

An Introduction to Reading and Writing, Common Core Style!

SchoolsMovingUp Webinar ♦ November 7, 2012

PRESENTED BY
Robert Rosenfeld and Liz Jameyson
WestEd

English Language Arts and
Literacy in History/Social Studies,
Science and Technical Subjects
Webinar 2



Introductions: Today's Presenters



- **Robert Rosenfeld**
 - Associate Director, Local Accountability Professional Series, WestEd



- **Liz Jameyson**
 - Senior Program Associate, WestEd



Agenda

1. Discussion of the importance of evidence in the CCSS, for all content areas.
2. Anchor Standard R-1 in ELA and the Content Areas: How does it connect to other Reading Standards?
3. Anchor Standard W-1 in ELA and the Content Areas: How does it connect to other Standards within and outside of the Writing Strand?



Section One:

The Importance of Evidence in the CCSS, for All Content Areas



The Importance of Evidence in the Content Areas

Using evidence when reading and writing across the curriculum will allow us to elicit deeper student understanding in all content areas—ELA, Social Studies, Science, History, and Technical Subjects.



Appendix A: Definition of Technical Subjects

“Technical subjects – A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music” (CCSS ELA Appendix A 43).



- “...wide, deep, and thoughtful engagement with **high-quality literary and informational texts** that **builds knowledge, enlarges experience, and broadens worldviews.**”
- Emphasis on “...**cogent reasoning and use of evidence** that is essential to both private deliberation and responsible citizenship in a democratic republic.”
- “...students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language” (ELA CCSS 3)



One of the Seven Capacities that Offer a Portrait of a Student Who Meets the Standards

“They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence” (ELA CCSS 7).





Activity One: The Importance of Evidence



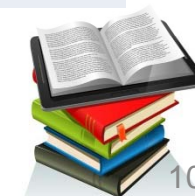
Take a moment to solidify your understanding of the importance of students using and evaluating evidence in the Common Core State Standards for ELA. Once you've jotted your thoughts down, share what you've written with your colleagues. If you're attending alone, please share your thoughts in the chat area.



“Bringing the Common Core to Life”

David Coleman

	Six Instructional Shifts in ELA
Shift 1	PK - 5 – Balancing informational and Literary Text (50% Informational text –science and social studies emphasis)
Shift 2	6 – 12 – Building Knowledge in the Disciplines (Content teachers outside ELA emphasize literacy experiences)
Shift 3	Staircase of Complexity (Grade-appropriate complex text and knowing when and how much to scaffold for students)
Shift 4	Text-based Answers (Conversations are dependent on a common text. Teachers ask text-dependent questions and value evidence).
Shift 5	Writing from Sources (Writing emphasizes use of evidence to inform or make an argument)
Shift 6	Academic Vocabulary (Building students’ ability to access complex text)

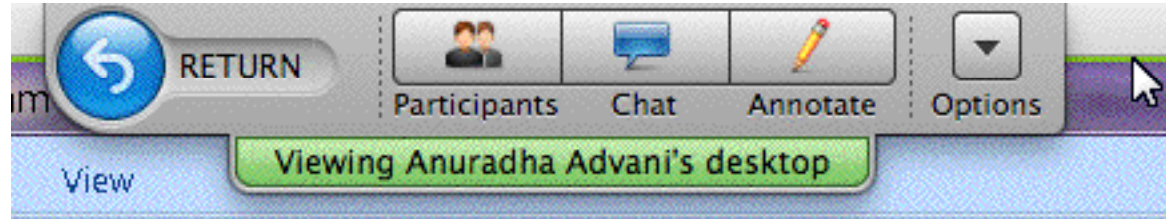




'Bringing the Common Core to Life'

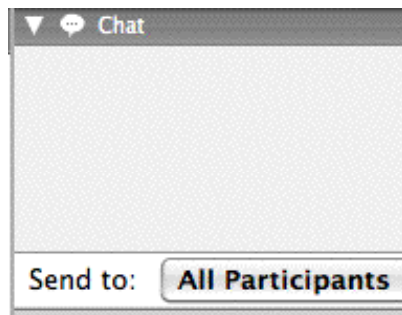


David Coleman Activity Two



1. Handout Shared via File Transfer
2. Document shared on screen (page 8)

Click on **Chat** & share

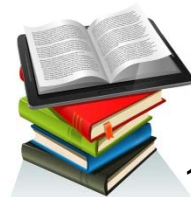


If you haven't read, choose **ONE** of the shifts David Coleman discusses. Annotate the text using the following symbols:

¶ = Got it. I know/understand this.

! = This is really important or interesting.

? = I don't understand this, or this does not make sense, or I question this.



Activity Time/Pause to Reflect



Please continue typing a response:
Of the six instructional shifts, which is the easiest to make, and which is the most difficult?



R-10

Read and comprehend complex literary and informational texts independently and proficiently.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

Whose Responsibility Is It?

