Building a Culture of Writing Session 2: Essential Components of Teaching Writing

Presented by

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The Georgia Center for Assessment
The University of Georgia

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Cobb County School District

Introductions

Kevin Raczynski, Ph.D.

Assistant Director

The Georgia Center for Assessment at UGA

Teaching Experience:

2003-2005: First Year Composition at the University of Georgia

2005-present: Students across the state, in grades K-12, with a focus on text-dependent writing

2001 - present: Has assessed writing in multiple formative and summative contexts

Kevin's Passion Statement: Empowering one another to experience the pleasure that comes from reading, thinking, and writing well.

Introductions

Ashley Morris, Ed.S.

English Language Arts Professional Learning Specialist (PLS)

Cobb County Public Schools

Teaching Experience:

2008-2009- 8th grade Reading, Jefferson County, MS

2009-2010- 5th Grade ELA, Montgomery County, MD

2010-2015- English Language Arts Middle School Teacher/Academic Coach

2015-Present: English Language Arts PLS, CCSD

Ashley's Passion Statement: Provide meaningful and personalized experiences for your students and commit expanding your skill set by challenging and reflecting on your current beliefs and practices.

Circling back to session 1

 1. We started with a focus on assessing writing.

 2. With the end in mind, specific elements of effective argumentative writing surfaced: **claim**, reasons, evidence, elaboration, *counterclaim*, etc.

3. The same for narrative: description, dialogue, etc.

→ Instructionally, we can model these elements and engage with students on owning these elements (i.e., self-regulation)

Webinar Objectives

Essential Teaching Components for Argumentative Writing

- Leveraging the Instructional Framework

- Writing Norms/Behaviors (Building a Culture of Writing)

- Modeling

- The writer's process (Peer editing)

Essential Teaching Components for Narrative Writing

- Leveraging the Instructional Framework

- Writing Norms/Behaviors (Building a Culture of Writing)

- Modeling

- The writer's process (Peer editing)

Collaborative Conversation Signals

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Leverage the Instructional Framework to Promote Writing Opportunities

STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

GaDOE — Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

DIVISION OF SCHOOL & DISTRICT EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

Instructional Framework
- 20%
- 20%
- 5%
- 55%

Opening | Transition | Work Session | Closing
Time will vary based on instructional focus
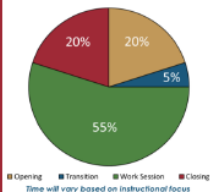
PERVASIVE LESSON PRACTICES
Teacher will embed pervasive practices throughout lesson based on instructional focus

Literacy Across the Content:
- Disciplinary literacy
- Content literacy
- Close reading
- Disciplinary research/reading to learn

Writing Across the Content:
- Content writing
- Writing process
- Writing to learn

Vocabulary Development:
- Academic vocabulary
- Content vocabulary
- Discipline vocabulary
- Engages in classroom talk reflective of discipline-specific habits of thinking

Formative Assessment:
- Formal assessments
- Informal assessments
- Standards-based feedback

Classroom Culture:
- Models practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

OPENING
Teacher:
- Introduces standard(s), learning target(s) and success criteria
- Engages students/accesses prior knowledge and makes connections
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Models problem-solving and comprehension strategies
- Asks challenging questions

Student:
- Accesses prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using language of the standards

TRANSITION TO WORK SESSION
Teacher:
- Provides guided student practice
- Engages students in discipline-specific discussion
- Introduces organizing tools
- Reviews learning targets, success criteria and expectations for work

Student:
- Engages in guided practice
- Participates in discussion
- Prepares organizing tools
- Asks clarifying questions

WORK SESSION
Teacher:
- Facilitates independent and small group work; scaffolds learning task
- Purposefully assigns collaborative groups and differentiates tasks
- Monitors, assesses and documents student progress and provides standards-based feedback
- Provides small group instruction
- Allows students to engage in productive struggle, make mistakes, and engage in error analysis
- Conferences formally and informally with students

