



Seven Steps ^{to} Standard-Surpassing Writing! A Writer's Workshop

for the Central/Southern Tier RAEN

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Welcome!

- *Broome*
- *Cayuga*
- *Chemung*
- *Chenango*
- *Cortland*
- *Delaware*
- *Herkimer*
- *Madison...*
- *Oneida*
- *Onondaga*
- *Oswego*
- *Ostego*
- *Schuyler*
- *Steuben*
- *Tioga*
- *Tompkins!*

Our Objectives

1. Reflect on current writing instruction...
2. Make practical meaning of College and Career Standards...
3. Identify explicit techniques for writing instruction based on expectations of new HSE assessment...
4. Engage in strategies for improving the quality of essay responses...

What Does Research Say about Writing? Why is Writing Important?

- **NCTE.org...**
- **Carnegie Report...**
- **NCSALL...**
- **America's Choice...**
- **Advancing Literacy...**



How Do *We* Feel About Writing?



- **Pause to ponder ...**
- **Turn and talk!**



➤ **What did our students say?**

1. How do you feel about writing?

The way I feel about writing,
for me it's difficult, especially to
begin an introduction.

1. How do you feel about writing?

I like to write, writing is fun,
it is really like talking, to let the
person know what you are talking about.
You write to express your feelings
about what you are talking about or
thinking about.

I feel that writing is the most difficult thing for me because my spelling is not so good and I also have problems not knowing where to put the correct punctuation.

In the beginning when I am starting to write, I feel that is hard but, once, I start to organize the ideas base on the main idea, the ideas start to flow, thanks to God. It is not easy since English is not my first language but, I have learned a lot in this class...

Jayson Region 2 Teacher: U. Malibiran

My previous experience with writing wasn't a good one. I lacked a lot of confidence due to the fact that English is my second language. I was often times afraid to respond to work related e-mails and other official business that required me to write in a professional manner. I have since started GED classes that have helped me tremendously in my writing skills. I now know how to construct a regular essays as well as argumentative essays. Writing professional letters are no longer an obstacle for me.

Tamaritta Region 2 Teacher: U Malibiran

What are the **Demands** of the Common Core Standards?

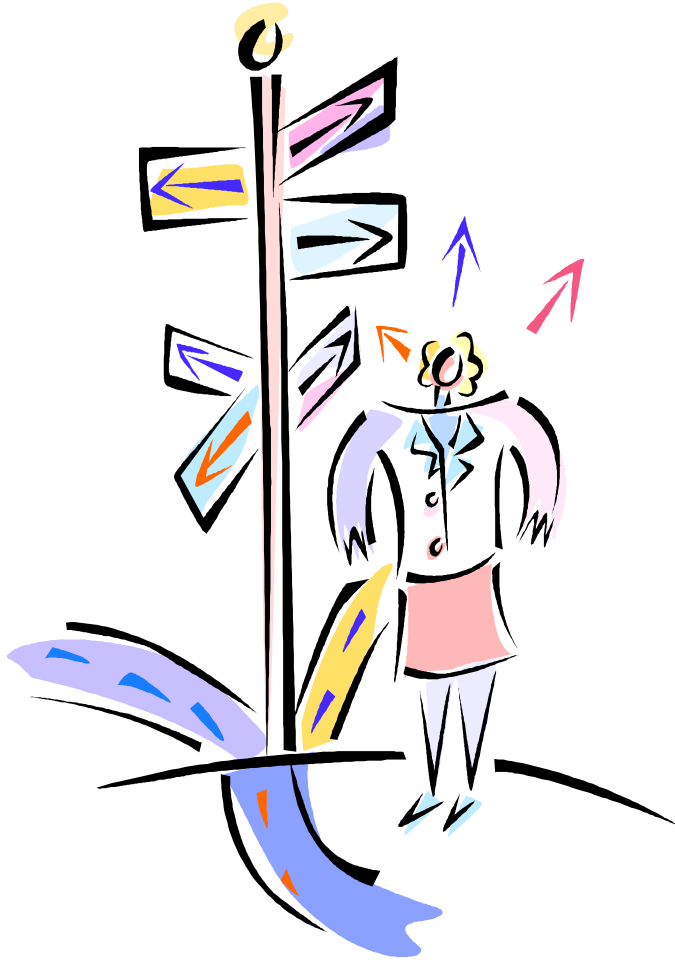
- More **complex** texts for reading...
- Increased attention to **informational text**
- Writing across content areas
- **On-demand/ Accountable** writing...



