



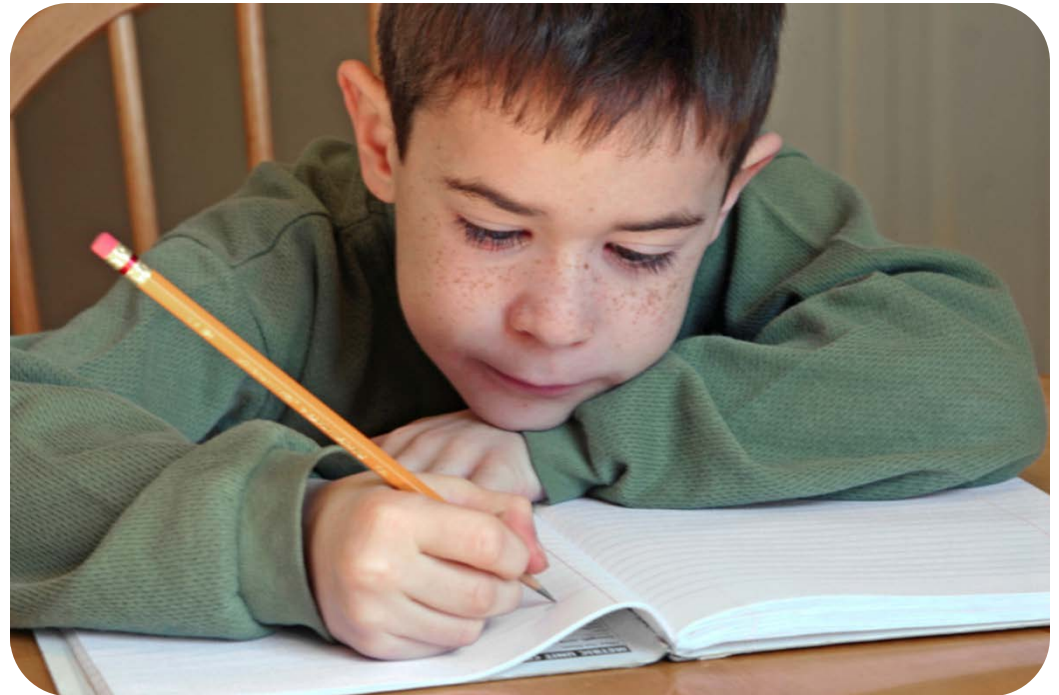
# How to Use the Writing from Sources Shift Kit

Shift Two:  
Extract and Employ  
Evidence



# Table of Contents

- Critical Direction
- Power Points
- Research
- Handouts
- Videos





# International Reading Association Guidelines (Critical Direction)



- Use of challenging texts
- Foundational Skills
- Comprehension
- Vocabulary
- Writing
- Disciplinary Literacy
- Diverse Learners

The attached [link](#) from RI places the information into a chart form.



# Critical Direction

## Appendix A

[www.corestandards.org](http://www.corestandards.org) pp. 23-25

- Definitions of the Standards' Three Text Types
- Argument and Persuasion
- Creative writing beyond Narrative





# PowerPoints

## Illinois State Board of Education

- K-5
- 6-12



## Oregon Department of Education

- K-5
- 6-12





# Writing from Sources Journal Articles

## ***An Ongoing Process to Support Adolescent Writing Development*** by S. Benko

**Key Question:** Given the many definitions of scaffolding, how can you best define scaffolding and apply it to writing?

## ***Visual Representations in Second Graders' Information Book Compositions*** by J. Coleman, C. Donovan, and L. Golson

