



## Implementation of the New Illinois Writing Standards: Kindergarten – 12<sup>th</sup> Grade

Foundation Services Presentation

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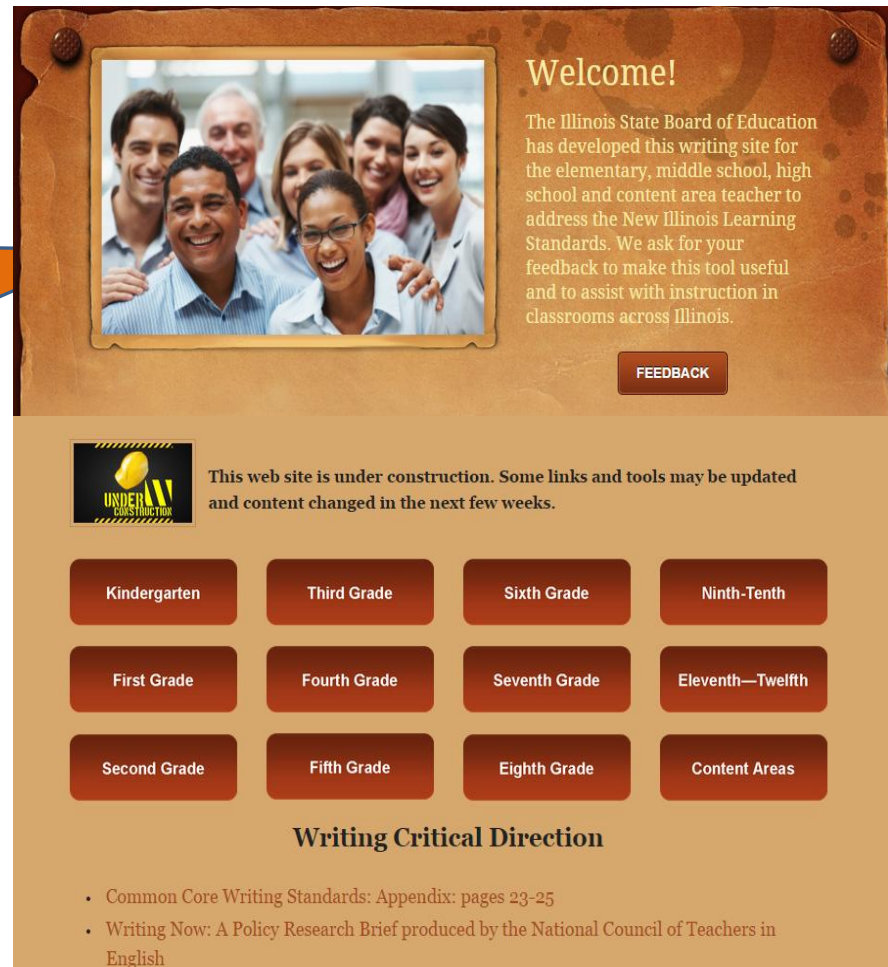
# Writing Matters

# Today's Agenda

- Teaching for Learning  
Gradual Release
- Text Types and Purposes:  
Standards #1 - #3
- Production and Distribution of Writing:  
Standards #4 - #6
- Research to Build and Present Knowledge:  
Standards #7 - #9
- Range of Writing:  
Standard #10
- Types of writing to meet the Standards and prepare  
for PARCC

[www.ilwritingmatters.org](http://www.ilwritingmatters.org)

**NEW!!**



**Welcome!**

The Illinois State Board of Education has developed this writing site for the elementary, middle school, high school and content area teacher to address the New Illinois Learning Standards. We ask for your feedback to make this tool useful and to assist with instruction in classrooms across Illinois.

[FEEDBACK](#)

**UNDER CONSTRUCTION**

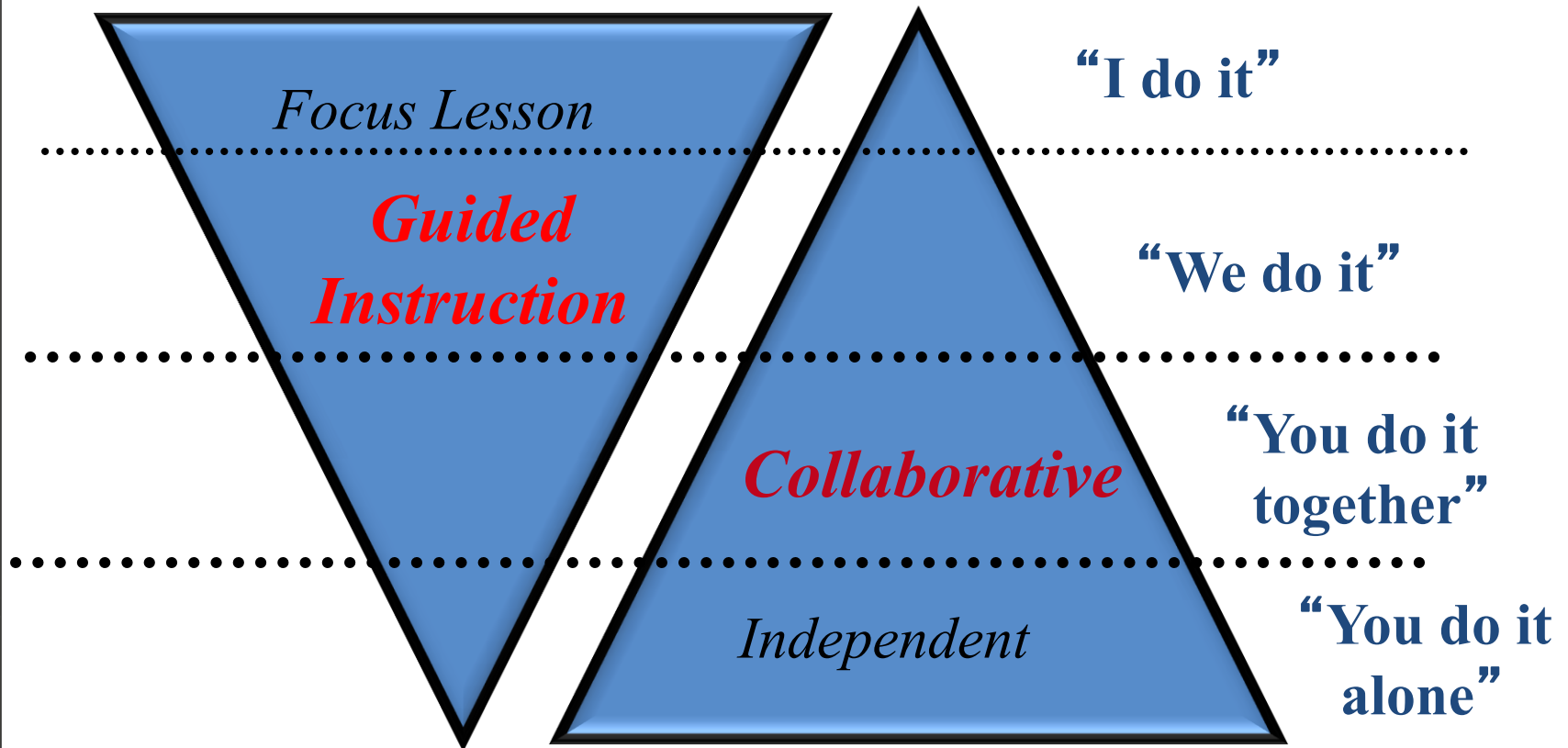
This web site is under construction. Some links and tools may be updated and content changed in the next few weeks.

