



# **Common Core State Standards Professional Learning Module Series**

## **English Language Arts: Writing to Inform, Argue, and Analyze Unit 2**

CALIFORNIA DEPARTMENT OF EDUCATION  
Tom Torlakson, State Superintendent of Public Instruction

---

### **Talking Points:**

- Welcome back to the “English Language Arts: Writing to Inform, Argue, and Analyze” module.

# Welcome to Unit 2

## *Planning Lessons for Informational and Argument Writing*

2 | California Department of Education

---

### Talking Points:

- In Unit 1, we examined how the CCSS sets out for teachers what their students need to know and understand to meet the expectations for college and career readiness.
- In Unit 2, we will examine and interact with a process for devising lessons and tailoring instruction for your students, focusing on what you need to do to address the new and different expectations for teachers.

### Facilitator Notes:

- This second unit of the module will take approximately 3 hours to complete but can be split into subtopics to accommodate sessions of a shorter duration. Additionally, there are some optional activities that can be completed as time allows.
- See suggestions in the User's Guide for Presentation Options.

### Organization of Unit 2:

- Slide 3: Learning Objectives
- Slides 4–16: Planning CCSS-Informed Writing Lessons
- Slide 17: Optional Extension Activity
- Slides 18–46: Selecting and Using Texts Purposefully in Writing Lessons
- Slides 47–52: Teaching Digital Literacy
- Slides 53–57: Writing with Digital Tools
- Slides 58–59: Examining Lessons for Informational, Argument, and Analytical Writing
- Slide 60: Looking Forward

## Unit 2 Learning Objectives

During and upon completion of Unit 2, you will:

- Interact with a process for planning writing lessons that address the CCSS writing standards
- Apply your knowledge of writing text types, genres, and situations to lesson planning
- Examine strategies for selecting standards, text resources, and instructional priorities for informational, argument, and analytical writing lessons
- Examine and adapt lesson plans for your grade level span and diverse students

3 | California Department of Education

---

### Talking Points:

[Review content on slide]

# Planning CCSS-Informed Writing Lessons

## ***What guidance do the CCSS provide to teachers?***

The CCSS are a clear set of shared goals and expectations for the knowledge and skills students need in English language arts and mathematics at each grade level to ultimately be prepared to graduate college and career ready.

**The standards establish what students need to learn, but they do not dictate how teachers should teach. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.**

CCSS Initiative, 2010

4 | California Department of Education

---

### Talking Points:

- The CCSS for ELA/Literacy bring an increased emphasis on analytical reading and writing. In the face of this transition, educators may ask: ***What guidance do the CCSS provide to teachers?***
- The answer to this question involves an explanation of what the standards are and what they are not.

[refer to text on slide]

# A Framework for Planning Writing Lessons

Two documents for planning a CCSS-informed writing lesson:

- *Framework for Planning Writing Lessons* (Handout 2.1.1a)
- *Lesson Planning Template — Mapped* (Handout 2.1.1b)

Consider:

- *How does the framework address and support Common Core writing standards 1–10?*
- *How does the planning template address and support Common Core writing standards 1–10?*

5 | California Department of Education

---

## Facilitator Notes:

Handouts needed:

- *Handout 2.1.1a Framework for Planning Writing Lessons*
- *Handout 2.1.1b Writing Lesson Planning Template (mapped to CCSS)*
- *Handout 2.1.1c Writing Lesson Planning Template (blank for participant use)*

## Talking Points:

- To begin planning, let's look at two documents that we will use to interact with a process for planning a CCSS-informed writing lesson: The *Framework for Planning Writing Lessons* and the *Lesson Planning Template*.

[Help familiarize participants with these documents. They will be using them throughout Unit 2]

- As you review the documents, consider the two questions:
  - *How does this framework address and support Common Core writing standards 1–10?*
  - *How does the planning template address and support Common Core writing standards 1–10?*
- Note how the template captures the framework's planning steps in the various boxes and categories. Also note which Common Core writing standards are addressed by each planning step and template category (as found in the parenthetical notations)
- You will use the template to take notes and perhaps plan a lesson for your students as you complete the activities of Unit 2.
- This planning tool is not meant to replace anything you use or one that your school requires. The purpose of the Lesson Planning Template is to highlight how the CCSS should inform the plans you will make for teaching writing.

## Using a Shared Scenario to Plan a Writing Lesson

**Prompt:** *What does it mean to be an upstander?*

*In a genre of your choosing, share an example of an upstander. The upstander you choose to write about can be historic, public, or personal. Illustrate how and why this person is an upstander by using current or past events. Explain how the events and the person have served as a call to action to you, the writer.*

**Definition of upstander:** An individual, group, or institution that chooses to take a positive stand and act on behalf of themselves and others (Facing History and Ourselves, 2012).

**Definition of bystander:** An individual, a group, or institution that observes or knows about a problem such as bullying or discrimination and chooses not to help or act on behalf of those who are affected by the problem.

6 | California Department of Education

---

### Talking Points:

- For purposes of illustration, this unit will focus on a sample writing prompt and culminating lesson activities.
- The Upstanders, Not Bystanders prompt creates a shared teaching scenario for the lesson planning activities of this section of Unit 2.
- This topic is applicable across K–12, is adaptable for English learners and students with disabilities, and can draw on reading print or digital texts from history, current events, or literature.
- The activity embeds the need for students to research and use information and evidence from those texts, and can result in either informational or argument writing, depending on how teachers tailor the prompt for their students and their curriculum.

# Planning a Writing Lesson

Consider the theme and its connection to your students and the CA CCSS for ELA/Literacy by:

- Writing Topic
- Content and Context
- Writing Types and Genre
- Audience

Note: Answers to the questions on the following slides will vary widely across grade levels and teaching contexts.

7 | California Department of Education

---

## Talking Points:

- Let's think about the writing topic and its connection to your students and the CCSS by reflecting on a series of questions about:
  - Writing Topic
  - Content and Context
  - Writing Types and Genre
  - Audience
- Answers to the questions on the following slides will vary widely across grade levels and teaching contexts. Getting the right answer is not the focus.

## Facilitator Notes:

- For slides 8–11, consider giving participants time to jot some thoughts down first for each slide and then allow them to discuss their ideas in pairs or small groups. Or you can discuss each slide, one at a time.
- Consider charting the writing topic/lesson ideas that surface from this activity to serve as a point of comparison to the lesson plans participants will review (beginning with slide 13).
- They may also provide lesson ideas that participants could develop fully for their students.

# Planning the Writing Topic

## Writing Topic

- *If you were to teach your students to respond in writing to topic of Upstanders, Not Bystanders, how could you adapt it for your grade level and your student population?*

8 | California Department of Education

---

### Talking Points:

- Give participants time to jot answers and then discuss, or to discuss and take notes.
- Encourage them to capture their thinking in writing.



# Planning – Content and Context

## Content and Context

- *What kinds of upstanders could your students write about? Have they read texts about historical upstanders? Are there additional texts in your anthology or in your school or classroom library that would focus them on the topic?*
- *Do they have prior knowledge that they could build on? What more do they need to read and research to expand their knowledge of the topic?*
- *Does your school have a character education or anti-bullying program? If yes, can the topic be adapted for the content and texts that are a part of those programs?*

<sup>9</sup> | California Department of Education

---

### Facilitator Notes:

- Continue strategizing, writing, discussing.

# Planning – Text Types and Genre

## Writing Text Types and Genre

- *What "response" will you ask students to write?*
- *What writing text type or mix of text types could you teach?*
- *Which specific writing genres could you teach?*
- *Would the genres be mostly informative/explanatory or opinion/argument? Or are they a blend of the two?*

10 | California Department of Education

---

### Facilitator Notes:

- Activity continues. Pace the activity in the way that works best for the group.

