

Introduction to College and Career Readiness ELA Writing Standards

Webinar April 7, 2014

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Goal: to introduce participants to the Writing CCR Standards.

Objective: Participants will be aware of the anchor writing standards to help them with their local Standards –in- Action team work.

Let's look at a brief overview of the common core concept.



<https://www.teachingchannel.org/videos/common-core-standards-ela>

<http://www.readingrockets.org/atoz/1117/video>

Reflect...



The Common Core Standards initiative is an outgrowth of thinking from the 1990's.

The hope is that there would be "common skills/requirements" at each grade level taught across the country to "standardize" the expectations of what skills a learner acquired - no matter the zip code.

You can locate them on the web and at your local program.

Earning a high school equivalency diploma is a starting point, not a stopping point.

The CCR Reading Standards are published in OVAE's document:

College and Career Readiness Standards for Adult Education

Susan Pimentel

2013



The screenshot shows the Iowa Department of Education website. At the top, there is a navigation bar with the state seal and links for Home, Adult, Career, and Community College, and PK-12. Below the navigation bar, the text "IOWA Department of Education" is displayed next to a photo of a young child. A breadcrumb trail reads "Home » PK-12 » Standards and Curriculum". The main content area is titled "Iowa Core" and lists various subjects: Literacy, Mathematics, Science, Social Studies, 21st Century Skills, Essential Elements for Students with Significant Disabilities, Resources, Contacts, Characteristics of Effective Instruction, Universal Constructs, and Background. On the right side, there is a section titled "On this page..." with links to "Iowa Core Resources" and "Implementation Planning". Below that is a "What's New" section titled "Cognitive Complexity" with a brief description of a study conducted by Judith Spitzli in Spring 2013.

And throughout the Iowa Core and
Common Core



To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately.

*The Writing Standards cultivate the development of three mutually reinforcing writing capacities: **crafting arguments, writing to inform and explain, and fashioning narratives about real or imagined experiences.***

The overwhelming focus of writing throughout the levels is on arguments and informative/explanatory texts.

*Because of the centrality of writing to most forms of inquiry, **research standards are prominently included as well.***



So what kind of shifts for writing can we expect?

Key Shifts

Crafting
Arguments

Writing to
Inform and
Explain

Writing
Narratives

The overwhelming focus of writing throughout the levels is on arguments and informative/explanatory texts.

Watch this strategy and think about how it encourages deep understanding.

<https://www.teachingchannel.org/videos/writing-to-learn>

OVAE panelists bundled the selected standards into five grade -level groupings (A-E) to more closely reflect adult education levels of learning. CASAS comparisons are able to be made by grade level, as well.

CC Comparison to **CASAS** assessments :

CASAS
NRS Educational Functioning Levels to
CASAS Scale Scores and Grade Levels

NRS Educational Functioning Levels			CASAS Score Ranges*	Grade Level
EFL	ABE	ESL		
1		Beginning ESL Literacy	180 and below	1
2		Low Beginning ESL	181-190	1
3	Beginning ABE Literacy	High Beginning ESL	191-200	1
4	Beginning Basic Education	Low Intermediate ESL	201-205	2
			206-210	3
5	Low Intermediate Basic Education	High Intermediate ESL	211-215	4
			216-220	5
6	High Intermediate Basic Education	Advanced ESL	221-225	6
			226-230	7
			231-235	8
7	Low Adult Secondary Education		236-240	9
			241-245	10
8	High Adult Secondary Education		246-250	11
			251 and above	12

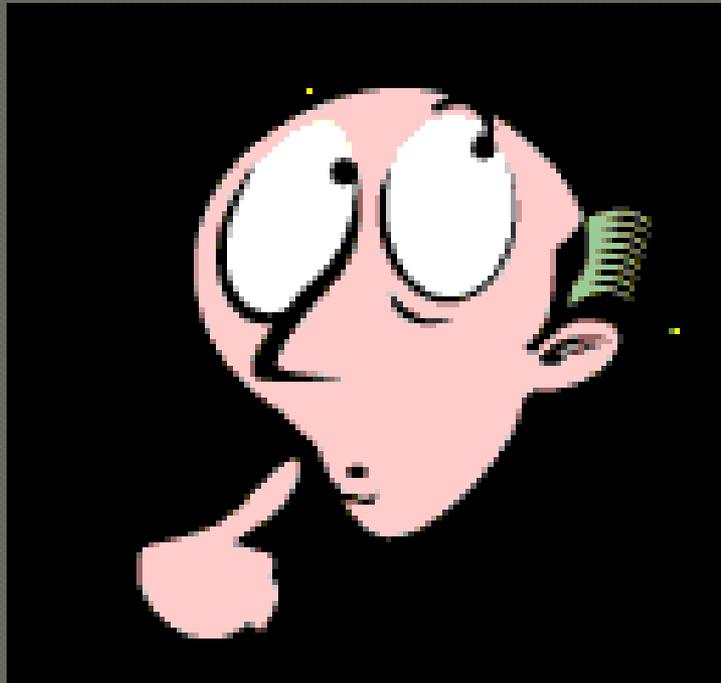
- A** (K-1) = **CASAS A**
- B** (2-3) = **CASAS Low B**
- C** (4-5) = **CASAS High B**
- D** (6-8) = **CASAS C**
- E** (9-12) = **CASAS D and E**