Student:
- Engages in independent or collaborative learning
- Demonstrates proficiency on skills and concepts related to content standards
- Completes conceptually rich performance tasks, research or guided practice
- Conferences with teacher and receives standards-based feedback
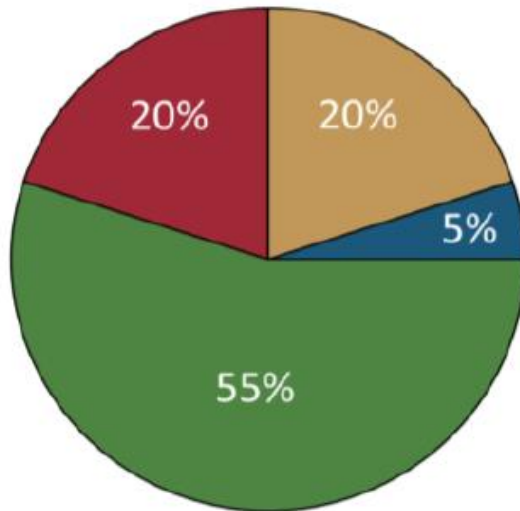
CLOSING
Teacher:
- Formally or informally assesses student understanding
- Provides data-driven, standards-based targeted feedback to students
- Explicitly clarifies misconceptions in student understanding
- Summarizes and celebrates progress toward learning target and mastery of standard(s)
- Identifies next steps for instruction based on data analysis

Student:
- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria
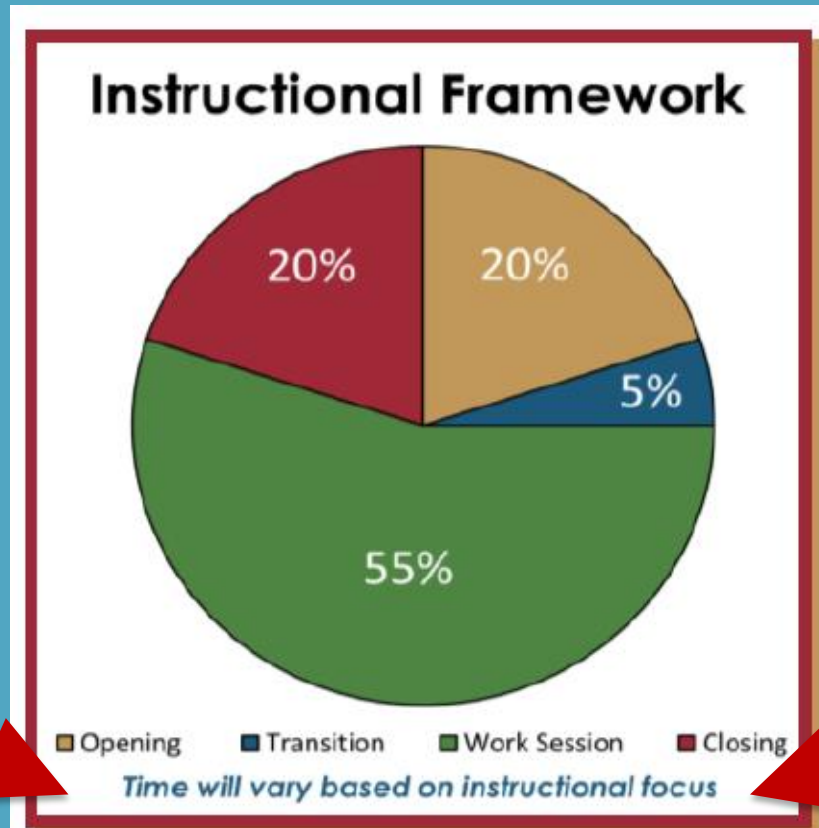
Instructional Framework

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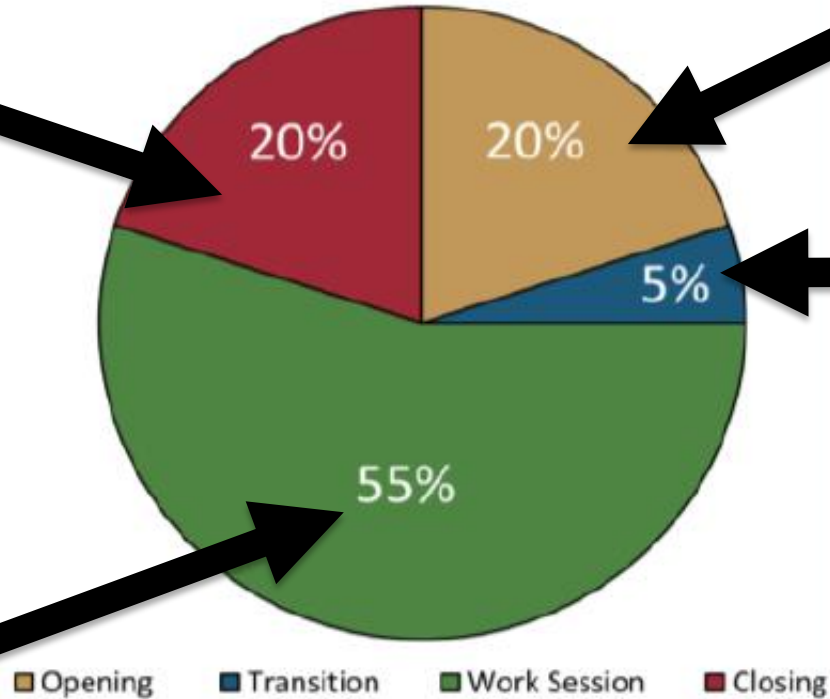- 55%