# Planning – Audience

## Audience

- *Will the audience for the students' written response be you as their teacher and also their classmates?*
- *Or will the response be directed to a more public audience?*

11 | California Department of Education

---

### Facilitator Notes:

- After participants reflect on these questions, discuss what they are thinking would be the start of an Upstanders, Not Bystanders lesson for their students.
- They can begin their discussion in pairs or small groups, chart their plans, and report out. Or if time is limited, individual participants can share out what they are thinking.

# Planning a Writing Lesson

**Important Takeaway:** You have just applied much of what you learned in Unit 1. Through your thinking, you are beginning to develop the writing situation — **task, purpose, audience, text type, genre** — for your own lesson.

- Remember, the CCSS does not name writing applications or genres by grade level.
- Developing the writing situation and targeting a writing genre are the first steps of planning lessons that address the Common Core writing standards.

12 | California Department of Education

---

## Talking Points:

[Review content on slide]

- At this time, you should acknowledge (and congratulate yourselves) that you have put the important principles from Unit 1 — that may have seemed far too abstract at the time — into practical, teachable plans. Note that through your thinking you have addressed the first two recommendations from the Lesson Planning Framework.

# Examining Lesson Plans

Eight California teachers used the same thinking process for adapting the *Upstanders, Not Bystanders* writing topic.

- Refer to the Lesson Abstracts and Planning Templates (Handouts 2.1.3a – i)
- Focus on lesson plans at or near your grade level or on any that interest you by topic or genre
- Read and discuss what these teachers planned for teaching the writing genre or sequence of writing genres to address the CA CCSS for ELA/Literacy and the instructional needs of their students
- Revisit your own lesson idea and, with a partner, use the blank *Lesson Planning Template* (Handout 2.1.1c) to note possibilities for fleshing out your own lesson plan

13 | California Department of Education

---

## Facilitator Notes:

- This slide sets up the next activity— an opportunity to read, review, discuss the writing lessons eight teachers, grades K–12, planned from the same opening *Upstanders, Not Bystanders* thinking questions.
- Slides 14–16 introduce the lesson plans by grade span. *Handout 2.1.3a Abstract and Links for Upstanders, Not Bystanders Lessons* provide the details of each lesson. Help participants make a decision about which Lesson Planning Template (or more) they would like to review and discuss.
- If participants have online access, provide links to the PDFs of the lesson plans so participants can open them up, saving you the work of copying. Otherwise, you can make a set of copies from which participants can choose. If feasible, small groups could read and share a set of planning templates organized by K–5 and 6–12.

## Talking Points:

- You will now have an opportunity to read, review, discuss the writing lessons eight California teachers, grades K–12, planned from the same opening *Upstanders, Not Bystanders* thinking questions — for the benefit of their students and for this module.
- They agreed to share their lesson planning process and lesson plans with you in this section of the unit. Let's see how their thinking about an "upstanders" writing situation compares to what you may be thinking about teaching.
- In your Participant Packet (Handouts 2.1.3a – i) you will find eight Lesson Planning Templates in the order they are listed on the abstracts handout and in slides 14–16. You may focus on those lesson plans at or near the grade level you teach or on any that interest you by topic or genre.
- The purpose of this time is to read and discuss what these teachers planned for teaching the writing genre or sequence of writing genres to address the CCSS Writing Standards and the instructional needs of their students.
- To conclude, revisit your lesson idea and, with a partner, use the blank Lesson Planning Template (Handout 2.1.1c) to note possibilities for fleshing out your own lesson plan. Keep that document close at hand, so you can return to it and fill in sections of the template as you progress through the rest of this unit.

## Lesson Plans: Elementary

**For elementary, select grade level(s) and refer to Handouts 2.1.3a–e for summaries and lesson plans:**

**Kindergarten:** Kim Holsberry (Winters Joint Unified School District)

**Grade 2:** Angie Balius (Garden Grove Unified School District)

**Grade 3:** Lorena Sanchez (Tracy Unified School District)

**Grade 5:** Teresa Pitta (Merced City School District)

14 | California Department of Education

---

### Facilitator Notes:

- The next three slides refer to sample lesson plans that participants have in their Participant Packets.
- To help participants choose Lesson Planning Templates to review and discuss, distribute Handout 2.1.3a “*Abstract and Links for Upstanders, Not Bystanders Lessons.*”
- For elementary (current slide), have participants review and discuss the Grades K–5 summaries and lesson plans in Handouts 2.1.3a–e “*Abstract and Links for Upstanders, Not Bystanders Lessons*” in grade span groups.

## Lesson Plan: Middle School

**For middle school, refer to Handout 2.1.3a and 2.1.3f for a summary and lesson plan:**

**Grade 7:** Liz Harrington (English teacher, San Gabriel Unified School District)

15 | California Department of Education

---

### Facilitator Notes:

- For middle school, have participants review and discuss the Grade 7 summary, “*Abstract and Links for Upstanders, Not Bystanders Lessons*” (Handout 2.1.3a) and lesson plan (Handout 2.1.3f) in grade span groups.

## Lesson Plans: High School

**For multi-grade high school, refer to lesson summaries (Handout 2.1.3a) and lesson plans (Handouts 2.1.3g–i):**

**Multi-Grade:** Marlene Carter (English teacher, Los Angeles Unified School District)

**Multi-Grade Special Education:** Amanda von Kleist (Hamilton Unified School District)

**Multi-Grade English Learner:** Norma Mota Altman (ELD teacher, Alhambra Unified School District)

16 | California Department of Education

---

### Facilitator Notes:

- For multi-grade high school examples, including special education and English language development lessons, have participants review and discuss the Grades 9–12 summaries, “*Abstract and Links for Upstanders, Not Bystanders Lessons*” (Handout 2.1.3a), and lesson plans (Handout 2.1.3g–i).



## Extension Activity (Optional)

To listen in on the teachers as they planned their lessons, link to any or all of the three videos through the link below:

<http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=504695&scild=12814>

- In the first video, the teachers share overviews of their lessons and the ways they are planning to adapt the *Upstanders, Not Bystanders* writing prompt for their students.
- In the other two videos, the teachers discuss instructional plans, strategize possibilities for texts and resources, and problem-solve about teaching questions they have about their lessons.

17 | California Department of Education

---

### OPTIONAL ACTIVITY (as time allows—each video is approximately 30 minutes in length)

#### Facilitator Notes:

- If you would like participants to listen in on the teachers as they planned their lessons, link to any or all of the three videos at <http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scld=504695&scild=12814>
- As you watch, it will be helpful to have a copy of the Lesson Planning Templates, as well as the grade-level standards those lessons address, so participants can compare the discussion to the planning templates.
- In the first video, all eight teachers will share an overview of their lesson and the ways they are planning to adapt the *Upstanders, Not Bystanders* writing prompt for their students.
- In the other two videos, the teachers discuss instructional plans, strategize possibilities for texts and resources, and problem-solve about teaching questions they have about their lessons.

## Selecting and Using Texts Purposefully

Recommendation in the *Lesson Planning Framework* :

*“Choose print and digital texts for students to read and research: essays, podcasts, videos, articles, reports, infographics, speeches, etc.”*

18 | California Department of Education

---

### Talking Points:

- Let's move now from planning to some specifics of teaching. Let's also dig deeper into the following recommendation in the *Lesson Planning Framework* and its importance in transitioning to CCSS-informed teaching:

[read quote on slide]

## Selecting and Using Texts Purposefully

Refer to the *Lesson Planning Template* (Handout 2.1.1b) that mapped three purposes for using texts to the following CCSS writing standards:

- **Using texts to increase content knowledge:** Supports the *Research to Build and Present Knowledge* standards.
- **Using texts to increase genre knowledge:** Supports *Production and Distribution of Writing* Standard 4 (development and organization of the genre appropriate to task, audience, and purpose).
- **Using texts to increase language knowledge:** Important component of teaching students to write for correctness, with a style appropriate to task, purpose and audience, and with precise and domain-specific language.

