



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

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

### **Pre-Assessment and Unit 1**

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

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- Welcome to the “English Language Arts: Writing to Inform, Argue, and Analyze” module, a part of the Common Core State Standards (CCSS) for California Educators Professional Learning Module Series.
  - There are two English Language Arts modules: This module, which covers the kindergarten through grade twelve California Common Core writing standards, and another titled, “English Language Arts: Reading Informational Text” which covers the reading standards. The reading and writing standards apply to ELA and all content areas.

# Welcome to the Series

## Common Core State Standards (CCSS) Professional Learning Modules

Available on the Brokers of Expertise Web Site at [www.myboe.org](http://www.myboe.org)

### Welcome Message

Lupita Alcala , Deputy Superintendent  
Instruction and Learning Support Branch  
California Department of Education (CDE)

<http://myboe.org/portal/default/Group/Viewer/GroupView?action=2&qid=2996>

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### Optional Slide

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#### Facilitator Notes:

- Refer to the Brokers of Expertise Web site for an overview of CCSS modules available.
- Play the welcome message by Lupita Alcala, Deputy Superintendent of the Instruction and Learning Support Branch at the California Department of Education.

## Pre-Assessment

Assess your knowledge of the CCSS Writing Standards prior to beginning the module:

- Complete the “Pre-Assessment”
- Work independently, without discussion or assistance from others

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### Pre-Assessment

#### Facilitator Notes:

- This activity will take approximately 5 minutes.
- Refer participants to the *Handout Pre-Assessment* and indicate that they should NOT collaborate on answering the questions.
- Facilitator can decide whether to review correct answers or wait until participants complete the module to allow participants to learn over time if their responses were correct or not.

#### Talking Points:

- Now you will participate in a pre-assessment. This activity will assess your knowledge of the CCSS Writing Standards prior to beginning the module.
- The assessment will be repeated upon completing the module activities to assess your learning.

#### Pre-Assessment answers:

- |            |            |
|------------|------------|
| 1. B       | 6. A, C, D |
| 2. A, C, D | 7. True    |
| 3. A, B, D | 8. C       |
| 4. A, B    | 9. B       |
| 5. A, B, D | 10. A, C   |

# Welcome to Unit 1:

## ***Unit 1: Understanding and Teaching the Common Core Writing Standards***

- *College and Career Readiness (CCR) Anchor Standards for Writing*
- *California English Language Development (ELD) Standards*
- *California's Common Core State Standards for English Language Arts & Literacy for History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy)*

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### **Talking Points:**

- This unit will guide you through a close examination of the *CCR Anchor Standards for Writing*, reference the *California English Language Development (ELD) Standards* for clarification of text types and purpose, and take a close look at *California's CCSS for ELA/Literacy* by examining student writing samples at different grade spans.
- All grade level expectations in the CCSS are based on the CCR Anchor Standards.

### **Facilitator Notes:**

- This first unit of the module will take approximately 2 1/2 hours to complete but can be split into subtopics to accommodate sessions of a shorter duration. Please see suggestions in the User's Guide for presentation options.

### **Organization of Unit 1:**

- Slide 1–3: Introduction and Pre-assessment
- Slide 4: Introduction to Unit 1
- Slide 5: Learning Objectives
- Slides 6–17: An Introduction to the CCR Anchor Standards in Writing
- Slides 18–30: Text Types, Purposes, and Genres
- Slides 31–33: Blending and Combining Text Types
- Slides 34–38: Applying Significance to Text Types and Genres
- Slides 39–49: CCSS Impact on Writing Instruction: Key Changes
- Slide 50: Looking Forward

# Unit 1: Learning Objectives

Throughout and upon completion of Unit 1, you will:

- Examine how and why the CCR Anchor Standards for Writing are interrelated and interconnected
- Understand the relationships between and among writing text types, genres, and subgenres
- Examine the impact of the CA CCSS for ELA/Literacy on writing instruction across grade levels

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## Talking Points:

[Review content on slide]

## Facilitator Note:

- For additional background on why it is important for educators to begin with a close look at the College and Career Readiness Anchor Standards, link to:  
[http://grantwiggins.files.wordpress.com/2012/09/mctighe\\_wiggins\\_final\\_common\\_core\\_standards.pdf](http://grantwiggins.files.wordpress.com/2012/09/mctighe_wiggins_final_common_core_standards.pdf)
- Permission is granted for reproduction should you want teachers to read and discuss the document, *From Common Core to Curriculum: Five Big Ideas*.

## **CCR: What Students Need to Do, Know, and Understand**

***How do the CCR Anchor Standards for Writing set the expectations for what students write and how are the standards interrelated and interdependent?***

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### **Talking Points:**

- Answering this question will be the focus of four different looks at the CCR Anchor Standards in Writing.
- Slides 7–11 provide the first look: an introduction to the CCR Anchor Standards for Writing, a rationale for their interrelatedness, and their role in preparing for college and career.

## CCR: What Students Need to Do, Know, and Understand

Using your copy of the *College and Career Readiness Anchor Standards for Writing* (Handout 1.1), review the standards two times as follows:

1. On the first reading, mark or note phrases that describe what students need to **do** in their writing.
1. Read through each standard again and mark or note what students need to **know and understand** to successfully meet the requirements of each standard.

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### Facilitator Notes:

- Distribute two copies of *Handout 1.1 College and Career Readiness Anchor Standards for Writing*. Participants should work in pairs, marking the “do” phrases on one copy and the “know and understand” phrases on another.

### Talking Points:

[Refer to slide and clarify the task if needed]

## CCR: What Students Need to Do, Know, and Understand

Share and discuss what you noticed and highlighted:

- *What did you highlight for what students need to **DO**?*
- *What did you highlight for what students need to **KNOW** and **UNDERSTAND**?*

Compare your observations to the key terms and phrases highlighted in bold in Handouts 1.1.1a and 1.1.1b: CCR “**DO**” and CCR “**KNOW**”.