All Texts Read and Analyzed By Students

ELA Classroom

Social
Studies/History
Classrooms

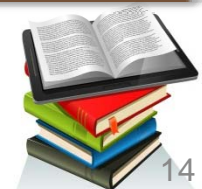
Science and
Technical
Classrooms

Literature

Literary
Nonfiction

Informational
Text Geared
toward the
Subject Area

Informational
Text Geared
toward the
Subject Area



W-10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

Whose Responsibility Is It?

All Compositions Created By Students

ELA Classroom

Social
Studies/History
Classrooms

Science and
Technical
Classrooms

Argument

Expository

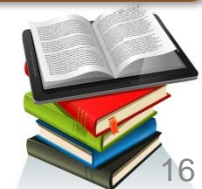
Narrative

Argument

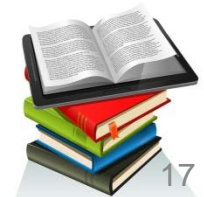
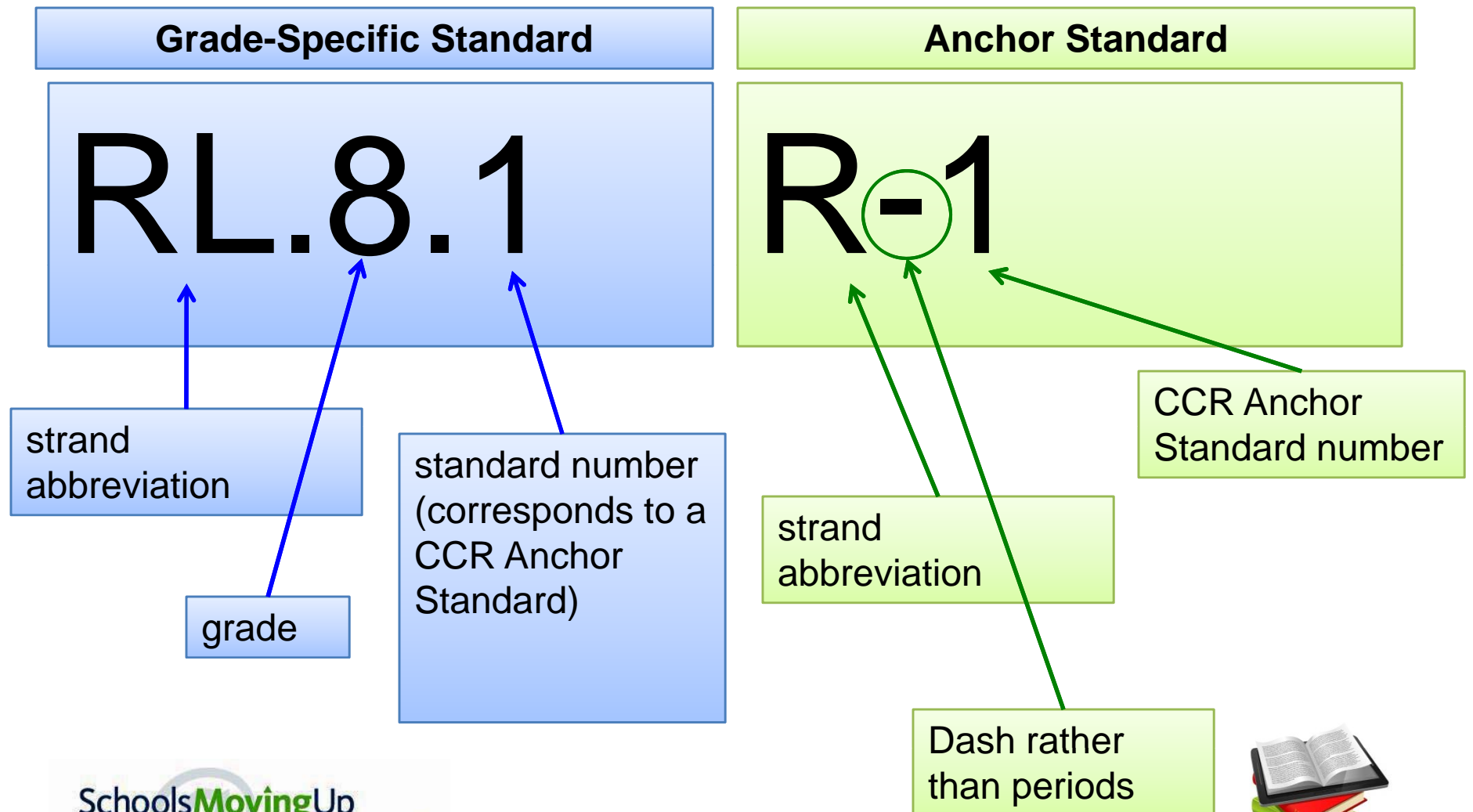
Expository

Argument

Expository



How are the Standards Named?



