision of success."
3. Focused lessons in which ^{students} practice skills necessary for success
4. Students should be using rubrics to assess the writing of others
5. Students assess their own writing compared to the anchor papers for their grade
6. Students revise papers written by other people
7. Teachers model. Think aloud

NWP.org Murray + Graves

Assignments that Address the Standards

- Compare and contrast two cell phone plans. Make a recommendation for which one I should buy for my child/grandchild.
- Your grandparent has just purchased a new iPhone. Write an instruction manual explaining how to take a picture with the iPhone, upload the picture to WalMart, and have an 8x10 delivered to your home.
- Think about the two characters in Amos and Boris. Explain which one you would like to have as a friend. What do you like about this character? Compare that character to a character from another book you have read this year.
- Video games:
 - Write a letter to the manufacturer of the game explaining what is great about the game and three major suggestions as to how the game can be improved. Include why these changes are needed and how they would enhance playing the game.
 - Research who created the game and when. Provide a brief summary of the game. Track sales of the game from its initial date to the present and present that data in a table with a summary of the data.
 - Write an instruction manual on how to play the game. The audience is a grandparent who has never played Wii. You must include how to utilize the hand-held device as well as play the game.
- Provide your informed but personal evaluation and opinions of life among the ancient _____ (Egyptians? Mayans? Aztecs? Incas? Other?)
- Compare and contrast the arguments for wind versus solar energy. If the government can fund research and development for only one, make a case for which one you recommend.

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"I spent my summer vacation *not* doing boring writing assignments."

search ID: man1175

Writing Assignments

After considering the assignments that have been shared with you, develop two new writing assignments you could implement next year. Use two of the three “text types” the standards identify. At least one of the assignments should be nonfiction.

Assignment 1

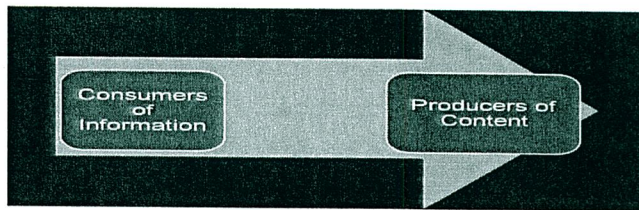
Assignment 2

Technology and Collaboration

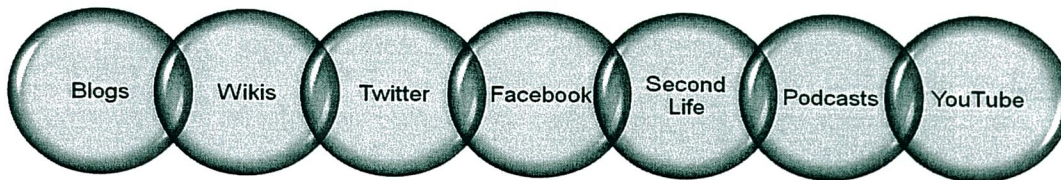
#6 CCR Anchor Standard:

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

On a scale from 1-10, how much are your students using technology in written communication?



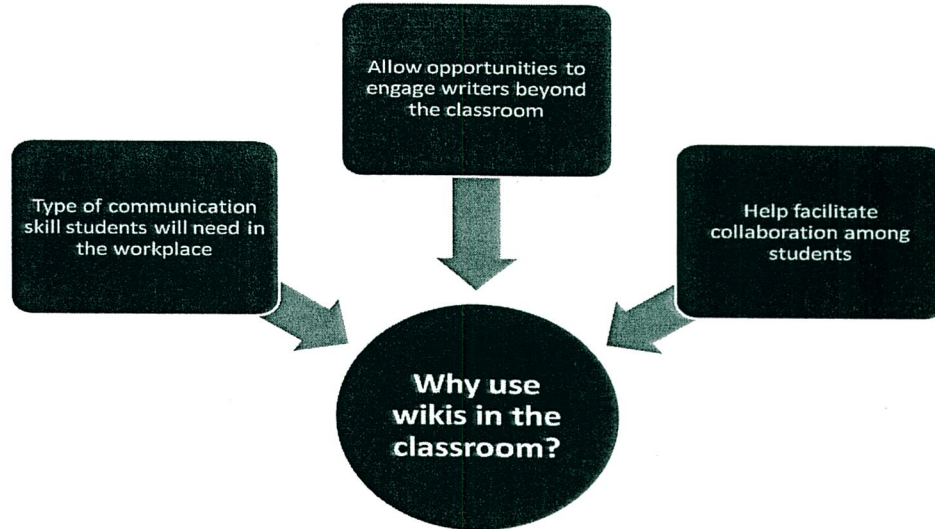
Social Media and Electronic Communication



☆ The challenge for students to succeed as effective communicators in the 21st Century is that they must approach the communication process with a new mindset and new tools.