19 | California Department of Education

---

### Facilitator Notes:

- Participants will need to refer to *Handout 2.1.1b Writing Lesson Planning Template* (mapped to the CCSS).
- It would also be helpful for participants to refer to their grade level standards for those mentioned on this slide and on the *Lesson Planning Template*.

### Talking Points:

- In the lesson planning templates, you saw that the teachers listed texts they plan to use with their students and identified the purposes of those selections.
- Look back at the *Lesson Planning Template* handout that mapped three purposes for using texts to the following Common Core writing standards:
  - **Using texts to increase content knowledge:** This use supports the *Research to Build and Present Knowledge* standards.
  - **Using texts to increase genre knowledge:** This use supports *Production and Distribution of Writing* (Standard 4), in particular the development and organization of the genre appropriate to task, audience, and purpose.
  - **Using texts to increase language knowledge:** This is an important component of teaching students to write for correctness, with a style appropriate to task, purpose and audience, and with precise and domain-specific language.
- On the next slide we will watch teachers at work and analyze for what purpose they are using texts in their writing lessons.

# Analyzing Teachers' Uses of Texts

Watch 6<sup>th</sup> grade students (video on the next slide) getting ready to read a blog post titled, "Child Labor Used to Make Soccer Balls" (Handout 2.2.1a).

- One of several readings in an extended lesson where students will write an article in response to the following writing prompt:

*"After researching nonfiction books, photojournals, and articles on contemporary child labor, write an article for a children's magazine that defines and explains child labor practices and how children around the world are impacted. Support your explanation with evidence from your research. What implications for the American consumer can you draw?"*

20 | California Department of Education

---

## Facilitator Notes:

- The blog post/text that students are reading is Handout 2.2.1a "Child Labor Used to Make Soccer Balls," which you can display on a document camera or copy for participants in advance.

## Talking Points:

- Let's watch teachers at work and analyze for what purpose they are using texts in their writing lessons.
- The students in the video on the next slide are getting ready to read a blog post titled, "Child Labor Used to Make Soccer Balls."
- This reading is one of several in an extended lesson about child labor. As a culminating activity of the complete lesson, students will write an article in response to the following writing prompt:

[read prompt on slide]

- As you watch, consider: *For what purpose is the teacher using the text: to increase content, genre, or language knowledge?*

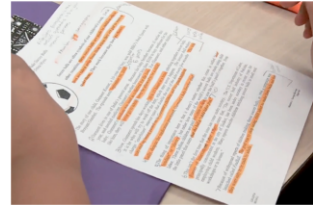
# Analyzing Teachers' Uses of Texts

## ***“Getting Ready to Write: Citing Textual Evidence”***

<https://www.teachingchannel.org/videos/teaching-about-textual-evidence>

*For what purposes is the teacher using this text with her students?*

- To increase content knowledge?
- To increase genre knowledge?
- To increase language knowledge?



21 | California Department of Education

---

### Facilitator Notes:

- Show video “Getting Ready to Write: Citing Textual Evidence” at <https://www.teachingchannel.org/videos/teaching-about-textual-evidence> (Video is 5:38 in length).
- After viewing the video, have participants discuss question on slide with a partner, then share out with group.

### Talking Points:

[after showing video]

- In the video, we see evidence that students are using the blog post/text to **increase content knowledge**.
- They are marking up text and noting specific examples of and facts about child labor. They are connecting the examples they find to some effects of child labor on the child and on consumers. Students are being strategic in their research and reading, and their discussion illustrates that they understand the text and their task to gather evidence.
- You may have noticed that there is no evidence in the video for the teacher using the text to increase genre or language knowledge. Those purposes will be addressed, however, in upcoming slides.

## Building a Knowledge Base

Compare what you saw in the video to the *Research to Build and Present Knowledge* writing standards for Grades 6–8.

- Discuss:

*Which phrases in these standards describe how the students are addressing them?*

- Refer to Handout 2.2.1b “Savage Harvest” for the complete lesson

22 | California Department of Education

---

### Facilitator Notes:

- Participants will either need a copy of the CA CCSS for ELA/Literacy: Writing for Grades 6–8, or you can display a copy of the Grades 6–8 *Research to Build and Present Knowledge Standards* on a document camera.

### Talking Points:

- Refer to the CA CCSS for ELA/Literacy—Grades 6 through 8 Writing.
- Discuss the question on the slide with a partner.
- Which standard did you connect with?

[If participants do not name Standard 7, direct them to it and connect the following to standard 7]

- Short research projects that answer the question of what effects child labor has on the American consumer
- Drawing on several sources for examples of child labor
- Display the teacher’s complete lesson on a document camera (Handout 2.2.1b *Savage Harvest*), to show how the students are reading a variety of texts, illustrating these phrases from writing standards 8 and 9:
  - Gather relevant information from multiple sources
  - Draw evidence from informational texts to support analysis, reflection, and research
- The students are clearly **building a knowledge base** that will prepare them for addressing the writing prompt.

**Note:** The “Savage Harvest” lesson was written based on the Florida State Content Standards and the CCSS for ELA/Literacy.

# Increasing Genre Knowledge

CCR Anchor Standards for Writing “*Text Types and Purposes*” indicate that the broad types of writing include many subgenres.

- Read Anchor Standard 4 and consider the importance of genre knowledge in meeting this standard:

*“Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.”*

Recall that students are preparing to write an article. In the lesson, there is no specific mention of teaching students to analyze articles written for children for the features of that genre (although they may have had practice already).

- *What if they haven't had such practice?*
- *Why is it important to use texts to increase the genre knowledge of students in ways that will scaffold and support them to write an article?*

23 | California Department of Education

---

## Talking Points:

- Recall that in the CCR Anchor Standards for Writing, the category “*Text Types and Purposes*” (Standards 1 through 3) indicates that the broad types of writing include many subgenres. Now, let’s take a few minutes to consider Anchor Standard 4 [read bullets on slide]
- The culminating writing project for the lesson introduced in the video requires that students write an article. In the video, there is no specific mention of teaching students to analyze articles written for children for the features of that genre.
- They gather information from articles, but they are not learning how the genre they will write – also an article – is structured and organized. That could be because the students have previously familiarized themselves with the genre and written several articles already. But what if they haven't had such practice? Why is it so important for teachers to increase students’ knowledge of the genres they are writing?

[In pairs or as a whole group, discuss the questions on the slide]

## Facilitator Note:

- You can display *Handout 2.2.1b “Savage Harvest”* again or ask participants to review and take a quick visual walk through the lesson, noting how the lesson plan accompanying the video makes no specific mention of teaching students to analyze articles written for children for the features of that genre.

# Increasing Genre Knowledge

Teachers must help their students discover what varied genres look like and “the structures and features that competent writers use when writing for specific purposes.”

- Many teachers were not taught to write a wide range of genres for varied audiences and purposes, or have little recent practice in such writing.
- “Our own limited knowledge of writing genres and how they work has made us” tentative writing models and guides for student writers.