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### Facilitator Notes:

- Handouts Needed: 1.1.1a and 1.1.1b: CCR Do and CCR Know and Understand
- Either copy and distribute these handouts or display them on a document camera.

### Talking Points:

- As you read through the anchor standards the first time, you might have found that you highlighted or underlined almost everything. Most statements spell out expectations for what students will do in their writing — write, support claims, research, gather, produce, draw evidence, revise, reflect, assess, and write routinely.
- During the second reading, you may have noted phrases such as: sufficient evidence, valid reasoning, well-structured event sequences, understanding of subject, etc.
- To conclude this activity, take a few minutes to compare your observations to the key terms and phrases highlighted in bold in the two handouts (1.1.1): CCR “**DO**” and CCR “**KNOW**”.

[Discuss any questions or implications. It might be helpful at this point to begin a “parking lot” list of questions that you will not have time to discuss but are important for the group to address during the course of the module.]



## CCR: What Students Need to Do, Know, and Understand

Did you notice that each of the CCR Anchor Standards begins with an action verb that tells what students are expected to **do**?

- What students need to **know and understand** to produce writing that meets and exceeds these expectations — convey complex ideas; assess credibility; strengthen writing — requires higher order thinking skills.

Wilhelm, 2012

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### Talking Points:

[Read and review content of slide. Discuss any questions or implications.]

## CCR: Note on Range and Content in Student Writing

### Note on range and content in student writing:

“To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.”

CCSS Initiative, 2010

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### Talking Points:

- This note on range and content in student writing concludes the CCR Anchor Standards in Writing:

[Read and review content of slide]

## CCR: Note on Range and Content in Student Writing

- *How is this statement a rationale for what students are being asked to learn in writing?*
- *How have the writers of the rationale have combined the CCR Anchor Standards for Writing to emphasize the interrelatedness of the standards?*

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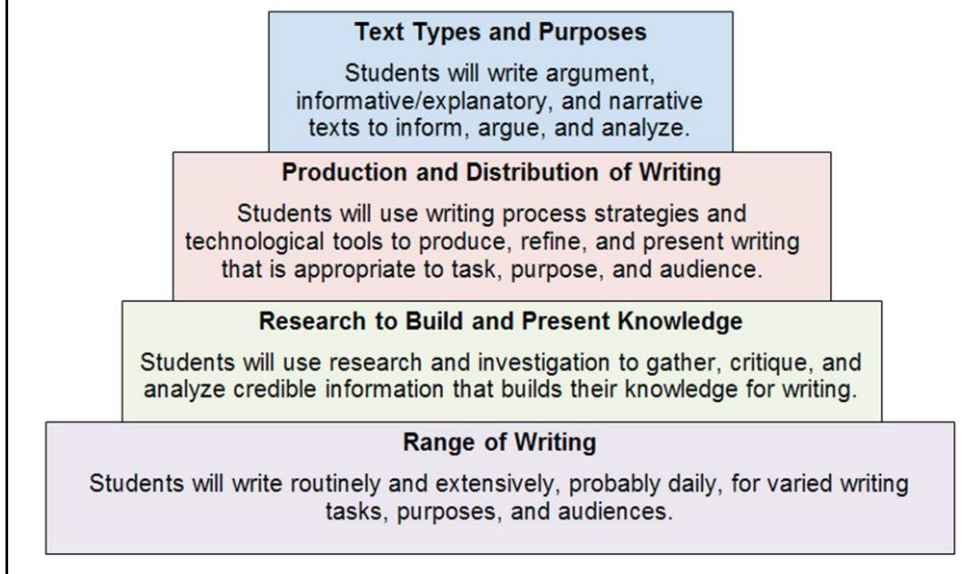
### Talking Points:

- The statement on the previous slide provides the rationale for what students are being asked to learn in writing — build their capacity and skills for college and career readiness and understand the importance of writing in preparation for the work of college and career.
- Take a few minutes to discuss the questions on the slide with a partner (or table group).
- To answer the second question, name or cite phrases from the ten CCR Anchor Standards in Writing that are being used in combination to develop the rationale and also emphasize the interrelatedness of the standards.

### Facilitator Notes:

This slide concludes the introductory look at the CCR Anchor Standards in Writing and serves as transition to the next three looks (slides 12–15): “A Classroom of Production; Learning the Skills of Production; Doing the Work of Writing.”

## Relationship Between and Among the CCR Anchor Standards for Writing



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### Facilitator Notes:

- To accompany this graphic, you may choose to distribute or display *Handout 1.2 — Relationship Between and Among the CCR Anchor Standards for Writing: A Classroom of Production*.

### Talking Points:

- Let's review the graphic on this page. This time though, read from the bottom up.
- Notice that it is organized by each of the four categories of the CCR Anchor Standards in Writing.
- Reviewing it this way illustrates that these standards are not meant to be addressed in any particular order (as in a check-list fashion); rather, they are constantly overlapping and interacting with each other.
- A "classroom of production" builds (hence, the building blocks graphic) on students writing routinely and extensively.

# A Classroom of Production

## A “classroom of production” approach:

Wilhelm (2012) describes a classroom that supports students in doing the work and learning of CCSS writing as a “place of production.”

The foundation for a classroom of production is one that provides extensive opportunities for students to write for varied tasks, purposes, and audiences. Such a classroom — be it a first grade class where students are learning to create a shared story, a fifth grade writing workshop class, a middle school class working on cross-disciplinary inquiry projects, or a transition to college class for English Learners — builds students’ capacity for learning and applying higher order thinking skills on a foundation of production.

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### Talking Points:

- Let’s take a closer look at the “classroom of production” approach.

[Review content of slide]

### Facilitator Notes:

- This slide serves as a transition from A Classroom of Production to Learning the Skills of Production.

