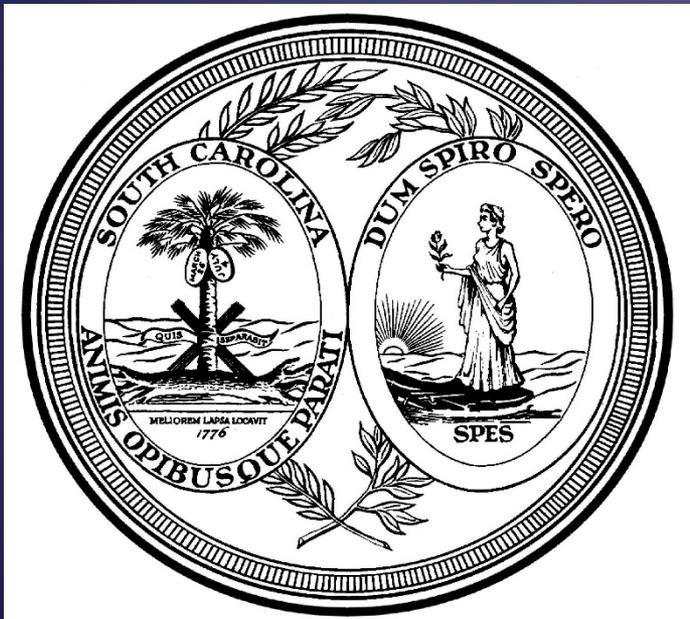


Fall ELA PLO

Day 4

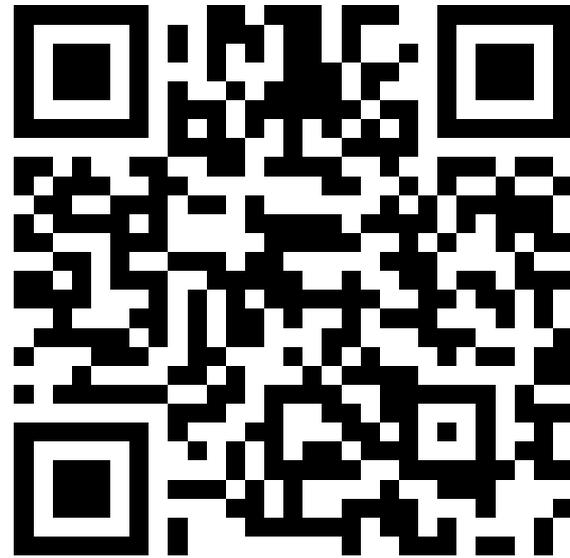
Grades 6-8





Padlet

www.tinyurl.com/fallplo3and4



Your Questions

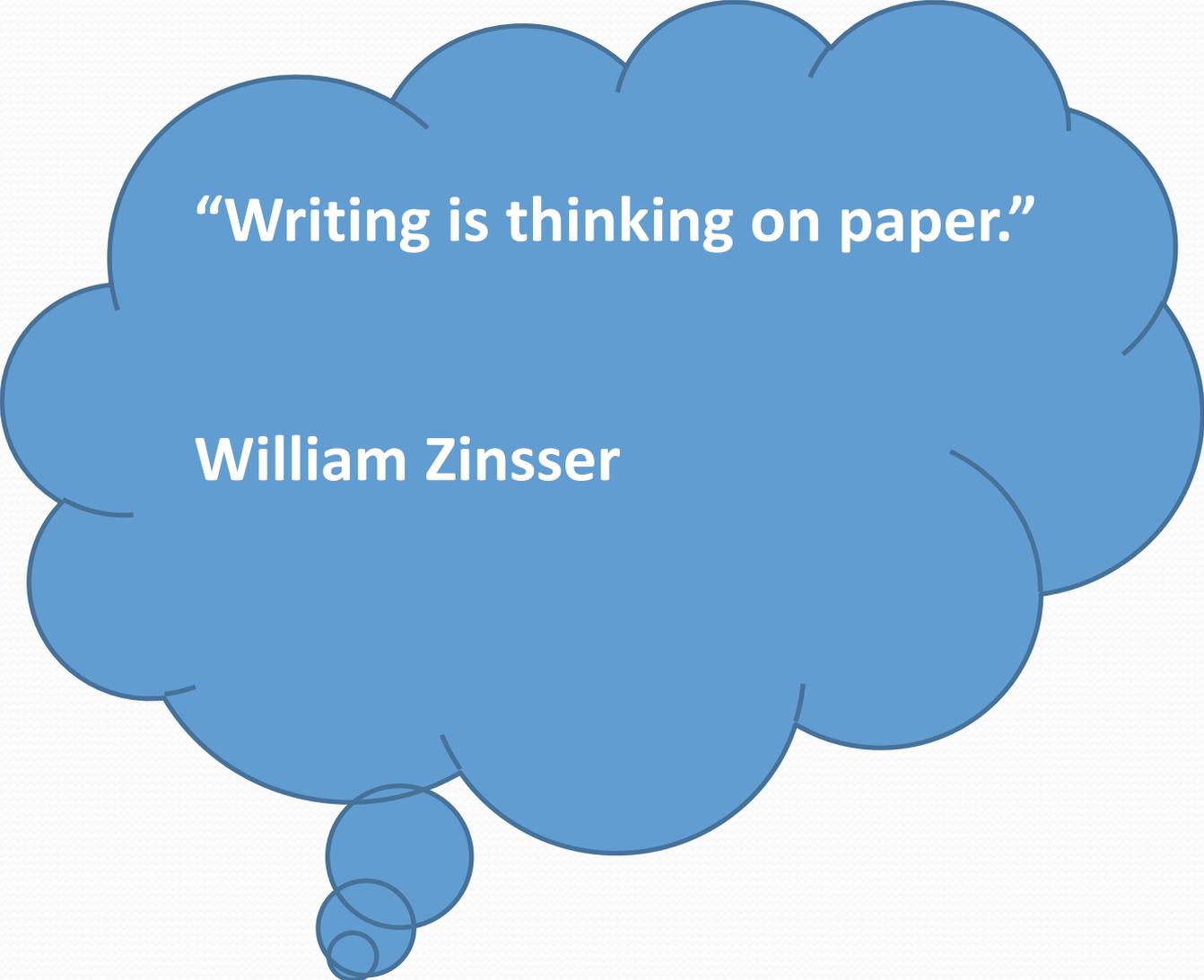


Series “I Can” Statements

- I can incorporate the Inquiry-Based Literacy Standards to inform student learning.
- I can model the use of the Fundamentals of Reading as I teach the Reading-Literary and Reading-Informational Text Standards.
- I can model the use of the Fundamentals of Communication as I teach the Reading-Literary, Reading-Informational Text, and Communication Standards.
- ➔ I can model the use of the Fundamentals of Writing as I teach the Writing, Communication, Reading-Literary, and Reading-Informational Text Standards.

What is Writing?



A large, blue, cloud-like thought bubble with a thin black outline is centered on the page. It has several smaller, overlapping circles at the bottom, suggesting a trail of thought. The background is white with a blue wavy border at the top.

“Writing is thinking on paper.”