Stead, 2002

➤ *Is that true for you? Why is increasing genre knowledge so important?*

24 | California Department of Education

## Talking Points:

- Tony Stead, educator, author, and researcher, reminds us that what teachers must do is help their students discover what varied genres look like and “the structures and features that competent writers use when writing for specific purposes.”
- He adds that many teachers were not taught to write a wide range of genres for varied audiences and purposes, or have little recent practice in such writing.
- According to Stead, “Our own limited knowledge of writing genres and how they work has made us” tentative writing models and guides for student writers.
- Is that true for you? Take a moment to recall your own writing instruction. Do you remember being assigned to write a research report, a science write-up, an editorial, an essay, or another writing genre that you had no idea how to organize or structure?
- Take a few minutes to discuss the questions on the slide.
- **Important Takeaway:** Consider the importance of having students not only read examples of a particular genre they will write about, but also analyze how that genre — using the language of CCR Anchor Standard 4 for writing — is organized and structured for audience, task, and purpose.



## Using Genre Features to Support a Claim

Watch a video of a middle school teacher helping students organize information writing, using genre and text features with deliberation and purpose:

- Note examples of how the teacher is helping students increase their genre knowledge of the nonfiction book they are writing.

***“Teaching Students to Organize Information Texts to Support a Claim”***

<http://vimeo.com/55951303>

25 | California Department of Education

---

### Facilitator Notes:

- Link to “*Whole Class Instruction: Teaching Students to Organize Information Texts to Support a Claim (5–8)*” <http://vimeo.com/55951303> (Video is 7:41 minutes in length).

### Talking Points:

- Let’s watch a teacher who is helping her students organize their information writing and use genre and text features with deliberation and purpose, to support their claims.
- Note in the commentary at the beginning of the video that the teacher has analyzed student assessment data to determine the focus of the lesson.
- This lesson also provides an example of how students can use text sources and genre knowledge to develop an organization and sequence for their own writing. The genre the students are writing is a nonfiction book.
- As you view the video, note examples of how the teacher is helping students increase their genre knowledge of the nonfiction book they are writing.

# Depth of Knowledge (DOK)

The DOK model provides a frame of reference to the complexity of mental processing that must occur to answer a question, perform a task, or generate a product. The four DOK levels are:

- **Level 1: Recall** — includes identifying (who, what, when, where, why), memorizing, recalling, listing, quoting
- **Level 2: Skill/Concept** — includes identifying main idea, organizing, categorizing, determining cause and effect, comparing, predicting, summarizing
- **Level 3: Strategic Thinking** — includes developing a logical argument, analyzing, using concepts to solve problems, citing evidence, drawing conclusions
- **Level 4: Extended Thinking** — includes designing, connecting, synthesizing, critiquing, applying concepts, conducting in-depth analysis, justifying, proving

In the video, the teacher pushed her students to higher levels of DOK through their connections to the text features of the genres they were preparing to write.

26 | California Department of Education

## Talking Points:

- In the video commentary, you may have noted the reference to Norman Webb's "Depth of Knowledge" and how the teacher pushes her students to deeper levels of thinking and analysis in preparation for their writing.
- The DOK model provides a frame of reference to the complexity of mental processing that must occur to answer a question, perform a task, or generate a product, and applies across content areas.
- Webb developed four levels that grow in cognitive complexity and provide educators a framework for creating more cognitively engaging and challenging tasks. The four DOK levels are: [Refer to bullets on slide]
- Understanding the importance of this concept is essential for unpacking the CCSS, designing curriculum maps, and focusing instructional and formative assessment practices. DOK also plays a central role in California's new statewide assessment system being developed by the Smarter Balanced Assessment Consortium.

## Reflect, Write, Discuss

- *What text features did the teacher help students identify as the most purposeful in integrating the central idea onto the page for the given assignment?*
- *Why does the teacher share her own writing as a genre model?*
- *How did the teacher push her students to higher levels of DOK?*

27 | California Department of Education

---

### Facilitator Notes:

- Give participants time in pairs or small groups to reflect on and discuss all three questions. Below you will find sample answers should you need to get the discussion started.

### Sample Responses

*What text features did the teacher help students identify as the most purposeful in integrating the central idea onto the page for the given assignment?*

- “They considered what images, captions, titles, etc., would help provide connections to the central idea of the page.”

*Why does the teacher share her own writing as a genre model?*

- “This teacher is being the writing guide and model that Tony Stead described students need if they are to learn to write genres for varied tasks, purposes, and audiences. Teachers using their own writing as a genre model is particularly important when there are few examples available of the genre for students to read and analyze.”

*How did the teacher push her students to higher levels of DOK?*

- “She provided scaffolding to make connections from science to writing by referring to “ology” books they read previously, remembering interactives, captions, etc.”
- “She helped them see how they could improve their non-fiction writing by making a claim and using text features to highlight information AND argument.”

## Genre Models, Text Features, and Claims

*How could the teacher in the child labor video use texts to increase students' genre knowledge of an article?*

**Prompt begins with:** *“After researching nonfiction books, photo journals, and articles on contemporary child labor, write an article for a children’s magazine ...”*

- What genre models could the teacher use for an article?
- What text features could she focus on?
- What claim can she use to help her students use to select both relevant evidence and text features that are appropriate to the task, purpose, and audience of a children’s magazine?

28 | California Department of Education

---

### Talking Points:

- Now let's return to the lesson in the child labor video and think about how the teacher could use texts to increase her students' genre knowledge of an article. [Refer to slide for reminder of the writing topic and task]
- Discuss the questions on the slide.

[Give participants time in pairs or small groups to reflect on, jot notes, and discuss possible answers. Consider charting or capturing discussion points and possible answers to compare to those that will follow on subsequent slides.]

# Genre Models, Text Features, and Claims

*What genre models could the teacher use?*

*Time for Kids:* <http://www.timeforkids.com/news/>

- “*Following Their Dreams*” explains how Beads for Kids helps girls go to school in Kenya
- “*Saving Nemo?*” describes how scientists are protecting clown fish
- “*Keeping Food Safe*” explains federal requirements to keep food safe

Teacher may also write an example of an article and follow up by having students draft an article as a class or in small groups.

29 | California Department of Education

---

## Talking Points:

- Now, let’s review some possible answers to these questions [refer to slide]:

## Facilitator Notes:

- Possible genre models for articles participants can link to in order to analyze articles as genre models (and for text features at the same time):

“*Following Their Dreams*” explains how Beads for Kids helps girls go to school in Kenya:  
<http://www.timeforkids.com/news/following-their-dreams/81756>

“*Saving Nemo?*” describes how scientists are protecting clown fish:  
<http://www.timeforkids.com/news/saving-nemo/48266>

“*Keeping Food Safe*” explains two new federal requirements for keeping food safe  
<http://www.timeforkids.com/news/keeping-food-safe/70801>

- The teacher may also write an example of an article and follow up by having students draft an article as a class or in small groups to prepare them for independent writing
- If online access is not possible, consider printing copies of these articles and displaying them on a document camera for analysis. Or you can copy one of them for discussion.
- Digital articles on the *Time for Kids* Web site are effective genre models for articles, especially for students grades 6–8.

# Genre Models, Text Features, and Claims

*What text features could the teacher focus on?*

- Title that grabs reader
- Images and pictures
- Subtitles that separate the problem and the problem-solving
- Short paragraphs
- Examples that help readers see the problem
- Explanation of how people are trying to solve the problem

30 | California Department of Education

---

## Talking Points:

[Review content on slide. Take suggestions for additional text features.]

## Genre Models, Text Features, and Claims

*What claim can the teacher use to help students select both relevant evidence and text features appropriate to the task, purpose, and audience for a children's magazine?*

Teacher has asked students to gather examples of implications for the American consumer.

- Students should think about which examples are most relevant to children or fellow students and which text features enhance the point of the article.