# Learning the Skills of Production

## An "if-then" approach:

- **If** students are deeply involved in generating ideas and gathering credible information from print and digital texts, **then** they must learn to use writing process strategies and technological tools to produce, refine, and present written products that address a range of writing tasks, purposes, and audiences.
- **If** students are learning to address a wide range of writing tasks and audiences, **then** they must learn the skills of narrative, informative/explanatory, and opinion/argument writing, as well as the purposes of writing to inform, argue, and analyze.
- **If** students receive instruction in and extensive practice across all ten interconnected anchor standards and are writing to inform, argue, and persuade, **then** they are building the foundation for the writing of college and career.

In a classroom that provides the conditions for students to become producers of writing, the teacher's role is to help them learn the **skills of production — research, investigation, building knowledge, composing** — along with the higher order thinking skills of writing to inform, argue, and analyze.

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## Talking Points:

- Now let's look at the relationship between and among the anchor standards using a slightly different approach — as an "if-then" relationship.

[Review content on slide noting the ways the if-then statements describe what a classroom of production looks like, what students are learning and practicing, and especially what the role of the teacher is.]

# Doing the Work of Writing

## **“Doing the work” approach:**

Writing Standards 4 through 10 *“illuminate how students should go about doing the work of the first three standards.”*

Source: Calkins, 2012

- *How does this approach support the writing classroom as a place of production?*
- *How does it describe the interrelatedness of the CCR Anchor Standards in Writing?*

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### **Talking Points:**

- Still another approach to reading the anchor standards is provided by Lucy Calkins, Founding Director of the Teachers College Reading and Writing Project. In her publication, *Pathways to the Common Core: Writing Standards 4 through 10* “illuminate how students should go about doing the work of the first three standards.”
- Again, the message is that students across grade levels will learn to do the work of writing; the standards describe the writing they need to produce as well as the processes and skills they need to learn and apply to do this work effectively.
- Take a few minutes to discuss the two questions on the slide with your table group (or partner).

## Reflect, Write, and Share

- **Consider anchor standards 1–3:**
  - *How will the increased emphasis on argument and informative/explanatory writing impact your current teaching?*
- **Consider anchor standards 4–6:**
  - *Which standard(s) would bring the most significant changes to your teaching of writing at your current grade level? Why?*
- **Consider anchor standards 7–9:**
  - *Which standard(s) might present the greatest challenges for your students?*
- **Consider anchor standard 10:**
  - *How might you collaborate with your colleagues to ensure that all students are exposed to the range required by this standard?*

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### Facilitator Notes:

Give participants time in pairs or small groups to reflect on and discuss all four questions or those that have surfaced as most important. Consider charting or capturing discussion points. Below you will find sample answers should you need to get the discussion started.

### Sample Responses

- **Consider anchor standards 1–3:** *How will the increased emphasis on argument and informative/explanatory writing impact your current teaching?*
  - “I may have to give up some of my narrative topics to make room for more analytical writing, or find a way to connect the two.”
  - “I will need to help my students form stronger opinions or “take a stand” and support their claims with valid reasons.”
  - “I am concerned that I will have limited opportunities for my students to connect personally to their writing, so I will need to find a way to make analytical writing interesting for them.”
- **Consider anchor standards 4–6:** *Which standard(s) would bring the most significant changes to your teaching of writing at your current grade level? Why?*
  - Standard 4:** “Task, purpose, and audience. These concepts are challenging for my first grade students. I need to find ways to teach them how to do this.”
  - Standard 5:** “I usually send work home for my ninth grade students to revise, so I need to focus more on helping my students collaborate in class through the stages to support each other’s writing.”
  - Standard 6:** “With limited classroom resources, I will have to be creative in finding ways for my middle school students to collaborate online and publish their writing using computers.”
- **Consider anchor standards 7–9:** *Which standard(s) might present the greatest challenges for your students?*
  - Standard 7:** “My students are not accustomed to doing research projects of significant length. This will be a new challenge for them.”
  - Standard 8:** “Credibility and plagiarism are hard to teach at my grade level. My students often believe the first thing they read and don’t understand what plagiarism is.”
  - Standard 9:** “Finding multiple sources from multiple media may be a challenge for my students who tend to rush through their research.”
- **Consider anchor standard 10:** *How might you collaborate with your colleagues to ensure that all students are exposed to the range required by this standard?*
  - “I would like to produce a collective series of assignments with other teachers at my grade level.”
  - “I would like to share my knowledge and learn from the experiences of others on the range of writing types, purposes, and audiences.”



## Relationship of the CCR Anchor Standards for Writing: Conclusion

**Important Take Away:** The ten anchor standards in writing do not just complement each other. They need to be addressed instructionally as interconnected, interrelated, and interdependent. Lessons developed for both short and extended time frames will cluster and address most of the writing standards simultaneously.

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### Talking Points:

- **[Share this Important Takeaway from slides 6–16]:** The ten anchor standards in writing do not just complement each other. They need to be addressed instructionally as interconnected, interrelated, and interdependent. Lessons developed for both short and extended time frames will cluster and address most of the writing standards simultaneously.

# Text Types, Purposes, and Genres

## Texts Types and Purposes (Standards 1–3):

"These broad types of writing include many subgenres. See Appendix A [pages 23–25] for definitions of key writing types."

Source: Common Core State Standards Initiative, 2010

Consider the following questions:

- *What does "broad types" of writing mean?*
- *What are the connections between and among text types, genres, and subgenres? What are the differences?*

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### Facilitator Notes:

- Direct participants to the note on *Texts Types and Purposes* at the beginning of the CCR Anchor Standards in Writing.

### Talking Points:

- Slides 17–27 will focus on answering the two questions on this slide, as well as addressing the importance for teachers of knowing how to turn the three writing text types into teachable writing genres and subgenres.
- Take a few minutes to discuss the two questions on the slide with your table group.

# Text Types, Purposes, and Genres

## ***What is Genre?***

**Traditional Definition:** Distinguished between drama, fiction, and poetry

**1980's:** Began to refer to a broader set of text types (letters, memos, essays, proposals); also began to inform the teaching of writing

The above uses of the term only identified text types and made generalizations about their usual forms. Teaching focused on patterns and organizations — or on what and how to write a letter or a proposal but not why we write these genres.

