

**Analyzing Student Writing for Actionable Trends**

**Participant Packet**

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| **Agenda**   1. Context-setting 2. Analyze Student Writing for Actionable Trends 3. Time to Plan | **Objectives**  You will:   * Understand the demands of Writing Standards 1-3, with a particular focus on standard 1 * Internalize a protocol for analyzing Common Core writing for actionable trends * Begin to create a plan to support teachers in analyzing Common Core writing |

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must **the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.** It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them…

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing **the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content**; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

*From:* [*http://www.corestandards.org/ELA-Literacy/*](http://www.corestandards.org/ELA-Literacy/) *and* [*http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration/*](http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration/)

**What guidance do the standards give us about the role of social studies and science in supporting Common Core literacy?**

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| **Three Types of Writing** |
| 1. **W.1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 2. **W.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. **W.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |

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| **Directions:**   * Skim the 3 tasks below * Determine with which standard (1, 2, or 3) the task aligns.   **Task 1*:*** You are going to read a short article about the Dust Bowl days in American history titled “Black Blizzard.” You will also look at some photographs taken during that time period. As you read and study the photographs, think about how this experience may have affected the individual people who lived through it. Finally, you will write a narrative, showing how a particular small moment during this experience affected one person. (    Here are your choices for your narrative:   1. A young child watching the “black blizzard” rolling in over the plains 2. A young child, watching a tractor knock down his family home in Oklahoma, several years into the Dust Bowl drought 3. A mother sitting on her front steps in a migrant camp in California 4. An unemployed father, arriving at a squatter camp in California from Oklahoma   *(Source: www.achievethecore.org)*  **Task 2:** You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:   * “Biography of Amelia Earhart” * “Earhart's Final Resting Place Believed Found” * “Amelia Earhart’s Life and Disappearance”   Consider the argument each author uses to demonstrate Earhart’s bravery. Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas *(Source: PARCC)*  **Task 3:** You have read excerpts from two novels focused on survival in the wilderness.  These excerpts are from:  • Brian’s Winter by Gary Paulsen  • Call of the Wild by Jack London  Consider how the main character in each excerpt reacts to the incidents that occur, and write an essay in which you analyze how each character’s thoughts and actions reveal aspects of his personality. You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence  *(Source: PARRC)* |
| **The Special Place of Argument in the CCSS**  “While all three text types are important, the Standards put particular emphasis on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness.”  *CCSS Appendix A, p. 24* |
| **“Argument Writing and the CCSS”** (The Aspen Institute) |
| Take 5 minutes to read the one-page document from the Aspen Institute.  Consider: What strikes you **as new or different** about this standard when you consider how students have written argument writing pieces in the past? |
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| **Protocol for Analyzing Student Writing for Actionable Trends** |
| 1. **Understand the Standard and Task** 2. **Analyze Student Writing** 3. **Review Categories for Trends** 4. **Action Plan** 5. **Reflect** |

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| 1. **Understand the Standard and Task [10 minutes]** | |
| **Read the standards, prompt, and text.**   * What reading and writing standards are foundational to student success with this task? * What do students need to know and be able to do to be successful? |  |
| 1. **Analyze Student Writing [20 minutes]** | |
| **Read and pass each writing sample. For each work sample, attach a sticky note with your thoughts on the following:**   * Read and pass each writing sample. For each work sample, attach a sticky note with your thoughts on the following: * Using the standard as your guide, what knowledge and skills do students have?  What are their gaps in knowledge and skills? * The category you think it falls into:   -Did not respond to prompt (below)  -Attempted to respond to prompt (approaching)  -Responded to prompt (met) |  |
| **Next, as a whole table, sort the collection of work into three categories:** Did not respond to prompt (below), attempted to respond to prompt (approaching), responded to prompt (met). | |

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| 1. **Review Categories for Trends [10 minutes]** | |
| **As a whole table, identify patterns of success or need, specifically in relation to the standards this writing task was designed to address. Reflect on the following guiding questions:**   * For each group, is there a trend or “**sticking point”** in what’s holding them back? * Do you need to break the groups up further based on specific trends you are seeing? * What will be the **most important thing** to focus on to move each group forward? **Name a specific standard for each group.** |  |
| 1. **Action Plan [10 minutes]** | |
| **As a whole table, review the trends you’ve identified and reflect on the following guiding questions:**   * Which of these things is “actionable” -- something we can control and take action on? * How might you target this gap in your planning and instruction? |  |

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| **Reflect** |
| **Think about the protocol that we just went through and reflect on the following guiding questions:**   * What do you think works well this protocol? * What would be challenging? * What might you change or adapt? * What collaborative structure(s) do you have in place where teachers could use this protocol? |
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| **ANet’s Recommendations for Implementation** |
| * Make sure all teachers have necessary foundational knowledge about Common Core argument writing * Work with your coach to integrate this process into data meetings to complement multiple choice item analysis (TIP: complete step 1 before the data meeting) * Encourage teachers to draft their own exemplar response * Support teachers with reading instruction (text dependent questions) to help them lay the foundation for meeting the demands of the writing standards |

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| **Begin to Create Your School Plan** | |
| * What are 2-3 concrete next steps I will take to support teachers in analyzing Common Core writing? What is my timeline for implementation? |  |
| * What resources and personnel do I have to support this plan? What resources will I need to gather? |  |
| * Take note of any questions and/or support you will need from your coach. |  |