



**Literacy**  
**NEW MEXICO**  
NEW MEXICO READS TO LEAD!

# Writing and the Common Core (K-3)


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# Today's Objectives:

- ▶ **Common Core – PARCC Connection**
  - ▶ **Implementing best practices for cross-curricular writing instruction**
  - ▶ **Differentiate writing instruction according to individual student need (DI)**
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# ELA Standards





- ▶ Reading:
  - Students will write about the same passages they have read for the reading section
- ▶ Writing will be scored for development of:
  - Ideas
  - Organization
  - Clarity of language
- ▶ Various design schemes aimed at reducing formulaic writing
- ▶ Some writing assessments require students to use information from a single text (summarization); others require the synthesis of information from two types of media and citing text evidence
- ▶ Writing will be scored using 4 point rubrics

-Reading Today, Shanahan, 2012





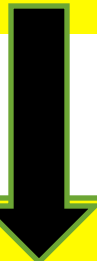
**COMMON CORE**  
STATE STANDARDS INITIATIVE  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Reading

Writing

Speaking  
& Listening

Language

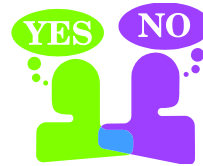
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- Write in response to complex text
  - Present arguments in informational reports
  - Engage in short, focused research projects
  - Revisit work to edit; use multiple drafts, multi –media
  - Rethink how to present concepts and reorder ideas

# Three Types of Writing



## ▶ Opinion/Argumentative

- Make an argument that is logical, well-reasoned, and supported by evidence.



## ▶ Informative/Explanatory

- To clarify or increase readers' knowledge or understanding of a subject.



## ▶ Narrative

- To convey experiences, either real or imaginary, in order to inform, instruct, persuade, or entertain.



Text Type	Genres	Features	Writing Characteristics
<b>Opinion and Persuasive</b>	Essay, speeches, editorials, and letters to the editor	States an opinion or point of view and provide reasons and information Seeks to convince a reader about the validity of a position or action	Define a position. Offer supporting evidence using primary and secondary sources. Address concerns of the reader.
<b>Informative and Explanatory</b>	Report of information, summary, and technical analysis and literary analysis	Conveys factual reports containing information or observations Briefly restates a text’s main ideas Presents instruction and procedures	Use multiple sources and document sources. Refrain from expressing opinions. Identify sequence accurately. Use correct format for document.
<b>Narrative</b>	Autobiography, biography, creative fiction, and memoirs	Uses time as a deep structure Has a narrator Establishes a situation and sequence	Inform, instruct, persuade, or entertain.  Use monologue or dialogue, visual details, and actions.



# Unpacking Example 1



## First Grade Writing Standard 1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Write an opinion

Introduce a topic  
or name the book

Supply a reason  
for the opinion

Provide a closure

Learning Targets



“Writing and reading  
decrease our sense of isolation.  
They deepen and widen  
and expand our sense of life: they  
feed the soul.

- Anne Lamott



# The Importance of Writing

Why are students who read often usually good writers?

- Reading and writing share a reciprocal relationship

How does being a good writer affect reading?

- Writing is a tool for learning
- Students who have difficulty putting their thoughts into writing struggle to succeed in social studies, science, and many areas other than English Language Arts.