**Current uses of the term:** Every genre of writing “occurs in a situation.”

- That situation has an audience, a purpose, a context or setting, a set of expected and appropriate responses, and a reason for the writer to write.

Source: Fox, 2004

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## **Talking Points:**

Let's begin with a working definition of the term “genre.”

- Traditionally, the term genre has been used to “distinguish between drama, fiction, and poetry.
- In the 1980's, as ‘genre’ began to refer to a much broader set of text types (letters, memos, essays, proposals), it also began to inform the teaching of writing.”
- A limitation of these uses of the term genre was that they “simply identified text types and made generalizations about their usual forms.” So teaching focused on patterns and organizations — or on what and how to write a letter or a proposal but not why we write these genres.
- Current uses of the term genre emphasize instead that every genre of writing “occurs in a situation.” That situation has an audience, a purpose, a context or setting, a set of expected and appropriate responses, and a reason for the writer to write.

## **Facilitator Notes:**

- Note participant questions, many of which will be answered in the upcoming slides.
- Should you want more info about genre, link to: <http://www.nwp.org/cs/public/print/resource/2140>. The excerpt on the slide is taken from “Linking Genre to Standards and Equity,” an article by Tom Fox, for which there is permission to reproduce copies for participants.

# Text Types, Purposes, and Genres

## Situational Example

To make this concept less abstract, author Deborah Dean offers a concrete example: Sending a greeting card for a special occasion. The card you select depends on the occasion or situation.

- **Context and Setting:** Is the card for a birthday, graduation, retirement, or Mother's Day?
- **Audience:** Is the card for someone who is turning eight or eighty; for a single parent working and attending school after hours; for a high school graduate; or for a mother, mother-in-law, or a grandmother?
- **Purpose:** Should the card amuse, inspire, touch the heart? Should it be funny, sweet, inspirational, or sentimental?
- **Presentation/Format:** Should the card be paper or electronic? Mailed or e-mailed? Musical?

If you consider carefully the situation, context, audience, purpose, and presentation, you are more likely to choose an appropriate card for the occasion and the recipient.

Source: Dean, 2008

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## Facilitator Notes:

- Review content on slide.
- If time permits, give participants time to try out other examples, perhaps giving small groups one of the following genres and asking them to consider the situation, varied contexts and settings, audiences, purposes, and presentations/formats for their type of writing.
  1. Writing a letter of praise
  2. Writing a letter of complaint
  3. Writing a report
  4. Writing a memo

Add more possibilities that occur to you.

- To learn more from Deborah Dean about genre theory and its importance to teaching writing, link to the podcast found on the National Writing Project Web site at <http://www.nwp.org/cs/public/print/resource/2988>.
- Provide participants with this link should they want to dig deeper into the importance of teaching writing genres in this way.

## Text Types and Purposes

Anchor Standards 1 through 3 — Writing Text Types and Purposes — ask students to master three basic forms of writing:

- writing arguments
- writing to inform and explain
- writing narratives

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### Talking Points:

Now let's take a closer look at Anchor Standards 1 through 3 — Writing Text Types and Purposes. You will notice that the standards ask students to master three basic forms of writing:

- writing arguments
- writing to inform and explain
- writing narratives

# Text Types and Purposes: 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.**

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. 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. 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. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K-5, the term "opinion" is used to refer to this developing form of argument.

Source: CCSS for ELA Appendix A

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## Talking Points:

- Let's take a closer look at each of the three text types and purposes, beginning with argument.

[Review content on slide. As you review, ask participants to highlight which specific genres are mentioned that exemplify the text type. Also be sure to note that the text type can address varied purposes.]

## Facilitator Notes:

- Rather than, or along with, using slides 22–24, you may want to distribute copies of the writing section of CCSS *ELA Appendix A* (pages 23–25). Link to: [http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)
- If you use this section of Appendix A with the three Text Types and Purposes slides, participants can read the excerpts but still have in hand the full context and explanation of them.

## Text Types and Purposes: Informational/Explanatory

**Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.**

Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Source: CCSS for ELA Appendix A

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### Talking Points:

[Review content on slide. As you review, ask participants to highlight which specific genres are mentioned that exemplify the text type. Also be sure to note that the text type can address varied purposes.]

### Facilitator Notes:

- Rather than using slides 22–24, you may want to distribute copies of the writing section of *CCSS ELA Appendix A* (pages 23-25). Link to: [http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf).
- If you use Appendix A rather than the three Text Types and Purposes slides, participants can read the excerpts but still have in hand the full context and explanation of them from *Appendix A*.

# Text Types and Purposes: Narrative

**Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain.**

In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Source: CCSS for ELA Appendix A

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## Talking Points:

[Review content on slide. As you review, ask participants to highlight which specific genres are mentioned that exemplify the text type. Also be sure to note that the text type can address varied purposes.]

## Facilitator Notes:

- Rather than using slides 22–24, you may want to distribute copies of the writing section of *CCSS ELA Appendix A* (pages 23–25). Link to: [http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf).
- If you use Appendix A rather than the three Text Types and Purposes slides, participants can read the excerpts but still have in hand the full context and explanation of them from *Appendix A*.



# Text Types and Purposes Across K–12

As students advance through the grades, the CCSS place **increasing emphasis** on analytical writing (argument, informing, and explaining) and **decreasing emphasis** on narrative writing.

Video “*Writing to Inform and Make Arguments*” features authors of the CCSS discussing this topic:

[http://www.youtube.com/watch?v=Jt\\_2jI010WU](http://www.youtube.com/watch?v=Jt_2jI010WU)

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## Facilitator Notes:

- Link to video “*Writing to Inform and Argue*” at [http://www.youtube.com/watch?v=Jt\\_2jI010WU](http://www.youtube.com/watch?v=Jt_2jI010WU)
- Video is 3:36 in length.
- Take and perhaps chart any summary statements from participants or questions that have surfaced.
- This video concludes discussion of the three writing text types and transitions to the next section which expands on the importance of turning these text types into teachable genres.