Check for Understanding: Naming the Standards

Click on **Chat**: use the chat to identify what the different names stand for

- RL.6.1
- R-8
- W.9-10.1
- RST.6-8.2
- RH.11-12.5
- W-1
- WHST.6-8.1



R – Reading Standards

RL = Reading Standards for Literature

RI = Reading Standards for Informational Text

RH = Reading Standards for Literacy in History/Social Studies

RST = Reading Standards for Literacy in Science and Technical Subjects

W = Writing Standards

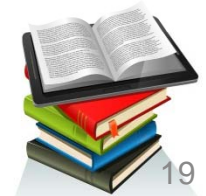
WHST = Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

SL = Speaking and Listening Standards

L = Language Standards

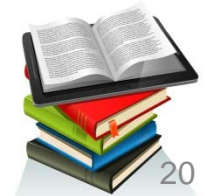
Three Strands Outlining the Importance of the Use of Evidence/Evaluation of Evidence

- **R-1** Read closely to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence** when writing or speaking to support conclusions drawn from the text.
- **R-8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the **relevance and sufficiency of the evidence**.
- **W-1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and **relevant and sufficient evidence**.
- **W-9 Draw evidence** from literary or informational texts to support analysis, reflection, and research.
- **SL-3** Evaluate a speaker's point of view, reasoning, and **use of evidence** and rhetoric.
- **SL-4** Present information, findings, and **supporting evidence** such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



Anchor Standards: Today's Focus

- **R-1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **W-1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



Discussion & Reflection

- Quick review of the chat area
- Questions and answers



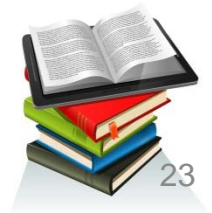
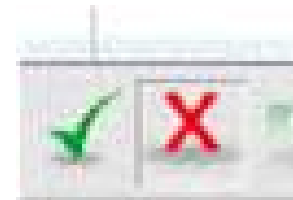
Section 2: Reading Anchor Standard 1

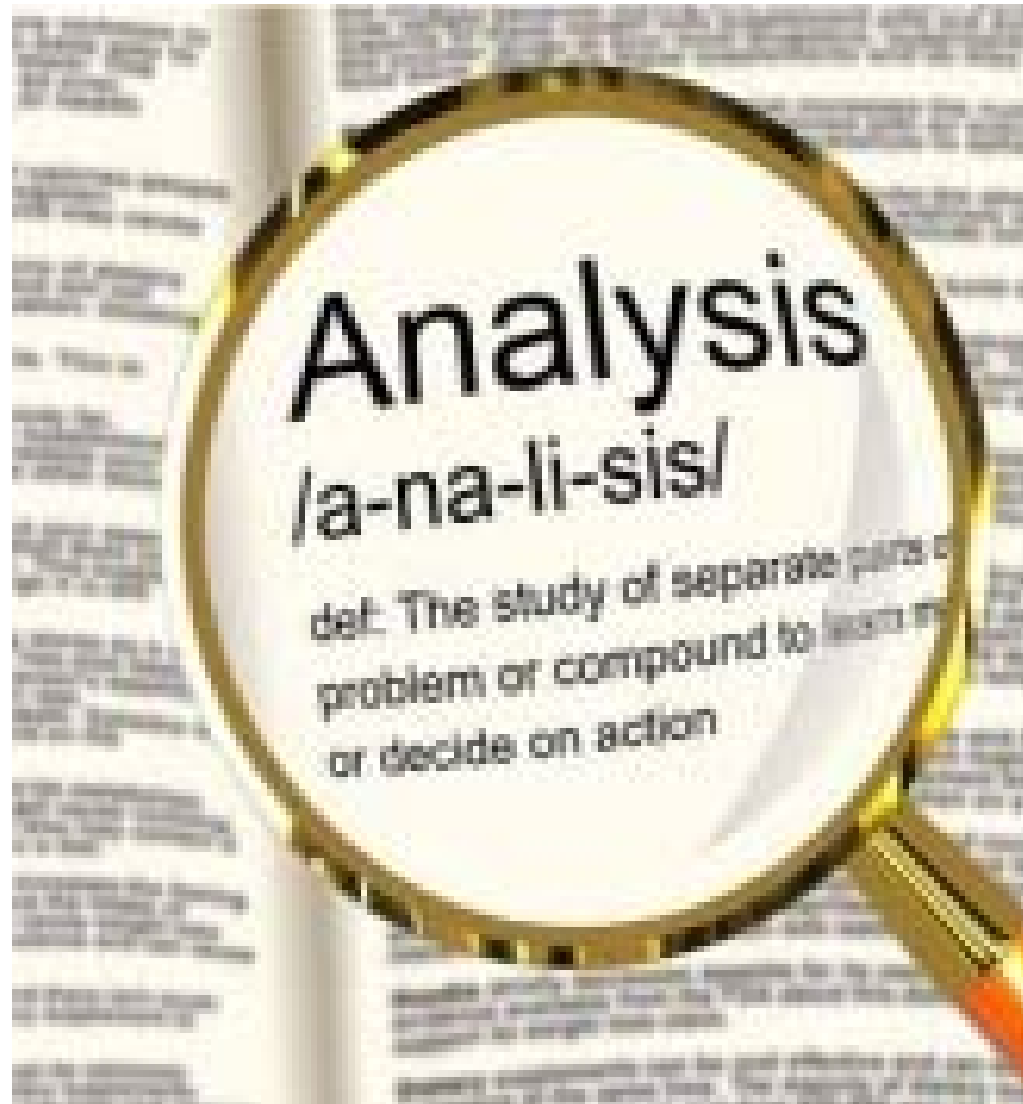
R-1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



Quick Poll: Standards

Have you reviewed your grade-level and subject area version of Reading Anchor Standard 1?





