Middle School Professional Learning: Expository Reading and Writing Modules

Adele Arellano, Debra Boggs, Robby Ching, Micah Jendian, Marcy Merrill
Who are You and What Brings You Here? 😊

- What courses do you teach and where?
- What do you already know about the ERWC?
- How did you hear about this professional learning series and the ERWC Middle School Modules?
- What do you hope to learn about and take away from this 3-day professional learning series?
GOOD MORNING AND WELCOME!

*our overarching hope:*

At the conclusion of the 3 day ERWC Middle School Modules Professional Learning Series, you will feel prepared to implement the grades 7-8 modules.
Good Morning and Welcome

This series has been designed for you to

- recognize your significant role in vertical alignment efforts to increase college readiness
- become familiar with the grades 7-8 modules and texts
- get a sense of the pacing, pedagogy, and instructional practices that support effective implementation of these modules
- deepen essential conceptual knowledge
- reflect on your teaching, and examine your students’ and your own processes as readers and writers
## Overview of the Three Days

<table>
<thead>
<tr>
<th>Day 1 (6 hours)</th>
<th>Day 2 (6 hours)</th>
<th>Day 3 (6 hours)</th>
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<tr>
<td>Welcome and Introductions: Context (Common Core, College Readiness, etc.)</td>
<td>Module review, sharing</td>
<td>Welcome back!</td>
</tr>
<tr>
<td>Getting our feet wet with a module: <em>What it Takes to be Great</em></td>
<td><em>Social Networking</em>-review and annotate, discuss application for instruction</td>
<td>Writing and feedback: analyze samples, review student writing, make judgments about learning</td>
</tr>
<tr>
<td>Overview of Argument and Rhetoric: relationship to strategic reading, writing, critical thinking. Assignment template and theory and practice</td>
<td>Examining prompts</td>
<td>LEADERSHIP: how will you promote learning from this PD in your classroom, department, school site, district?</td>
</tr>
<tr>
<td>Receipt of Professional learning materials: <em>Reading Rhetorically</em> and <em>They Say, I Say.</em></td>
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<tr>
<td>Homework: Preview and take notes on the module we will discuss on day 2: Social Networking</td>
<td>Homework: bring in three copies of two students’ writing for paper scoring on day 3. Try out modules.</td>
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AGENDA

Today you can expect an:

- Overview of the ERWC: its context, aims, and key principles
- Experience with a Module: *What It Takes To Be Great*
- Introduction to the Assignment Template
- Examination of the Correlations between the modules, Academic Literacy, and the California’s Common Core State Standards
- Exploration of the Special Place of “Argument,” essential “argument” related concepts and definitions
Some Background

The Broken Educational Pipeline

• Nationally, over 30% of high school freshman drop out before earning their high school diploma

• Of the 70% of high school students who do earn high school diplomas, only 32% graduate prepared to go to college

• Nationally, 30%-60% of college freshmen require remedial education.

• In fall of 2012, 33.6% of CSU students need English remediation; 30.5% math.

• In the CA Community College system, remediation rates range between 70-90%
Some Background

The Costs are Great

PERSONAL

- Students who enter college with a need for remediation – and must pay for classes that do not earn credits toward graduation – often leads to student frustration and self doubt. Especially in the California Community Colleges, data shows that such students persist and complete at strikingly low rates.

INSTITUTIONAL

- $3.7 billion per year = cost estimate of poor HS preparation and need for college remediation (Alliance for Excellent Education). Colleges are having to face tough decisions regarding the allocation of limited resources for their campuses.
The Public Policy Institute of California’s “Closing the Gap: Meeting California’s Need for College Graduates” argues that California needs to produce 1 million more graduates than it is currently on track to produce by 2025 to maintain the state economy.

- 85 percent of current jobs and 90 percent of new jobs in occupations with both high growth and high wages will require workers with at least some postsecondary education.

- According to the American Institutes for Research, college dropouts cost the nation $4.5 billion in lost income, and lost federal and state income taxes. American Graduate reports that the 12 million students who will likely drop out of high school over the next decade will cost the nation $1.5 trillion.
Some Background

History of the ERWC

2004: First 6 Modules: Senior Course
2005: Year-long Course Begins (14 modules)
2008: Updated Binders (Revisions, Grammar)
2010: Common Core State Standards alignment
2011: 7th-10th Grade Units developed (APIP Grant)
2012: Early Start at CSU’s / i3 Grant for ERWC
2013: New modules ready for use 7-12!
Since 2004, the same core principles have guided this evolving curriculum.

- The integration of interactive reading and writing processes;
- A rhetorical approach to texts that fosters critical thinking;
- Materials and themes that engage student interest and provide a foundation for principled debate and argument;
- Classroom activities designed to model and foster successful practices of fluent readers and writers;
- Research-based methodologies with a consistent relationship between theory and practice;
- Built-in flexibility to allow teachers to respond to varied students' needs and instructional contexts; and
- Alignment with English-Language Arts Content Standards.
- A relentless focus on the text.
How many California schools have adopted the ERWC as a full 12th grade course?