William Zinsser

Writer's Notebook



Reclaiming the Spark



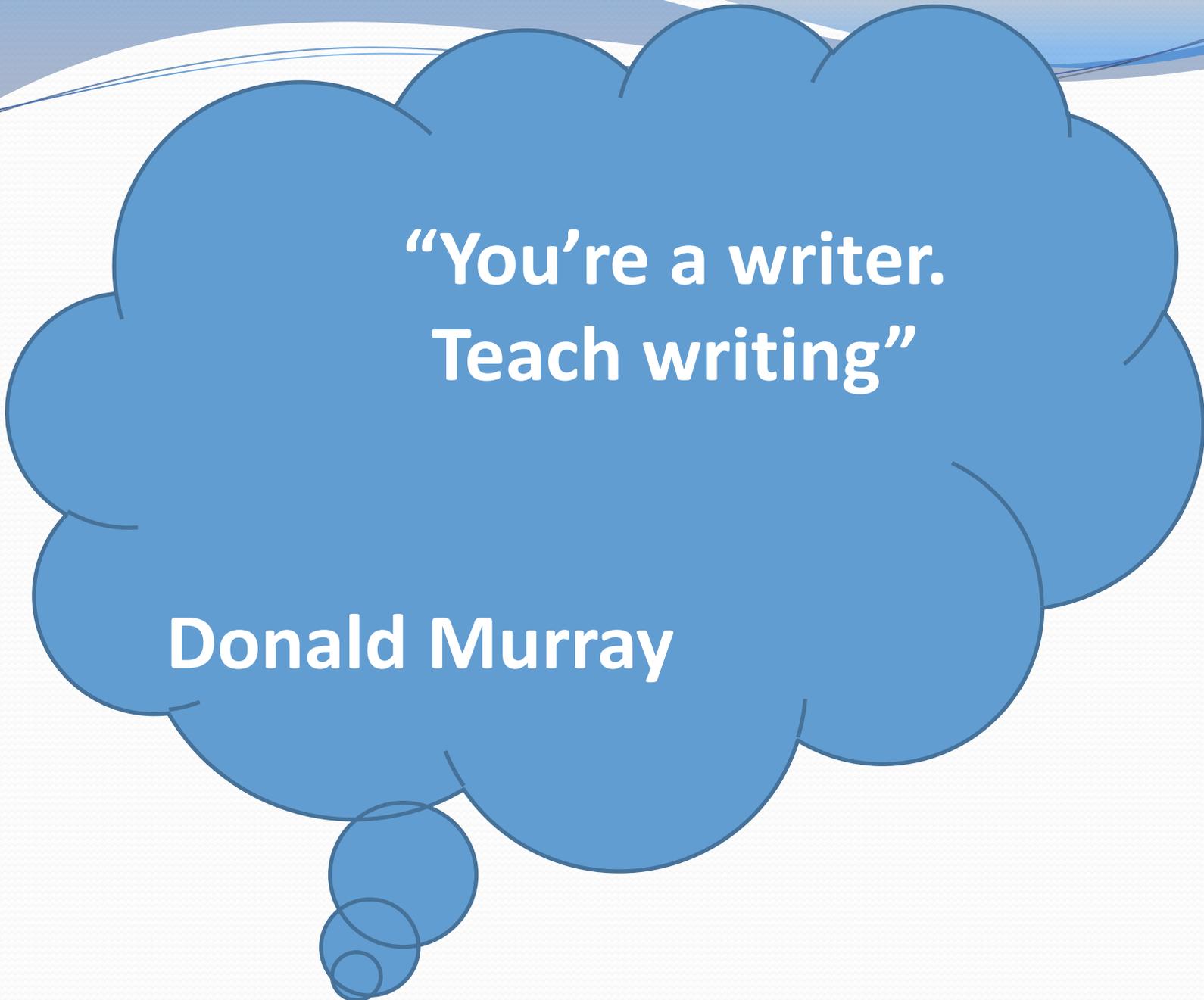


School	Life

Reclaiming the Spark

As you share with your tables, consider the following:

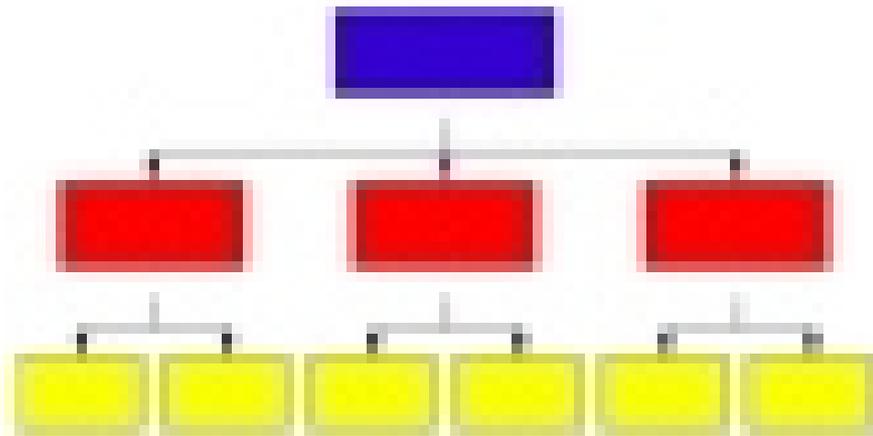
- Is there a pattern to the writing you remembered?
- Was your most interesting writing occur at home or at school?
- What assignments stuck in your head?
- What assignments faded away?



**“You’re a writer.
Teach writing”**

Donald Murray

Rules about Quick Writes



Rules

Rules about Quick Writes

1. Write fast.
2. Don't cross out.
3. When you get stuck, write about it.

When I write, I...



When I write, I...

