



Network Teams Institute

May 15-16, 2013

General Session



Timeline for Modules

Content Area	Grade Band	By July 31	By September	By December	By April 2014
Math	P-5	1/2		All	
	6-8, 10	1/3	2/3	All	
	9	All			
	11,12		1/3	2/3	All
ELA	P-2	2/3		All	
	3-5	All			
	6-8	1/2		All	
	9-12	1/4	1/2	3/4	All

Writing Standards: Writing has a progression too!

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K-5 English Language Arts | Writing RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Kindergarten	
Writing Standard 7	Participate in shared research projects (e.g., explore a number of favorite authors & express opinions on them).
W8	With guidance and support, recall information from provided sources.
W9	(Begins in grade 4)
Grade 3	
W7	Conduct short research projects to build on knowledge about a topic.
W8	Recall information from print and digital sources and summarize key ideas in brief notes on sources and sort provided categories.
W9	(Begins in grade 4)

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6-8 English Language Arts | Writing RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Grade 6	Grade 7	Grade 8
Writing Standard 7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct a question-based research project to investigate a topic, collect relevant data, analyze the data, and present a clear analysis and conclusion.
Writing Standard 8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Writing Standard 9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply literary nonfiction (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

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9-12 English Language Arts | Writing RESEARCH TO BUILD AND PRESENT KNOWLEDGE

	Grades 9-10	Grades 11-12
Writing Standard 7	<ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem. Narrow or broaden the inquiry when appropriate. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 	<ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem. Narrow or broaden the inquiry when appropriate. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing Standard 8	<ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. Assess the usefulness of each source in answering the research question. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 	<ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Writing Standard 9	<ul style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading Standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). Apply grades 9–10 Reading Standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). 	<ul style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11–12 Reading Standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). Apply grades 11–12 Reading Standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").

Instructional Shifts Demanded by the Core

6 *Shifts* in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 *Shifts* in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

ELA/Literacy Shift 5: Writing from Sources

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•generate informational texts•Make arguments using evidence•Organize for persuasion•Compare multiple sources	<ul style="list-style-type: none">•Spending much less time on personal narratives•Present opportunities to write from multiple sources•Give opportunities to analyze, synthesize ideas.•Develop students' voice so that they can argue a point with evidence

Principal's Role:

Support , enable, and demand that teachers spend more time with students writing about the texts they read – building strong arguments using evidence from the text.