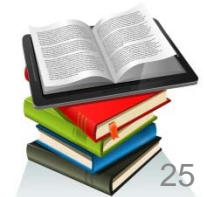


Progression of Anchor Standard R-1

- RL/RI.K.1 With prompting and support, ask and answer questions about key details in a text.

...

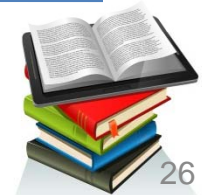
- RL/RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

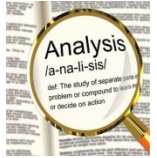




Progression of Anchor Standard R-1

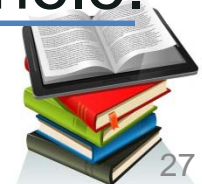
- RL/RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL/RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL/RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL/RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL/RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.





Progression of Anchor Standard R-1

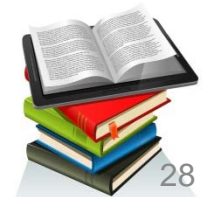
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.





Progression of Anchor Standard R-1

- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.
- RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.





Pairing Reading Standard 1 with other Reading Standards in ELA

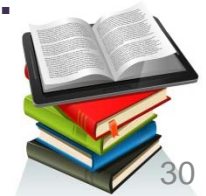


RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

- A. Describe the argument Frederick Douglass is making in the text *Narrative of the Life of Frederick Douglass*.**
- B. Explain whether he has used sufficient and relevant evidence to support his argument.**

Use details and examples from the text to support your answers.



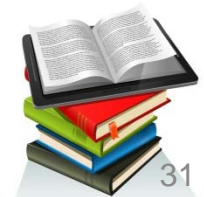
Pairing Reading Standard 1 with other Reading Standards in ELA



RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Analyze the connection Ronald Reagan draws between Sergeant Stephen Trujillo and the “unsung heroes.” Explain the impact this connection has on the meaning of the speech. Use evidence from the speech to support your analysis.



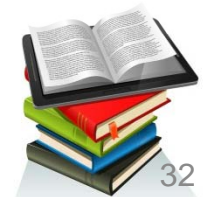
Pairing Reading Standard 1 with other Reading Standards in ELA



- **RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Compare and contrast the structure of “I, Too, Sing America” and “Go Slow.” Be sure to explain how the structure of each contributes to the meaning of the poem. Use evidence from the poems to support your analysis.



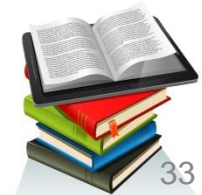
Pairing Reading Standard 1 with other Reading Standards in History/Social Studies



- **RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.**

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Read and evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions and the rights of individuals. Use evidence from the debates to support your evaluation.



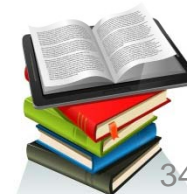
Pairing Reading Standard 1 with other Reading Standards in Science and Technical Subjects



- **RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.**

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

After reading a text describing a scientific theory, accurately cite the data that supports the theory, and then plan and conduct a scientific investigation to evaluate the accuracy and reproducibility of the data described in the text.





Activity Three: Pairing R-1 with another Reading Standard

California's Common Core State Standards Document

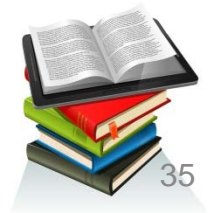
ELA Middle School: page 20 (literature) or 22 (informational text)

ELA High School: page 21 (literature) or 23 (informational text)

Social Studies/History, Middle and High School: page 36

Science and Technical Subjects, Middle and High School: page 37

Refer to Activity Three Handout





Activity Three: Pairing R-1 with another Reading Standard

- Read your grade and content-specific version of R-1
- Choose another Reading Standard to pair your grade and content-specific version of R-1 with.

Quickwrite:

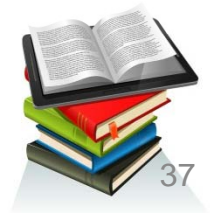
- **Type in the chat which Reading Standard did you choose and why?**



Activity Time/Pause to Reflect



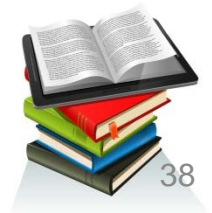
Please continue trying a response to tell what else you would like to know about pairing Reading Anchor Standard 1.