Opening | Transition | Work Session | Closing

Time will vary based on instructional focus

Leverage the Instructional Framework to Promote Writing Opportunities

-Celebrate/recap what was accomplished during work session
-Author's Chair
-Students identify next steps
(connecting learning)
-Teacher uses data to determine next steps

-Standards/elements introduced
-Explicit modeling
-Student practice/conversation

-Facilitating writing conferences, small groups, providing feedback
-Student applies what they discovered or learned during the openings
-Student engages in productive struggle

-Organize learning tools (rubrics, writing checklist, writing journals/portfolio)
-Set goals for conferencing/writing time

Instructional Framework

20% 20%

5%

55%

☐ Opening ☐ Transition ☐ Work Session ☐ Closing

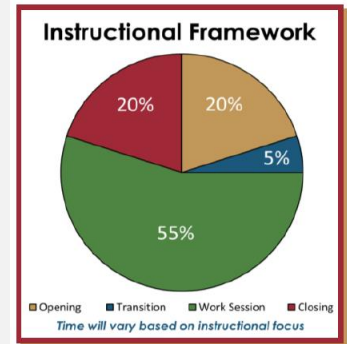*Time will vary based on instructional focus*

G C A

How often do your students write?

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Building a Culture of Writing: Norms

- Strategies
- Teaching thematically
- Writer's Notebooks/Portfolios
- Conferencing systems (feedback)
- Using relevant texts to inspire writing
- Exemplars
- Peer collaboration
- Providing time for authentic writing (Writers need the time to write)
- Timed writing w/ reflection (Build writing stamina)
- Hot topics! (Rapport, student engagement, support argumentative writing standards)

Instructional Framework

20% 20% 5% 55%

Opening Transition Work Session Closing

Time will vary based on instructional focus

Share writing norms that you've established in your classroom.

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Mini Lesson ➕ Modeling ☰ Culture of Writing

What Makes a Good Mini-Lesson?

➤ **Brevity:** Mini-lessons are short, usually 10-15 minutes, rarely more than 20. They are intentionally kept short so that the majority of each writing period will be available to the students for writing.

➤ **Focus:** Each mini-lesson covers a single, narrowly defined topic. If the teacher is introducing serial commas, for example, other uses of commas will probably be introduced in a separate lesson.

➤ **Authenticity:** The best mini-lessons are based on real things that real writers really need to know. They are practical and immediately useful. They are targeted to address, in a timely way, the specific challenges writers face as they explore new writing tasks and genres. For example, if many students in a class are working on fiction writing, a mini-lesson on the essentials of character development would be appropriate, as would a lesson on how to punctuate dialog.

Building toward a longer argumentative assignment

Currently, a debate exists between those who feel that the dominance of technology in our everyday lives inevitably poses a major health risk and those who argue that technology, instead, actually creates powerful new ways to stay fit.

Weigh the claims on both sides, and then write an argumentative essay in your own words supporting one side of the debate. Be sure to use evidence from BOTH texts in your argumentative essay.