31 | California Department of Education

---

### Talking Points:

[Review content on slide]

- **Important Takeaway:** Genre models enable students to make connections between different types of writing and help them learn how to organize their writing. When students use text features with deliberation and purpose, they are able to angle information to integrate central ideas and support their claims.

## Using Texts to Connect the Standards across Disciplines

The CA CCSS for ELA/Literacy for reading, writing, speaking and listening, and language are interconnected and interrelated. In writing across a wide range of disciplines, students participate in activities that emphasize different areas of the CCSS.

- Observe a video of a teacher helping young students increase language knowledge by incorporating domain-specific words into their informational writing:

***“Whole Class Instruction to Teach Students to Use Domain-Specific Vocabulary Within Information Writing (K–2)”***

<http://vimeo.com/55966098>

32 | California Department of Education

---

### Talking Points:

- The CA CCSS for ELA/Literacy reading, writing, speaking and listening, and language are interconnected and interrelated. The ELA standards also connect to and support content area standards.
- In preparation for writing across a wide range of disciplines, students will participate in activities that emphasize different areas of the CCSS. For example, students must read from a variety of text sources to gather information and evidence for their writing.
- They must participate in a wide range of collaborative discussions to unpack text, increase knowledge of a topic, and learn to listen to the opinions of others while developing their own arguments. Finally, students must incorporate standard conventions, language, and domain-specific academic vocabulary into their writing.
- Now let's observe a teacher who is helping her young students increase their language knowledge by incorporating domain-specific words into their informational writing. Notice how the teacher prepares the students to write informational text "like scientists," by drawing facts from their textbook and learning how to use science vocabulary.

### Facilitator Notes:

- Link to: *Whole Class Instruction to Teach Students to Use Domain-Specific Vocabulary Within Information Writing (K–2)*  
Source: Teachers College Reading and Writing Project at <http://vimeo.com/55966098> (Video is 7:53 minutes in length).



## Reflect, Write, Discuss

- *What have the students learned prior to this lesson?*
- *How is the teacher drawing on that prior knowledge to help students understand how to use scientific or domain-specific language?*
- *What domain-specific language is important for your students to learn how to use in their writing?*

33 | California Department of Education

---

### Facilitator Notes:

- Give participants time in pairs or small groups to reflect on and discuss both questions. Below you will find sample answers should you need to get the discussion started.

### Sample Responses

*What have the students learned prior to this lesson?*

- “They have learned that vocabulary in bold in their science text are important words that scientists would use.”
- “They have learned scientific terms, how to use them in discussion, and how to access that language via a word wall or chart.”

*How is the teacher drawing on that prior knowledge to help students understand how to use scientific or domain-specific language?*

- “She is connecting the words in the textbook to students’ own writing; teaching them to use scientific terminology and write “like scientists.”
- “She is inviting them to apply their science vocabulary to their informational writing and use domain-specific language that is relevant and appropriate for their writing task.”

Ask participants to discuss the domain-specific language that is important for their students to learn how to use in their writing.

## Developing Language and Comprehension through Discourse

CA CCSS for ELA/Literacy Speaking and Listening Standard 1 requires that students “*engage effectively in a range of collaborative discussions...*”

- Focused classroom discussion around text is essential
- Providing scaffolds through academic discourse is especially important for English learners and students with disabilities

34 | California Department of Education

### Talking Points:

---

[review slide content]

## Developing Language and Comprehension through Discourse

Watch how a 5<sup>th</sup>-grade teacher scaffolds reading and writing in three stages: clarifying understanding, finding specific examples about the author's viewpoint, and paraphrasing and citing to support students' written interpretations of the author's viewpoint.

- Observe how the teacher uses small and large group discussion strategies prior to writing to increase students' understanding of the text.
- Note how she points students back to the text to find and cite the author's language that supports their interpretation and prepares them for the culminating writing activity.

35 | California Department of Education

---

### Talking Points:

- In the video series that follows, a 5<sup>th</sup> grade teacher scaffolds her students' reading and writing about a historical text in three stages: clarifying understanding, finding specific examples about the author's viewpoint, and paraphrasing and citing to support their written interpretations of the author's viewpoint.
- As you watch the three videos on the next slide, observe how the teacher uses small and large group discussion strategies prior to writing to increase students' understanding of the text they are studying.
- Note especially how she points them back to the text to find and cite the author's language that supports their interpretation and prepares students for the culminating writing activity.

# Developing Language and Comprehension through Discourse

## Upper Elementary Examples:

### ***“Analyzing Texts: Brainstorm Before Writing”***

<https://www.teachingchannel.org/videos/analyzing-text-brainstorming>

### ***“Analyzing Texts: Text Talk Time”***

<https://www.teachingchannel.org/videos/analyzing-text-as-a-group>

### ***“Analyzing Texts: Putting Thoughts on Paper”***

<https://www.teachingchannel.org/videos/analyzing-text-writing>

36 | California Department of Education

---

## **Facilitator Notes:** Link to:

- *Analyzing Texts: Brainstorm Before Writing:* <https://www.teachingchannel.org/videos/analyzing-text-brainstorming> (Video is 5:33 in length).
- *Analyzing Texts: “Text Talk Time”:* <https://www.teachingchannel.org/videos/analyzing-text-as-a-group> (Video is 7:00 in length).
- *Analyzing Texts: Putting Thoughts on Paper:* <https://www.teachingchannel.org/videos/analyzing-text-writing>

## **Talking Points:**

- Let’s take a look at three videos that provide excellent examples of discourse around text.
- After each video, we will have a short discussion.

[As time allows, after each video have participants discuss the “Questions to Consider” from the right-hand side bar of the Teaching Channel Web site.]

## Reflect, Write, Discuss

- *How does the teacher support students' use of language from the text, while still encouraging the use of their own language and ideas?*
- *How do strategic and focused discussion activities increase understanding of text and foster language development in preparation for writing?*
- *How does the teacher scaffold the lesson to meet the needs of her English learner students? How might these or similar strategies support struggling readers or students with disabilities?*

37 | California Department of Education

---

### Facilitator Notes:

- Give participants time in pairs or small groups to reflect on and discuss answers to the questions. Below you will find sample answers should you need to get the discussion started.

### Sample Responses

*How does the teacher support students' use of language from the text, while still encouraging the use of their own language and ideas?*

"The teacher repeatedly asks open-ended questions to encourage students to find evidence in the text. They were able to paraphrase in their own words and quote directly from the text."

"The teacher blends students' talking about what they read, referring to their notes as they discuss the text, clarifying their understanding of the text and interpretations of the author's viewpoint. Every activity asks students to use their own words to capture and clarify their ideas."

*How does the teacher use strategic and focused discussion activities to increase understanding of text and foster language development in preparation for writing?*

"The teacher set the ground rules for discussion and asked focused questions that encouraged students to find evidence from text. The students came to class prepared by writing unfamiliar vocabulary and questions on sticky notes in advance to help guide their discussions."

*How does the teacher scaffold the lesson to meet the needs of her English learner students? How might these or similar strategies support struggling readers or students with disabilities?*

"The students practiced discussing ideas in small groups before sharing them with larger group and ultimately putting them on paper. Comfortable discussion activities such as these help struggling students participate in discussions using academic language and increase understanding of the text. As in the video, the teacher should set the stage for discussion that generates mutual respect among students."

After students read an informational text, they could:

- Put the text away and then draw and label a representation of what they read about or learned. Students can then use the picture and the language to write sentences.
- Work in pairs to write questions that are answered in the text and then write the answers to the questions together."

## Precise Use of Language When Researching a Topic or Issue Online

The Common Core Writing and Language standards make frequent mention of using language with precision.

- Watch how a teacher helps her 6<sup>th</sup>-grade students increase language precision and online research knowledge simultaneously.