<a href="#">Kindergarten</a>	<a href="#">Third Grade</a>	<a href="#">Sixth Grade</a>	<a href="#">Ninth-Tenth</a>
<a href="#">First Grade</a>	<a href="#">Fourth Grade</a>	<a href="#">Seventh Grade</a>	<a href="#">Eleventh—Twelfth</a>
<a href="#">Second Grade</a>	<a href="#">Fifth Grade</a>	<a href="#">Eighth Grade</a>	<a href="#">Content Areas</a>

**Writing Critical Direction**

- Common Core Writing Standards: Appendix: pages 23-25
- Writing Now: A Policy Research Brief produced by the National Council of Teachers in English

## *TEACHER RESPONSIBILITY*



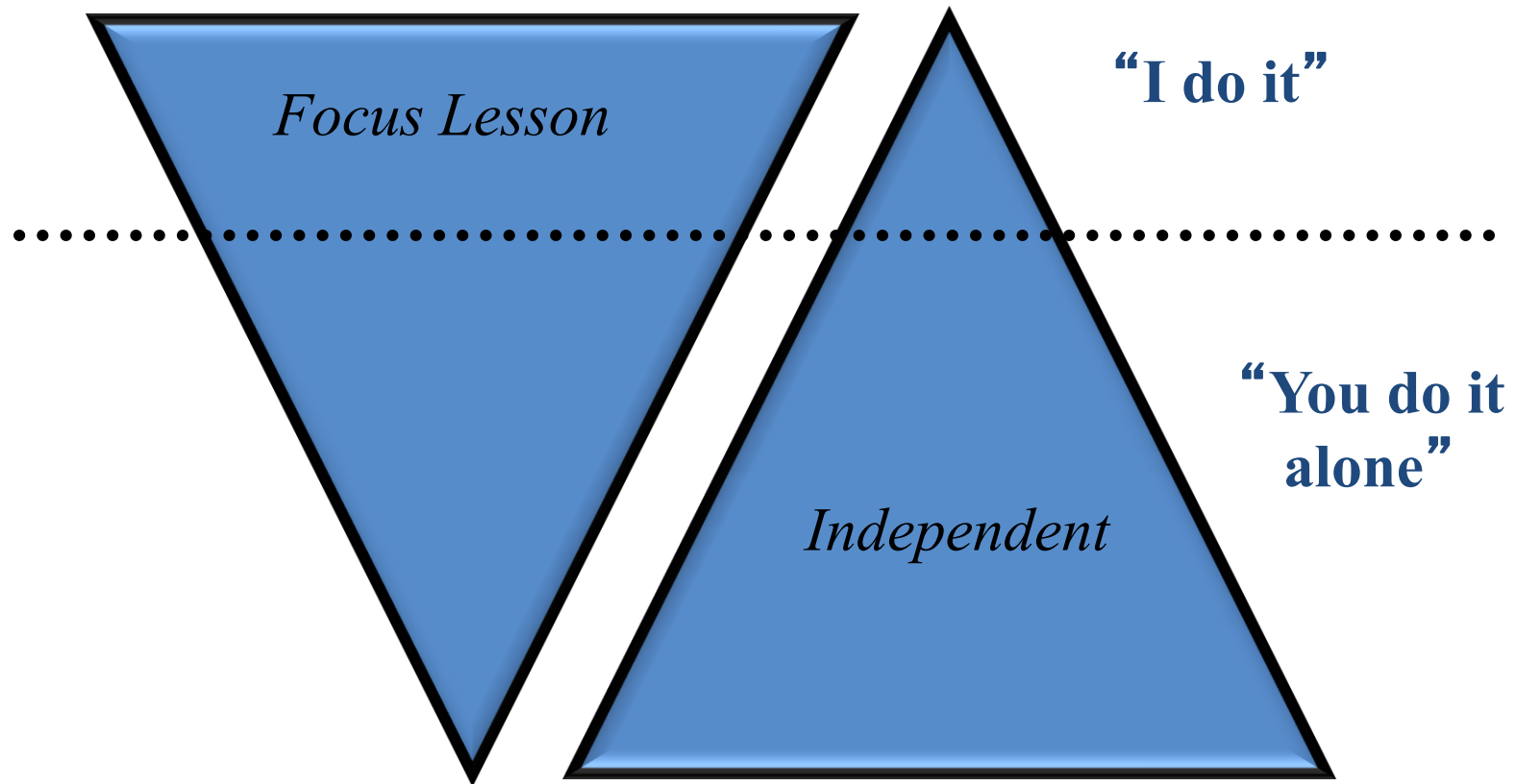
## *STUDENT RESPONSIBILITY*

# **A Model for Success for All Students**

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

# The sudden release of responsibility

## *TEACHER RESPONSIBILITY*



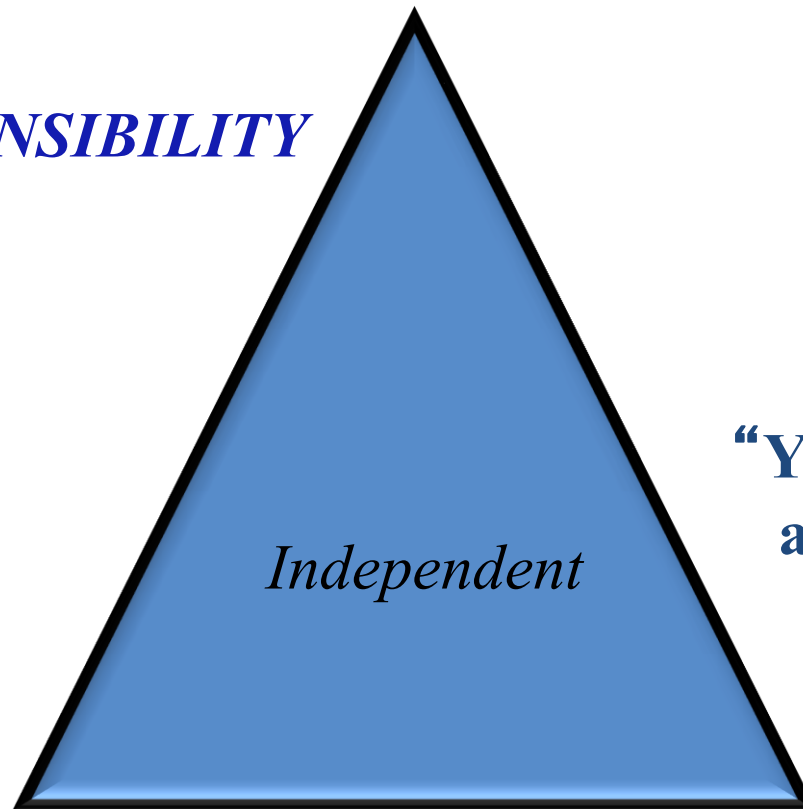
## *STUDENT RESPONSIBILITY*

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

# DIY School

***TEACHER RESPONSIBILITY***

(none)