Resource: The crosswalk between CASAS scores and Grade Levels

<https://www.casas.org/docs/wiaandnrs/casasnrs-grade-wiaI.pdf?sfvrsn=9>

So,

What are the College and Career Readiness (CCR)
English Language Writing Standards ?



Note: Anchor 10 applies to all standards and isn't printed in the CCRCCS.

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

Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Anchor 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Can I see those one at a time?

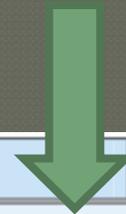


First,

How to read the “code” in the CCR...

Anchor Standard

OVAE'S LEVELS



A	B	C	D	E
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ⁶ a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Write arguments to support <u>claims with clear reasons and relevant evidence</u> . a. Introduce <u>claim(s)</u> , <u>acknowledge alternate or opposing claims</u> , and organize the reasons and evidence logically. b. <u>Support claim(s) with logical reasoning and relevant evidence, using</u>	Write arguments to support <u>claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</u> . a. Introduce <u>precise claim(s)</u> , <u>distinguish the claim(s) from alternate or opposing claims</u> , and <u>create an organization</u>

Details and clarification by OVAE level.



A	B	C	D	E
<p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>				
<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)</p>	<p>Write informative/explanatory texts to examine a topic and <u>convey ideas and information clearly</u>.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. Provide a concluding statement or section. (W.3.2) 	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic <u>clearly</u> and group related information <u>in paragraphs and sections</u>; include <u>formatting (e.g., headings)</u>, illustrations, and <u>multimedia</u> when useful to aiding comprehension. Develop the topic with facts, definitions, <u>concrete details, quotations, or other information and examples related to the topic</u>. <u>Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>)</u>. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic</u>. Provide a concluding statement or section <u>related to the information or explanation presented</u>. (W.4.2) 	<p>Write informative/explanatory texts to examine a topic and convey ideas, <u>concepts</u>, and information <u>through the selection, organization, and analysis of relevant content</u>. [This includes the <u>narration of historical events, scientific procedures/experiments, or technical processes</u>.]</p> <ol style="list-style-type: none"> Introduce a topic clearly, <u>previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect</u>; include formatting (e.g., headings), <u>graphics (e.g., charts, tables)</u>, and <u>multimedia</u> when useful to aiding comprehension. Develop the topic with <u>relevant facts, definitions, concrete details, quotations, or other information and examples</u>. <u>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</u>. 	<p>Write informative/explanatory texts to examine and convey <u>complex ideas, concepts, and information clearly and accurately</u> through the <u>effective selection, organization, and analysis of content</u>. [This includes the <u>narration of historical events, scientific procedures/experiments, or technical processes</u>.]</p> <ol style="list-style-type: none"> Introduce a topic <u>and organize complex ideas, concepts, and information to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with <u>well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</u>.

A	B	C	D	E
<p>CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>				
<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)</p>	<p>Write narratives in which they recount a <u>well-elaborated event</u> or <u>short sequence of events</u>, include <u>details to describe actions, thoughts, and feelings</u>, use temporal words to signal event order, and provide a sense of closure. (W.2.3)</p>	<p>Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</p>		

CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.6-8.4)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4)

CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.3.5)

With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.5.5)

With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W/WHST.6-8.5)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.11-12.5)

A	B	C	D	E
CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)	With guidance and support, use <u>technology</u> to produce and publish writing (<u>using keyboarding skills</u>) as well as to <u>interact and collaborate with others</u> . (W.3.6)	With <u>some</u> guidance and support, use technology, <u>including the Internet</u> , to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</u> . (W.4.6)	Use technology, including the Internet, to produce and publish writing <u>and link to and cite sources</u> as well as to interact and collaborate with others, <u>including linking to and citing sources</u> . (W.7.6)	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)

CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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). (W.1.7)

Conduct short research projects that build knowledge about a topic. (W.3.7)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)

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. (W/WHST.11-12.7)

CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)	Recall <u>relevant</u> information from experiences or gather <u>relevant</u> information from print and digital sources; <u>summarize or paraphrase information in notes and finished work, and provide a list of sources.</u> (W.5.8)	<u>Gather</u> relevant information from <u>multiple</u> print and digital sources, <u>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</u>	Gather relevant information from multiple <u>authoritative</u> print and digital sources, using <u>advanced</u> searches effectively; assess <u>the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the</u>
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4. THE RESULTS: COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY
WRITING STANDARDS

A	B	C	D	E
			<u>citation.</u> (W/WHST.6-8.8)	<u>flow of ideas, avoiding plagiarism and following a standard format for citation.</u> (W/WHST.9-10.8)

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Note: This standard does not begin until grade 4 in the Common Core State Standards.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”).
- b. Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply Reading standards from this level to literature (e.g., “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments”).
- b. Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”). (W/WHST.6-8.9)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply Reading standards from this level to literature (e.g., “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone”).
- b. Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis with qualitative analysis in print or digital text”). (W/WHST.11-12.9)

So?

What are some strategies I could try?



Here are a couple to think about.

Notice the parts to Mr. Hanify's lesson.

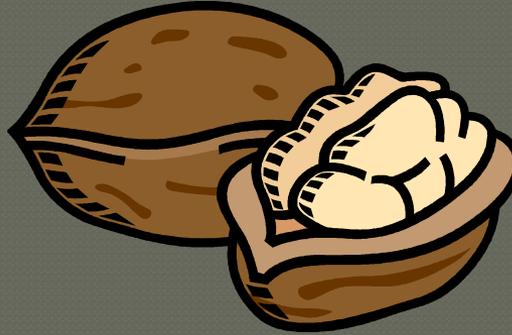
Think about which of these strategies could work with adult learners.

<https://www.teachingchannel.org/videos/literacy-analysis-lesson>

Think about how sentence frames could be used with adults.

<https://www.teachingchannel.org/videos/jumpstart-student-writing>

In a Nutshell



The College and Career Readiness Common Core Standards are throughout the Common Core Standards by grade level.

CCRCCS are published on the Iowa Department of Education Adult Education and Literacy webpage. Also, your program's Standards-in- Action Trainer has a copy.

These standards emphasize critical thinking and analytical skills and will enable students to better compete in the global marketplace

The bottom line is that our students deserve best practices to help them be successful.

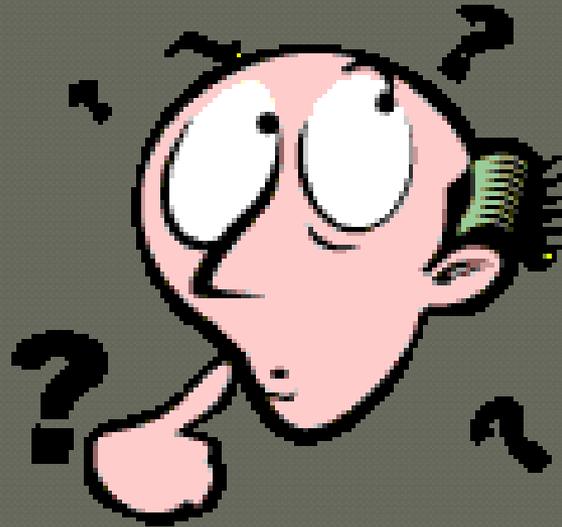
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So, deep process and do a touch-back...

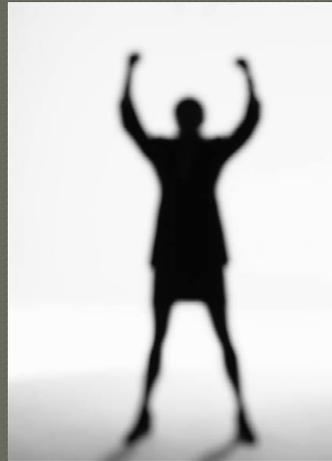
What generally are College and Career Readiness Writing Standards?

What is their purpose?

Who will determine the curricula?



Best wishes as you begin your own standards in action work in alignment and strategies for implementing CCR Writing Standards.



An evaluation will be sent to you electronically following this webinar and your feedback is much appreciated!

Thank you !