**Key Question:** What impact do visual representations have on informational texts with regards to comprehension?



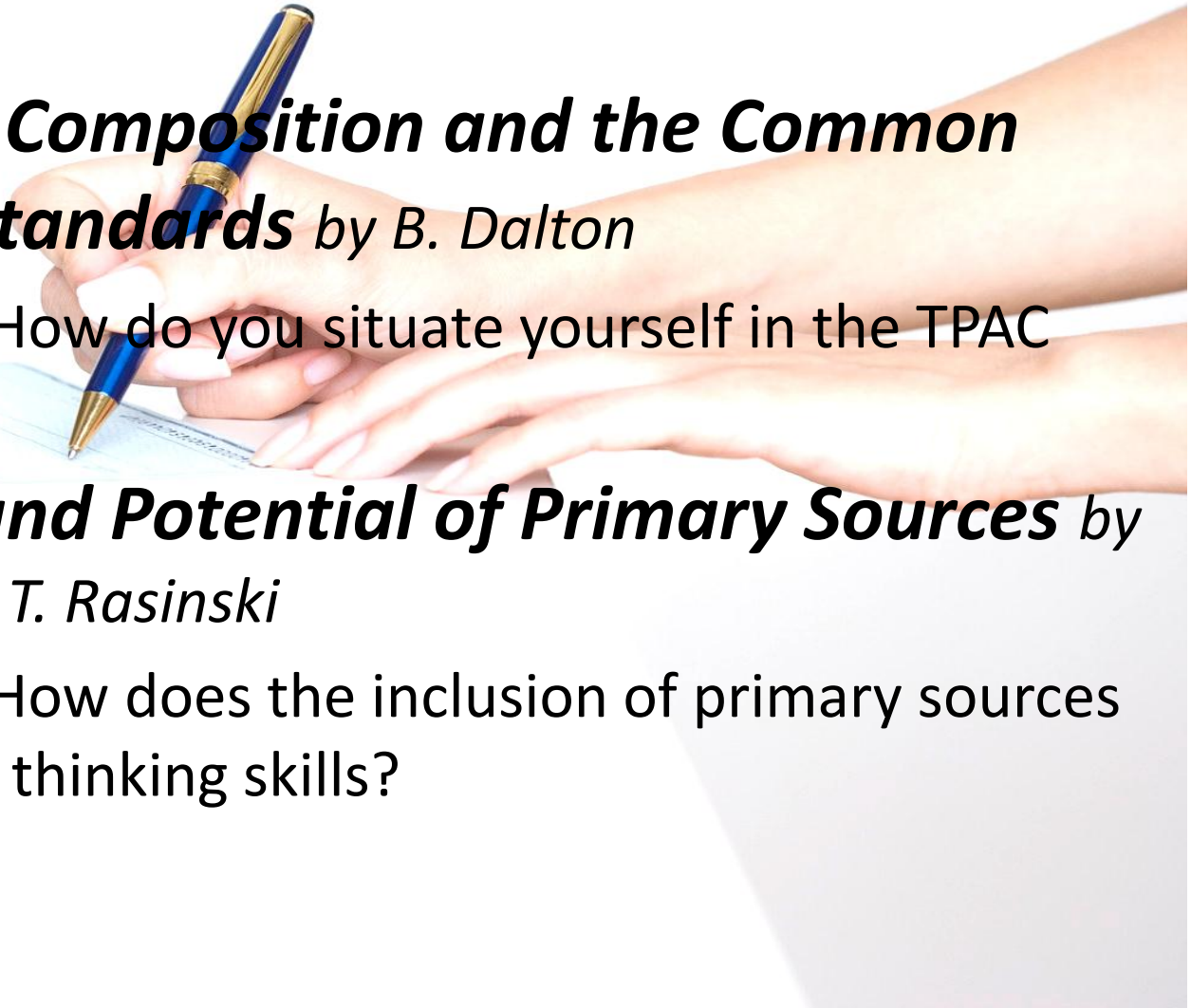
# Writing from Sources Journal Articles

## ***Multimodal Composition and the Common Core State Standards*** by B. Dalton

**Key Question:** How do you situate yourself in the TPAC framework?

## ***The Power and Potential of Primary Sources*** by D. Morgan and T. Rasinski

**Key Question:** How does the inclusion of primary sources develop critical thinking skills?





# Writing from Sources Journal Articles

***The Art of Argumentation***  
*by D. Fisher, N. Frey, and D. Ross.*

**Key Question:** What strategies can we model that will best engage students in the skill of argumentation?







# Handouts

***Adolescent Literacy in Perspective*** by Ohio Resource Center: Writing Argument, May 2013

**Key Questions:** What strategies do the articles and vignettes suggest for teaching argument writing in the 6-12 classroom? What books and online resources are available for teaching argument writing?