More than 700 and growing!
Middle Grades Matter

- According to a study by Johns Hopkins, “a student’s middle grades experience strongly impacts the odds of graduating from high school.”
  [http://www.amle.org/portals/0/pdf/research/research_from_the_field/policy_brief_balfanz.pdf]

- The MetLife Foundation reports that “Sixth graders who failed math or English/reading . . . had only a 10% to 20% chance of graduating high school on time. In a study of middle schoolers, less than 1 out of every 4 students with at least one of these ‘off-track indicators’ graduated high school in five years or less.”
  [http://www.afterschoolalliance.org/issue_46_collegecareer.cfm]
Common Core Sets New Expectations

<table>
<thead>
<tr>
<th>Shift 1</th>
<th>Balancing Informational &amp; Literary Text</th>
<th>Students read a true balance of informational and literary texts.</th>
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</thead>
<tbody>
<tr>
<td>Shift 2</td>
<td>Knowledge in the Disciplines</td>
<td>Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities</td>
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<tr>
<td>Shift 3</td>
<td>Staircase of Complexity</td>
<td>Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.</td>
</tr>
<tr>
<td>Shift 4</td>
<td>Text-based Answers</td>
<td>Students engage in rich and rigorous evidence based conversations about text.</td>
</tr>
<tr>
<td>Shift 5</td>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make an argument.</td>
</tr>
<tr>
<td>Shift 6</td>
<td>Academic Vocabulary</td>
<td>Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</td>
</tr>
</tbody>
</table>
Student Directions for Part 2

You will now review your sources, take notes, and plan, draft, revise, and edit your essay. You may use your notes and refer to the sources. Now read your assignment and the information about how your essay will be scored; then begin your work.

Your assignment:
Imagine you are part of a debate club at school, in which teams argue for and against different positions on interesting topics. To practice for an upcoming debate about napping, you will write a formal essay arguing whether or not naps are generally good for people. Use evidence from the sources to support your argument and address the opposite point of view.

Argumentative Scoring
Your argumentative essay will be scored using the following:

1. Statement of claim and organization: How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
2. Elaboration/evidence: How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?
3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your argumentative essay. Manage your time carefully so that you can:

1. plan your essay
2. write your essay
3. revise and edit the final draft of your essay

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a multi-paragraph essay, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type. Remember to check your notes and your prewriting/planning as you write and then revise and edit your essay.
An *Experience with a Module*

- to get familiar with the specifics of one of the modules
- to get a sense of the pedagogy, pacing, and instructional practices of effective implementation
- to illuminate the major components of the Assignment Template by which all the modules have been developed AND the reading and writing process the modules aim for students to internalize
This module centers on Geoff Colvin’s article, “What It Takes to be Great.”

- From the title of Colvin’s article, what do you anticipate will be the topic of the article? What do you predict that Colvin will “do” in the article?

The subtitle of Colvin’s article is:
“Research now shows that the lack of natural talent is irrelevant to great success. The secret? Painful and demanding practice and hard work.”

- How does this subtitle shape your prediction regarding what Colvin may “do” in his article?
Geoff Colvin is the Senior Editor of *Fortune* Magazine and the author of *Talent is Overrated: What Really Separates World-Class Performers from Everybody Else*.

Originally published: [October 30, 2006 issue](#) of *Fortune* Magazine

- What do you know about the author of the text AND where the article was published?
- Who are the readers of this magazine?
- What might these things suggest about what you will read in the article?
Colvin’s Opening Sentences:

“What makes Michael Jordan great? What made Berkshire Hathaway Chairman Warren Buffett the world's premier investor? We think we know: Each was a natural who came into the world with a gift for doing exactly what he ended up doing. As Buffett told Fortune not long ago, he was "wired at birth" to be an investor. It's a one-in-a-million thing. You've got it - or you don't.

Well, folks, it's not so simple. You are not a born CEO or investor or chess grandmaster.”
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Why does Colvin say “We think we know,” then go on to say “Well, folks, its not so simple?”
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Well, folks, it's not so simple. You are not a born CEO or investor or chess grandmaster.”

If people are not born to be great in a particular field, then what does it take to achieve that?
Colvin’s Two Last Lines:
“But the striking, liberating news is that greatness isn't reserved for a small few who – gifted with natural talent – were born to be great. It is available to you and to everyone.”

- What might Colvin mean when he says “greatness” is available to everyone?
- Why would his news that greatness is available to everyone (and not those just born with natural talent) be liberating? What’s liberating about it?
Based on reading these few paragraphs, complete the following sentences:

1. I predict that the article will be about ______________________
   ________________________________.

2. I will predict that the author will argue _________________
   ________________________________.
Activity 4: Introducing Key Concepts

In the essay you will be reading, Geoff Colvin’s "What It Takes to be Great," the author presents new research on greatness. Learning words that are frequently used to talk about research will improve your understanding of the essay.

Below are a number of words that are a part of the topic of research. In pairs, fill in the first chart with words that seem similar in meaning to the words at the top of each column. In the second chart, fill in words that do not seem to be similar to any of the others.

Be ready to share why you grouped them how you did with another pair. As you do this activity, think about the relationship between these different parts of research.

<table>
<thead>
<tr>
<th>authors of a study</th>
<th>findings</th>
<th>research</th>
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<tbody>
<tr>
<td>conclude</td>
<td>observations</td>
<td>researchers</td>
</tr>
<tr>
<td>conclusion</td>
<td>problem</td>
<td>scientific</td>
</tr>
<tr>
<td>evidence</td>
<td>publication</td>
<td>study</td>
</tr>
<tr>
<td>experts</td>
<td>question</td>
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<tr>
<td>words similar in meaning</td>
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<td>1.</td>
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<td>1.</td>
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<td></td>
<td>2.</td>
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</table>

| words not similar to any of the others | |
|----------------------------------------| 1. |
|                                       | 2. |
What did we just do?

Why does it matter?