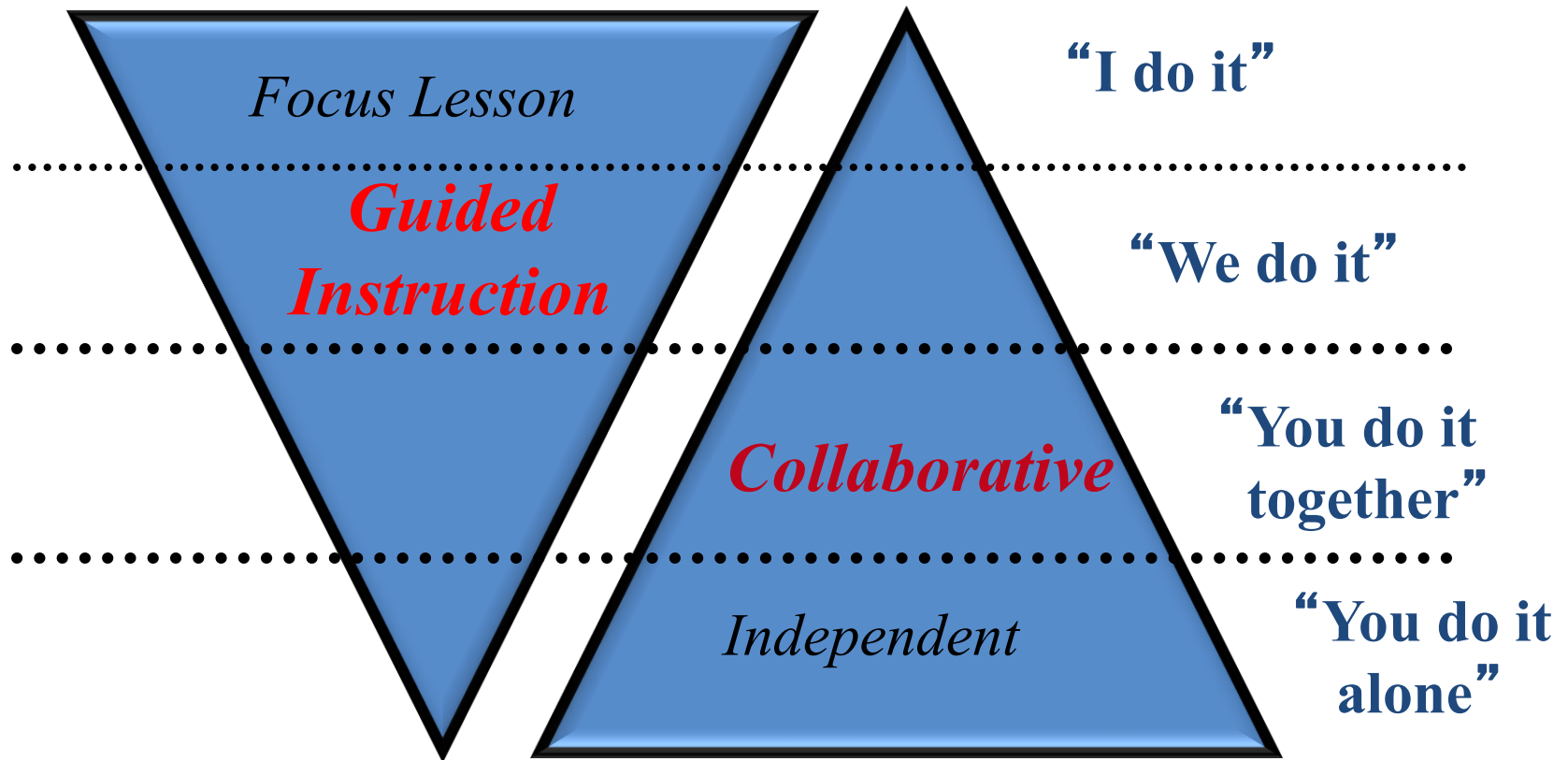
*Independent*

**“You do it  
alone”**

***STUDENT RESPONSIBILITY***

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

## *TEACHER RESPONSIBILITY*



## *STUDENT RESPONSIBILITY*

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Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

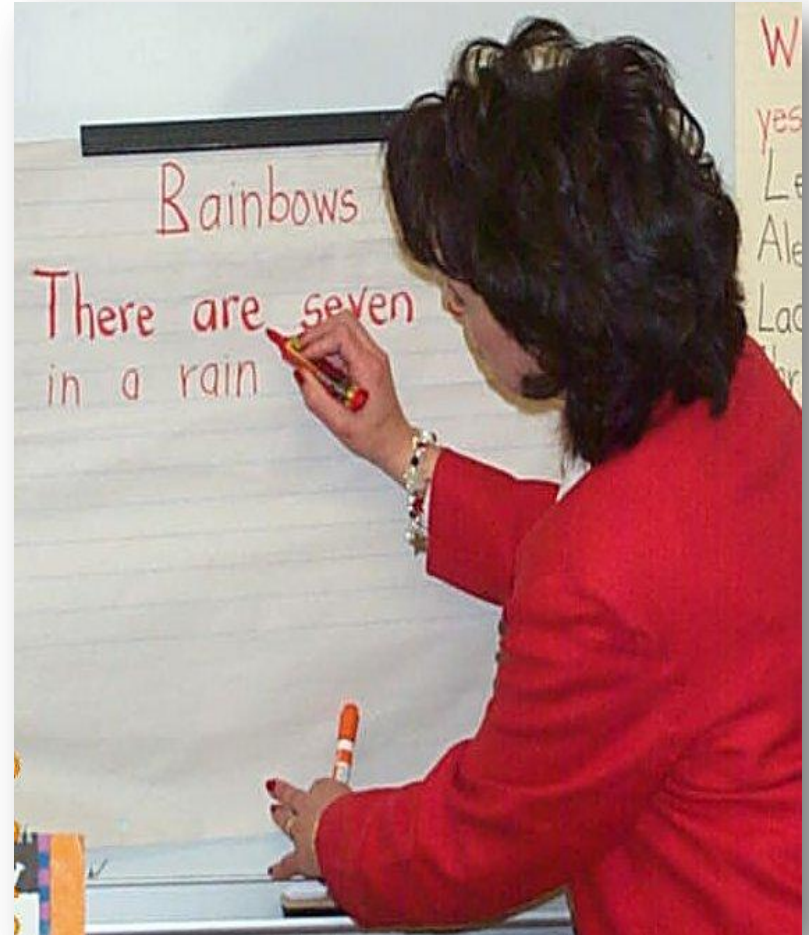


# Shared Writing

Shared Writing will allow teachers to both model and actively engage students in the writing processes that they most need in order to improve their writing.

Teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed.

<http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html>



[http://www.regieroutman.org/file/s/6713/7842/4352/Tps\\_for\\_shared\\_writing.pdf](http://www.regieroutman.org/file/s/6713/7842/4352/Tps_for_shared_writing.pdf)



# Shared Writing



Kelly  
Gallagher

<https://www.youtube.com/watch?v=OJFMhWtFVnA?t=3m14s>

# Guided Writing

Students are provided with opportunities to experience successful and independent writing within the context of strong teacher support.

Guided writing is taught to small groups in briskly paced, 20-minute lessons. These groupings should be flexible, based on observation of students' current needs, and might be implemented following a whole-class writing lesson.

<http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html>



# Long before students begin writing they need to:



understand the language of the standards.