Your Turn: Group or PLC Discussion Follow-up Activity



- Design and deliver a lesson that pairs your grade and content-specific version of R-1 with another Reading Standard.
- After delivery of the lesson, reflect on how deliberately concentrating on evidence deepened student understanding of the content.



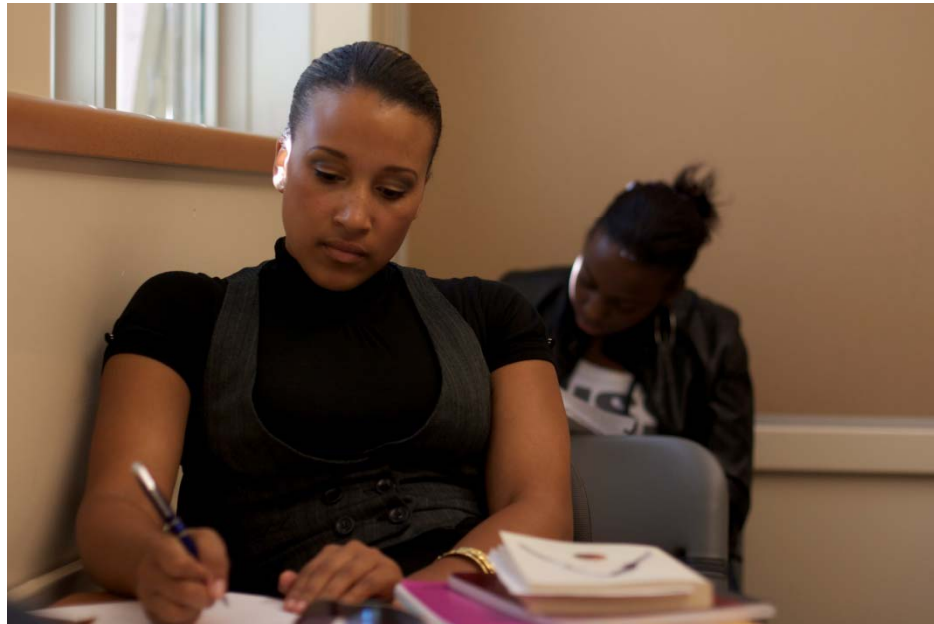
Discussion & Reflection

- Quick review of the chat area
- Questions and answers



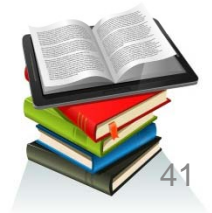
Section 3: Writing Anchor Standard 1

W-1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



The Special Place of Argument in the Standards

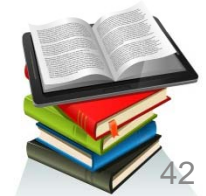
“While all three text types are important, the Standards put particular emphasis on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness” (CCSS ELA Appendix A 24)



Argument: General Definition

“Argument

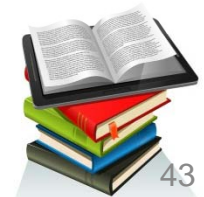
Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid” (CCSS ELA Appendix A 23).



Quickwrite: Subject Area of Focus?

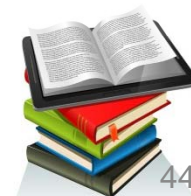
For writing arguments, on which subject area would you most like us to focus? Please specify in the chat area.

- English Language Arts (ELA)
- History/Social Studies (HSS)
- Science/Technical Subjects (STS)





“Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading” (ELA CCSS 5).

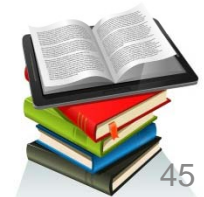




Argument in English Language Arts

Argument

“... In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about” (CCSS ELA Appendix A 23).



ELA Middle School

Texts: “I, Too, Sing America” and “Go Slow”

RICH TASK, PART A



Task Time: 5 days

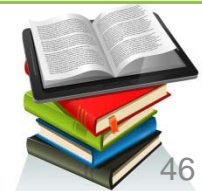
Essential Question: How does structure impact the meaning of a text?

Teacher Actions

- Modeling
- Scaffolding
- Asking open-ended text-dependent questions
- Structuring group conversations

Student Actions

- Practicing with paragraph frames
- Reading and rereading
- Answering open-ended text-dependent questions in a structured group





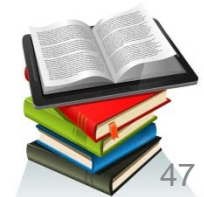
ELA Middle School:

Texts “I, Too, Sing America” and “Go Slow”

RICH TASK, PART A

Standards Addressed:

- **RL.8.1**: Citing evidence to support analysis
- **RL.8.5**: Comparing and contrasting the structure of texts and analyzing how structure contributes to meaning and style.
- **SL.8.1**: Having structured collaborative group discussions



ELA Middle School

Texts “I, Too, Sing America” and “Go Slow”

RICH TASK, PART B



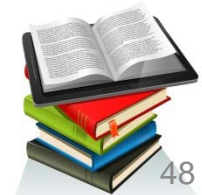
Prompt: Write a multi-page essay in which you support a thesis. Your essay should answer the question: How does the structure of each poem impact the meaning of each poem? Your essay should draw comparisons between the two poems and use evidence from both poems to support your ideas.