## Talking Points:

[read slide content and show video]

# Text Types, Genres, and Subgenres in Context

## California's ELD Standards:

- Developed for English learner students; fully aligned with the CCSS
- Provide a clarifying extension to the foundational CCR Anchor Standards by expanding on details regarding purpose, text type, and audience

## In the set of standards you have for this activity:

1. Find the page that begins Section 2: *Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts* (usually on pages 3,4).
2. Read the contents of the sidebar section that appears on all of the pages of Section 2 and note the terms that appear under Purposes, Text Types, and Audiences
3. With a partner, discuss what information in the sidebar adds to your understanding of text types, purposes, audiences, and genres.

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## Talking Points:

- To expand upon your knowledge of text types and subgenres, refer to California's ELD Standards. These standards were developed for English learner students and are fully aligned with the CCSS.
- They provide a clarifying extension to the foundational CCR Anchor Standards by expanding on details regarding purpose, text type, and audience.
- In the set of standards you have for this activity:
  1. Find the page that begins Section 2: *Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts* (usually found on page 3 or 4).
  2. Read the contents of the sidebar section that appears on all of the pages of Section 2 and note the terms that appear there: Purposes and Text Types
  3. With a partner, read the sidebar and discuss what information there adds to your understanding of text types, genres, and purposes.

## Facilitator Notes:

- The California ELD Standards are available at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>.
- On the Web page, open the standards by grade level. Printing grade-level copies in advance is recommended.
- See slides 27–28 for an alternative way of exploring this content.

# Text Types, Genres, and Subgenres in Context

## **Informational Text Types: Kindergarten through Grade Five (K–5)**

- Include: Description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.

## **Informational Text Types: Grades Six through Twelve (6–12)**

- Include: Descriptions or accounts (e.g., scientific, historical, economic, technical); recounts (e.g., biography, memoir); information reports, explanations (e.g., causal, factorial); expositions (e.g., speeches, opinion pieces, argument, debate); responses (e.g., literary analysis); etc.

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### **(Optional slide)**

#### **Facilitator Notes:**

- Optional slide that can be used to substitute for linking to or printing out of California's ELD grade level standards.
- If used, review content on slide and discuss emerging ideas for what information there adds to participants' understanding of text types, genres, purposes, and audiences.

## Text Types, Genres, and Subgenres in Context

### Purposes

- Include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.

### Audiences

- Include: Peers (one-to-one); small group (one-to-group); whole group (one-to-many).

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(Optional slide)

#### Facilitator Notes:

- Optional slide that can be used to substitute for linking to or printing out of California's ELD grade level standards.
- If used, review content on slide and discuss emerging ideas for what information there adds to participants' understanding of text types, genres, purposes, and audiences.

## Reflect, Write, and Discuss

- *When comparing to the CCR Anchor Standards, what important additions to and information about “text types” do you find in the sidebar section of California’s ELD Standards?*
- *How does this information help you describe the differences between broad text types and a variety of subgenres?*
- *How does this information help you name and describe writing tasks for varied audiences and purposes?*

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### Facilitator Notes:

In pairs or as a whole group, reflect on, jot notes about, and discuss the answers to the questions. Sample responses below are provided should you need them to start the discussions. Possibilities for answers are not limited to the sample responses below:

### Sample Responses

- ***When comparing to the CCR Anchor Standards, what important additions to and information about “text types” do you find in the sidebar section of California’s ELD Standards?***

“The information in the sidebar illustrates another way to describe the connections across purposes, text types, and audiences.”

“The variety of informational text types helps me see varied ways to teach the CCSS Writing Text Types.”

The information helps me understand this CCSS Anchor Standards language: “...for a range of tasks, purposes, and audiences.”

- ***How does this information help you describe the differences between broad text types and a variety of subgenres?***

“Three broad text type categories do not limit, but instead open up countless possibilities for subgenres of writing I can teach.”

“The text types cross disciplines and subject areas, and the examples of writing genres listed in the sidebar illustrate text types that cross subjects or are appropriate to a specific subject or discipline.”

- ***How does this information help you name and describe writing tasks for varied audiences and purposes?***

“I can teach the writing of explanations – how and why something happened – across all the subject areas I teach my sixth graders: in history, science, reading non-fiction and fiction, or as a part of my school’s character education program.”

“My students keep a notebook or log of their science observations. The purposes for that writing are informing and explaining, but to accomplish that purpose, they describe what they observe. Learning to write better descriptions could improve their explanations of what they have observed and learned.”

“Literary analysis is listed as an informational text type. The purposes for literary analysis include interpreting, explaining, and analyzing. If I include more opportunities for students to discuss their interpretations and analysis with small groups as they are writing their essays, they may better understand the need for their essay to inform an audience of readers.”

## Text Types, Genres, and Subgenres in Context

**Important Takeaway:** The broad categories of Common Core writing text types define writing skills that students are expected to learn and teachers are expected to teach. Teachers, grade-level groups, departments, and school and district committees must turn those skills into writing situations and genres and develop the lessons and lesson sequences that will build an all-important writing foundation for college and career readiness.

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### Talking Points:

[Review content on slide. If there is time, discuss and chart any emerging questions or implications.]

[This takeaway anticipates not only the next section, but the focus and content of Unit 2.]

## Blending and Combining Different Text Types

Most genres draw on the CCSS text types to blend elements of different kinds of writing.

- **Refer to the CA CCSS for ELA/Literacy Writing Standards by grade level as you read and annotate three student essays (Handouts 1.3.3a–c):**
  - “The Life of Carmen Alfaro” — 4<sup>th</sup> grader’s biographical sketch (interview).
  - “Miss Sadie” — 8<sup>th</sup> grader’s firsthand biography (timed writing assessment).
  - “Stanley Hom Lau: Paper Son” — university freshman’s biographical analysis of a period of California’s immigration history (research paper).
- **Compare your notes to the annotated versions of the essays (Handouts 1.3.3d–f)**
  - *How and where do the writers of each essay blend elements of narrative, informational, and/or argument writing?*

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### Facilitator Notes:

Handouts needed: *CA CCSS for ELA/Literacy Writing Standards; Student Essays: Handouts 1.3.3a–c*

1. Refer to the *CA CCSS for ELA/Literacy Writing Standards* for the grade level of each essay.
2. Use the blank version of all three essays with the annotation sidebar for participants to write on.
3. Refer to, distribute, or display on a document camera, the annotated versions of the three essays.
4. After the participants have had time to read and annotate, compare and discuss their notes to the annotated versions of the essays.