How is this similar or different from the instructional scaffolding you usually offer?

Insights or Questions?
Prereading describes the processes that readers use as they prepare to read a new text. It involves surveying the text and considering what they know about the topic and the text itself, including its purpose, author, form, and language. This process helps readers to set a purpose and plan for reading, anticipate what the text will discuss, and establish a framework for understanding the text when reading begins.
You have read the first three paragraphs and the conclusion. Now read the rest of the article silently. As you read, think about the predictions you made before you read the article, and then answer the following questions.

- Of your original predictions, which were right? Which changed as you read the entire article?
- What was surprising or most interesting to you?
- What part of the text or idea would you like to understand better?
MODULE OVERVIEW

What It Takes to Be Great

Developed by Aleen and Micah Jendian


Module Description

“What It Takes to be Great” is based on a single magazine article which presents and substantiates research into how to improve performance. The author asserts that “greatness isn’t reserved for a small few who – gifted with natural talent – were born to be great” as many people believe, and concludes that “greatness is available to you and to everyone” through “deliberate practice.” The module culminates with 2 major assignments – a summary of the article and a speech which asks students to give specific advice regarding improving performance by translating the principles of “deliberate practice” to specific field or activity.
Activity 11: Rereading the Text

Considering the Structure of the Text—Labeling the Text

Now that you know what Colvin’s “What It Takes to Be Great” is about, go back and reread it. Using a highlighter or pencil, mark and label the following on the article itself:

- Where you think the article’s introduction ends
- Where Colvin notes the question researchers wanted to answer (the problem they wanted to solve) by studying great performers
- Where Colvin shares the researchers’ findings/conclusions
- The “elite performers” Colvin includes as evidence
- Where you think the article’s conclusion begins

Now exchange your copy of “What It Takes to Be Great” with a partner. Read your partner’s highlights and labels and then talk about what you each chose to mark. Compare and contrast your notes. Now, go back and change your own markings of the text in light of what you learned.
Thinking Critically

Your teacher will divide the class into various groups. Work with your group to answer the assigned questions. Select a reporter to write down your group’s answers. If you finish early, answer some of the other questions. Be prepared to share your answers with the class. Write down the responses to the questions that you hear from your classmates and put them in a folder with the other work you are doing with Colvin’s article.

Group 1

1. Colvin’s article begins—in some ways—like a rollercoaster. He states that Warren Buffett is the world’s best investor, then asks what made Buffett the best, then writes that “We think we know” and shares the common explanation, then provides a quote from Buffett which confirms this reasoning, then declares, “Well, folks, it is not so simple,” suggesting that that reasoning is inaccurate, then offers another explanation as to what makes people great in investing, and then...
Activity 16: Discovering What You Think

Considering the Writing Task

Your first final assignment is to write a summary of Geoff Colvin’s article “What It Takes to Be Great.” A summary of an essay helps someone who has not read an article to be able understand its major parts and its main ideas. A summary is not a review of the article stating your opinion about it.

To help you become familiar with summary writing, you will use a Summary Guide. Using the guide will help you to become more familiar with the language used in summary writing, the parts of an article to include, and ways to connect the different ideas of an article. It is important to read the parts and sentence frames of the Summary Guide carefully so that you complete all aspects of the assignment. With this practice, you will soon be able to write effective summaries without a Summary Guide.

You can choose to use this Summary Guide as it is, change or expand it as you see necessary, or create a summary without using the Summary Guide. If you choose not to use the guide, make sure that you include in your summary each of the parts of Colvin’s article, which are detailed in the Summary Guide’s six sentences.
Summary Guide for Geoff Colvin’s “What It Takes to Be Great”

The Parts and Structure of this Guided Summary

**Sentence One:** The author and title of article; when and where published; and the topic of the article

**Sentence Two:** An explanation of the question which first motivates the research into what it takes to be great

**Sentence Three:** A statement of the common belief as to what makes someone great AND Colvin’s argument/conclusion

**Sentence Four:** A statement of the major features of deliberate practice

**Sentence Five:** A brief explanation of the examples that Colvin offers to support his argument

**Sentence Six:** A statement of the author’s apparent purpose
Reflecting on the Writing Process

When you have completed your own essay, answer these six questions.

- What was difficult about this assignment?
- What was easy?
- What did you learn about summary writing by completing this assignment?
- What do you think are the strengths of your summary? Place a star by the parts of your essay that you feel are very good.
- What are the weaknesses, if any, of your summary? Place an X by the parts of your summary you would like help with. Write any questions you have in the margin.
What it Takes to be Great

- Take a few moments to look through the remainder of the module, including the “Second Final Assignment” and the rubrics that are included.

- What questions do you have? Concerns?
# Assignment Template

## Reading Rhetorically

<table>
<thead>
<tr>
<th>Prereading</th>
<th>Writing Rhetorically</th>
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</thead>
<tbody>
<tr>
<td>Getting Ready to Read</td>
<td>Reading the Assignment</td>
</tr>
<tr>
<td>Introducing Key Concepts</td>
<td>Getting Ready to Write</td>
</tr>
<tr>
<td>Surveying the Text</td>
<td>Formulating a Working Thesis</td>
</tr>
<tr>
<td>Making Predictions and Asking Questions</td>
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<tr>
<td>Introducing Key Vocabulary</td>
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</tbody>
</table>