### Middle School Example:

#### ***“Improving Research Skills With Effective Keywords”***

<https://www.teachingchannel.org/videos/teaching-strategies-internet-research>

- Refer to Handout 2.2.3 *“The Key to Key Words”* to see lesson process and scaffolding



38 | California Department of Education

### Facilitator Notes

- Link to video at <https://www.teachingchannel.org/videos/teaching-strategies-internet-research> (Video is 6:31 in length).
- After viewing the video, refer to the lesson, *“The Key to Key Words”* (Handout 2.2.3) to see the lesson process and scaffolding: <http://www.common sense media.org/educators/lesson/the-key-to-keywords-3-5>
- Or participants can link to the lesson PDF: <http://www.common sense media.org/sites/default/files/3-5-unit1-thekeytokeywords.pdf>
  - You can also make sure participants have the link for use at a later time.

### Talking Points:

- The Common Core Writing and Language standards make frequent mention of teaching students to use language with precision.
- The previous video lesson illustrated how to scaffold students’ precise use of content or domain-specific language, as well as of the students’ understanding of rhetorical or genre language.
- In the video lesson that follows, the teacher focuses on helping her 6<sup>th</sup> grade students understand the importance of using precise and specific language when conducting online research.

## Reflect, Write, Discuss

- *How do the lesson activities increase student understanding of the importance of precise and specific language choices?*
- *How did the teacher ensure student interest and engagement?*
- *How can students apply the strategies of this lesson to researching print resources?*

39 | California Department of Education

---

### Facilitator Notes:

- Give participants time in pairs or small groups to reflect on and discuss answers to the questions. Below you will find sample answers should you need to get the discussion started.

### Sample Responses

*How do the lesson activities increase student understanding of the importance of precise and specific language choices?*

“By linking activities that help students use precise language to describe something peers can't see to those that help students experiment with synonyms to find information, the teacher has focused the students' attention away from language exercises to authentic uses of language for communication and research.”

“Students had to identify key words and tried using combinations of these words to increase precision in their online research. They learned key academic vocabulary words —such as “synonym” and “precise” —which helped them improve their research by narrowing down search results.”

*How did the teacher ensure student interest and engagement?*

“Games such as “Taboo” and “Fetch” added a playful and interactive element to the lesson. Searching the Internet in teams kept the students engaged in the topic.”

“The teacher has created a real world, problem-solving situation that focuses her students' inquiry, one that students have probably observed in action at home or school. As our world becomes more digitally connected, most searches will begin with as online inquiry.”

*How can students apply the strategies of this lesson to researching print resources?*

“When Internet access is limited in the classroom, I have students develop lists of key words and synonyms before searching for information about a topic or issue. They can look for these words in informational magazines, consumer guides, or newspapers, or before searching for information on a field trip to a museum or the zoo.”

## Writing for Varied Audiences and Purposes

### Grade 9 CA CCSS for ELA/Literacy Writing Standard 2:

*d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.*

*e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

Every genre of writing occurs in a situation that has an audience, a purpose, a context or setting, a set of expected and appropriate responses, and a reason for the writer to write (Fox, 2004).

- Students need to research a variety of sources to determine language, vocabulary, levels of formality, and tone appropriate to the task.

40 | California Department of Education

### Talking Points:

---

- The Grade 9 CA CCSS for ELA/Literacy **Writing Standard 2** states:

*d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.*

*e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

- Recall that every genre of writing occurs in a situation that has an audience, a purpose, a context or setting, a set of expected and appropriate responses, and a reason for the writer to write (Fox, 2004).
- Ensuring that students have the opportunity to research a variety of sources to determine language, vocabulary, levels of formality, and tone appropriate to the task is essential.



## Writing for Varied Audiences and Purposes

Watch how a teacher guides her 9th- and 10th- grade students to understand and identify for what audiences and purposes informal and formal language are appropriate and effective.

- As students write for increasingly networked audiences in both digital and print texts, the goals of this lesson become increasingly important.

### High School Example: “*Reading Formal and Informal Texts*”

<https://www.teachingchannel.org/videos/formal-and-informal-texts>



41 | California Department of Education

---

### Facilitator Notes:

- Link to video <https://www.teachingchannel.org/videos/formal-and-informal-texts> (Video is 14:08 in length.)

### Talking Points:

- In the following video, the teacher is guiding her 9th- and 10th- grade students to understand and identify for what audiences and purposes informal and formal language are appropriate and effective.
- She supports their learning by asking them to analyze the language used in several written genres and texts, including texts, emails, letters, and newspapers.
- As students write for increasingly networked audiences and in both digital and print texts, the goals of this lesson become increasingly important.

## Reflect, Write, Discuss

- *How does the teacher take the students from the broad topic of formal versus informal text to a narrow focus of language at the sentence and word level?*
- *How does the teacher help students understand the contexts in which to use formal or informal language? How does she incorporate technology into the lesson?*
- *How does the teacher scaffold the lesson?*

42 | California Department of Education

---

### Facilitator Notes:

- Give participants time in pairs or small groups to reflect on and discuss answers to the questions. Below you will find sample answers should you need to get the discussion started.

### Sample Responses

*How does the teacher take the students from the broad topic of formal versus informal text to a narrow focus of language at the sentence and word level?*

“She begins by having the students brainstorm examples to get them thinking about the topic. Then she narrows the lesson to review specific texts for close analysis of language use.”

*How does the teacher help students understand the contexts in which to use formal or informal language? How does she incorporate technology into the lesson?*

“The class considers examples of personal letters, emails, text messages, blogs, newspaper editorials, etc., and discuss situations and contexts in which they are used. The email example provides students with a context that they are familiar with and interested in.”

*How does the teacher scaffold the lesson?*

“She separates the students into ability levels and assigns each group specific tasks to analyze the same text.”

# Assessing the Credibility of Texts and Sources

## Grade 6 CA CCSS for ELA/Literacy Writing Standard 8:

*“Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.”*

Engage students in learning to assess and analyze credibility by asking them to assess digital texts before they assess print texts:

- When students explore the idea that anyone can publish on the Internet, they begin to understand that not all sites are equally trustworthy. Students need to carefully evaluate the sites they use for research, and then decide which ones they can trust.

43 | California Department of Education

---

### Talking Points:

- The Grade 6 CA CCSS for ELA/Literacy Writing Standard 8 states: *“Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.”*
- Note the importance of teaching middle grade students how to effectively assess the credibility of sources — especially on the Internet — as they move into more cognitively demanding writing tasks.
- In our increasingly digital world, one of the most powerful ways to engage students in learning to assess and analyze the credibility of the texts and sources they draw on for research and writing is to ask them to assess digital texts before they assess print texts.
- When students explore the idea that anyone can publish on the Internet, they begin to understand that not all sites are equally trustworthy. Students need to carefully evaluate the sites they use for research, and then decide which ones they can trust.

# Assessing the Credibility of Texts and Sources

Watch a middle school teacher employ this strategy in a lesson from Common Sense Media:

**Middle School Example:**

***“Using Critical Thinking to Find Trustworthy Websites”***

<https://www.teachingchannel.org/videos/analyzing-websites-with-students>



44 | California Department of Education

---

## Facilitator Notes:

- Link to video <https://www.teachingchannel.org/videos/analyzing-websites-with-students> (Video is 5:51 in length).

## Talking Points:

- Let's watch a teacher employ this strategy in the following lesson from Common Sense Media.

## Assessing the Credibility of Texts and Sources

With a partner, examine the lesson for which the video activity is a part:

*"Identifying High Quality Sites"* (Handout 2.2.4)

- Note the emphasis on critical thinking and academic vocabulary
- Note also that the CCSS addressed in this research lesson are in Reading and Speaking and Listening, not in Writing.