### Talking Points:

- Most genres and most writers, even student writers, blend elements of different kinds of writing and draw on the CCSS text types to do so. Student writers are often unaware that they do this and that if done intentionally and strategically, such blending will help them improve their writing and expand their genre repertoire.
- For purposes of illustration, refer to the *CA CCSS for ELA/Literacy Writing Standards* as you read and annotate these student essays (Handouts 1.3.3a–c):
  - “The Life of Carmen Alfaro” is a fourth grade student’s biographical sketch of his grandmother and is based on an interview with her.
  - “Miss Sadie” is an eighth grade student’s firsthand biography of a memorable person and was written for a timed writing assessment.
  - “Stanley Hom Lau: Paper Son” is a research paper written by a university freshman that uses the biography of the writer’s uncle to analyze a period of California’s immigration history.
- Now, compare your notes to the annotated versions of the essays (Handouts 1.3.3d–f)
- Discuss: *How and where do the writers of each essay blend elements of narrative, informational, and/or argument writing?*

## Blending and Combining Different Text Types

**Extension Activity:** Search through some of the following text resources to see if and how professional and college writers combine text types for rhetorical effect, thereby creating blended or hybrid writing genres:

- **A text you use in class** — picture book, chapter, anthology, essay reader, etc.
- **Digital texts:** *Time for Kids*, *Ranger Rick* — *National Wildlife Federation*, or *National Geographic Kids*.
- **University student examples:** *Prized Writing* (online anthologies of writing across disciplines by University of California Davis undergraduate students).

Record your findings on Handout 1.3.4: *Analyzing Text Type Blending and Significance*.

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**Extension Activity (optional, as time permits).**

### **Facilitator Notes:**

- Refer to or distribute the *Handout 1.3.4 Analyzing Text Type Blending and Significance*.
- If you have online access, provides these links:
  1. Time for Kids— <http://www.timeforkids.com>
  2. Ranger Rick— <http://www.nwf.org/kids/ranger-rick.aspx>
  3. National Geographic Kids— <http://kids.nationalgeographic.com/kids/>
  4. Prized Writing— <http://prizedwriting.ucdavis.edu/past>
- If not, access these sites in advance, choose a few examples, and print out some copies for participant use and analysis.

### **Talking Points:**

- For this activity, you will use the chart on *Handout 1.3.4*, links, and texts again later in Unit 1.
- Take some time to search, read, and discuss some of these text resources in small groups.
- Discuss the implications for your own teaching of what you have found and read.



## Blending and Combining Different Text Types

**Important Takeaway:** As noted earlier, the blending and combining elements of the different writing types for rhetorical effect is an essential skill for success in college writing. All Common Core writing standards build toward the analytical writing of argument, which often blends two or three text types, as well as the purposes of writing to inform, argue, and analyze. As illustrated by the three student essays, students can and should learn this skill early and practice it across the grade levels. Seeing such blending in student and professional writing is again a reminder that the CCSS text types are broad categories of writing, not genres.

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### Talking Points:

[Review content on slide as a summary of the activity]

# Applying Significance to Text Types and Genres

## The importance of significance:

“Students may learn the formats of description, narration, exposition, and persuasion, but they may not gain a sense of how to use these formats as strategies to create significance for the reader. They may not use them to think — and then are not helped to write — analytically.”

"Analytical writing requires that each writer create and define significance for the reader, and that the writer cite and explain evidence in a way that will make the reader understand and, if possible, accept the significance defined."

Source: George Gadda, Chief Reader of the University of California Analytical Writing Placement Examination and Associate Director of the UCLA Writing Program

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## Talking Points:

- As students practice blending text types as part of building toward analytical, argument writing, they also need to learn the importance of significance.
- *The Importance of significance:*  
[Read quotes on slide]
- These quotes regarding significance are excerpted from the writing of George Gadda, Chief Reader of the University of California Analytical Writing Placement Examination and Associate Director of the UCLA Writing Program.
- Are you surprised by this definition of significance and its connection to analytical, argument writing?
- In short, significance is the writer's answer to the “so what” question readers may have after reading analytical, argument writing and is an integral part of effective college and workplace writing.

## Applying Significance to Text Types and Genres

Recall the three student essays and consider the following questions:

- *How are the writers explaining the significance of the experience or information they conveyed in their essays?*
- *What significance are they proposing that you as the reader accept?*

With a partner, write a sentence or two that sums up the significance each writer is proposing.

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### Facilitator Notes:

- Give participants time to revisit the three essays and write their “summing up” statements of significance. They can post them on charts or read them aloud. Below you will find statements to add to the discussions for a comparison.

#### **Significance: The Life of Carmen Alfaro**

- Because my grandma has worked hard all her life, from childhood on, she is successful, and I admire her.

#### **Significance: Miss Sadie**

- Cherish the time you spend with old people and the lessons you learn from them, and value the memories you have created together.

#### **Significance: Stanley Hom Lau: Paper Son**

- "Our country's history is filled with stories that are ignored. The voices of 'paper sons' like Stanley Hom Lau should not be silenced; they should be included in history books because these people are an important component of U.S. History — as important as the Irish, German, and Russian immigrant were to this country at the turn of the century."