*-Warren E. Combs, Ph.D., 2012*

# Stages of Writing Development

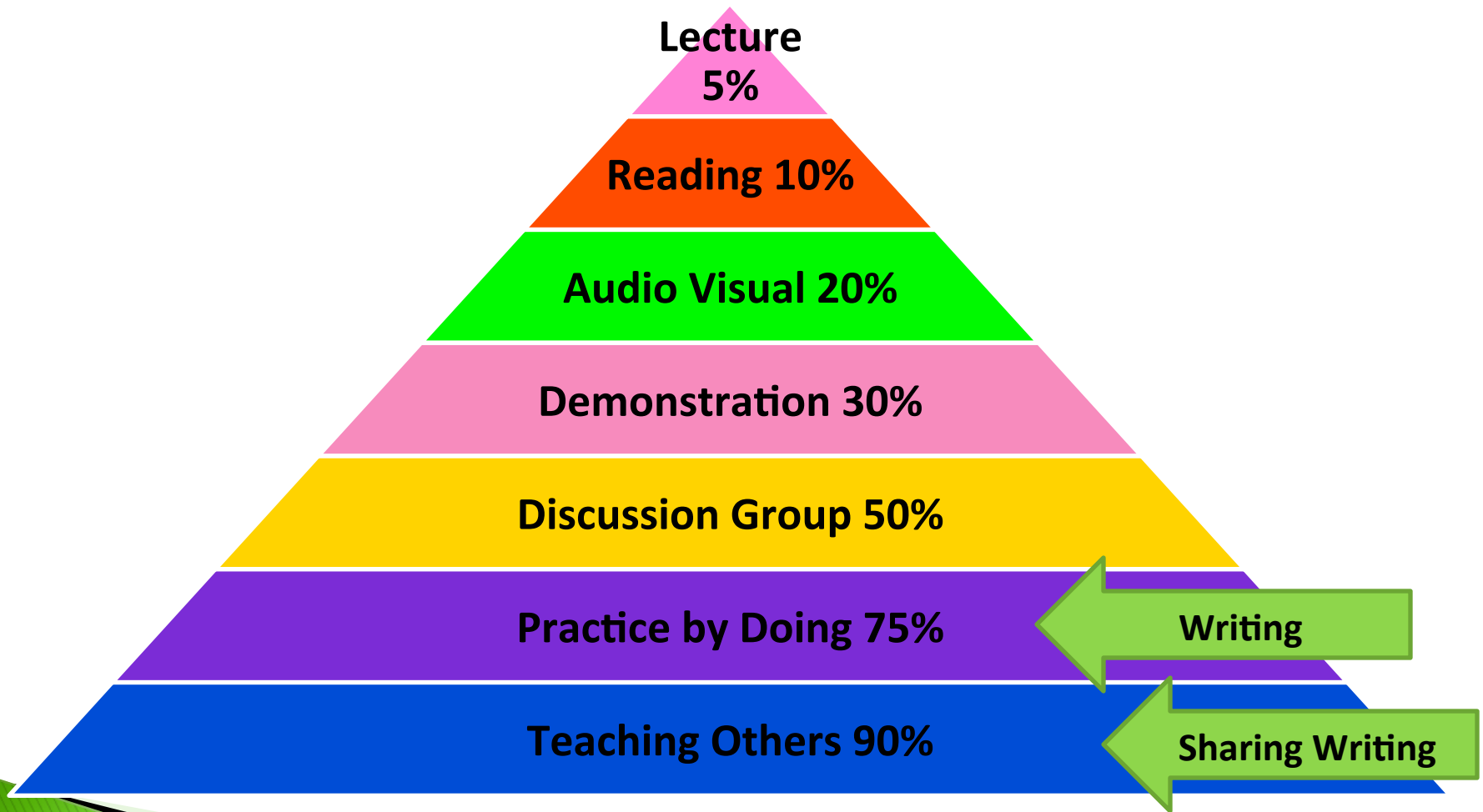
- ▶ Pre-Conventional (ages 3-5)
- ▶ Emerging Stage (ages 4-6)
- ▶ Developing Stage (ages 5-7)
- ▶ Beginning Stage (ages 6-8)



-Dr. Janet Behrend, University of Arkansas at Little Rock



# The Pyramid of Average Learning Retention Rates



Source: National Training Laboratories, Bethel, Maine


# What Comes First....

When teachers let their students write before they read, their growth as writers leads their growth as readers ... and then their growth as readers leads their writing. It's a phenomenal model of symbiosis at work.

*-Warren E. Combs, Ph.D., 2012*



# Seven Recommendations for Teaching Writing

1. Dedicate time to various forms of writing
  2. Increase students' knowledge about writing
  3. Foster students' desire to write
  4. Help students become strategic writers
  5. Teach basic writing skills to mastery
  6. Take advantage of technological writing tools
  7. Use assessment to gauge students' progress and needs
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# Growing Writers

Students need to know their thoughts contain:

**Voice** : special words that let readers see their full meaning, personality and feelings

**Pictures**: show the details of their thoughts



**Flow**: makes their thoughts easy for others to understand

Use these three words **every time** you talk about writing with your students to help them write about *their* own thoughts.

-Writer's Workshop for the Common Core, Combs, 2012



“It’s better to work through the writing process fewer times thoroughly than to rush through the process frequently.”