Teacher Actions

- Providing exemplar texts and a scoring guide
- Providing writing instruction using the writing process

Student Actions

- Rereading
- Prewriting
- Drafting
- Editing, with peer/adult feedback
- Publishing





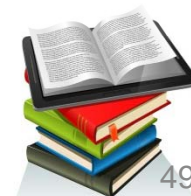
ELA Middle School

Texts: “I, Too, Sing America” and “Go Slow”

RICH TASK, PART B

Standards Addressed:

- **W.8.1** Writing arguments to support claims with clear reasons and evidence
- **W.8.5**: Using the writing process when writing
- **W.8.6**: Publishing the writing using technology
- **W.8.9a**: Writing about what is read and using evidence from texts to support ideas
- **L.8.1**: Conventions of grammar
- **L.8.2**: Conventions of punctuation



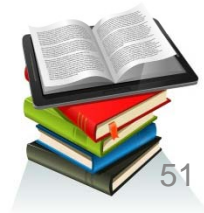




Argument in History/Social Studies

Argument

“...In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation” (CCSS ELA Appendix A 23).



Social Studies Middle School

Text: Bill of Rights

RICH TASK, PART A



Task Time: 5 Days

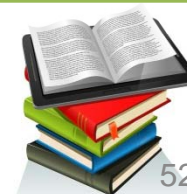
Essential Question: "How can analyzing the writing and ratification of the Bill of Rights enable us to better understand the ongoing debate over how much power government should have, versus how much individual liberty citizens should retain?"

Teacher Actions

- Facilitating
- Scaffolding
- Asking open-ended text-based questions
- Structuring group conversations

Student Actions

- Reading and rereading
- Answering open-ended text-based questions in a structured group.



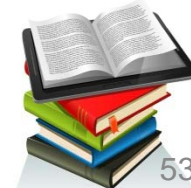
Social Studies Middle School

RICH TASK, PART A



Content Standard Addressed:

- **8.2.3 3.** Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.



Social Studies Middle School: Text **RICH TASK, PART A**



Common Core Reading Standards Addressed

- **RH.8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.8.3** Identify key steps in a text's description of a process related to history/social studies



Social Studies Middle School

Texts: Bill of Rights and the Declaration of Independence



RICH TASK, PART B

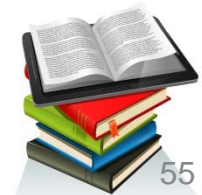
Prompt: How well has the Bill of Rights met the ideals of the Declaration of Independence? How much power should government have, versus how much individual liberty should citizens retain?"

Teacher Actions

- Providing exemplar texts and a rubric
- Providing writing instruction using the writing process

Student Actions

- Rereading
- Collaborative group prewriting
- Drafting
- Editing, with peer/adult feedback
- Publishing and/or debate



Social Studies Middle School

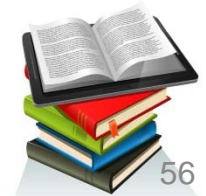


Texts: Bill of Rights and the Declaration of Independence

RICH TASK, PART B

Common Core Writing Standards Addressed:

- **WHST.8.1.** Write arguments focused on discipline-specific content.
- **WHST.8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **WHST.8.9:** Draw evidence from informational texts to support analysis reflection, and research.





Argument in Science



Argument

...In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims” (CCSS ELA Appendix A 23).

Science High School

RICH TASK, PART A



Task Time: 5 Days

Essential Questions: How could you find out if Galileo was really the first scientist to correctly describe the motion of falling bodies? In what ways did Galileo's investigations support or refute earlier investigations? How can we determine if Galileo's investigations and data are still accurate and reproducible today?

Teacher Actions

- Asking open-ended questions
- Demonstrating
- Scaffolding reading and text-based questions
- Structuring group conversations

Student Actions

- Observing
- Note-taking
- Answering open-ended questions
- Reading
- Answering text-based questions.



Science High School

Text: 1576 Moletti Manuscript

RICH TASK, PART A



Student Actions

- Reading
- Answering text-based questions.

Read the tract written in 1576 by Giuseppe Moletti, Galileo's predecessor in the chair of mathematics at the university of Padua, in which he reported that bodies of the same material but different weight, as well as bodies of the same volume but different material, dropped from a height arrived at the Earth at the same time.

Answer the questions, citing evidence from the text.

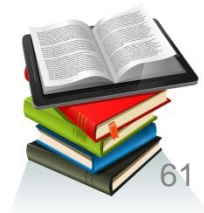
Science High School

Text: 1576 Moletti Manuscript

RICH TASK, PART A



- Science Content Standards Addressed:
Physics 1e: Students **know** the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.