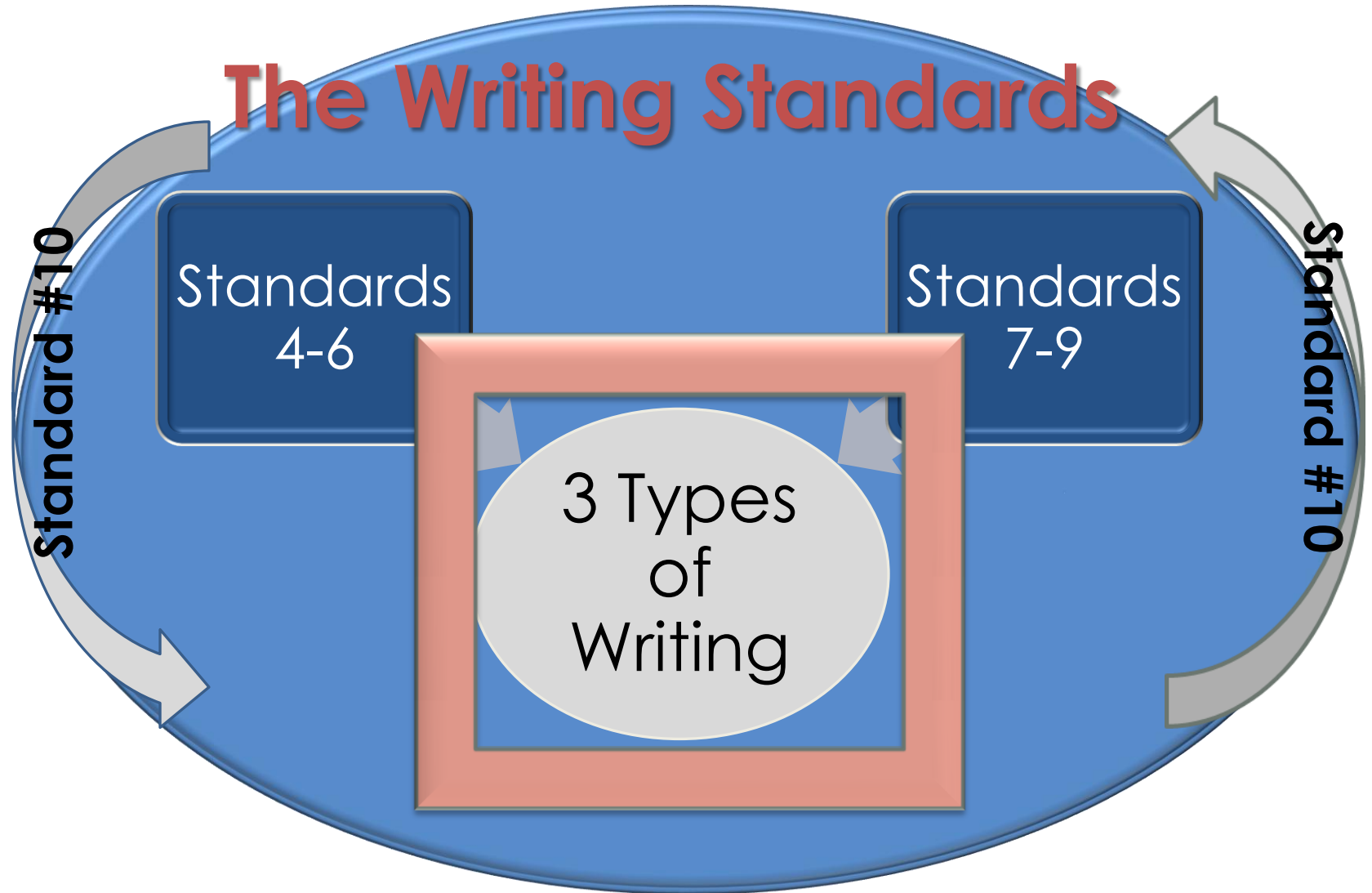


observe teachers modeling the different components of writing.



look at other writings and identify necessary components

# The Writing Standards



# Opinion (K-5) and Argument (6-12)

- Definition
- Model, Model, Model  
Mentor Texts
  - Teacher Samples
  - Picture Books, etc..
  - Student Writing Samples
- Graphic Organizers/Frames
- Strategies

# What is Opinion Writing?

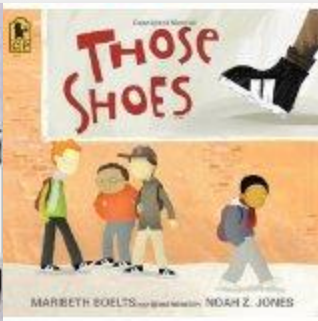
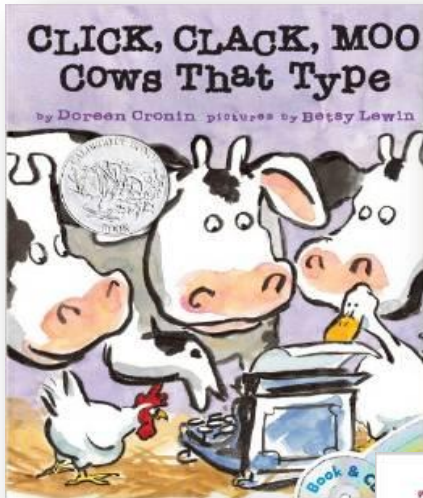
The way you think or feel about something.

Can be based on someone's feelings, what they've heard, or what they have been told.  
(REASONS)

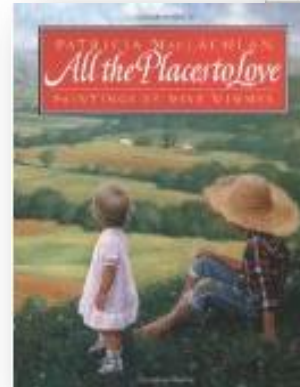
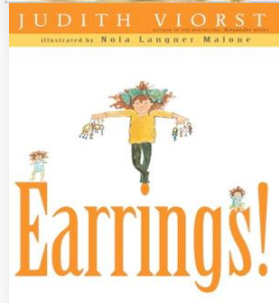
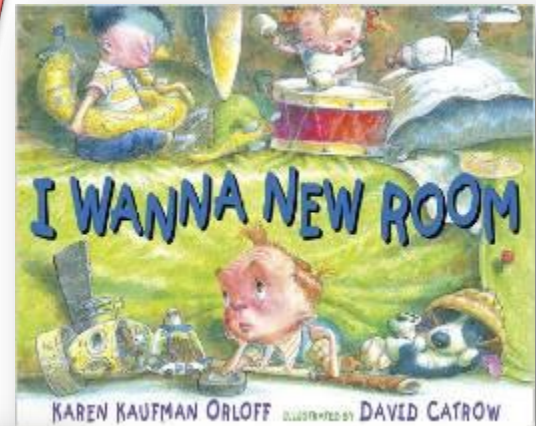
Does not necessarily have to be supported by facts or evidence.



# Mentor Texts for Opinion Writing



Student  
Samples  
on  
Illinois  
Writing  
Matters



## Resource

[http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/possible\\_mentor\\_texts\\_for\\_opinion\\_writing.pdf](http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/possible_mentor_texts_for_opinion_writing.pdf)

<http://writingfix.com/genres/persuasive.htm>

[http://www.lausd.net/Corona\\_EL/Mentor\\_Text.html](http://www.lausd.net/Corona_EL/Mentor_Text.html)



# Graphic Organizers

## Sentence/Paragraph Frames

Graphic Organizers are a helpful way to **organize** information.

They help students

- **understand** how things go together,
- **remember** things better,
- make it easier to **write** a draft (in a student's own words).

Resource: [www.ilwritingmatters.org](http://www.ilwritingmatters.org)

# Argument Writing: Grades 6-12 and Content Area

- Definition
- Model, Model, Model  
Mentor Texts
  - Teacher Samples
  - Picture Books, etc..
  - Student Writing Samples
- Graphic Organizers/Structures
- Strategies

# What is Argument Writing?

An argument's intent is to make a point or claim and substantiate it with evidence.

Arguments have a variety of purposes, not all of which are aimed at winning.

**Do the teachers in your building know the language of Standard #1?**

**Do the students?**

Glossary  
Handout

# Terms in Argument Writing Standards

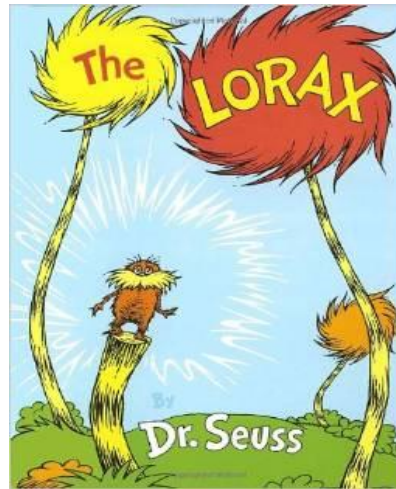
## 6<sup>th</sup> – 8<sup>th</sup> Grade

Claims  
Reasons  
Evidence  
Credible Sources  
Formal Style  
Conclusion  
Opposing Claims (7<sup>th</sup>)  
Counterclaims (8<sup>th</sup>)

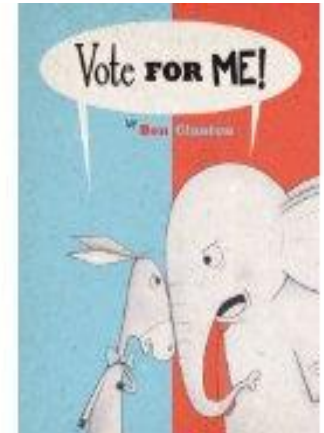
## 9<sup>th</sup> – 12<sup>th</sup> Grade

Claims  
Reasons  
Evidence  
Credible Sources  
Substantive Topics  
Formal Style  
Conclusion  
Counterclaim  
Objective Tone

# Mentor Texts for Argument Writing



Student  
Samples  
on  
Illinois  
Writing  
Matters



- [www.procon.org](http://www.procon.org)
- TedTalks
- Former State of Union Speeches
- Seminal Documents

Resource

<http://writingfix.com/genres/persuasive.htm>

# Should Animals be Used for Scientific Testing?

[www.procon.org](http://www.procon.org)

## Yes

- check the safety of products destined for human use
- has enabled the development of many life-saving treatments for both humans and animals
- there is no alternative method for researching a complete living organism
- strict regulations prevent the mistreatment of animals in laboratories.