## Writing Rhetorically

<table>
<thead>
<tr>
<th>Prewriting</th>
<th>Writing</th>
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<tbody>
<tr>
<td>Composing a Draft</td>
<td>Organizing the Essay</td>
</tr>
<tr>
<td>Developing the Content</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Revising and Editing</th>
<th>Evaluating and Responding</th>
</tr>
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<tbody>
<tr>
<td>Revising the Draft</td>
<td>Grading Holistically</td>
</tr>
<tr>
<td>Revising Rhetorically</td>
<td>Responding to Student Writing</td>
</tr>
<tr>
<td>Editing the Draft</td>
<td>Using Portfolios</td>
</tr>
<tr>
<td>Reflecting on the Writing</td>
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</table>

## Connecting Reading to Writing

<table>
<thead>
<tr>
<th>Writing to Learn</th>
<th>Thinking Critically</th>
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## Connecting Reading to Writing

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A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities

Intersegmental Committee of the Academic Senates of the California Community College, the California State University, and the University of California, 2003

the dispositions, habits of mind, and abilities that enable students to enter the ongoing conversations appropriate to college thinking, reading, writing, and speaking

www.asccc.org/Publications/Papers/AcademicLiteracy/main.htm
Habits of Mind / Broad Intellectual Practices

- exhibit curiosity
- exercise the stamina and persistence to pursue difficult subjects and tasks
- demonstrate initiative and develop ownership of their education
- develop a capacity to work hard and to expect high standards
- postpone judgment and tolerate ambiguity
- see other points of view
- experiment with new ideas
- challenge their own beliefs
- read with awareness of self and others
- exhibit respect for other viewpoints

What is academic literacy?

www.asccc.org/Publications/Papers/AcademicLiteracy/main.htm
What is academic literacy?

Habits of Mind / Broad Intellectual Practices

- respect facts and information in situations where feelings and intuitions often prevail;
- be aware that rhetorics of argumentation and interrogation are calibrated to disciplines, purposes, and audiences;
- embrace the value of research to explore new ideas;
- make connections to related topics or information.
Abilities

- Understand separate ideas and then be able to see how these ideas form a whole
- Determine major and subordinate ideas in passages
- Identify key examples that attempt to prove the thesis
- Understand “rules” of various genres
- Use the title of the article/essay as an indication of what will come
- Predict the intention of the author from extra-textual cues
- Summarize information
- Synthesize information in discussion and written assignments
- Identify appeals made to the readers’ emotion [pathos] and logic [logos], and on the basis of the author’s self-presentation [ethos]
Common Core Anchor Standards

Compare the Anchor Standards to the expectations from Academic Literacy. What similarities do you notice? What differences?
The Special Place of Argument

Argument is, “a serious and focused conversation among people who are intensely interested in getting to the bottom of things cooperatively . . .

~ Joseph M. Williams and Lawrence McEnerney as quoted in Appendix A of the CCSS
Why argument?

because . . .

1 “argument” is a significant part of the English/ Language Arts Content Standards, the recently adopted Common Course Standards (across disciplines) and college readiness.

2 “argument” is the central aspect of “reading rhetorically” and each of the modules (grades 7-10) – which have been designed – expressly – to be standards based AND to increase AP and college readiness.

3 we and our students are not necessarily familiar with the language of “argument” used in this context
Why argument?

“argument” is a significant part of the cross disciplinary California Common Core State ELA/Literacy Standards

<table>
<thead>
<tr>
<th>Grade 7</th>
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<tbody>
<tr>
<td>Reading 1</td>
</tr>
<tr>
<td>Cite several pieces of <strong>textual evidence</strong> to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>Reading 6</td>
</tr>
<tr>
<td>Determine an <strong>author’s point of view or purpose</strong> in a text and analyze how the author distinguishes his or her position from that of others.</td>
</tr>
<tr>
<td>Reading 7</td>
</tr>
<tr>
<td>Trace and evaluate the <strong>argument and specific claims</strong> in a text, assessing whether the reasoning and the evidence is relevant and sufficient to support the claims.</td>
</tr>
<tr>
<td>Writing 1</td>
</tr>
<tr>
<td>Write <strong>arguments</strong> to support claims with clear reasons and relevant evidence . . .</td>
</tr>
<tr>
<td>Speaking and Listening 2</td>
</tr>
<tr>
<td>Delineate a speaker’s <strong>argument and specific claims</strong>, and attitude toward the subject, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence</td>
</tr>
<tr>
<td>Speaking and Listening 4a</td>
</tr>
<tr>
<td>Plan and present an <strong>argument</strong> that: supports a <strong>claim</strong>, acknowledges <strong>counterarguments</strong>, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented</td>
</tr>
</tbody>
</table>
“Those values [of argument] are also an integral part of your education in college. For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form . . . which enables them to assess it and use it. You are asked to do this . . . because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions—usually in writing—to others who have a stake in your decisions being sound ones.”

~ Joseph M. Williams and Lawrence McEnerney as quoted in Appendix A of the CCSS
“‘reading rhetorically’ [is defined] as attending to a writer’s purposes within a rhetorical situation by examining both what the author says and how he or she says it.

“In most cases, a writer’s goal is to change a reader’s understanding of a topic in some way . . . . and their efforts to do so involve both direct and indirect means. . . .”

~ Bean, Chappell, Gilliam, Reading Rhetorically, xii
Why argument?

we and our students are not necessarily familiar with the language of “argument” used in this context

Essential Concepts

- Text
- Argument
- Claim
- Analysis
- Audience
- Purpose
- Rhetoric / Persuasive Strategies
- The Two Components of Critical Reading and Thinking
"By reading . . . we mean something more than simply lifting information out of books and articles. To read a text or event is to do something to it, to make sense out of its signals and clues . . . . Reading is thus not something we do to books alone. Or, to put it another way, books and other printed surfaces are not the only texts we read. Rather, a ‘text’ is anything that can be interpreted, that we can make meaning out of or assign value to. In this sense, all culture is a text and all culture can be read."