Source: GaDOE, Grade 9th Grade Literature Item and Scoring Sampler (2015-16)

GCA

Mini Lesson ✚ Modeling ▬ Culture of Writing

- Teaching Thematically: How Technology Impacts Our Health
- Variety of texts
- Addressing informational reading standards
- Developing argumentative writing elements
- Need:

WRITING (W)
➤ **Text Types and Purposes**
ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

7th Grade

Mini Lesson ✛ Modeling ⬛ Culture of Writing

- Teaching Thematically: How Technology Impacts Our Health
- Variety of texts
- Addressing informational reading standards
- Developing argumentative writing elements
- Need:

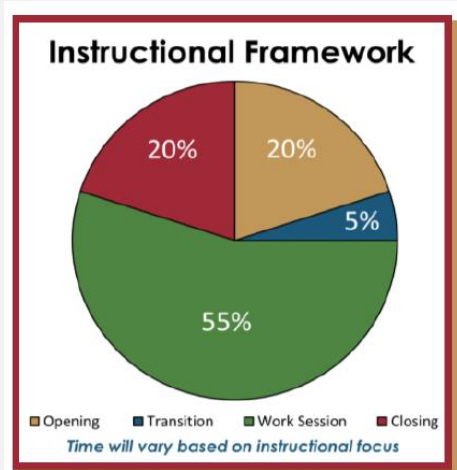| WRITING (W) |
|---|
| ➢ **Text Types and Purposes** |
| **ELAGSE11-12W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| b. 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. |
| c. 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. |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| e. Provide a concluding statement or section that follows from and supports the argument presented. |

11/12th Grade

Mini Lesson ➕ Modeling 🟰 Culture of Writing

How Technology Impacts Our Health

Instructional Framework

20% 20% 5% 55%

☐ Opening ☐ Transition ☐ Work Session ☐ Closing

Time will vary based on instructional focus
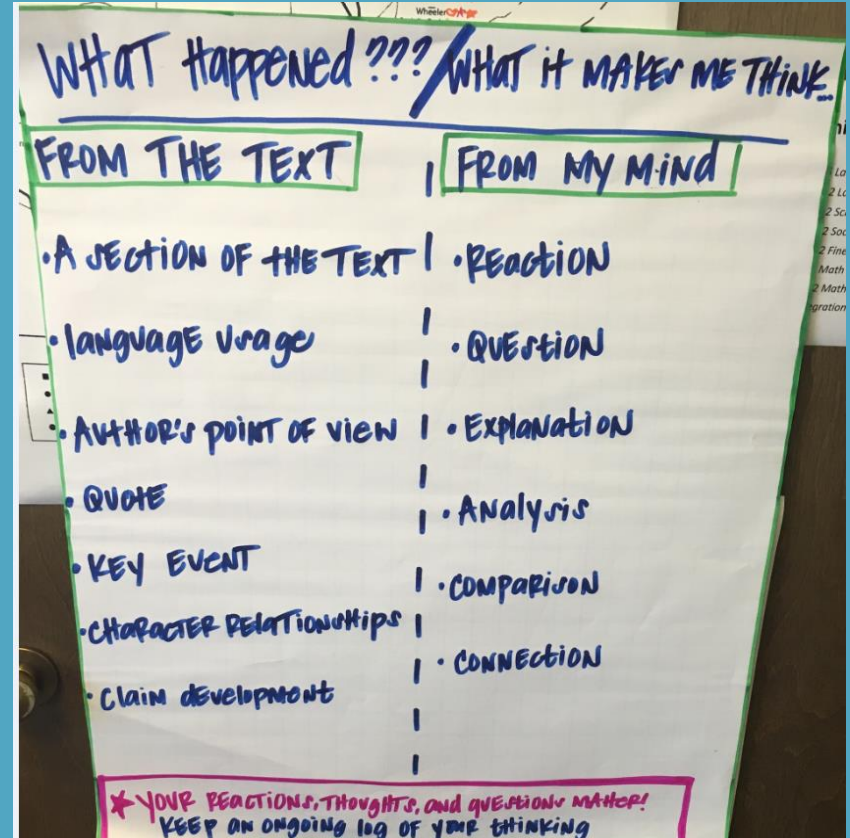

WHAT HAPPENED??? WHAT IT MAKES ME THINK.