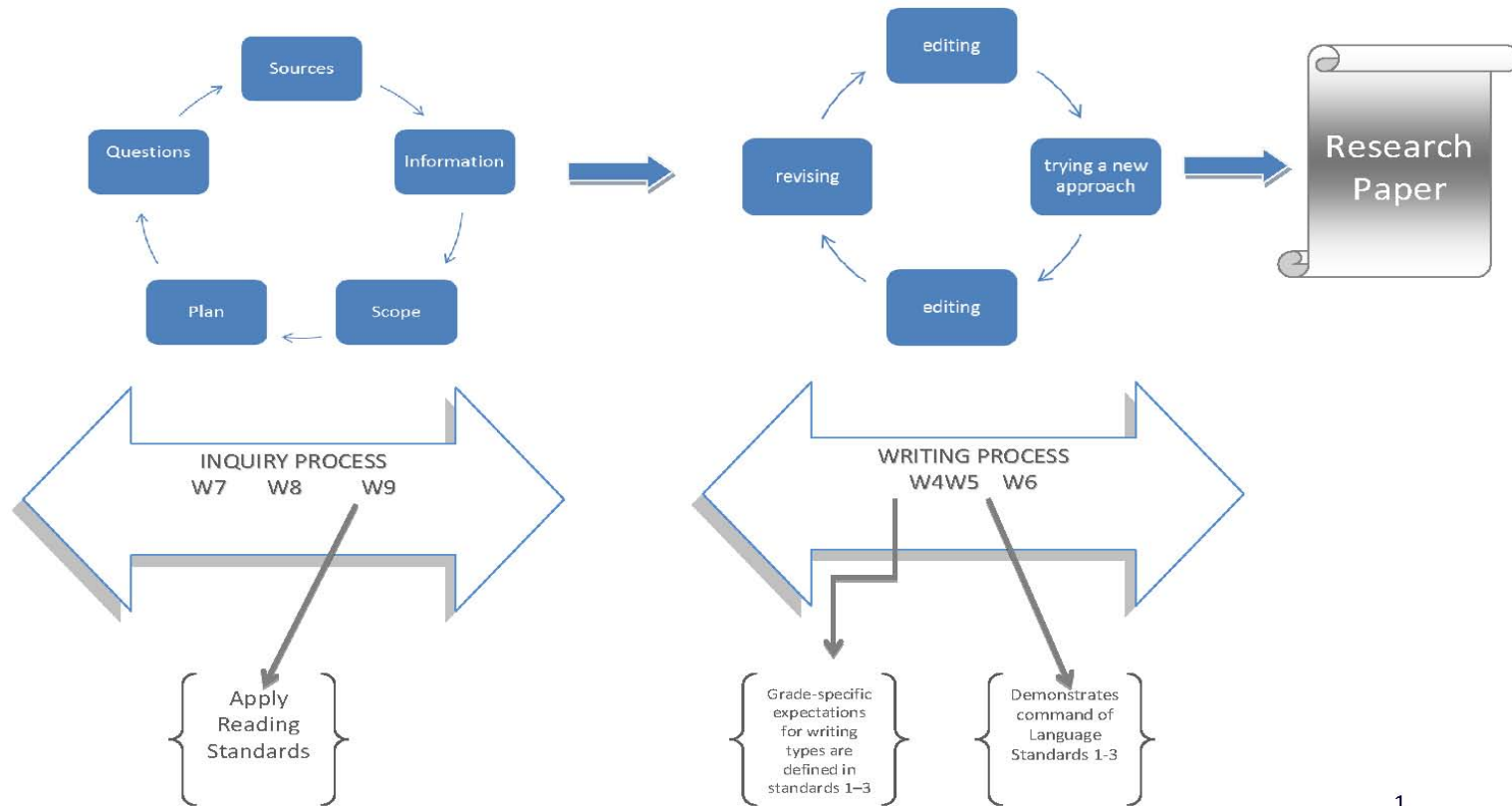
Writing from Sources

Subshifts	
Subshift A	Work with sources
Subshift B	Grapple with complex text and content; leverage academic vocabulary
Subshift C	Emphasize questioning, Inquiry, and explaining understanding rather than defense
Subshift D	Follow inquiry process: questions, sources, information, scope and plan → product
Subshift E	Use technology and other minds
Subshift F	Repeat

Productive Inquiry

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Writing Standards | Graphic RESEARCH AND WRITING PROCESS



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Continuing our work with ELLs...

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- Sociolinguist and language educator
- Specializes in PD for educators who work w/ ELLs
- Adjunct professor at the Graduate School of Education of the University of Pennsylvania
- English as a second language, bilingual education, and world language policies, program development, implementation, and evaluation.
- Author of *Bilingual Education and Social Change, Building on Community Bilingualism*, and co-editor (with Else Hamayan) of *English Language Learners at School: A Guide for Administrators*.

NEW LANGUAGE ARTS PROGRESSIONS

<p>Common Core Anchor Standard (SL.2): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Common Core Grade 9-10 Standard (SL.9-10.2): Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>			<p style="text-align: center;">MAIN ACADEMIC DEMAND: <i>Compare/Contrast, Synthesize and Evaluate the Credibility of Information Presented in Various Formats</i></p> <p style="text-align: center;">GRADE LEVEL ACADEMIC DEMAND: <i>Synthesize and Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats</i></p>		
5 Levels of Language Progressions	Entering	Emerging	Transitioning	Expanding	Commanding
<p>When acquiring a new language, student performance of the standard using grade level text/media and with proper supports at each level demonstrates that they are:</p>					
RECEPTIVE	Oracy and Literacy Links				
	<p>L. Able to compare and contrast <i>two or more</i> sources of information by organizing <i>pre-identified key words</i> into a <i>Venn Diagram</i> that targets similarities and differences, as sources are read aloud in class, or in <i>partnership and/or teacher lead small group</i> discussions, in <i>new and/or home language</i>.</p> <p>R. Able to evaluate the credibility of <i>two or more</i> sources by rating each source (<i>authority and/or currency</i>) in a <i>provided scoring rubric</i> and justifying the ratings by choosing from a <i>pre-identified list of words</i>, when reading sources in <i>new and/or home language</i>. (See CCLS RI. 3.7)</p>	<p>L. Able to compare and contrast <i>two or more</i> sources of information by organizing <i>pre-identified key phrases and short sentences</i> into a <i>Venn Diagram</i> that targets similarities and differences, as sources are read aloud in class, or in <i>partnership and/or small group</i> discussions, in <i>new and/or home language</i>.</p> <p>R. Able to evaluate the credibility of <i>two or more</i> sources by rating each source (<i>authority and/or currency</i>) in a <i>provided scoring rubric</i>, and justifying the ratings by choosing from a <i>pre-identified list of phrases and short sentences</i>, when reading sources in <i>new and/or home language</i>. (See CCLS RI. 3.7)</p>	<p>L. Able to compare and contrast <i>multiple</i> sources of information by organizing <i>similarities and differences into an partially completed evaluative graphic organizer</i>, as sources are read aloud in class, or in <i>partnership, small group, and/or whole class</i> discussions, in <i>new and occasionally in home language</i>.</p> <p>R. Able to evaluate the credibility of <i>multiple</i> sources by rating each source (<i>authority, currency and/or objectivity</i>) in a <i>provided scoring rubric</i>, and justifying the ratings <i>after teacher modeling</i>, when reading sources in <i>new and occasionally in home language</i>. (See CCLS RI. 3.7)</p>	<p>L. Able to compare and contrast <i>multiple</i> sources of information by <i>independently</i> organizing <i>similarities and differences into an evaluative graphic organizer</i>, as sources are read aloud in class, or in <i>partnership, small group, and/or whole class</i> discussions, in <i>new language</i>.</p> <p>R. Able to evaluate the credibility of <i>multiple</i> sources by rating each source (<i>authority, currency and/or objectivity</i>) in a <i>provided scoring rubric</i> and justifying the ratings <i>independently</i>, when reading sources in <i>new language</i>. (See CCLS RI. 3.7)</p>	<p>L. Able to compare and contrast <i>multiple</i> sources of information by organizing <i>similarities and differences into a note taking guide or taking notes independently</i>, as sources are read aloud in class, or in <i>partnership, small group, and/or whole class</i> discussions, in <i>new language</i>.</p> <p>R. Able to evaluate the credibility of <i>multiple</i> sources by rating each source (<i>authority, currency and/or objectivity</i>) in a <i>note taking guide or taking notes independently</i> and justifying the ratings <i>independently</i>, when reading sources in <i>new language</i>. (See CCLS RI. 3.7)</p>