☆ Our challenge is to provide new learning experiences that adapt to the new generation of learners and a new generation of learning environments.

Technology can be the catalyst that engages and motivates students to learn!



How to use Wikis in the Classroom (see appendix)

Collaborative writing projects

Collaborative study sites

Threaded discussions

Interactive stories



Daily articles

Classroom portfolio

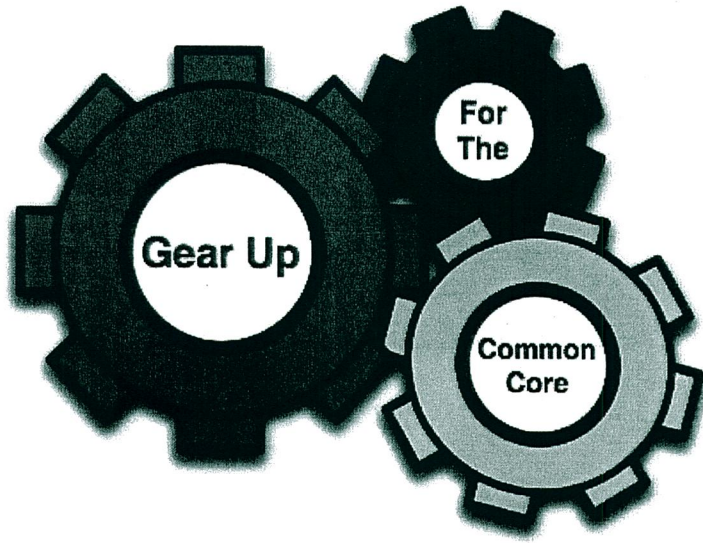
“About me” page

Webliography

Write down one type of Web 2.0 communication tool you'll use with your students.

How will you use it?

Share with your colleagues.



One piece of information to share with a colleague who's not here today:

Two "Aha's":

1.

2.

Three ideas to take back to the classroom:

1.

2.

3.

APPENDIX

Table 1: Major Wiki Providers

Wiki site/ comments	Supported File Types	Text Chat	Revision History	RSS	Email Updates	Comments/ Discussion
<p>Wikispaces</p> <p>www.wikispaces.com</p> <p>Allows customization; free upgrades for educational purposes; not very user-friendly.</p>	Text, video, audio	No	Yes	Yes	Yes	Yes (discussion page)
<p>Zoho</p> <p>http://writer.zoho.com</p> <p>Suites of tools; full menu tab; conferencing; poll taker; able to publish to website or blog.</p>	Text, images	No	Yes	No	Yes	No
<p>Googledocs</p> <p>http://docs.google.com</p> <p>Real time co-editing; teacher crib sheet, suites of tools. Lacking features of Office tools.</p>	Text, images, spreadsheets	Yes	Yes	Yes	No	Yes
<p>PB Works</p> <p>www.PBworks.com</p> <p>Popular site; known for ease of use; don't have to download software; geared toward educators. No real-time editing; can't be modified for customization</p>	Text, images, audio, video	No	Yes	Yes	Yes	Yes (threaded)
<p>Wetpaint</p> <p>www.wetpaint.com</p> <p>Video tutorials (wiki sand box to try out); unlimited storage capacity and collaborative options; section for conflict resolution. Advertising clutters pages.</p>	Text, photos, video	Yes	Yes	Yes	Yes	Yes (threaded)
<p>Writeboard</p> <p>www.writeboard.com</p> <p>No download of application required; easy to compare versions. *Text can't be imported from external files.</p>	*	No	Yes	Yes	No	Yes
<p>Wiggio</p> <p>www.wiggio.com</p> <p>Easy to use; mobile access; video tutorials; wide selection of communication tools to complement collaborative features.</p>	Text, spreadsheets, photos, audio, video	Yes	Yes	No	Yes	Yes