~ Joseph Harris and Jay Rosen, eds, The Media Journal
argument
[ahr-gyuh-muhnt]

a. A discussion in which disagreement is expressed; a debate.
b. A quarrel; a dispute.
c. A course of reasoning aimed at demonstrating truth or falsehood

Latin root – arguere – to make clear

Our Simple, Straightforward, and User-Friendly Definition
A claim an author makes about how things are and/or ought to be.
Arguments are:

- explicit (clearly stated) or implicit/implied
- supported by reasons and evidence
- rooted in an author’s philosophical beliefs/assumptions
- placed in particular contexts – historical, social, political, religious, etc – and therefore respond to, are informed by, and shape what’s happening around them

Some argue that everything is an argument!
For students to engage in this way, they must accept certain beliefs about the nature of knowledge: that knowledge is created; that they themselves are capable of creating knowledge; that authors present knowledge in the form of claims rather than truths; that the knowledge claims of one author often conflict with those of another; and that they can test knowledge claims and decide which are worthy of acceptance because they’re backed by good reasons.

~ Carolyn Boiarsky, Academic Literacy in the Classroom: Helping Underprepared and Working Class Students Success in College
analyze
[an-l-ahyz]

to examine methodically by separating into parts and studying their interrelations.
audience
[aw-dee-uhns]

1. the group of spectators at a public event; listeners or viewers collectively, as in attendance at a theater or concert: The audience was respectful of the speaker's opinion.

2. the persons reached by a book, radio or television broadcast, etc.; public: Some works of music have a wide and varied audience.
pur·pose
[pur-puhs]

1. the reason for which something exists or is done, made, used, etc.

2. an intended or desired result; end; aim; goal.
The Language of Argument: Rhetoric

rhetoric
[ret-er-ik]

- the art or study of persuasion
- the art or study of using language effectively and persuasively
The Language of Argument: **Persuasive Strategies**

- **Ethos**
  the speaker’s attempts to project his or her character as wise, ethical, and practical

- **Logos**
  the use of logic, which appeals to the audience’s reason and intellect

- **Pathos**
  appeals to the emotions or sympathies of the audience
### Analysis

**an • a • lyze**: to examine methodically by separating into parts and studying their interrelationships

- **rough synonyms**: understand, break down, deconstruct
- **facilitated by** “listening to the text,” “trying to understand it on its own terms . . . trying to consider the ideas fairly and accurately before rushing to judgment” (Bean et al, *Reading Rhetorically* 52).
- **involves**:
  - Argument Analysis
  - Rhetorical Analysis

### Evaluation

**e • val • u • ate**: to examine carefully for the purpose of determine value

- **rough synonyms**: judge, conclude, decide
- **facilitated by** “questioning the text” and “carefully interrogating a text’s claims and evidence and its subtle forms of persuasion” in order to “make sound judgments and offer thoughtful responses” (Bean et al, *Reading Rhetorically* 70).
Decide in your table groups how you will jigsaw the following modules:

Grade 7
- Tap vs. Bottled Water
- Helicopter Parents
- The Impact of Celebrities

Grade 8
- When is Lying Okay?
- Robots in School
- The Construction of a College Experience
Exploring Two Modules:

- Peruse your assigned module, filling out the graphic organizer. Be prepared to share your findings.
- Thoroughly review *Social Networking*. Do a first read (with the grain) of the article, and carefully review each activity up to the writing section. Once you have reviewed the module, answer the guiding questions.
Preview and take notes on the module(s) for middle school. Be prepared on Day 2 to share your answers to the following questions:

- How many articles are there? How long are they? What is the big question/issue they address?
- What is exciting and special about this module (in brief)? Provide page numbers.
- One activity you really appreciated and could see using with your students with a page number.
- Other texts or skills you may connect with this module.
Day 2 Agenda

- Homework Debrief
- Understanding Text Complexity
- Social Networking Overview
  - Examining prompts
  - Review of writing activities
- Professional learning materials: *Reading Rhetorically* and *They Say, I Say*
Use your graphic organizer to share and take notes on the following questions for each module:

- How many articles are there? How long are they? What is the big question/issue they address?
- What is exciting and special about this module (in brief)? Provide page numbers.
- What is one activity you really appreciated and could see using with your students. Provide page numbers.
- Other texts or skills you may connect with this module.
The most important implication of this study [Reading Between the Lines, ACT 2006] was that a pedagogy focused only on “higher-order” or “critical” thinking was insufficient to ensure that students were ready for college and careers: what students could read, in terms of its complexity, was at least as important as what they could do with what they read.

*Common Core State Standards for Literacy Appendix A: Research Supporting Key Elements of the Standards, p. 2*
The Standards’ Model of Text Complexity

Measures Text ← Measures Text
Attentive Human ← Computer

Qualitative
Quantitative

Reader and Task

Considers the Reader
Teacher

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... many students just entering grade 2 will need some support as they read texts that are advanced for the grades 2–3 text complexity band. Although such support is educationally necessary and desirable, instruction must move generally toward decreasing scaffolding and increasing independence, with the goal of students reading independently and proficiently within a given grade band by the end of the band’s final year (continuing the previous example, the end of grade 3).