FROM THE TEXT | FROM MY MIND

- A SECTION OF THE TEXT | • REACTION
- LANGUAGE USAGE | • QUESTION
- AUTHOR'S POINT OF VIEW | • EXPLANATION
- QUOTE | • ANALYSIS
- KEY EVENT | • COMPARISON
- CHARACTER RELATIONSHIPS | • CONNECTION
- CLAIM DEVELOPMENT

★ YOUR REACTIONS, THOUGHTS, AND QUESTIONS MATTER!
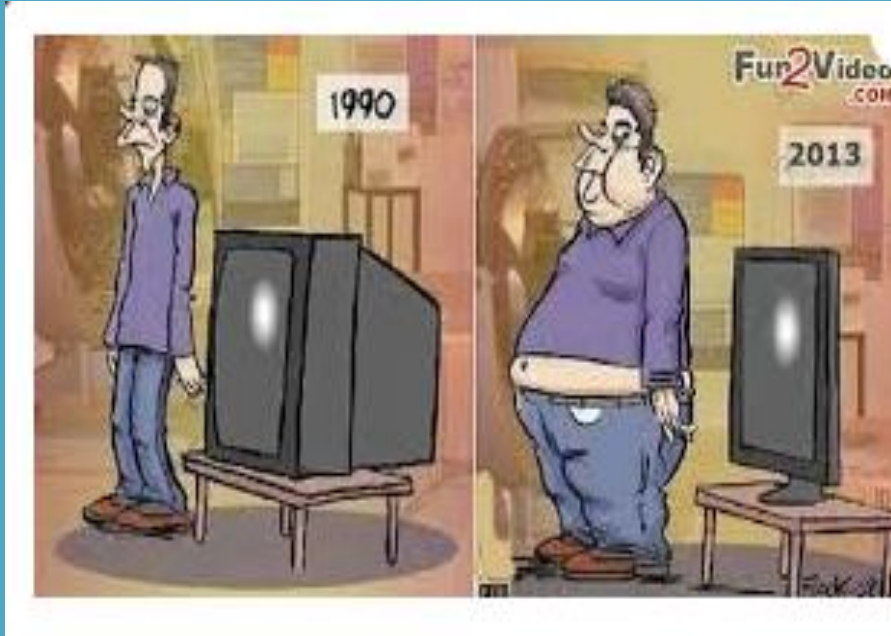KEEP AN ONGOING LOG OF YOUR THINKING

Mini Lesson ✚ Modeling ═ Culture of Writing

How Technology Impacts Our Health

- Model a strategy to support students with meeting the demands of the standard

- Analyze short sections of a text to model how the author(s) logical supporting evidence.

- Use images/media that engages students & encourages them to generate ideas to develop claim/counterclaim

Mini Lesson ➕ Modeling ➖ Culture of Writing

As you continue this discussion, share mini lesson ideas that you've used to engage your students and inspire writing.

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The Writer's Process

Plan
- Peer edit
- Revise plan

Draft
- Peer edit
- Revise draft

Final
- Edit
- Turn in!
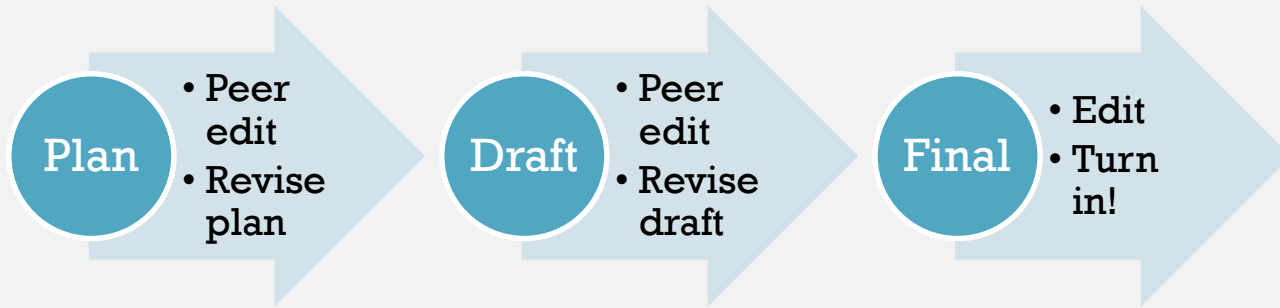
About how much class time do you dedicate to each phase of the writer's process (for longer argumentative assignments?)

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Grade 9 Extended Writing Task

Currently, a debate exists between those who feel that the dominance of technology in our everyday lives inevitably poses a major health risk and those who argue that technology, instead, actually creates powerful new ways to stay fit.

Weigh the claims on both sides, and then write an argumentative essay in your own words supporting one side of the debate. Be sure to use evidence from BOTH texts in your argumentative essay.