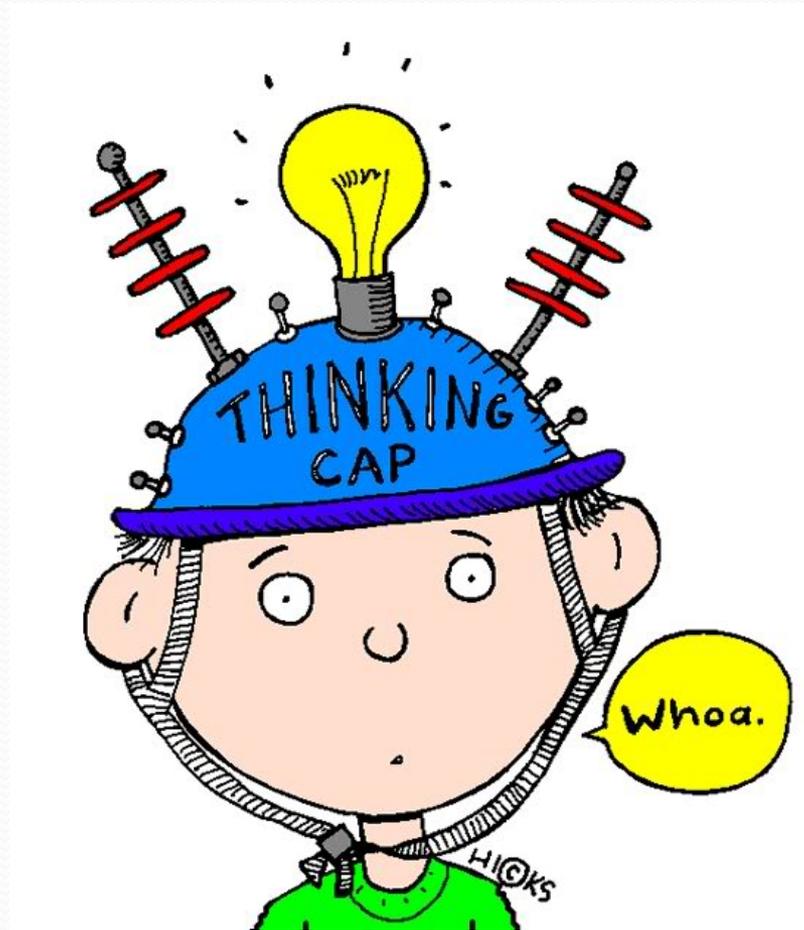
As you discuss with your tables, consider the following:

- What assumptions can you make about your attitudes toward writing?

Student Example

When I write, I hear a little voice inside my head saying that okay but a little better so I make it better. Then I come up with more and more ideas for my story. I'm stuck here and I don't know what to do so I think I am going to wait for a minute: tick, tock, tick, tock, tick, tock.

Quick Writes



Voices in the Margins



Voice in the Margins



Student Example

I run up to the office. I am two minutes early for my appointment. In the waiting room I grab the first magazine I see. It was a Flash Gordon comic book. I was looking at the cover and just about to put it down when the nurse walked in. She told me to step into the room and bring the book because I would probably have a little wait.

*Combine sentences for
a less choppy effect.*

Fundamentals

Fundamentals of Reading, Writing, and Communication

The Fundamentals of Reading, Writing, and Communication delineate the underlying assumptions of the processes students must use and integrate to become successful and proficient readers, writers, and communicators, regardless of their grade level or course placement. Through these processes, students apply strategies as they read, write, and communicate. As students use these processes with automaticity, they more successfully navigate new and more challenging content and tasks.

Teachers at all grade levels and in all disciplines should refer to the Fundamentals when determining what students use or neglect as they read, write, and communicate. Engagement increases as students take ownership of their learning through personal understanding and implementation of the reading, writing, and communication processes.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Fundamentals of Writing

- In your groups, discuss what you notice about the fundamentals along with any questions you may have.
- On a piece of chart paper, write down the things you would observe in a classroom that would show you that these fundamentals are being implemented.