## No

- cruel and inhumane to experiment on animals
- alternative methods available to researchers can replace animal testing
- animals are so different from human beings that research on animals often yields irrelevant results.

[www.procon.org](http://www.procon.org)

## Annotating/Coding Writing Samples

### Introductory Paragraph

- Attention grabber – 
- Claim stated clearly – 
- Statement of the counterclaim – 

### Body

- Evidence to support the claim – 

### Conclusion

- Concluding statement or section- 

Strategy  
Idea



# Argument Writing Sample

## Is Google Making Us Stupid?

### YES

Who doesn't love Google? In the blink of an eye, the search engine delivers useful information about pretty much any subject imaginable. I use it all the time, and I'm guessing you do too.

~~But I worry about what Google is doing to our brains.~~ What really makes us intelligent isn't our ability to find lots of information quickly. It's our ability to think deeply about that information. And deep thinking, brain scientists have discovered, happens only when our minds are calm and attentive. The greater our concentration, the richer our thoughts.

If we're distracted, we understand less, remember less, and learn less.

That's the problem with Google—and with the Internet in general. When we use our computers and our cellphones all the time, we're always distracted.

The Net bombards us with messages and other bits of data, and every one of those interruptions breaks our train of thought. We end up scatterbrained. The fact is, you'll never think deeply if you're always Googling, texting, and surfing.

Google doesn't want us to slow down. The faster we zip across the web, clicking links and skimming words and pictures, the more ads Google is able to show us and the more money it makes. So even as Google is giving us all that useful information, it's also encouraging us to stay distracted.

# Graphic Organizers

## Sentence/Paragraph Frames

Graphic Organizers are a helpful way to **organize** information.

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- **remember** things better,
- make it easier to **write** a draft (in a student's own words).

### **Resources:**

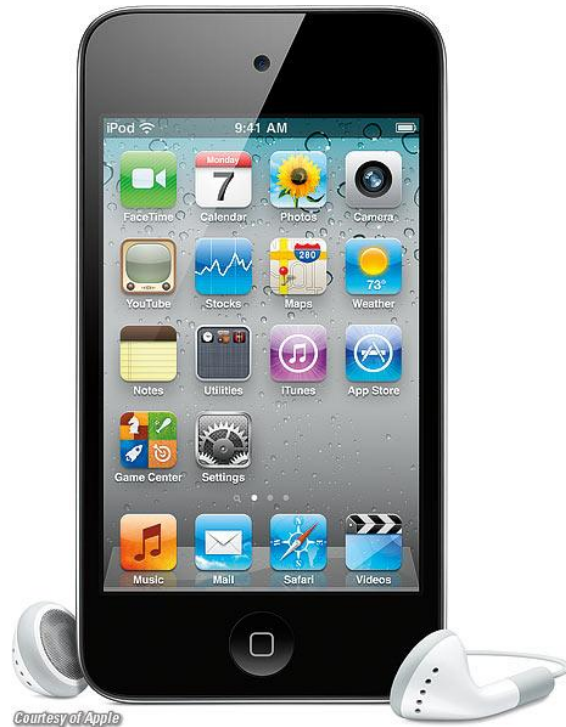
[www.ilwritingmatters.org](http://www.ilwritingmatters.org)

[http://www.curriculumassociates.com/educator-resources/write/Graphic\\_Org/fhGrades6-8.htm](http://www.curriculumassociates.com/educator-resources/write/Graphic_Org/fhGrades6-8.htm)

# Would you rather...

live without music?

live without television?



# Informative/Explanatory Writing

- Definition
- Model, Model, Model  
Mentor Texts
  - Teacher Samples
  - Picture Books, etc..
  - Student Writing Samples
- Graphic Organizers/Structures
- Strategies

# Informative/Explanatory

Information/explanatory writing conveys information accurately.

It's purpose is to:

- Increase readers' knowledge of a subject
- Help readers better understand procedure or process
- Provide readers with an enhanced comprehension of a concept.

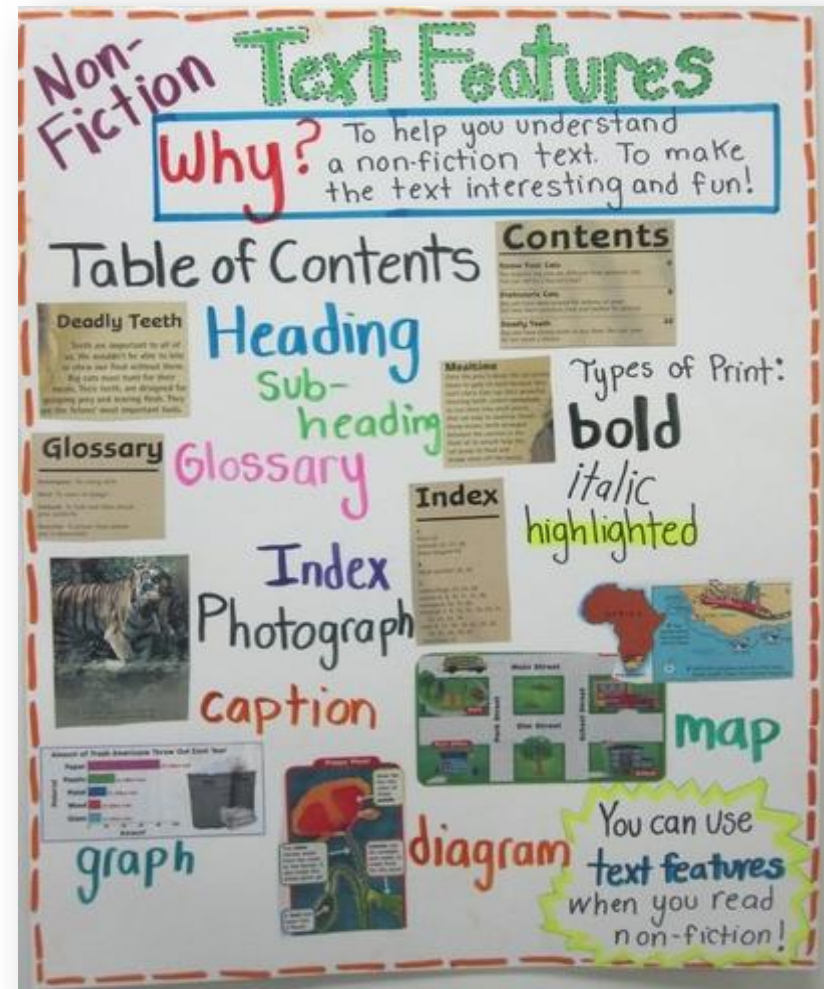
# Also use mentor texts to model...