*Common Core State Standards for Literacy Appendix A: Research Supporting Key Elements of the Standards, p. 9*
Understanding Text Complexity

Locate the handout “Readings from the *Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity.*”

Read and prepare to discuss the issues of:

- Structure
- Language Conventionality and Clarity
- Knowledge Demands
- Levels of Meaning
Hurricanes
There are no other storms like hurricanes on earth. Views of hurricanes from satellites located thousands of miles above the earth show how unique these powerful, tightly coiled weather systems are.

Vocabulary, yes, but even more than that, this kind of text calls on the reader to figure out what the parts of sentences express, how they are to be construed and what they are saying.

E.g., the first sentence: grammatically simple, semantically complex.

• There are other storms on earth.
• But none are like hurricanes, at least not on earth.
• This doesn’t exclude the possible existence of hurricane-like storms in other places.

Lily Wong Fillmore, University of California at Berkeley
Hurricanes

There are no other storms like hurricanes on earth. Views of hurricanes from satellites located thousands of miles above the earth show how unique these powerful, tightly coiled weather systems are.

Informational density: a lot of information is stuffed into phrases, clauses, and sentences. Consider the information packed into this little text:

- Hurricanes are unlike any other storm (i.e., they are unique).
- Hurricanes are powerful weather systems.
- Hurricanes are tightly coiled systems when seen from above.
- There are satellites thousands of miles above the earth.
- They show what hurricanes look like from above.
Dr. Timothy Shanahan on Text Complexity
Issues of Text Complexity

There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these structures and patterns is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language, and interacting with such texts allows them to discover how academic language works.

Filmore & Filmore
UC Berkeley/Stanford University Understanding Language Project
http://ell.stanford.edu/
Issues of Text Complexity

Simply put, the easy texts schools give to English Learners and Language Minority students – given prophylactically as a safeguard against failure – actually prevent them from discovering how language works in academic discourse.

Filmore & Filmore
UC Berkeley/Stanford University Understanding Language Project
http://ell.stanford.edu/
Close Reading

“A close reading is a careful and purposeful rereading of a text. It’s an encounter with the text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us.”

--Dr. Doug Fisher
Text Dependent Questioning

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade require text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.
Non-Examples & Examples

Not Text-Dependent

- In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

- In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

- In “The Gettysburg Address,” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

Text-Dependent

- What makes Casey’s experiences at bat humorous? Give some examples of the humor from text.

- What can you infer from King’s letter about the letter that he received? Explain to whom he was addressing in this letter and give examples of how you know this.

- What year was “The Gettysburg Address,” and according to Lincoln’s speech, why is this year significant to the events described in the speech?
<table>
<thead>
<tr>
<th>Trivial</th>
<th>Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>What color was Riding Hood’s hood?</td>
<td>Why did the fairy promise that the princess would one day prick her finger and die?</td>
</tr>
<tr>
<td>What was the name of the girl who visited the Three Bears?</td>
<td>How did the stepsisters and stepmother treat Cinderella? Give examples from the text.</td>
</tr>
<tr>
<td>Where did Hansel and Gretel’s parents tell them to wait?</td>
<td>Why was it important that Cinderella lost her shoe?</td>
</tr>
<tr>
<td>What did the godmother turn into a coach?</td>
<td></td>
</tr>
</tbody>
</table>

Timothy Shanahan, *Letting the Text Take Center Stage,*
Time – In and Out of the Text

• More instructional time spent outside the text means less time inside the text.

• Departing from the text in classroom discussion privileges only those who already have experience with the topic.

• It is easier to talk about our experiences than to analyze the text—especially for students reluctant to engage with the reading.

• The CCSS are College and Career Readiness Standards.
Text Dependent Questioning

Review the handout *Creating Text-Dependent Questions for Close Analytic Reading of Text*.

Highlight the seven steps for creating text dependent questions.

Review the types of text dependent questions, and make a connection between the two.
Text Dependent Questioning

Whole

Opinions, arguments, intertextual connections
Inferences
Author’s purpose
Vocab and text structure
Key details
General understandings

Part

Across texts
Entire text
Segments
Paragraph
Sentence
Word

Students in high school . . . are rarely held accountable for what they are able to read independently (Heller & Greenleaf, 2007). This discrepancy in task demand, coupled with what we see [a]s a vast gap in text complexity, may help explain why . . . so few students in general are prepared for postsecondary reading (ACT, Inc., 2006, 2009).

Common Core State Standards for Literacy Appendix A: Research Supporting Key Elements of the Standards, p. 2
Making Texts Accessible for ELs

- Analyze and plan how to address linguistic difficulties of texts.
- Teach strategies for learning vocabulary including how to use an English learner dictionary.
- Teach the company words keep, not just their meanings (i.e. collocations).
- Use good teaching strategies: interactive activities, graphic organizers, sentence frames, modeling, debriefing.
Social Networking

Review the module activities.

- Which provide the most support for English Learners?
- Where could you embed additional support?
Social Networking

Read the text that goes along with the module, Social Networking, and prepare to discuss what makes it complex.

- Identify the reader and task considerations posed for YOUR students by this text.
- Identify the factors that make this text complex.
- Prepare to share.
Social Networking

- Write TWO text-based discussion questions that could help your students enter and/or progress through this text successfully.
- Prepare to share.
When you look at a module like Social Networking with what aspects of it would your students be ready to engage and where would they require more support?