Writing (W)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Writing

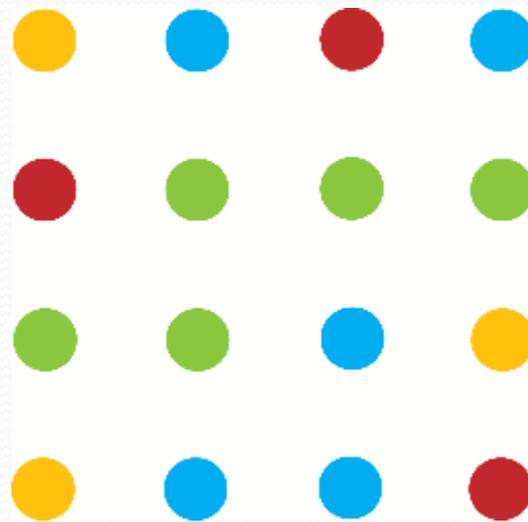
- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
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- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

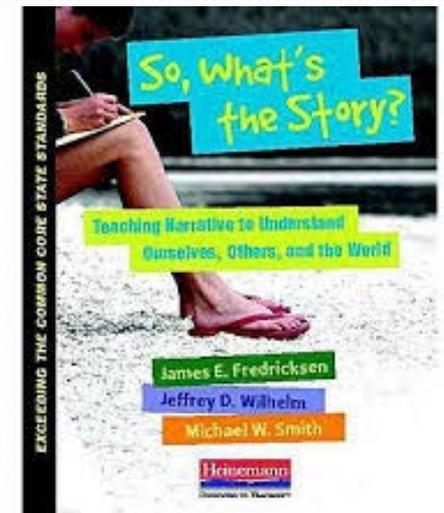
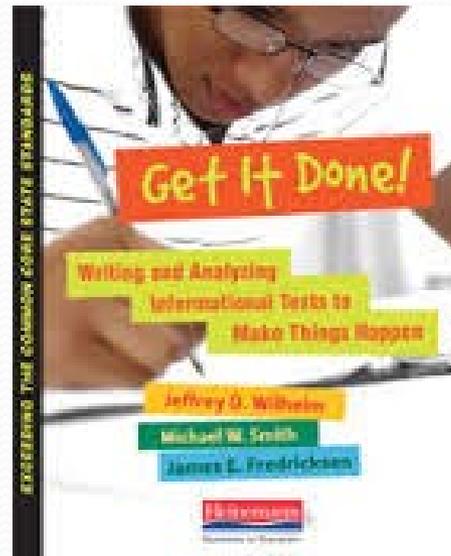
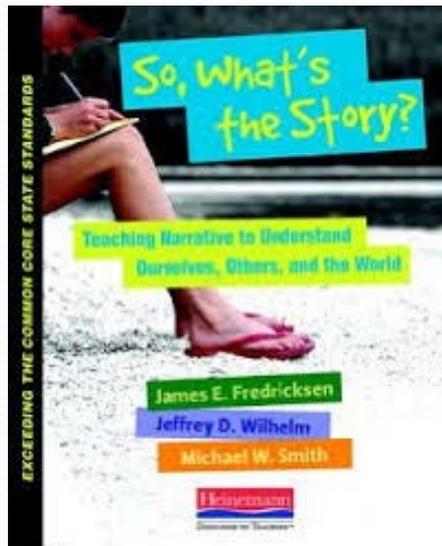
GRADE SIX	GRADE SEVEN	GRADE EIGHT
<p>1.1 Write arguments that:</p> <ol style="list-style-type: none">introduce a focused claim and organize reasons and evidence clearly;use information from multiple print and multimedia sources;support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;use an organizational structure that provides unity and clarity among claims, reasons, and evidence;develop and strengthen writing as needed by planning, revising, editing, rewriting;paraphrase, quote, and summarize, avoiding plagiarism and providing basic	<p>1.1 Write arguments that:</p> <ol style="list-style-type: none">introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;use relevant information from multiple print and multimedia sources;support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;use an organizational structure that provides unity and clarity among claims, reasons, and evidence;develop the claim providing credible evidence and data for each;develop and strengthen writing as needed	<p>1.1 Write arguments that:</p> <ol style="list-style-type: none">introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;use relevant information from multiple print and multimedia sources;support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;develop the claim and counterclaims providing credible evidence and data for each;

Connecting the Dots



Composing Vs. Writing

Jeffrey D. Wilhelm, Michael W. Smith, and James E. Freericksen



Composing Vs. Writing

Many believe that students learn to write solely by writing.....

However, students can and do learn to write by doing many other things:

- Hands-on activities
- Visualizing
- Debates
- Group problem solving activities
- Small-group instruction

Informative/Explanatory Writing



Informative/Explanatory Writing Structures

- Naming and listing
- Summarizing
- Describing
- Process description
- Definition
- Comparison-Contrast
- Classification
- Cause- Effect
- Problem Solution

Writing to Explain



Warm Up

What are some different things (that are available to us in the room) that we can write instructions ?