***Task Templates*** by The Literacy Design Collaborative

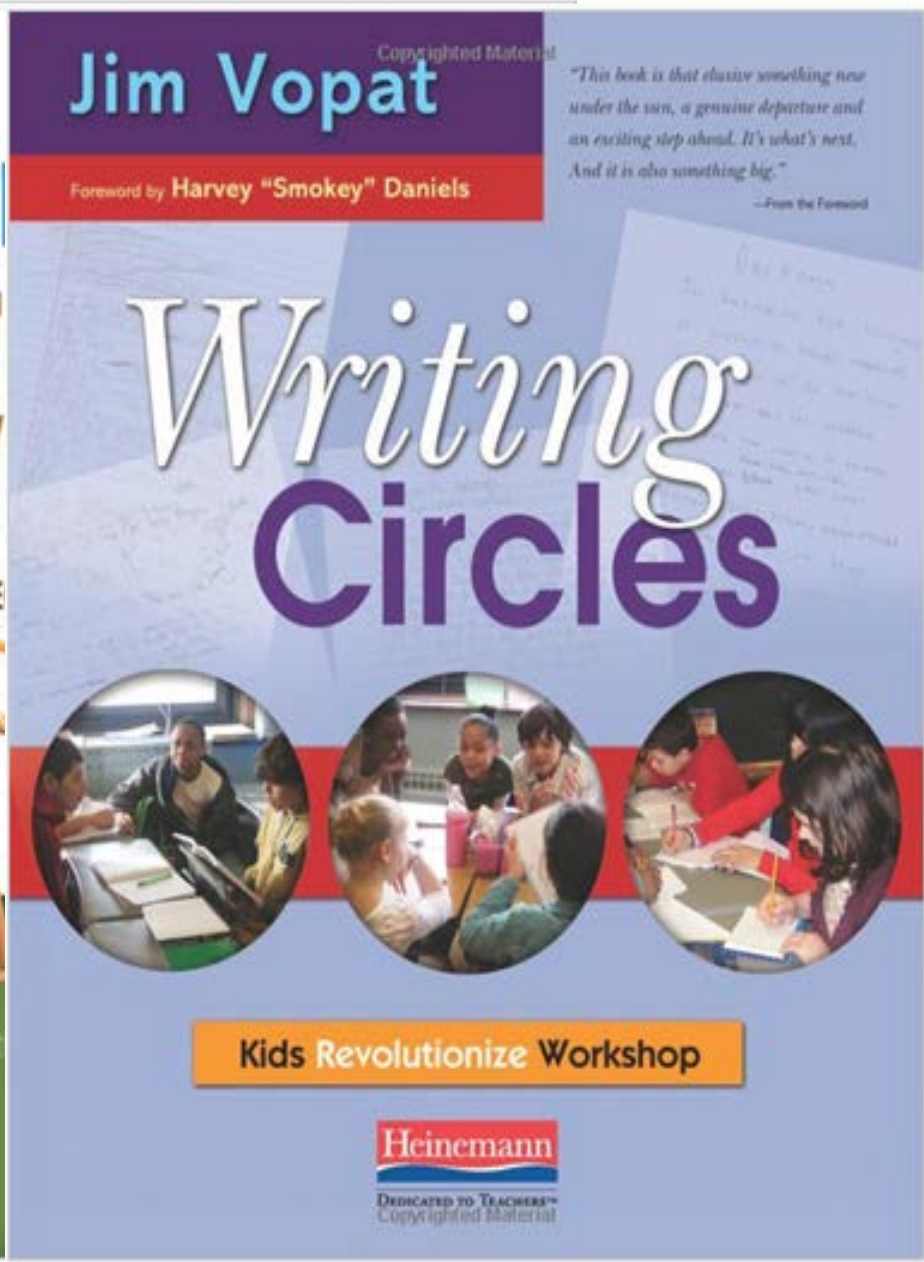
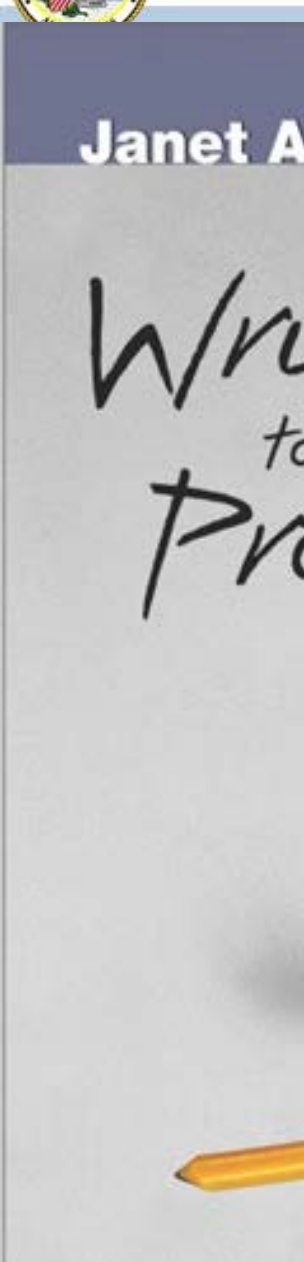
**Key Question:** How can the task templates create high quality assignments to help teachers target reading and writing standards as well as thinking skills?



# Book Titles



- Angellilo, J. (2005). *Writing to the prompt*. Portsmouth, NH: Heinemann.
- Gallagher, K. (2011). *Write like this*. Portland, ME: Stenhouse.
- Hillocks, G. (2011) *Teaching argumentative writing: Supporting claims with relevant evidence and clear reasoning*. Portsmouth, NH: Heinemann.
- Vopat, J. (2009). *Writing circles*. Portsmouth, NH: Heinemann.





# Book Study Ideas

- **Begin a book study with a group.**
- **Start an independent study and become a teacher leader on a topic.**
- **Some books have study guides or podcasts from the authors available from the publishers—check out their websites!**
- **Share your knowledge—start a wiki, a newsletter or blog in your district.**



# Check back often!

- Please check back often for new articles, research, PowerPoints or books that might assist you.
- As your professional knowledge deepens around the topic of Writing from Sources, please contact us with your ideas:  
[plscomments@gmail.com](mailto:plscomments@gmail.com)