45 | California Department of Education

---

### Facilitator Notes:

- Display or copy Handout 2.2.4: *Identifying High Quality Sites*.
- If you have online access, participants can link to and review the lesson at:  
<http://www.common sense media.org/educators/lesson/identifying-high-quality-sites-6-8>

### Talking Points:

- With a partner, examine the complete lesson for which the video activity is a part — *Identifying High Quality Sites*. Handout 2.2.4: *Identifying High Quality Sites*.
- Note the emphasis on critical thinking and academic vocabulary that students need before beginning their analysis.
- Note also that the CCSS addressed in this research lesson are in Reading and Speaking and Listening, not in Writing.
- This lesson is an excellent example of how the standards are interconnected and interdependent.

## Reflect, Write, Discuss

- *How can you apply what students learned in this lesson about assessing the credibility of online texts to students assessing the credibility of print texts?*

Or

- *If your school has limited access to the technology needed to teach this lesson, how could you adapt the lesson to help students assess print or other multimedia texts?*

46 | California Department of Education

---

### Facilitator Notes:

- Give participants time in pairs or small groups to generate answers for these questions.
- Given the CCSS emphasis on increased use of and writing about sources and texts, as well as on assessing the credibility of sources and texts, finding and using sources for these purposes is an important consideration for educators.

## Teaching Digital Literacy: Sample Lessons

On the following slides, watch examples of teaching digital literacy. After viewing the video at your grade level span:

- Select, link to, read, and review a Digital Literacy lesson from Common Sense Media at your grade level span.

After reviewing the lesson:

- Refer to your grade level standards for CA CCSS Writing Standard 8

Consider how the lesson you reviewed helped you address this standard.

47 | California Department of Education

---

### Facilitator Notes:

- For the next several slides and accompanying activities: If participants have online access, they may use tablets or laptops to link to the lesson at their grade level span and review it individually or with a partner. Another option is to download the lessons and copy sets for participants. If neither is possible, move ahead to slide 52.

### Talking Points:

- Select, link to, read, and review a Digital Literacy lesson from Common Sense Media at your grade level span.

After reviewing the lesson, complete the following activity:

- Refer to your grade level standards for CCSS Writing Standard 8: *“Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.”*

*How would the lesson that you reviewed at your grade level span help you address this standard?*

[set up activity for slides 48–52]

- The following slides provide examples of teaching digital literacy.
- Watch the video of the lesson at your grade level span. Then, select, link to, read, and review a digital literacy lesson from Common Sense Media at your grade level span.
- After reviewing the lesson we will refer to your grade level standards for CCSS Writing Standard 8 and discuss how the lesson you reviewed helped you address this standard.

# Teaching Digital Literacy: Sample Lessons

## Early Elementary Example: “*Sites I Like*”

<http://www.common sensemedia.org/educators/lesson/sites-i-k-1>



*What makes a Web site the right site for me?*

Students explore and evaluate an informational Web site for children.

48 | California Department of Education

---

### Facilitator Notes for Slides 47–50

- Link to <http://www.common sensemedia.org/educators/lesson/sites-i-k-1>
- See notes for slide 47.



# Teaching Digital Literacy: Sample Lessons

## Upper Elementary Example: “How to Cite a Site”

<http://www.commonsensemedia.org/educators/lesson/how-cite-site-6-8>



*How do I cite different types of online sources?*  
Students reflect on the importance of citing all sources when they do research.

49 | California Department of Education

---

### Facilitator Notes:

- Link to <http://www.commonsensemedia.org/educators/lesson/how-cite-site-6-8>
- See notes for slide 47.

# Teaching Digital Literacy: Sample Lessons

## **Middle School Example: “*Digital Literacy and Citizenship*”**

<http://www.commonsensemedia.org/educators/curriculum/grades-6-8>



*How do individuals interact with and impact others in the digital world?*

Students learn to reflect critically on their use of media, understanding of the broader landscape, and participation in the always-on community.

50 | California Department of Education

---

### **Facilitator Notes:**

- Link to <http://www.commonsensemedia.org/educators/curriculum/grades-6-8>
- See notes for slide 47.

# Teaching Digital Literacy: Sample Lessons

## High School Example: “*Rights, Remixes, and Respect*”

<http://www.common sense media.org/educators/lesson/rights-remixes-and-respect-9-12>



*What should you consider when you use other people's creative work?*

Students reflect on the differences between taking inspiration from the creative work of others and appropriating that work without permission.

51 | California Department of Education

---

### Facilitator Notes:

Link to <http://www.common sense media.org/educators/lesson/rights-remixes-and-respect-9-12>

- See notes for slide 47.

## Reflect, Write, Discuss

Refer again to your grade level standards for CA CCSS Writing Standard 8.

➤ *How would the lesson that you just reviewed at your grade level span help you address this standard?*

52 | California Department of Education

---

### Facilitator Notes:

- Refer participants to their grade level CA CCSS for ELA/Literacy Writing Standard 8.
- Culminating activity for slides 48–52.

## Writing with Digital Tools

CCR Writing Anchor Standard 6 urges teachers and students to *“use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.”*

*“Research shows that digital technology enhances writing in several ways. K-12 students who write with computers produce compositions of greater length and higher quality and are more engaged with and motivated toward writing than their peers.”*

Source: Goldberg et. al, 2003

Digital tools are changing writing by creating new genres such as podcasts, digital essays, Glogster posters, Web sites, blog forums, Animotos, etc.

53 | California Department of Education

---

### Talking Points:

- The CCR Anchor standards emphasize the use of technology, by both students and teachers, to produce and publish writing AND to interact and collaborate with others.

[read quote on slide]

- Furthermore, digital tools are also changing writing itself. They are creating new writing genres that use media and multimedia such as podcasts, digital essays, Glogster posters, Web sites, blog forums, Animotos, and more.

# Writing with Digital Tools

Refer to the *Lesson Planning Templates* examined earlier in this unit.

- This time, reread them and look for how the teachers draw on digital texts for research and reading, or how they use digital tools to create a digital genre.

*What do you notice?*

54 | California Department of Education

---

## Facilitator Notes:

There are several options for completing this transition activity:

- Return to the *Lesson Planning Templates* that participants analyzed at the beginning of Unit 2.
- Return to Handout 2.1.3a *Abstract and Links for Upstanders, Not Bystanders Lessons* to note what digital tools, texts and genres teachers used. Lead a discussion about participants' recollections of those lesson plans.

## Talking Points:

- You will find that almost every teacher uses digital texts for reading and research: online magazines and news sites, YouTube videos, and Web sites that honor historical figures.
- You will also find that some are teaching their students to write both print and digital genres:
  - **Lorena Sanchez** taught her bilingual students to transform written reports about a historical upstander into PowerPoint presentations that they published on the class Wikipage.
  - **Amanda von Kleist** taught her students with disabilities to compose a Glogster poster — a virtual informational report — about the traits and actions of the upstander that was the subject of their research.
  - **Liz Harrington** taught her students to transform their print editorials about how their middle school would benefit from more upstanders into editorial podcasts and “Be an Upstander” public service announcements.

## Navigating the Digital World: Extension Activity (Optional)

Digital communication opens exciting new possibilities for multimedia, multimodal literacies. However, it can also open up to cyber-bullying.