Pictures/photos with labels or captions

Sideboxes for defining domain-specific vocabulary

Hyperlinks to website addresses, videos or photos

Charts, tables, graphs and diagrams with labels





# Mentor Texts for Informative/Explanatory

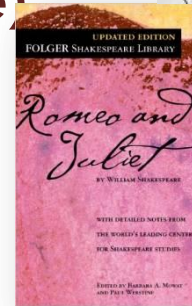
## • User Manuals

(Evaluate the format and ease of use)



## • Literary Analysis

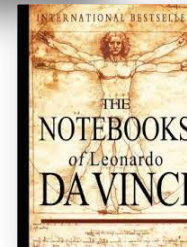
(Evaluate the literature for images)



Student  
Samples  
on  
Illinois  
Writing  
Matters

## • Scientific Report

(Interpret the structure of the report)



## • Encyclopedia Website

(Analyze the content for historical significance or relationship to event studying)





# Graphic Organizers

## Sentence/Paragraph Frames

Graphic Organizers are a helpful way to **organize** information. They help students

- **understand** how things go together,
  - **remember** things better,
  - make it easier to **write** a draft (in a student's own words).
- 
- <https://www.teachingchannel.org/videos/jumpstart-student-writing>
  - [http://www.readingrockets.org/strategies/framed\\_paragraphs](http://www.readingrockets.org/strategies/framed_paragraphs)

# Sample Paragraph Frame

“Mother box turtles prepare for their babies in a very interesting way. First, \_\_\_\_\_.  
Next, \_\_\_\_\_  
\_\_\_\_\_. After this, \_\_\_\_\_  
\_\_\_\_\_. Finally, \_\_\_\_\_.”



1. Model
2. Provide students with a simpler frame to complete on their own.
3. After enough practice, students will not need a frame, but be able to write this structure on their own.

# Informative/Explanatory

## Text Structure Graphic Organizers

**Text structure refers to how information within a written text is organized. Not only will teaching students to recognize common text structures help with comprehension, but it can help students organize their own writing.**

<http://www2.literacyleader.com/textstructure>

<http://www2.literacyleader.com/sites/litlead.essdack.org/files/text%20str%20chart%20w-frames2.pdf>

Text Structure  
Handout

# Informative/Explanatory Strategies on Illinois Writing Matters

## **Sketch to Stretch – Grades K-2**

- [http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/k-2\\_strategy\\_sketch\\_to\\_stretch.pdf](http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/k-2_strategy_sketch_to_stretch.pdf)

## **Brainstorm BME – Grades 3-5**

- [http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/3-5\\_strategy\\_brainstorm\\_bme.pdf](http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/3-5_strategy_brainstorm_bme.pdf)

## **SDQR Chart – Grades 6-8**

- <http://www.ilwritingmatters.org/uploads/4/0/7/1/40712613/sdqr1.pdf>

## **Split Screen Notes – Grades 11-12**

- [http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/9/9-12\\_split\\_screen\\_notes.pdf](http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/9/9-12_split_screen_notes.pdf)

# Narrative Writing

- Definition
- Model, Model, Model  
Mentor Texts
  - Teacher Samples
  - Picture Books, etc..
  - Student Writing Samples
- Graphic Organizers/Structures
- Strategies

# Narrative Writing

## Purposes of Narrative Writing

- Convey an experience, either real or imaginary.
- Uses time as its key structure.

**(Note:** *There can be some **overlap** in purpose since a **narrative** account might be **non-fiction** and serve to **inform** the reader of a particular topic.)*

# Elements of Narrative

- Characters
- Scene Setting
- Action

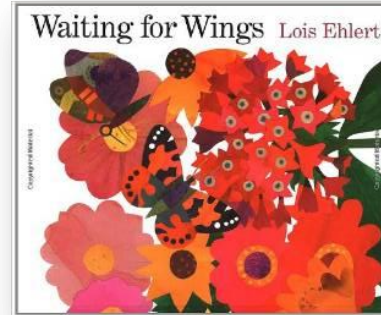


<http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html>

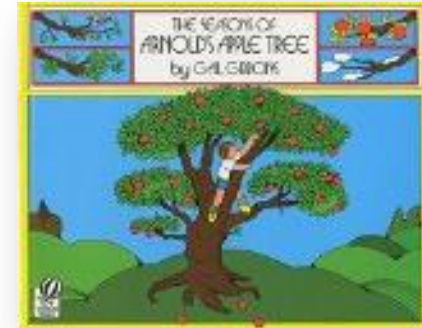


# Narrative Mentor Texts

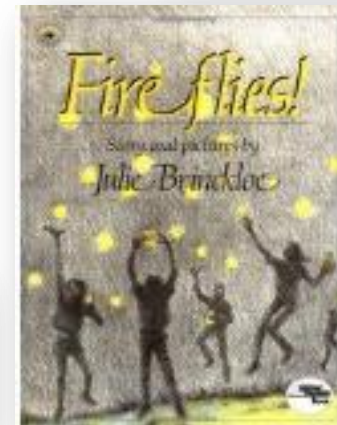
*Waiting for Wings*  
(sequencing)



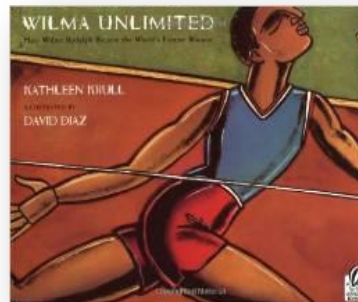
*The Seasons of Arnold's Apple Tree*  
(sequencing)



*Fireflies*  
(beginning, middle and end)

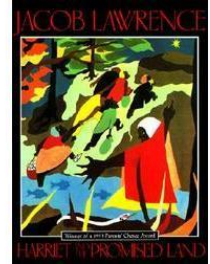


*Wilma Unlimited*  
(Writing a lead)

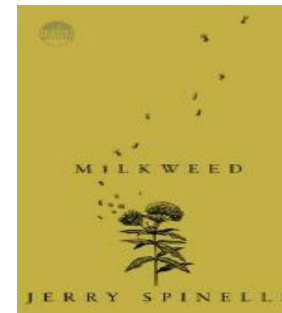


# Narrative Mentor Texts

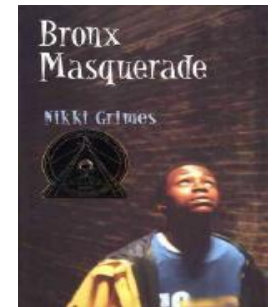
***Harriet and the Promised Land*** by Jacob Lawrence  
(Biography)



***Milkweed*** by Jerry Spinelli  
(Memoir)



***Bronx Masquerade*** by Nikki Grimes  
(Poetry)



<http://writingfix.com/genres/narrative.htm>

# Graphic Organizers

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<http://www.scholastic.com/teachers/top-teaching/2014/03/graphic-organizers-personal-narratives>

# Story Map

**Title:** \_\_\_\_\_

**Major Characters:** \_\_\_\_\_  
**Major Characters:** \_\_\_\_\_

10. \_\_\_\_\_  
 9. \_\_\_\_\_  
 8. \_\_\_\_\_  
 7. \_\_\_\_\_  
 6. \_\_\_\_\_  
 5. \_\_\_\_\_  
 4. \_\_\_\_\_  
 3. \_\_\_\_\_  
 2. \_\_\_\_\_  
 1. \_\_\_\_\_

**Events: Rising Action**

**Climax:**

11. \_\_\_\_\_  
 12. \_\_\_\_\_  
 13. \_\_\_\_\_  
 14. \_\_\_\_\_

**Falling Action**

**Conflict:**

**Resolution:**

**Setting:**

**Author's Theme:**

# Narrative Strategies on *Illinois Writing Matters*

## Start to Finish - Grades K-2

- [http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/k-2\\_strategy\\_-\\_from\\_start\\_to\\_finish.pdf](http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/k-2_strategy_-_from_start_to_finish.pdf)

## Postcard – Grades 3-5

- [http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/3rd-5th\\_strategy\\_-\\_postcard.pdf](http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/3rd-5th_strategy_-_postcard.pdf)