Resources for “Accountable” Writing

- Speeches
- Quotes
- Letters and Journals
- Photographs
- Graphs
- Political Cartoons

Where Do We Begin?



- Standards?
- Student work?
- Assessment?
- *How can we be certain that our efforts are aligned with CCRS?*

CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects

Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects K-5				Standards for English Language Arts 6-12				Standards for Literacy in History/ Social Studies, Science, and Technical Subjects 6-12	
College and Career Readiness Anchor Standards for Reading	College and Career Readiness Anchor Standards for Writing	College and Career Readiness Anchor Standards for Speaking and Listening	College and Career Readiness Anchor Standards for Language	College and Career Readiness Anchor Standards for Reading	College and Career Readiness Anchor Standards for Writing	College and Career Readiness Anchor Standards for Speaking and Listening	College and Career Readiness Anchor Standards for Language	College and Career Readiness Anchor Standards for Reading	College and Career Readiness Anchor Standards for Writing
Reading Standards for Literature (K-5)	Writing Standards (K-5)	Speaking and Listening Standards (K-5)	Language Standards (K-5)	Reading Standards for Literature (6-12)	Writing Standards (6-12)	Speaking and Listening Standards (6-12)	Language Standards (6-12)	Reading Standards for Literacy in History/ Social Studies (6-12)	Writing Standards for Literacy in History/ Social Studies, Science, and Technical Subjects (6-12)
Reading Standards for Informational Text (K-5)				Reading Standards for Informational Text (6-12)				Reading Standards for Literacy in Science and Technical Subjects (6-12)	
Reading Standards: Foundational Skills (K-5)									
Language Progressive Skills by Grade									
Range, Quality, and Complexity of Student Reading (K-5)				Range, Quality, and Complexity of Student Reading (6-12)					

Anchor Standards for Writing P.3

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

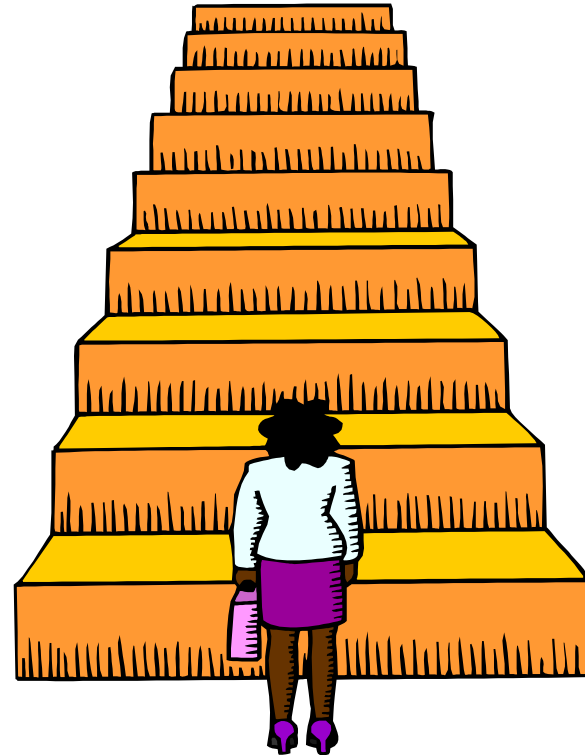
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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



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Glossary of Terms

Anchor Standards for Reading & Writing

- Cite
- Connotative
- Delineate
- *Develop*
- *Credibility*
- *Examine*
- *Complex*

TASC – Writing Sample

- Syntax
- Clarity
- Cohesion
- Transition

Seven Strategies...