- Impacts school culture and classroom climate
- Needs to be addressed as students become more comfortable with digital technology

Common Sense Media provides a series of lessons aligned with the CCSS and the National Educational Technology Standards for Students (NETS–S):

- Provides print and digital texts for students to read, discuss, and analyze
- Culminates with print and digital writing prompts that include informational/explanatory and opinion/argument writing

55 | California Department of Education

---

### Facilitator Notes: (Optional extension activity)

- The next activity contains four grade span sample lessons that explore the topic of Cyberbullying. If you are planning to adapt an *Upstanders, Not Bystanders* lesson for your own classroom, these lessons provide an excellent extension activity around the same topic.
- As digital communication bridges students' lives in and beyond school, it can open up exciting new possibilities for multimedia, multimodal literacies — and the CCSS recognizes and fosters this communicative potential. But digital communication can also open up students to cyberbullying that disrupts classrooms and impacts school climate and culture.
- It is important to address these issues as students become more comfortable with digital technology.
- Common Sense Media has developed a series of lessons that “show students how to stand up when they see digital harassment happening and to help teachers create a positive school culture where kids can thrive — both online and off.”
- The lessons are aligned with the CCSS and the National Educational Technology Standards for Students (NETS–S), provide print and digital texts for students to read, discuss, and analyze, and culminate with print and digital writing prompts that include informational/explanatory and opinion/argument writing.

# The Digital World and Cyberbullying (Optional)

## Sample lessons—Elementary

### Grades K–2: “Screen Out the Mean”

<http://www.common sense media.org/educators/lesson/screen-out-mean-2-3>



***“What can you do when someone is mean to you online?”***

### Grades 3–5: “What’s Cyberbullying?”

<http://www.common sense media.org/educators/Lesson/whats-cyberbullying-3-5>

***“What is cyberbullying, and how do you deal with it?”***



56 | California Department of Education

---

## Facilitator Notes:

- Optional slide and activity

## Talking Points:

- Select your grade span(s) of interest to review sample lessons from Common Sense Media that relate to cyberbullying:

### Grades K–2: “Screen Out the Mean”

<http://www.common sense media.org/educators/lesson/screen-out-mean-2-3>

- *What can you do when someone is mean to you online?* Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.

### Grades 3–5: “What’s Cyberbullying?” <http://www.common sense media.org/educators/lesson/whats-cyberbullying-3-5>

- *“What is cyberbullying, and how do you deal with it?”* Students discuss positive and negative aspects of interacting with others online.



# The Digital World and Cyberbullying (Optional)

## Sample lessons—Secondary

### Grades 6–8: “Cyberbullying: Be Upstanding”

<http://www.common SenseMedia.org/educators/lesson/cyberbullying-be-upstanding-6-8>



*How do you judge the intentions and impact of people’s words and actions online?*

### Grades 9–10: “Turn Down the Dial on Cyberbullying and Online Cruelty”

<http://www.common SenseMedia.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10>

*What factors intensify cyberbullying and online cruelty, and what can you do to lessen them?*



57 | California Department of Education

---

## Facilitator Notes:

- Optional slide and activity

## Talking Points:

Grades 6–8: “Cyberbullying: Be Upstanding” <http://www.common SenseMedia.org/educators/lesson/cyberbullying-be-upstanding-6-8>:

- *How do you judge the intentions and impact of people’s words and actions online?* Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations.

Grades 9–10: “Turn Down the Dial on Cyberbullying and Online Cruelty”

<http://www.common SenseMedia.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10>

- *What factors intensify cyberbullying and online cruelty, and what can you do to lessen them?* Students learn that cruelty can escalate quickly online because people are often anonymous and posts spread quickly.

## Examining Lessons for Informational, Argument, and Analytical Writing

Examine complete lessons that show how teachers adapted and taught the *Upstanders, Not Bystanders* writing topic:

- Refer to Handout 2.4a: “*Abstracts and Links for Complete Upstanders, Not Bystanders Lessons*.” Focus on those of interest to you:

**Grades 4,5 and ELD:** “*Californianos Today: Writing Firsthand Biographies to Inform and Reflective Essays to Argue and Analyze*”

[http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/californianos\\_today.pdf](http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/californianos_today.pdf)

**Grades 9,10:** “*Upstanders, Not Bystanders: Writing Reports of Information*”

[http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/writing\\_reports\\_lesson\\_plan.pdf](http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/writing_reports_lesson_plan.pdf)

**Grades 8–10:** “*Why People Don't Help in a Crisis: Writing Arguments About Bystanders*”

[http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/crisis\\_bystanders.pdf](http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/crisis_bystanders.pdf)

58 | California Department of Education

---

### Facilitator Notes:

- One of the goals for this module was to support grades K–12 educators with CCSS-informed writing lesson planning tools, lesson plans, and also complete classroom-tested lessons. The lessons are meant to be examples, not exemplars. Teachers are encouraged to adapt the lessons for their students and their instructional context.
- Download copies of lessons in advance, or have participants link to them on personal electronic devices

### Talking Points:

- Up to this point, you have examined teachers’ plans for teaching their students to write a variety of informational, argument, and analytical genres in response to the *Upstanders, Not Bystanders* writing prompt, and you have analyzed video excerpts of teachers’ lessons that connect instructional strategies to Common Core writing standards.
- To examine three complete lessons that show how teachers adapted and taught the selected writing topic and illustrate how they employed the Common Core writing standards, read the descriptions on Handout 2.4a and link to [or read downloaded copies] those that you would like to study, use, or adapt.
- Unit 3 will include additional complete lessons that address a wider range of topics, texts, genres, and K–12 grade levels.

## Examining Lessons for Informational, Argument, and Analytical Writing

To learn more about digital writing genres and digital tools to support writing lessons, refer to Handout 2.4b: *“Upstanders, Not Bystanders: A Digital Call to Write and Call to Action”*

- Developed by the California Writing Project (CWP) and Common Sense Media
- Participate in statewide effort to showcase students’ digital writing: follow the embedded links in the document or contact the CWP at [cwp@berkeley.edu](mailto:cwp@berkeley.edu).

59 | California Department of Education

---

### Facilitator Notes:

- Refer participants to *Handout 2.4b Upstanders, Not Bystanders Digital Call to Write and Call to Action* or display on a document camera. You may also direct participants to the online link: [http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/upstanders-call\\_to\\_write.pdf](http://www.californiawritingproject.org/uploads/1/3/6/0/13607033/upstanders-call_to_write.pdf)
- If participants have developed the beginnings of an Upstanders, Not Bystanders lesson plan, encourage them make use of this resource.

### Talking Points:

- Refer to Handout 2.4b *“Upstanders, Not Bystanders: A Digital Call to Write and Call to Action”*
- In this document, developed by the California Writing Project and Common Sense Media, you will find a wealth of resources that will help you teach a digital writing response to the Upstanders, Not Bystanders writing prompt.
- You will also find links to digital texts about *Upstanders, Not Bystanders* and to digital lessons that address being upstanding citizens and students in a digital world.
- Finally, you will find an invitation to participate in statewide effort to showcase students’ digital writing. To participate, follow the embedded links in the document or contact the California Writing Project at [cwp@berkeley.edu](mailto:cwp@berkeley.edu).

## Looking Forward

Before moving to Unit 3, reflect on the following:

- *What CCSS-informed lessons are you thinking about or planning to develop that will help your students strategically use writing to inform, or argue, or analyze?*
- *What professional learning needs and questions are surfacing for you as you prepare to teach informational, argument, and analytical writing more effectively?*

60 | California Department of Education

---

### Facilitator Notes:

- Give participants time to write and discuss as needed. Ask them to save their notes, so they can return to them in Unit 3.
- Consider charting trends, questions, grade level concerns, etc. Many of them will be addressed in Unit 3, but teaching colleagues should take every opportunity to be professional support for each other as well.

### Talking Points:

- Before moving to Unit 3, take some time to reflect on the following questions.
- Your thinking will set the stage for the focus of Unit 3 — continuing and expanding your professional learning about writing to inform, argue, and analyze.