Pick one thing and write out the directions for how to do it.

Writing to Explain

- Where do we tend to encounter or need how-tos, directions and explanations of procedures?
- Why are they useful?
- When are written or verbal instructions enough, and when might illustrations be crucial?
- What are some of the qualities of good how tos?

Good Qualities of a How To

- Explain the process and why it might be useful
- Break it down
- Keep it simple
- Describe the results: what should you have when you are finished following the steps.

Writing to Explain

With your tables, you will view a slide show and article to answer some questions.

Slide Show:

www.tinyurl.com/slideshowny



A screenshot of a slide show interface from The New York Times Business section. The main image shows a woman, Heather Poole, sitting on a wooden floor surrounded by various pieces of clothing and an open suitcase. The article title is "10 Days in a Carry-On". To the right of the image, there is a text block: "Heather Poole, a flight attendant from Los Angeles, demonstrated how to pack enough for a 10-day trip into a single standard carry-on." Below this is a "RELATED" section with the link "Article: Packing Tips From Travel Pros". At the bottom of the slide show, there are social media sharing icons for Twitter, LinkedIn, and a general "SHARE" button. A small promotional banner at the bottom right of the slide show reads "Curiosity is the world's most vital resource." with a background image of a person in a dark, cave-like setting.

Next Steps

- Students would build upon their list of what makes for good process-analysis writing.
- Brainstorm a list of things that they could write a how-to for.
- Create their own how-to.
 - Write out the steps.
 - Turn the steps into an informative piece of writing.
 - Create a video or slide show to go with their how-to.

Writing to Explain

The Learning Network

www.tinyurl.com/wteactivity



Narrative Writing



Narrative Writing

Thinking about the purposes:

- How do narratives help us live our lives?
- How do narratives help us do our work?

Narrative Writing

- Characters
- Storyworld
- Time
- Context

Character Development

WAGS

W- world of the character

A- action of the character

G- goal of the character

S- stakes of the character

Character Development

Example

W- She spends a lot of time at home alone and a lot of time with her basketball team.

A- She shoots hoops in the driveway; she supports her team.

G- She wants to be part of something and at peace with her dad being gone.

S- She knows being at peace means she will be less sad, less angry.

Creating a Storyworld

Also known as setting.

Source: (2012) Fredrickenson, J., Wilhelm, J. and Smith, M. *So, What's the Story? Teaching Narrative to Understand Ourselves, Others, and the World*

Creating a Storyworld

Start by asking the questions:

- Who lives here?
- Who wants to visit?
- Who wants to leave here? Why?

Creating a Context

Every story exists through the context of others.

Link stories back to essential questions or big ideas being explored.

- What makes good friend?
- What makes a good leader?
- What makes me, me?

Expository into Narrative





Expository into Narrative

Elements of Expository Writing

Elements of Narrative Writing

Pick an Article

Stars no more: Twitter ditches stars, adds heart for likes

Coming to Facebook: 6 new ways to express how you feel

What's It All About

- Who?
- What?
- When?
- Where?
- Why?
- How?

Turning It Around

- Character
 - W- world of the character
 - A- action of the character
 - G- goal of the character
 - S- stakes of the character
- Storyworld