What moves will you make to
  – construct opportunities for students to do the hard work of analyzing the text?
  – support students who are unprepared for this work?
  – assess students along the way

What do you need to do to prepare for instruction of this module? Mark the module with your instructional notes.
Review the “Considering the Writing Task” section of the Assignment Template (pg. 16). How would your students benefit from this type of direct instruction?

Here are some strategies to help your students read the assignment carefully.

- Help students identify key verbs in writing assignments and define the nature of the support they should provide. The explanations in Appendix G: Key Assignment Words can help clarify some key terms.
- Help students specify the topic or focus of the text they are going to write. Is the topic specified for them? Do they have choices to make about it?
- Help students determine the rhetorical purpose of the writing. Are they informing or reporting? Are they persuading their readers of something? Help them recognize how the purpose of the assignment will affect the type of writing they will do. Here are some questions to help them consider this issue:
  - What genre is this? Is it a letter, an essay, a report, an email, or something else?
  - What format will this have?
  - What are the reader expectations for this genre?
  - What is your rhetorical purpose?
- Remind your students to read the assignment for information about process and deadlines. You may want to help them sketch out a timeline for completing the assignment in reasonable steps.
- Ask your students to examine the assignment for information about how they will be graded. What criteria will be used to evaluate their written work? Do they understand each criterion?
- Have your students look for information in the assignment about the audience for their writing. (See “Getting Ready to Write.”)
Review the writing prompt from *Social Networking*. Discuss the following:

- What appears to be the key learning objective of this prompt/assignment?
- What is the expected product?
- How does this kind of writing task prepare students to meet Common Core standards?

Report to the group.
Review the expectations for revision. How will you support your students in this work? Why is this work a good investment of your time?

**Activity 19**

**Revising Rhetorically**

Directions: Write answers to the following questions to help you think about your audience, your purpose, your image as a writer, and your arguments and the evidence that supports them. Then revise your essay clarify and strengthen each of these areas.

1. Who will read your essay? What do your readers probably think or believe about your topic? How much background information will they need?

2. What is your purpose in writing? What questions are you trying to answer? What are you trying to accomplish?

3. What sort of image, or ethos, as Aristotle would say, do you want to project to your reader? How will you achieve it? What words or type of language might you want to use to help construct your ethos?

4. What are your main arguments? (Aristotle would call this "logos.") What support do you have? For example, you can use facts, statistics, quotes from authorities, personal experience, anecdotes, stories, scenarios, and examples. What is your strongest evidence?

5. Are there any emotional appeals (pathos) you want to use?

6. If readers disagree with your thesis or the validity of your support, what would they say? How would you answer them?

You now need to work with the organization and development of your draft to make sure that your essay is as effective as possible.
Editing the Draft

You now need to work with the grammar and mechanics of your draft to make sure that your use of language is effective and conforms to the guidelines of standard written English.

Individual Work

Edit your draft based on the information you have received from your instructor or a tutor. Use the editing checklist provided by your teacher. The suggestions below will also help you edit your own work.

Editing Guidelines for Individual Work

- If possible, set your essay aside for 24 hours before rereading to find errors.
- If possible, read your essay out loud so you can hear your errors.
- Focus on individual words and sentences rather than overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then touch your pencil to each word as you read.
- With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.
- Only look for one type of error at a time. Then go back and look for a second type, and if necessary, a third.
- Use the dictionary to check spelling and confirm that you’ve chosen the right word for the context.

Editing Focus:

Highlight the verbs that you have used to introduce quotations or paraphrases. Wherever you have used the word "say" or "said," substitute a more specific verb. Refer back to the verbs that you identified in Activity 12 for possible alternative verbs or select your own.
Academic Literacy states that students should “demonstrate initiative and develop ownership of their education.” How does this activity develop that skill?

**Reflecting on the Writing**

When you have completed your own essay, answer these seven questions.

1. What was most difficult about this assignment?
2. What was easiest?
3. What did you learn about organizing your essay?
4. What did you learn about arguing by completing this assignment?
5. What do you think are the strengths of your argument? Place a wavy line by the parts of your essay that you feel are very good.
6. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.
7. What did you learn from this assignment about your own writing process—about preparing to write, writing the first draft, revising, and editing?
“Writing activities and assignments should be designed with genuine purposes and audiences in mind in order to foster flexibility and rhetorical versatility.

Framework for Success in Postsecondary Writing, co-authored by the Council of Writing Program Administrators, NCTE and NWP, as quoted in the Content Specifications for the Summative Assessment of the Common Core State Standards for English Language Arts and Literacy, pp. 45
Writing in the Common Core

*Standardized writing curricula or assessment instruments that emphasize formulaic writing for non-authentic audiences will not reinforce the habits of mind and the experiences necessary for success as students encounter the writing demands of postsecondary education”*[and the world of work and career].

Framework for Success in Postsecondary Writing, co-authored by the Council of Writing Program Administrators, NCTE and NWP, as quoted in the *Content Specifications for the Summative Assessment of the Common Core State Standards for English Language Arts and Literacy*, pp. 45
Reading Rhetorically (3rd. Ed.)
The authors “define ‘reading rhetorically’ as attending to an author’s purposes for writing and to the methods the author uses to accomplish those purposes—the how as well as the what of a text’s message” (p. xvii).
Reading Rhetorically (3rd. Ed.)