Science High School

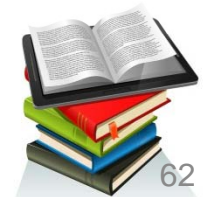
Text: 1576 Moletti Manuscript

RICH TASK, PART A



Common Core Reading Standard
Addressed:

- **RST.9-10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.



Science High School

RICH TASK, PART B



Task: Follow described steps carefully to reproduce Galileo's experiments with falling bodies and collect data to determine whether his results are in fact reproducible. Write a lab-report with clear concluding arguments.

Teacher Actions

- Demonstrating
- Providing exemplary and non-exemplary lab reports and concluding arguments

Student Actions

- Close reading
- Following multi-step procedures
- Collecting data
- Writing report and concluding argument.



Science High School



RICH TASK, PART B

- Science Content Standards Addressed:
Physics 1e: Students ***know*** the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.

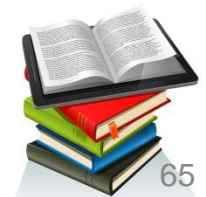
Science High School

RICH TASK, PART B



Common Core Reading Standards Addressed:

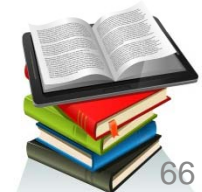
- **RST.9-10.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.
- **WHST.9-10.1.** Write arguments focused on discipline-specific content.



Your Turn: Group or PLC Discussion Follow-up Activity



- Design and deliver a lesson that pairs your grade and content-specific version of W-1 with several other standards from different strands.
- After delivery of the lesson, reflect on how deliberately pairing these standards together and teaching them in integration deepened student understanding.



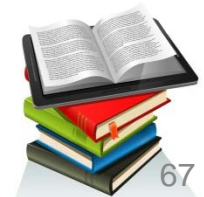
Defining Proficiency

“We’re already doing this.”

Is the proficiency level nationally competitive?

Do teachers and administrators have a shared understanding of what proficiency looks like?

At what proficiency level?



Defining Proficiency: Using Rubrics and Exemplars

RI-3, RI-9 (secondary: RI-1, RI-2)

Passage 1

The following excerpt comes from a speech written in 1872 by women's rights pioneer Susan B. Anthony. Anthony was arrested after attempting to vote in the 1872 presidential election. After her conviction Anthony wrote this speech to make a constitutional argument for giving women the right to vote.

Passage 2

The following excerpt comes from the Second Treatise of Government by John Locke, published in 1690.

Defining Proficiency: Using Rubrics and Exemplars

Item Prompt:

Identify the main idea of each passage and explain how Locke's treatise supports Anthony's argument.

Scoring Rubric	
3 Proficient	A response: Gives sufficient evidence of the ability to identify the idea common to the two texts and explain how the ideas in Locke's treatise support the ideas in Anthony's argument.
2	A response: Gives some evidence of the ability to identify the idea common to the two texts and explain how the ideas in Locke's treatise support the ideas in Anthony's argument.
1	A response: Gives limited evidence of the ability to identify the idea common to the two

Defining Proficiency: Using Rubrics and Exemplars

Scoring Notes:

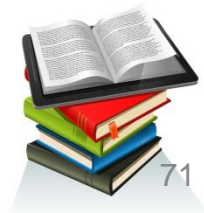
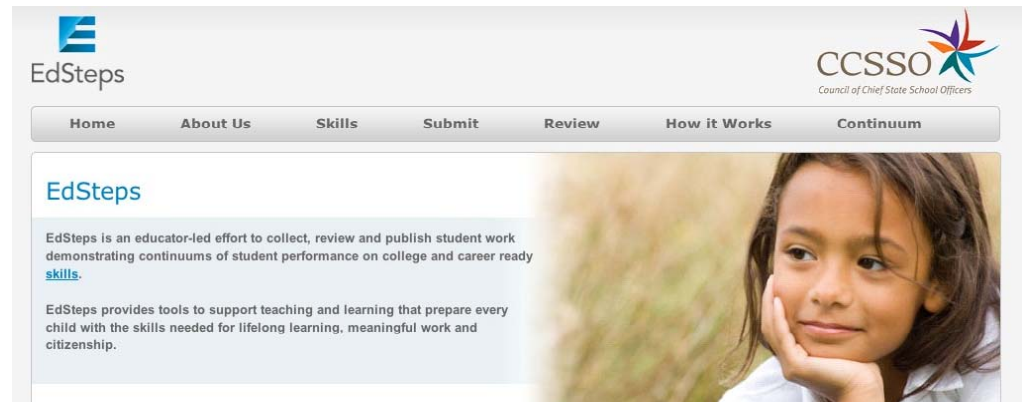
Responses may include but are not limited to: Students should indicate that both authors believe that all people have natural rights and therefore government can only work if people are allowed to vote for the lawmakers, otherwise government violates the natural rights of citizens. This reasoning supports Anthony's argument that not allowing women to vote violates their natural rights.