## Applying Significance to Text Types and Genres

Refer to the *CA CCSS for ELA/Literacy — Writing “Text Type and Purpose”* (standards 1–3) for your grade level and note your answers to the following questions:

- *Which elements of the standards for each text type are about significance?*
- *How can you teach your students to make the writing of each text type significant?*

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### Facilitator Notes:

- Refer to the CA CCSS for ELA/Literacy Writing Standards
- Give participants time to reflect on their answers to the questions. Use the following sample responses to start the discussion if needed:

#### 1. Which elements of the standards for each text type are about significance?

- “When a student writes an opinion that names and introduces a topic, provides reasons that support the topic, and concludes with a section that relates to or extends the opinion, the writer is organizing an opinion to explain its significance.”
- “When a student writes an informative/explanatory text, perhaps a report of information that introduces a topic, previews the approach the writer is taking to present the information and examples that flesh out the topic, and concludes with a section that relates to or follows from the topic, the writer is organizing and presenting information to explain its significance.”

#### 2. How can you teach your students to make the writing of each text type significant?

- “When I teach my students to develop a claim for an opinion or argument, I can help them understand that the evidence and examples they select must support the claim so that the readers can understand why the writer believes the claim is important or significant.”
- “I can help my students learn that the way they organize and develop their informational writing is more than following an organizational format or formula. I can help them see that how they organize and develop the presentation of their information is to help the reader understand the importance or significance of the topic the writer has chosen to write about.”

## Applying Significance to Text Types and Genres

**Extension Activity:** Return to chart and notes on *Analyzing Texts for Text Type Blending and Significance* (Handout 1.3.4).

- Read the same texts you analyzed before, but this time look for and chart significance using:
  - **A text you use in class** — picture book, chapter, anthology, essay reader, etc.
  - **Digital texts:** Time for Kids, Ranger Rick — National Wildlife Federation, or National Geographic Kids.
  - **University student examples:** Prized Writing (twenty-one years of online anthologies of writing across disciplines by University of California Davis undergraduate students).

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### Extension Activity (Optional as time permits)

#### Talking Points:

- Return to your chart and notes on *Analyzing Texts for Text Type Blending and Significance* (Handout 1.3.4) where you analyzed how professional and college writers combine text types for rhetorical effect to create blended or hybrid writing genres.
- Read the same texts that you analyzed before, but this time look for and chart significance using:
  - A text you use in class — picture book, chapter, anthology, essay reader, etc.
  - Digital texts: Time for Kids, Ranger Rick — National Wildlife Federation, or National Geographic Kids.
  - Examples of the writing of university students: Prized Writing (twenty-one years of online anthologies of writing across disciplines by University of California Davis undergraduate students).
- Return to your partially completed *Handout 1.3.4*
- Re-read at least one of the pieces they read for text type and genre blending.

#### Facilitator Notes:

- Participants can work in small groups to re-read a piece and share their thinking.
- Discuss findings.

## Applying Significance to Text Types and Genres

**Important Takeaway:** The ultimate purpose of writing is to convince readers of the significance of what is being written about. All students, beginning in the early grades, can learn to write genres about experiences and observations; write genres that link experience, observation, and reading; and write genres exclusively about texts in ways that justify the significance of the writing to a reader.

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### Talking Points:

[Review content on slide as a summary to this activity]

## CCSS Impact on Writing Instruction

- *What are the key changes that the CCSS brings to ELA/Literacy, and how does that affect writing instruction?*
- *Why are the three text types applied to every grade level?*
- *Why doesn't the CCSS list specific writing applications in the way the 1997 California ELA Content Standards did — friendly, personal, or formal letters, summaries, fictional narratives, persuasive compositions, historical investigation reports, etc.?*

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### Talking Points:

- The next section will focus on these three questions [review slide].

# CCSS Impact on Writing Instruction

## The CCSS calls for an increased emphasis on analytical writing:

- Every student, from Kindergarten through grade twelve, is expected to learn, refine, and produce written genres that exemplify the three text types: **argument, informative/explanatory, and narrative.**
- Focus is on developing writing skills and knowledge for a wide range of tasks, purposes, and audiences.

*“To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing — for example, to use narrative strategies within argument and explanation within narrative — to produce complex and nuanced writing.”*

CCSS Initiative, 2010

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## Talking Points:

- As discussed in the previous section, the CCSS calls for an increased emphasis on analytical writing.
- Every student, from Kindergarten through grade twelve, is expected to learn, refine, and produce written genres that exemplify the three text types: argument, informative/explanatory, and narrative.
- However, the focus for California's students and teachers is not on producing a set of specific written forms or writing applications as it has been in the past.
- Rather, the focus is on developing writing skills and knowledge for a wide range of tasks, purposes, and audiences because that is what will build their capacity for college and career.

[Read quote on slide]



# Key Changes for ELA/Literacy

## Three key shifts to the CCSS for ELA/Literacy

- Shift 2 (writing from sources) indicates a key change for writing:

<b>Shift 1:</b> Building knowledge through content-rich nonfiction	Students read a balance of informational and literary texts, moving from a 50/50 balance in K-5 to increasing emphasis on literary nonfiction (across content areas) in grades 6-12.
<b>Shift 2:</b> Reading, writing and speaking grounded in evidence from text - both literary and informational	Writing from sources rather than relying solely on prior knowledge and experience. For example, using evidence from texts to present careful analyses, well-defended claims, and clear information.
<b>Shift 3:</b> Regular practice with complex text and academic language	Building upon a "staircase of text complexity" to prepare students for the demands of college- and career-level reading; focus on academic vocabulary across content areas.

Source: [AchievetheCore.org](http://AchievetheCore.org)

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### Talking Points:

- The chart on the slide outlines the three key shifts to the CCSS for ELA/Literacy.
- Notice that Shift 2 indicates a key change for writing:

[Review chart on slide]

## Key Change: Sources and Evidence

### ***Why the increased focus on citing evidence from text?***

- Most college and career writing requires students to take a position or inform others by citing evidence rather than sharing personal opinion.
- Across the grades, students need to develop the skill of gathering evidence from text to support their claims.

Video “*Shift 5: Writing from Sources*” addresses this key shift and its implications: <http://vimeo.com/27076961>

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### **Facilitator Notes:**

- Link to video at <http://vimeo.com/27076961> and set up to watch through minute 5:10.