Step Away from the Smartphone

With the world at our fingertips at the touch of a button or the swipe of a screen, it's no wonder that people are spending more time on electronic devices. It seems that almost every facet of life can be improved using technology. Questions can be answered, friendships can be developed, and businesses can be promoted. Online storefronts make shopping a breeze. When people want a break from devices, they can lounge in front of theater-quality televisions and enjoy movies, TV shows, or gaming. Technology clearly makes life easier. But in actuality, it is making life a bit too easy. In fact, overuse of technology is contributing to a dangerous decline in fitness and health.

Research supports this worrisome truth. One recent study reviewed physical activity in the United States, China, Brazil, the United Kingdom, and India between 1965 and 2009. Every nation showed significant drops, but the U.S. experienced the greatest decline, with total activity falling by about one-third. Notably, most of the decline in activity levels occurred between 2003 and 2009, when Internet use first blossomed in popularity.

Based on this research, scientists predict that Americans will participate in almost 42 hours a week of seated leisure activities by 2030. That's more than the average workweek. Experts link this largely to the use of digital media, which has increased to an average of 11 hours per day.

The massive reduction of activity has contributed to an overall rise of weight levels and a loss of cardiovascular fitness. According to experts, heart fitness exceeds other types of fitness, including strength and flexibility, in its importance to overall health. Alarmingly, both children and adults have experienced a serious decline in heart health. One study reveals that children and teens today are approximately 15 percent less fit than their parents were as kids. The average mile-run is about 1.5 minutes slower for children today than it was for children 30 years ago. And over time, of course, we know that increased inactivity will lead to more heart disease, a higher incidence of diabetes, and other serious illnesses.

What can be done to reverse this trend? Adults and kids alike should put down their electronic devices, get up, and move. Instead of texting a friend, we should get out and visit that friend. Instead of shopping online, we can take back the experience of actually walking through stores, handling the merchandise, and talking to people. And while it is certainly entertaining to watch professional athletes play sports on our shiny new technical gadgets, it is far healthier to get outside and take part in sports activities ourselves. Our health and well-being depend on it.

Getting Fit with Technology

For many people, staying fit is a challenge in the modern world. Careers often require people to sit for hours in front of screens. After a long workday, it is tempting to collapse on the sofa and catch up on social media or zone out with television. But more and more people are glancing at their wrist-bound fitness devices and deciding to hit the gym instead. While some aspects of our technologically driven world may encourage physical inactivity, others are actually helping people monitor and improve their fitness levels.

The fitness tech industry is growing by leaps and bounds. In fact, more than 17 million wearable fitness devices were shipped in 2014. These gadgets can check heart rate, count steps, estimate calories burned, and count calories consumed. Some even check body temperature and perspiration levels. Many such devices are strapped on like watches, so users can wear them all day to track activity, eating, and even sleep habits. Some include chest straps or shoe sensors. Manufacturers often provide free, customizable fitness plans that are integrated into the software.

Fitness devices can be linked to smartphones so wearers can input data, such as what they ate for lunch, quickly and easily. These devices offer gentle reminders to their wearers to move more and eat more healthfully. Some even provide virtual coaching during exercise sessions, such as monitoring heart rate and telling users to slow down or speed up. At the session's end, the virtual coach will offer praise for a job well done.

Most wearers find fitness devices to be very motivating and fun to use. And, as a result, the devices do help people become more aware of their habits. For example, when every step is logged, people are more likely to take the stairs than to ride the elevator. They work harder when they have personal goals to meet because they like to see positive results recorded on the devices. Some even enjoy sharing their progress on social media for virtual congratulations.

According to a recent study, 73 percent of users think that they are healthier as a result of using fitness technology. Research supports this, revealing that the use of wearable devices, smartphone apps, fitness websites, and active video games—such as virtual tennis, dancing, and boxing—are effective in increasing overall activity.

Naysayers may discount technology as a detractor of health. But in fact, technology provides tools people can use to get in the best shape of their lives.

Step 1: Plan

Technology: Leads to health problems or helps people stay healthy?

Leads to health problems

Reason: Physical activity down

→ Between 1965 and 2009, activity levels in the U.S. decreased by 1/3. (passage 1)
→ Most of the decline occurred between 2003 and 2009 (passage 1).

Reason:

→ details

Helps people stay fit

Reason:

→ details

Reason:

→ details

Steps 2-3: Draft/Revise

<u>Keep your plan out!</u>

- Get going on drafting your response.
- Read what you wrote. Missing anything?

Step 4: Peer editing

Peer editing arguments

--Is your partner's **claim** clear?

--Established with relevant reasons?