1. Pinpoint Purpose and Plan!
2. Pool and Anchor to the Prompt...
3. Paraphrase...
4. Pull Together!
5. Prune
6. Personalize!
7. Polish!

Step 1: Pinpoint Purpose & Plan!



- *What's the main idea?*
 - *What were the author's intentions?*

 - *What do I want to say?*
 - *What actions do I want my readers to take?*
 - *How do I want readers to feel?*
 - *Which details should I use?*
- “Form follows meaning...”*



Plan According to Purpose...

Dear Parents,
This letter is to inform you
that there has been an
accident.

Dear Parents,
Thank you for allowing us to
give your child a safe, fun-
filled summer.

For the past sixty years, our
goal has been to provide
families with high-quality
learning activities.

On the way to the museum
there was a minor accident
with a van...

P. 2 Dear John...



- What **sentiments** do the authors want to convey?
- **How** do they convey them?
- Sentiments: Opinions, feelings, views, attitudes, emotions, responses, reactions...

1: Pinpoint Purpose and Plan...

- What are my intentions?
- What **trail** of emotions do I want my readers to experience?
- What do I want them to **notice** and to **remember**?

Quote Notes! P. 1

Read, Write, Share...

- **A:** Select **one** quote from the quote bank.
- ***Explain the quote.***
- **B:** Select **two** quotes with a common theme.
- ***Explain the quotes.***
- Extended response
- One text
- Two texts
- Prompts
- **Which features make a high-quality response?**

Step 2: Pool & Anchor to the Prompt!

TASK:

- Some people welcome change. Others avoid it all cost! Write two paragraphs in support of or against change.
- Support your argument with at least 3 quotes.
- *Which details should I use?*

Pool= Gather + Generate

Gather = Copy

Generate = Create



Step 3: Paraphrase...P. 5

Born during World War I, far from the corridors of power, a boy raised herding cattle and tutored by elders of his Thembu tribe – Madiba would emerge as the last great liberator of the 20th century.

Like Gandhi, he would lead a resistance movement – a movement that at its start held little prospect of success.

Like King, he would give potent voice to the claims of the oppressed, and the moral necessity of racial justice.

He would endure a brutal imprisonment that began in the time of Kennedy and Khrushchev, and reached the final days of the Cold War.

Emerging from prison, without force of arms, he would – like Lincoln – hold his country together when it threatened to break apart.

Like America's founding fathers, he would erect a constitutional order to preserve freedom for future generations – a commitment to democracy and rule of law ratified not only by his election, but by his willingness to step down from power.



In a Nutshell...

- Nelson Mandela became one of the world's most memorable leaders despite his humble beginnings.
- His accomplishments, triumphs, and legacy are likened to other great leaders such as Mahatma Gandhi, Martin Luther King, Jr., John F. Kennedy, and Abraham Lincoln.

Key Ideas to Capture

- Humble beginnings
- Fight for oppressed
- Accomplishments
- Sufferings (prison x2)
- *He is best known for his fight for the oppressed and for racial justice.*



Step 4: Pull Together!

- **An everyday hero is the average person who responds out of a sense of urgency to a situation that demands immediate action. The everyday hero recognizes that complacency is not an option. Risk to self is considered, but generally only after the fact.**
- **Which sentence best concludes this paragraph?**
- **A** The world is filled with many different kinds of heroes.
- **B** The actions define the hero as a giver, touching humanity in the process.
- **C** The everyday hero is the next-door neighbor who rescues the child from the oncoming car.
- **D** The size of the risk taken is of no matter to the hero because there is little time to consider the consequences.

Step 5: Prune!



- Take away redundant phrases
- Organize ideas