### **Talking Points:**

#### *Why the increased focus on citing evidence from text?*

- Most college and career writing requires students to take a position or inform others by citing evidence rather than sharing personal opinion.
- Across the grades, students need to develop the skill of gathering evidence from text to support their claims.
- Let's take a few minutes to view a video clip that addresses this key shift and its implications.

[watch video]

## Key Change: Sources and Evidence

### Discuss with a partner:

- *How will the increased emphasis on writing from sources affect my current instructional practices?*
- *What challenges will I face as I make this shift?*

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### Facilitator Notes:

- After viewing the video, ask participants to share their thinking about the questions on the slide with a partner.
- Discuss answers as a whole group.
- Use any of these sample responses if needed to start the discussion:

#### ***How will the increased emphasis on writing from sources affect my current instructional practices?***

“My team will need to work together to rewrite our shared writing prompts to guide students' research activities.”

“I will need to model and direct my students to both print and digital sources for reference as they research their topic and genre.”

“Finding and making time in my already packed day.”

#### ***What challenges will I face as I make this shift?***

“I have already begun to focus on writing from sources in my classroom. My challenge will be to teach this important skill at the beginning of each year to students who have little exposure to research.”

“I need to focus on teaching my students how to evaluate online sources for reliability. This is another lesson in itself. How can I find the time?”

“I need to learn how to do this with my early elementary students.”

## Key Change: Building Knowledge through Research

- *How does the emphasis on using research to build knowledge play out by grade levels?*
- *How do the standards increase in complexity as students move through the grades?*

To answer these questions, refer to California's Common Core writing standards 7–9 (7 and 8 in K–3) that appear in the category, "*Research to Build and Present Knowledge*."

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### Facilitator Notes:

- Have ready the *CA CCSS for ELA/Literacy — Writing*

### Talking Points:

[review questions on slide]

- To address the two questions on the slide, let's take a look at California's writing standards 7–9 (7 and 8 in K–3) that appear in the category, "*Research to Build and Present Knowledge*."
- We will now look at how Standards 7 through 9 change and increase in complexity over the grades.
- It is important for teachers at all grades to review the standards from K–12 to understand how the standards build upon skills and knowledge gained in prior grades.

[Move to next slide or refer to hard copy document]

## Key Change: Building Knowledge through Research

### Grade 1:

7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Grade 3:

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Grade 5:

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### Talking Points:

- For grades 1, 3, and 5, review standards 7 through 9 (7 and 8 only for grades 1 and 3) to find the answers to the question: ***How do the standards increase in complexity as students move through the grades?***
- Discuss with a partner the key details about how the standards increase in complexity in the elementary grades.

### Facilitator Notes:

- If desired, have participants look at Kindergarten and grades 2 and 4 in the *CA CCSS for ELA/Literacy — Writing* for comparison.

## Key Change: Building Knowledge through Research

### Grade 7:

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
  - b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

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### Talking Points:

- For grade 7, review standards 7 through 9 to find the answers to the question: ***How do the standards increase in complexity as students move through the grades?***
- Discuss/compare with a partner how the standards have increased in complexity from the elementary grades.

### Facilitator Notes:

- If desired, have participants look at grade 6 in the *CA CCSS for ELA/Literacy — Writing* for comparison.

## Key Change: Building Knowledge through Research

### Grade 9 and 10:

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation **including footnotes and endnotes** [bold indicates California addition].
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
  - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

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### Talking Points:

- For grades 9 and 10, review standards 7 through 9 to find the answers to the question: ***How do the standards increase in complexity as students move through the grades?***
- Discuss/compare with a partner how the standards have increased in complexity from the middle grades.

### Facilitator Notes:

- If desired, have participants look at grade 8 in the *CA CCSS for ELA/Literacy — Writing* for comparison.

## Key Change: Building Knowledge through Research

### Grade 11 and 12:

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes [bold indicates California addition].
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
  - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").

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### Talking Points:

- For grades 11 and 12, review standards 7 through 9 to find the answers to the question: ***How do the standards increase in complexity as students move through the grades?***
- Discuss/compare with a partner how the standards have increased in complexity from grades 9 and 10.
- Discuss how the elementary and middle grades prepare students for the challenges of college and career readiness.

### Facilitator Notes:

- If desired, have participants look across all grades in the *CA CCSS for ELA/Literacy — Writing* for comparison.



## Key Change: Building Knowledge through Research

Review your own grade level standards in the category of “*Research to Build and Present Knowledge*” and compare them to the standards for the grades immediately preceding and following your current grade level.

Discuss:

- *How will your teaching of the standards at your current grade level depend on how these standards were taught in prior grade levels?*
- *How will you prepare your students for the expectations of the grade level standards of the next grade(s)?*

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### Talking Points:

- Independently, refer to and review your own grade level standards in the category of “*Research to Build and Present Knowledge*” and compare them to the standards for the grades immediately preceding and following your current grade level.

[In pairs or as a whole group, discuss and chart participants’ thinking and reflections]

### Facilitator Notes:

- Participants will need to refer to the *CA CCSS for ELA/Literacy — Writing* for their grade level.

# Looking Forward

## Write your responses to the following questions:

- *How are my students currently writing to inform, or argue, or analyze?*
- *Am I currently teaching them to write for varied tasks, purposes, and audiences?*
- *What more do they need to do, know, and understand to effectively accomplish these tasks?*
- *How can I support my students to make the subject or topic for their writing significant?*

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### Talking Points:

- Before moving to Unit 2, take some time to reflect on and write your responses to the questions on the slide.
- Your thinking will set the stage for the focus of Unit 2 — developing and adapting writing lessons that teach your students to write to inform, argue, and analyze.

### Facilitator Notes:

- Give participants time to write and discuss as needed. Ask them to save their notes, so they can return to them in Units 2 and 3.
- Consider charting trends, questions, grade level concerns, etc. Many of them will be addressed in Unit 2, but teaching colleagues should take every opportunity to be professional support for each other as well.