The book teaches:

• How to see texts as positioned in a conversation with other texts

• How to recognize the rhetorical aims and persuasive strategies of a given text

• How to analyze a text for both content and rhetorical method
The author’s basic goal is to “demystify academic writing and reading by identifying the key moves of persuasive argument and representing these moves in forms that students can put into practice” (p. xv).
They Say I Say (Second Edition)

INTRODUCING QUOTATIONS

- X states, “_________.”
- As the prominent philosopher X puts it, “_________.”
- According to X, “_________.”
- X himself writes, “_________.”
- In her book, ________, X maintains that “_________.”
- Writing the journal *Commentary*, X complains that, “_________.”
- In X’s view, “_________.”
- X agrees when she writes, “_________.”
- X disagrees when he writes, “_________.”
- X complicates matters further when he writes, “_________.”

EXPLAINING QUOTATIONS

- Basically, X is saying _________.
- In other words, X believes _________.
- In making this comment, X argues that _________.
- X is insisting that _________.
- X’s point is that _________.
- The essence of X’s argument is that _________.

100
Homework for Day 3

- Teach a module.
- Please bring in three copies of two students’ papers with the writing prompt attached for scoring on day 3.
Debrief of Implementation

- How did it go with the modules?
- What did you try?
- What worked, how?
- What evidence do you have to prove learning took place?
Assessing Student Work

Read the article by Jim Burke. Be prepared to discuss:

- His advice regarding focus and feedback
- His ideas about student reflection

How does this mesh with your own assessment practice?
Prepare for Read-Arounds

- Get together in groups of three
- Read and respond to one paper at a time
- Read one paper from each group member, then, as time permits, go back and read the second paper.
  - Use a t chart to write positives about the student’s writing and areas of weakness
  - Refer to the rubric that went with the prompt to look for criteria that matches the writing.
  - Provide a score for the writer
Preparing to Read

- Annotate the Prompt: Underline key verbs to clarify the task. Circle words students may find challenging.

- Discuss what students were asked to do. What do you expect to see from them?
  - What **Role** will the writer take?
  - Who is the **Audience**?
  - What is the **Format** of the assignment?
  - What is the **Topic** of the writing?
Create a T chart with positives about the writing on one side, and areas of concern on the other.

<table>
<thead>
<tr>
<th>Strengths in student’s writing</th>
<th>Areas of concern in student’s writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Once you have finished the t-chart, discuss the following general questions:

- What aspects of the template are evident in the work this student has done?
- What is visible in the student work that you didn't expect?
- What instructional moves did the teacher make to get this type of work from his/her student?
- Where does this student need to go next and how can their teacher facilitate these next steps?
- Using Jim Burke’s article as a guideline, write one or two comments to the writer.
Debriefing the Read Around

Take a few moments to reflect on this process in writing. Consider:

- Any a-ha’s you’ve had about writing and revising
- Any ideas that you are likely to incorporate into your only practice
English Learners and Writing: What the Research Says

- Errors are a normal part of language acquisition
- ELs may stall (“fossilize”) in their acquisition of particular language structures
- Expert intervention (feedback and instruction) can help ELs improve in written accuracy over time

~ Dr. Dana Ferris
University of California, Davis
English Learners and Writing: What Errors to Treat

- Serious/global errors that impede readers’ comprehension
- Patterns of frequent errors
- Stigmatizing errors that cause readers to “label” the writer as “ESL”

~ Dr. Dana Ferris
University of California, Davis
English Learners and Writing: When to Treat an Error

Throughout the writing process, but with different emphases at various stages:

- Early stages: general indications of 1-2 patterns of error to watch for (“As you revise, pay attention to plural endings on your nouns...”)
- Intermediate stages: more detailed, text-specific feedback on several patterns of error

~ Dr. Dana Ferris
University of California, Davis
As you watch the video, consider the following:

- How does the teacher respond to her students’ first drafts?
- What do you think she considered in choosing the mentor text?
- How does the mentor text encourage revision?
- What processes and procedures are well established in this classroom that allow this type of work to be effective?

http://vimeo.com/album/2192388/video/56066196
A Note About Grammar Instruction

Grammar instruction [which] involve[s] the explicit and systematic teaching of the parts of speech and structure of sentences,” has a negative effect “for students across the full range of ability. . . This negative effect was small, but it was statistically significant, indicating that traditional grammar instruction is unlikely to help improve the quality of students’ writing.”

~Writing Next, 2007
Grammar: A Better Approach?

Read the article, *Tips for Teaching Grammar in the Common Core Classroom*.

- What ideas compliment what you’ve seen of the Expository Reading and Writing Modules?
- What ideas could you implement tomorrow?
Planning to Meet the Needs of your Students

- Backward map for the year, and with ELs in mind.
  - Teach whole modules but focus on different proficiencies.
  - Teach skills multiple times as you move through each module.
- Diagnose students needs and build results into the map.
- Create formative and summative assessments to enable you to continue to tailor instruction during the year.
- Balance the four linguistic skills—reading, writing, speaking, listening; give direct instruction in academic discourse.
- Gradually release responsibility—the struggle is where learning happens.
Resources Provided

- ERWC Online Community  https://www.csuenglishsuccess.org/
- English Success Site  http://www.csuenglishsuccess.org/eap_esw
- California Common Core Content Standards (CCCCS) for English Language Arts and Literacy in History/Social Studies, Science, & Technical Subjects
- Assignment Template Correlated to Common Core State Standards
How do we prepare our students to meet the expectations of the Common Core and be College and Career Ready?

How will you help to improve the literacy for your students?

How will you utilize the ERWC materials, template, and writing?

What will you do at your school? Department? Grade level? District?

How are you planning time to have discussions around your instruction?