## Using Mentor Texts – Grades 6-8

- [http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/6-8\\_strategy\\_english\\_-\\_using\\_mentor\\_texts3.pdf](http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/6-8_strategy_english_-_using_mentor_texts3.pdf)

## Write Alouds = Grades 11-12

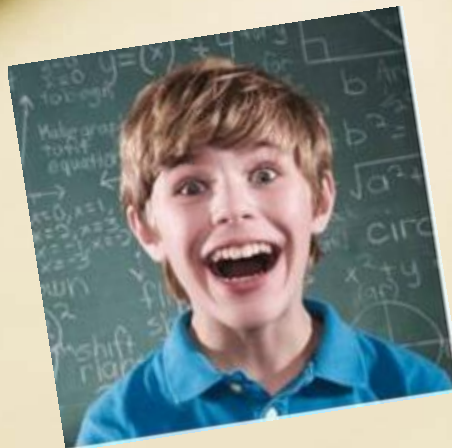
- <http://www.ilwritingmatters.org/uploads/4/0/7/1/40712613/write-alouds1.pdf>

## Demonstration

[https://www.youtube.com/watch?v=\\_G00nYT\\_nQg](https://www.youtube.com/watch?v=_G00nYT_nQg)

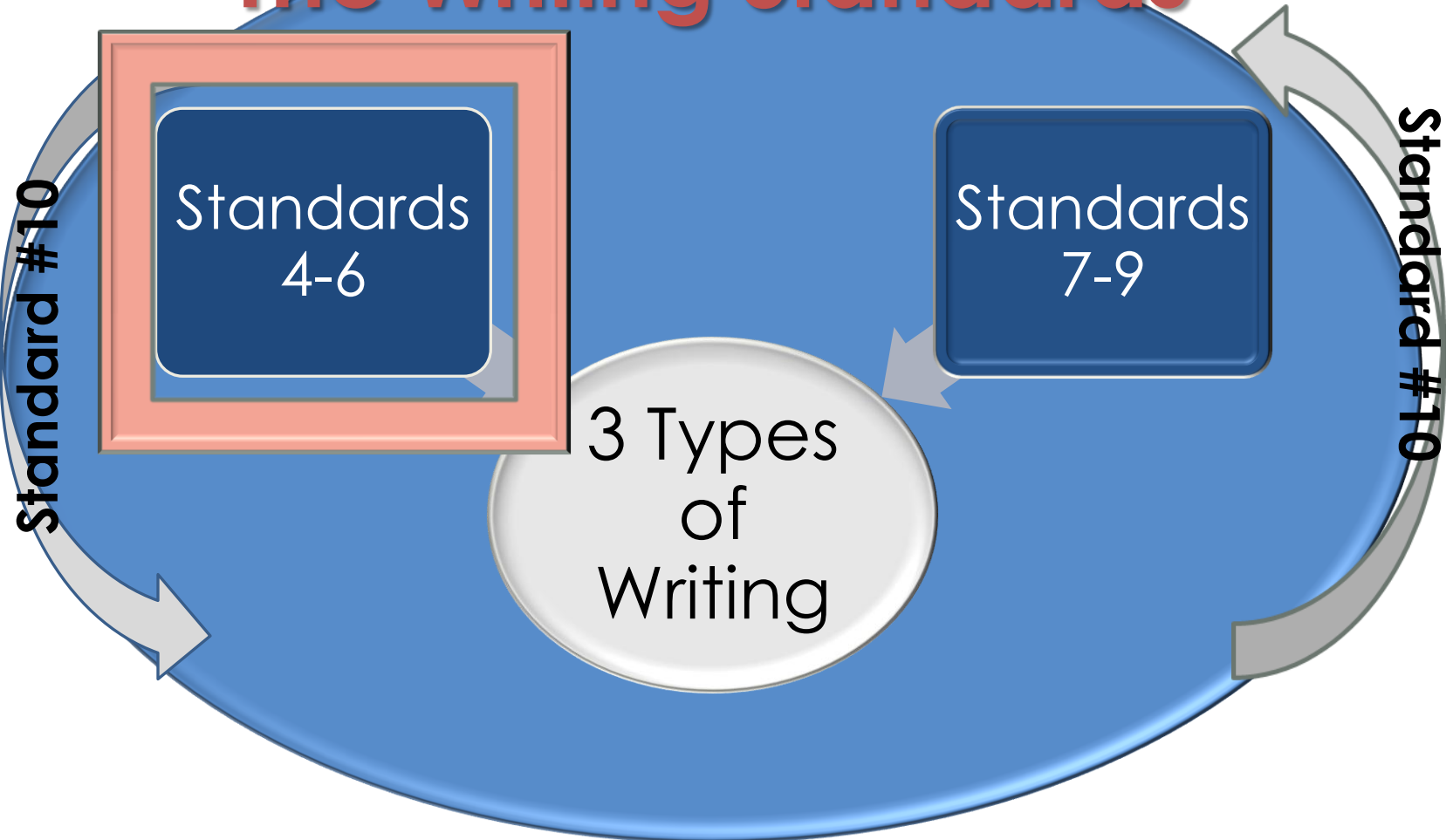
# Flip Chart Activity

How many standards can be incorporated into ONE task





# The Writing Standards

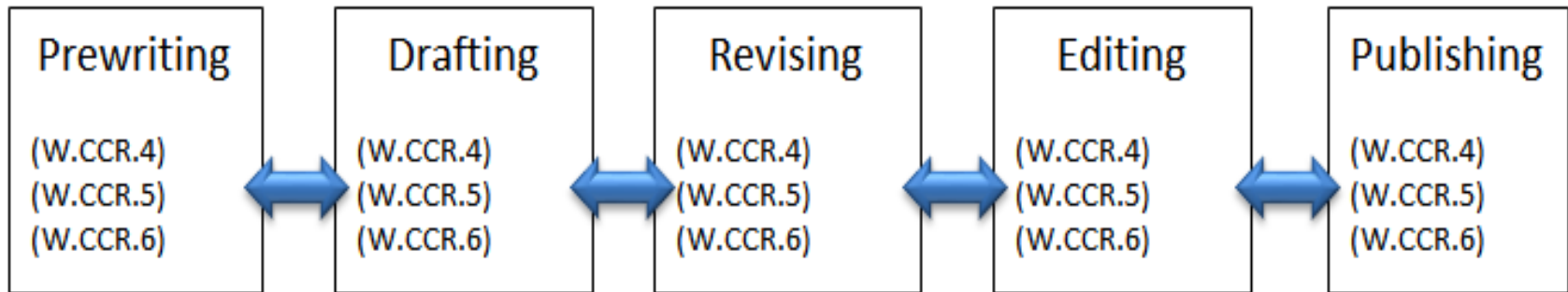


# Standards #4 - #6

## Production and Distribution of Writing

### Phases of the Writing Process

During the writing process, the writer moves fluidly back and forth between the tasks and phases that contribute to creating the final written product.