Score Point 3 Sample: Anthony argues that government is based on the natural right of every person to vote on laws. People join governments not to give away rights but to agree that the government will protect those rights. Locke also states that people have natural rights and participation in society necessitates agreement to common laws. Locke states that people in society can only be free under laws made with their consent, i.e. passed by an elected legislature. Locke's treatise supports Anthony's argument because Locke's idea that people should be under no legislative power but that established by consent supports Anthony's point that women's natural rights are taken away when they are forced to obey laws they did not consent to, in that they could not vote for the legislatures that make the laws.

Defining Proficiency: Using Rubrics and Exemplars



COMMON CORE STATE STANDARDS FOR
**English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects**
Appendix C: Samples of Student Writing

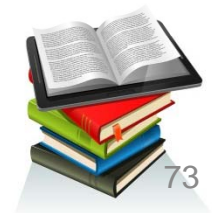


Discussion & Reflection

- Quick review of the chat area
- Questions and answers



Section 4: Resources & Next Steps



Resources

Smarter Balanced Assessment Consortium

<http://www.smarterbalanced.org>

Common Core Standards: Integrating Local Accountability and a Comprehensive Assessment System

<http://www.schoolsmovingup.net/webinars/commoncore5>

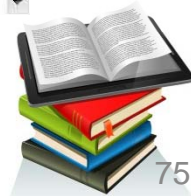
History/Social Science and Science Resources

Posted in Secondary Literacy Partnership Common Core Series community in Brokers of Expertise: <http://www.myboe.org>



Post-Webinar Reflection/Discussion/Connection

The screenshot displays the myboe.org website interface. At the top, the header includes the 'BROKERS OF EXPERTISE' logo and navigation links like Home, Resources, Professional Development Content, Calendar, People, Community Groups, Standards, and Contact. A user profile bar shows 'Welcome, Anu' with links for Messages (2), Notifications (2), Help, and Log Out. Below the header, a secondary navigation bar offers 'Add New Group', 'My Groups', and 'Browse Groups'. The main content area is titled 'Secondary Literacy Partnership Common Core Series' and features a group description, a 'What's New' section with links to materials and archives, and a 'Webinars: View/ Sign Up' section. To the left, there's a 'Leaders' section with member avatars and a sidebar with group management options. To the right, 'Resource Collections' and 'Series Resources' sections list recent additions like 'Webinar Two: Reading & Writing' and 'Activity List, "An Introduction to Reading and Writing, Common Core Style!"'. The URL at the bottom of the page is myboe.org/portal/default/Resources/CollectionBrowser/CollectionBrowser?action=2&ownertype=sharegroup&shareid=3068.



Quickwrite: Final Thoughts

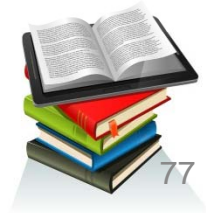
Given what you have learned today about the Reading Anchor Standard 1 and Writing Anchor Standard 1, what will be your first step or next step in transitioning to the CCSS?



Dates for the Series

All webinars will be archived and available for viewing at future dates.

- PLC's use Activities & BOE to share Reflections & Resources for Webinar 2
- December 5, 2012: Text Complexity in Reading and Writing (Webinar 3)
- PLC's use Activities & BOE to share Reflections & Resources
- February 13, 2013: Collaborative Conversations, Speaking and Listening in Secondary Classrooms (Webinar 4)
- PLC's use Activities & BOE to share Reflections & Resources



Follow-Up Conversation



We invite you to continue the conversation with Bob and Liz immediately following this webinar. Share your questions about the follow-up activities, general reflections, and experiences with implementation.



Contact Information

Robert Rosenfeld

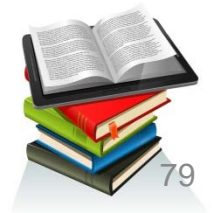
rrosenf@wested.org

415-717-5450

Liz Jameyson

ljameyson@wested.org

510-292-5420



Thank You



Next Steps

Feedback Survey

<http://www.surveymonkey.com/s/slptwo>

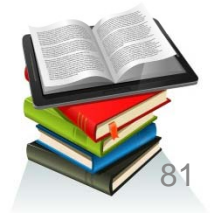
Archive Information:

<http://www.schoolsmovingup.net/webinars/sls2>

PLC's use Activities & BOE to share Reflections & Resources

Secondary Literacy Partnership Common Core Series Community:

<http://www.myboe.org/go/groups/SLP>



Informal Q & A Check-In Time



- The webinar has officially finished.
If you need to leave, please log out.
Main menu: “File”, drop down to “End Training Session.”
- Presenters are available for ½ hour for an informal Q & A

Use the chat for questions.

If you would like to ask a question via the phone click on the green check, and we will call on you.

Otherwise, please leave your phones muted.