--Reasons developed with relevant text evidence?

--Any <u>elaboration</u> on this evidence?

--Address a *counterclaim*?

Source for slides 29-31: GaDOE, Grade 9th Grade Literature Item and Scoring Sampler (2015-16)

In recent years, people have become too dependent on technology, whether it has to do with their jobs or with their pesonal lives. They depend on it to read the daily news, to shop for groceries, and to even make new friends. **However, the increasing dependence on technology is contributing to the declining health rates** because of how almost every aspect of someone's life is controlled by technology in one way or the other, and people are not having to do as much as they used to, leading to less physical activity.

Technology has been proven to be the cause of the world's decline in health. In the passage "Step Away from the Smartphone," it states that a research study conducted in the United States, China, Brazil, the United Kingdom, and India showed a significant decrease in total activity between 2003 and 2009. Moreover, this time period in which the drastic decrease in activity levels occured directly correlated with when Internet usage was beginning to become more popular. Plus, the most dramatic decrease in activity occured in the United States, where technology usage is much higher than in other countries, and based on this research, the avergae number of hours someone spends on digital media had increased to eleven hours per day. Therefore, technology directly contributes to falling activity levels all over the world.

Continues on next slide.

Plus, because of the falling activity levels, technology has been causing health issues as well. Studies have shown that children and teens today are about fifteen percent less fit than their parent were when they were their age. This statistic shows that as the influence of technology in people's everyday lives increases, the health of the recent generations decreases. So where does this lead to? This leads to a rise in weight levels, loss in cardiovascular fitness, and most surprisingly, a decline in heart fitness. As a result, life expectancies can go down.

On the other hand, according to "Getting Fit with Technology," the fitness tech industry produces devices that can check heart rates, count steps, estimate calories burned, count calories consumed, and even body temperature and perspiration levels. They can supposedly help motivate the wearer to go out and exercise rather than sitting on a couch and watching television. While that may be true in some cases, many people prefer to watch television or surf the internet than to go out and exercise. The only people who purchase the fitness devices are those who want to be healthier, not the ones who prefer less activity, so the fitness devices are not a complete and definate solution to the negative effects of technology, and won't be able to improve the health of the majority of technology users.

Overall, technology has many more harmful effects than beneficial effects. While using it is certainly much easier than doing everything by hand, it causes many negative, long-lasting problems, such as health and fitness problems, and if people don't change their ways now, when it is still possible to reduce the dependency on technology, it may be too late to change when it becomes hard to do virtually anything without it.

Transition to narrative writing

About how much class time do you dedicate to each phase of the writer's process (for longer narrative assignments?)

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Text-Dependent Narrative Prompt (American Literature)

Text: Excerpt from *The Great Gatsby*

Imagine how the scene would be different if it were told from Jay Gatsby's point of view. Rewrite the scene from Gatsby's point of view. Use ideas and information from the text.

Excerpt from *The Great Gatsby*

The day agreed upon was pouring rain. At eleven o'clock a man in a raincoat, dragging a lawn-mower, tapped at my front door and said that Mr. Gatsby had sent him over to cut my grass. This reminded me that I had forgotten to tell my Finn* to come back, so I drove into West Egg Village to search for her among soggy, whitewashed alleys and to buy some cups and lemons and flowers.

The flowers were unnecessary, for at two o'clock a greenhouse arrived from Gatsby's, with innumerable receptacles to contain it. An hour later the front door opened nervously, and Gatsby, in a white flannel suit, silver shirt, and gold-colored tie, hurried in. He was pale, and there were dark signs of sleeplessness beneath his eyes.

"Is everything all right?" he asked immediately.

"The grass looks fine, if that's what you mean."

"What grass?" he inquired blankly. "Oh, the grass in the yard." He looked out the window at it, but, judging from his expression, I don't believe he saw a thing.

"Looks very good," he remarked vaguely. "One of the papers said they thought the rain would stop about four. I think it was the *Journal*. Have you got everything you need in the shape of — of tea?"

I took him into the pantry, where he looked a little reproachfully at the Finn. Together we scrutinized the twelve lemon cakes from the delicatessen shop.

"Will they do?" I asked.

"Of course, of course! They're fine!" and he added hollowly, " . . . old sport."