[http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/isbe\\_the\\_writing\\_process.pdf](http://www.ilwritingmatters.org/uploads/2/9/4/9/29499299/isbe_the_writing_process.pdf)

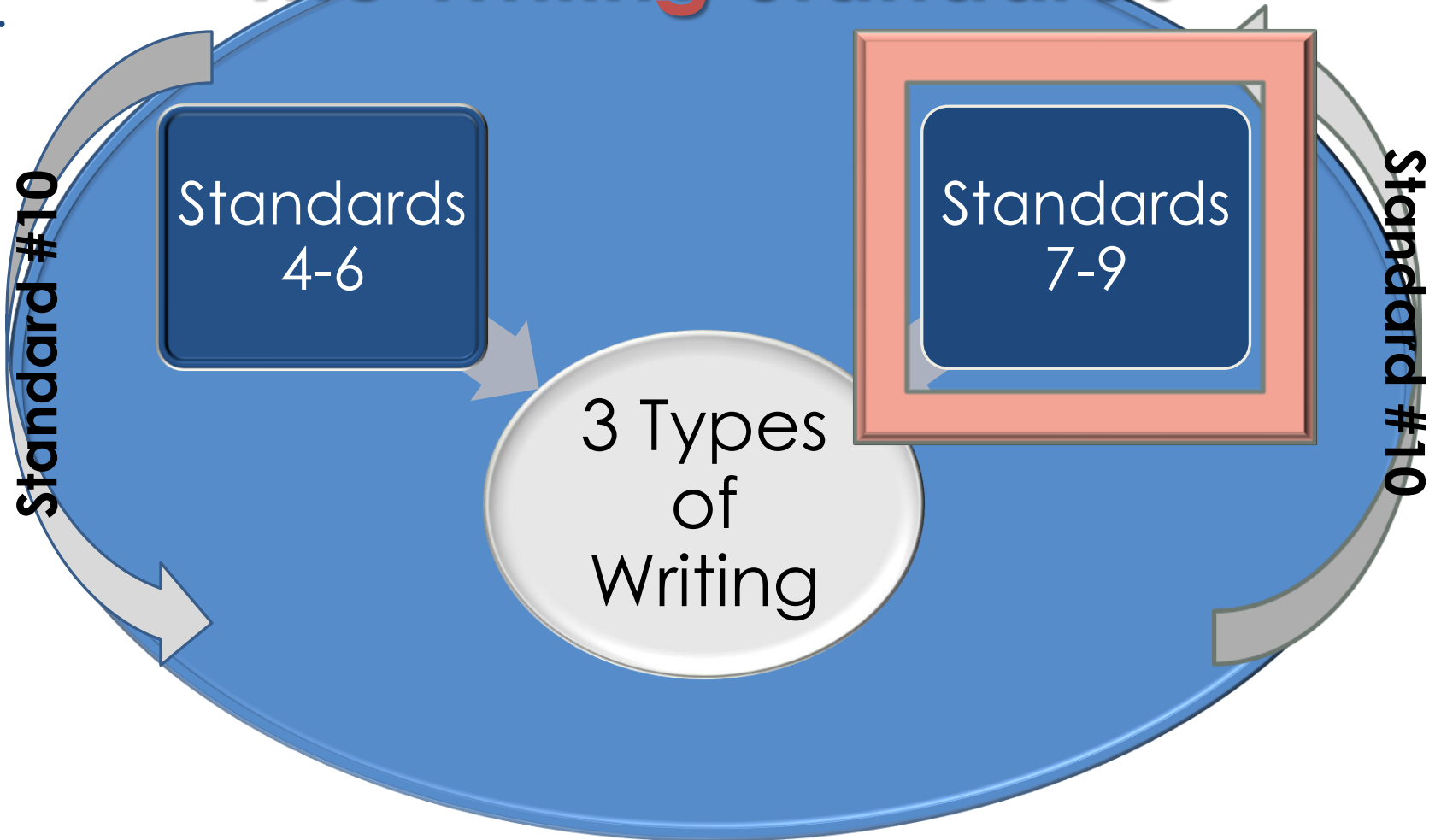
#4 - Produce well developed and organized writing –  
 appropriate to task, audience and purpose (Begins in  
 grade 3)

#5 – Develop and strengthen writing

#6 – Produce and publish writing – use technology



# The Writing Standards



## Standards #7- #9

# Research to Build and Present Knowledge

### Grades K-2: Shared Research



K-1<sup>st</sup> – With guidance and support, recall/gather information from provided sources to answer a question.

2<sup>nd</sup> – Same as above with scaffolds toward independence.

### Grades 3-5



3<sup>rd</sup> – Gather info. from sources, take notes, sort evidence.

4<sup>th</sup> – Take notes (draw evidence), categorize, list sources.

5<sup>th</sup> – Same as above with summarizing and paraphrasing.

# Standards #7- #9

## Research to Build and Present Knowledge

### 6<sup>th</sup> -8<sup>th</sup> Grades

- Conduct short research projects to answer a question from several sources by drawing evidence
- Gather info from print and digital sources
- Assess credibility (accuracy 7<sup>th</sup> – 8<sup>th</sup> ) of sources
- Quote or paraphrase info while avoiding plagiarism
- Provide basic bibliographic info.
- Use search terms effectively and a standard form of citation (7<sup>th</sup> – 8<sup>th</sup> )

### 9<sup>th</sup> -12<sup>th</sup> Grades

- Same as 6<sup>th</sup> – 8<sup>th</sup> **plus**
- Conduct more sustained research projects.
- Synthesize multiple and more authoritative sources
- Integrate information into the text selectively to maintain the flow of ideas
- Use advanced searches effectively

# The Writing Standards



# Standard #10: Range of Writing

## A Balanced and Generous Diet of Writing

### **Grades 3-8:**

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

# Standard #10: Range of Writing

## A Balanced and Generous Diet of Writing

### **Grades 9-12:**

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

# PARCC Writing Tasks



Partnership for Assessment of  
Readiness for College and Careers



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## What's new

### Accommodations: High Expectations for All Students

Thursday, October 16, 2014

Sabrina Brown-Robinson, special education curriculum specialist for District of Columbia Schools,...

### Adding the Word "All"

Thursday, October 16, 2014

By Laura Slover We talk a lot about the importance of assessments that measure if students are on...

### Early Childhood Literacy and the Making of the MCFs

Thursday, October 16, 2014

PARCC recently released the K-2 Model Content Frameworks. The Model Content Frameworks for...

# Writing on the PARCC Assessment

- Students will write three responses as part of the Performance Based Assessment (PBA).
  - A literary analysis task (LAT)
  - A narrative task (NT)
  - A research simulation task (RST)



# Rubrics

## Grade 3

- Literacy Analysis Task/Research Simulation Task Rubric
- Narrative Task Rubric

## Grades 4-5

- Literacy Analysis Task/Research Simulation Task Rubric
- Narrative Task Rubric

## Grades 6-11

- Literacy Analysis Task/Research Simulation Task Rubric
- Narrative Task Rubric

All rubrics can be found on:

- [www.ilwritingmatters.org](http://www.ilwritingmatters.org)  
Select PARCC resources for your grade level
- [www.parcconline.org](http://www.parcconline.org)  
Select PARCC Assessment, Sample Questions, Rubrics are on the left side.

# New **Grade Level** Resource!

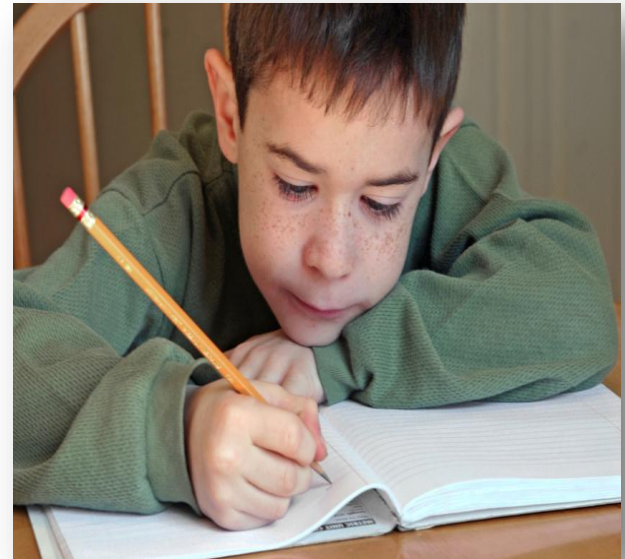
- Guidance for Scope and Sequence Development
  - For each grade level
  - Outline the types of writing required for New Illinois Learning Standards and PARCC
  - Provides example tasks and resources

## Did You Know?

When students write about the texts they read, **their reading and writing improve.**

When students learn and engage in the writing process behind creating texts, **their reading and writing improve.**

When students write their own texts frequently, **their reading and writing improve.**



Kelly Gallagher

*Thank  
You*