-Donald Murray



# Gradual Release of Responsibility

Demonstration	Shared Demonstration	Guided Practice	Independent Practice
<p><b>Little / No Control</b></p> <p><b>High Support</b></p> <ul style="list-style-type: none"> <li>▪ I – Charts</li> <li>▪ Introduce               <ul style="list-style-type: none"> <li>• 3 Ways to Read a Book</li> <li>• Good Fit Books</li> <li>• Underline word</li> <li>• EEKK</li> <li>• Picking partners</li> <li>• Material set up and clean up</li> <li>• Modeled writing</li> </ul> </li> <li>▪ Explicit instruction focus lessons</li> </ul>	<p><b>Low Control</b></p> <p><b>Moderate Support</b></p> <p>Level of Teacher Support</p> <ul style="list-style-type: none"> <li>▪ 10 Steps to Independence               <ul style="list-style-type: none"> <li>• Model right/wrong way</li> <li>• Practice / build stamina</li> </ul> </li> <li>▪ Turn and talk strategy</li> </ul>	<p><b>Low Support</b></p> <p><b>Moderate Control</b></p> <ul style="list-style-type: none"> <li>▪ Stamina Building</li> <li>▪ Small Group Instruction</li> <li>▪ Individual Conferring</li> <li>▪ Read to someone</li> </ul>	<p><b>Level of Learner Control</b></p> <p><b>Little / No Support</b></p> <p><b>High Control</b></p> <ul style="list-style-type: none"> <li>▪ Daily Five up and running</li> </ul>
I do, you watch.	I do, you help.	You do, I help.	You do, I watch.



Boushey, G., & Moser, J. (2006). *The daily five*. Portland: Stenhouse.

Fisher, D., & Frey, N. (2008). *Better Learning through Structured Teaching*. New York: Knopf Books for Young Readers.

# ELA Across the Curriculum

“Consistent nonfiction writing assessments in every subject (boosts achievement) in math, science and social studies and is also effective in improving performance on writing tests and extended response items.

-Douglas Reeves, *The Learning Leader*, *Writer’s Workshop for the Common Core*, Combs, 2012



# RACE Written Response

- ▶ **R**estate the question using as many words from the question as possible.
- ▶ **A**nsWER the question being asked.
- ▶ **C**ite evidence from the text.
  - Use examples and evidence to support your answer.
- ▶ **E**xpand your answer.
  - Explain your answer using your own prior knowledge and examples from your own personal experiences.



# Resources

- ▶ CCSS Appendix C - [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
- ▶ Choice Literacy - [www.choiceliteracy.com](http://www.choiceliteracy.com)
- ▶ Education Oasis - [http://www.educationoasis.com/curriculum/graphic\\_organizers.htm](http://www.educationoasis.com/curriculum/graphic_organizers.htm)
- ▶ Elk Grove Writing Rubrics - <http://blogs.egusd.net/ccss/ela/rubrics-k-12/>
- ▶ Graphic Organizers – [http://edhelper.com/teachers/graphic\\_organizers.htm](http://edhelper.com/teachers/graphic_organizers.htm)
- ▶ K-12 Rubrics - <http://blogs.egusd.net/ccss/ela/rubrics-k-12/>
- ▶ National Council of Teachers of English – [www.ncte.org/positions/statements/writingbeliefs](http://www.ncte.org/positions/statements/writingbeliefs)
- ▶ National Writing Project - [www.nwp.org](http://www.nwp.org)
- ▶ Nevada Department of Ed - <http://wiki-teacher.com/>
- ▶ PBS - <http://www.pbslearningmedia.org/>
- ▶ Read, Write, Think – [www.readwritethink.org](http://www.readwritethink.org)
- ▶ Reading Rockets - <http://www.readingrockets.org/>
- ▶ Strategies Unlimited - <http://www.kbumreading.com/reading-writing.html>
- ▶ Synergy Article - <http://www.nwp.org/cs/public/print/resource/2489>
- ▶ Teach Writing with Scholastic – <http://teacher.scholastic.com/professional/teachwriting/>
- ▶ The Write Source – <http://thewritesource.com/>
- ▶ Writing Fix – [www.writingfix.com](http://www.writingfix.com)