The rain cooled about half-past three to a damp mist, through which occasional thin drops swam like dew. Gatsby looked with vacant eyes through a copy of Clay's *Economics*, starting at the Finnish tread that shook the kitchen floor, and peering toward the bleared windows from time to time as if a series of invisible but alarming happenings were taking place outside. Finally he got up and informed me, in an uncertain voice, that he was going home.

"Why's that?"

"Nobody's coming to tea. It's too late!" He looked at his watch as if there was some pressing demand on his time elsewhere. "I can't wait all day."

"Don't be silly; it's just two minutes to four."

He sat down miserably, as if I had pushed him, and simultaneously there was the sound of a motor turning into my lane. We both jumped up, and, a little harrowed myself, I went out into the yard.

* - Nick's housekeeper/cook

The Writer's Process

Plan
- Peer edit
- Revise plan

Draft
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Final
- Edit
- Turn in!
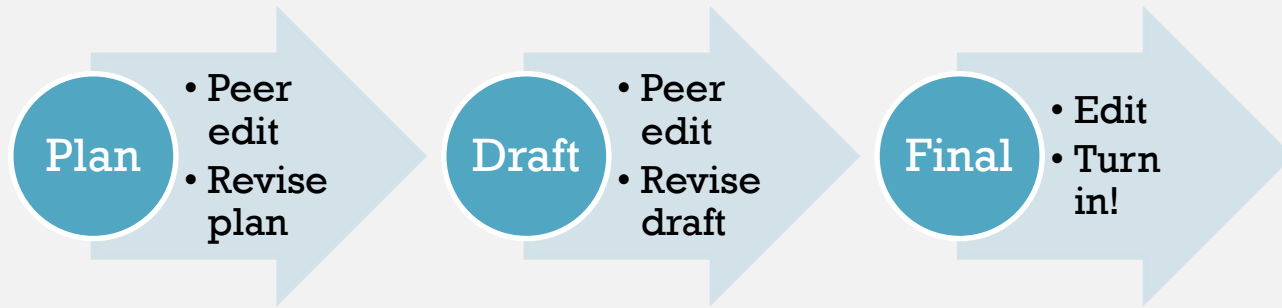
Step 1: Plan

Some biggies for this one

- What are the key details of the scene?
- What do I know about Gatsby and Nick? How might Gatsby and Nick be feeling in this scene?
- Have these things in mind as I recreate the scene.

Steps 2-3: Draft/Revise

Keep your plan out!

- Get going on drafting your response.
- Read what you wrote. Missing anything?

Step 4: Peer-editing

Peer editing narratives

- Specific description (setting, characters, events, etc.)
- Effective dialogue

→ Is there a connection between these elements and the reading passage?

Looking for the elements of narrative

I walked over to Nick's. I didn't even notice the freshly cut grass. My mind was on other things. I hadn't seen Daisy in years.

As I stepped into Nick's, there were flowers everywhere. Did I overdo it? Did they look out of place?

"Are you all right," Nick said?

"Huh? Oh. I'm fine. Thanks." I looked around. "The place looks great."

I sat down on a sofa and picked up a copy of Clay's *Economics*. Not a word of it made any sense. Let's just say it was hard to concentrate. As time ticked on, fear set it. Would Daisy even recognize me?

"This is pointless; I'm leaving" I told Nick. He told me not to be ridiculous, that it wasn't even 4:00 yet. Maybe he was right. Still, I've never been more nervous in my life.

Connection to research

Graham, Harris, and Santangelo (2015)

- Teaching writing as a process
- Helping students own the vocabulary of a genre

→ Both shown to have significant positive effects on students' writing achievement

As you continue this discussion, share ideas on how the writing process applies to specific assignments.

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Closing Reflection

A few thoughts on creating/sustaining positive climate:

- Mistakes are ok: some of the best writing is rewriting!
- My feedback to you will be concise, specific, and constructive.
- We will learn a lot about good writing from one another.

Select Resources

Achievement level descriptors

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx

Item and scoring samplers (End of Grade)

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Item-Samplers.aspx

Item and scoring samplers (End of Course)

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOC-Item-Samplers.aspx

Keep in touch

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References

Georgia Department of Education (2015-16). Ninth Grade Literature and Composition Item and Scoring Sampler. Retrieved from: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOC-Study-Resource-Guides.aspx

Graham, S., Harris, K. R., & Santangelo, T. (2015). Research-based writing practices and the common core: Meta-analysis and meta-synthesis. *The Elementary School Journal, 115,* 498-521.