Expository into Narrative

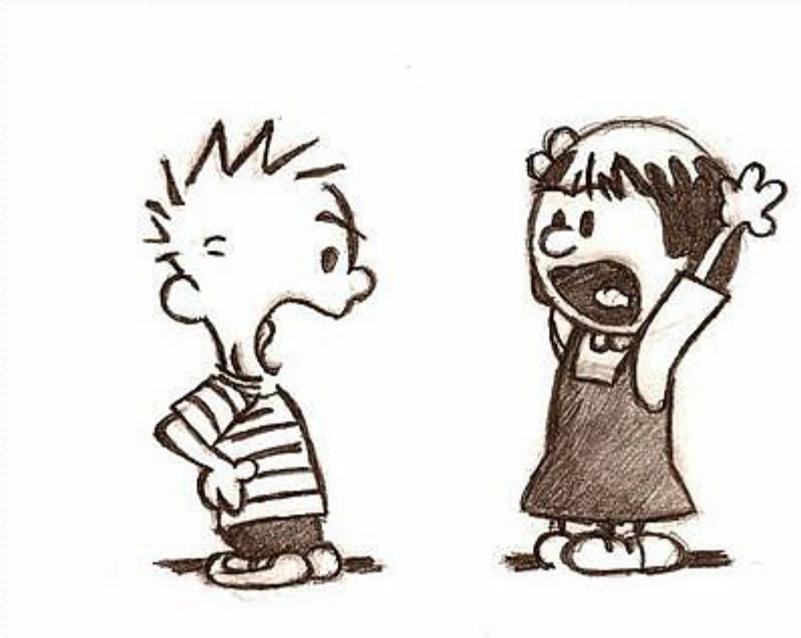


Tween Tribune

www.tweentribune.com



Argument Writing



The Elements of Argument

- A **claim**
- Based on **evidence** of some sort
- a **warrant** that explains **how the evidence supports the claim**
- **backing** supporting the warrants
- **qualifications** and **rebuttals** or counter arguments that refute competing claims

The Elements of Argument

Evidence	Rule	Conclusion
<p>Missy is in a wheelchair leaving the hospital and is showing people pictures of a wrecked car.</p>	<p>As a rule, when people leave the hospital in a wheelchair, they were being treated.</p>	<p><i>Missy was <u>probably</u> hurt in a car accident and was in the hospital.</i></p>

Slip or Trip



Bonus Case: Slip or Trip

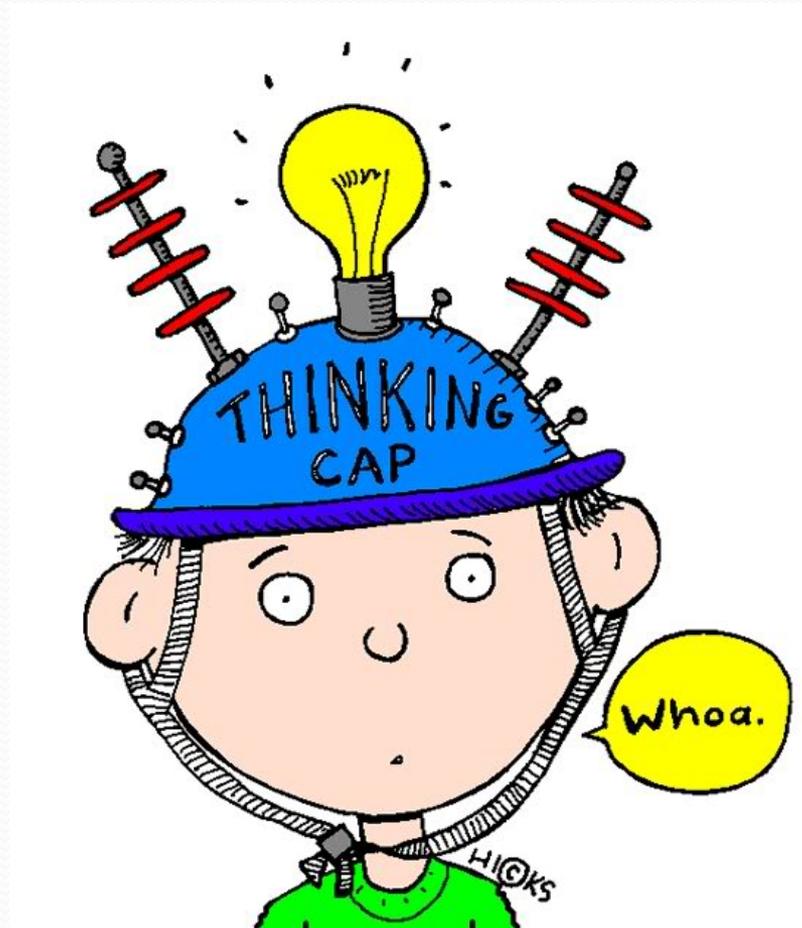


Image: <https://mraichel.wordpress.com/2014/11/12/slip-or-trip/>

Slip or Trip

Evidence	Rule	Conclusion
Arthur still has a glass in his hand.	As a rule, when people fall down stairs, they drop what they are carrying to save themselves.	<i>Quinee</i> is <u>probably</u> lying about his falling down the stairs.

Slip or Trip



Wrapping it Up



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- ➔ I can model the use of the Fundamentals of Writing as I teach the Writing, Reading-Literary, and Reading-Informational Text Standards.

End of Series Evaluation

www.tinyurl.com/falleaeoseval6-8

