



# Supplemental Guide

## How to Use the Writing from Sources Shift Kit

Illinois State Board of Education

2013



## Supplementary Notes for How to Use The Illinois State Board of Education Writing From Sources Shift Kit

This supplementary guide is to be utilized in conjunction with the Writing from Sources Shift Kit designed by ISBE. The PowerPoint presentation was created to facilitate the process of explaining the components and uses of the kit.

As the shift kit is opened, the sections include: **Critical Direction, PowerPoints, Research Articles, and Handouts.** Although it is encouraged to go through every item with a staff or individuals, the kits are designed for users to select sections that will best suit the needs of a school or district. This allows a professional developer, administrator, teacher leader, or teacher to differentiate their learning.

The **Writing from Sources Shift Kit** is designed for each resource section to stand alone. However, using all the items from the resource sections provides a richer and deeper comprehension. Repetition of some ideas may appear.

A suggested starting point for all learners is to read the **Critical Direction** section which includes definitions and guidance from the International Reading Association.



## Supplemental Guide on How to Use The Writing from Sources Shift Kit Table of Contents

This guide serves as a supplement that could assist a presenter or leader as they are sharing items and resources from the Writing from Sources Shift Kit provided by the Illinois State Board of Education. All notes and questions contained in this guide are also listed on the How to Use the Writing from Sources Shift Kit PowerPoint.

### **Where to Begin, pg. 5**

### **Teacher Outcomes and Facilitator Goals, pg. 6**

### **Critical Direction, pg. 7**

- International Reading Association Statement
- Common Core State Standards, Appendix A, pgs. 23-25

### **PowerPoints, pg. 11**

- *Professional Development: Illinois State Board of Education K-5*
- *Professional Development: Illinois State Board of Education 6-12*
- *Professional Development: Oregon Department of Education K-5*
- *Professional Development: Oregon Department of Education 6-12*

### **Articles and Research, pg. 12**

1. Benko, S.L. (2012). Scaffolding: An ongoing process to support adolescent writing development. *Journal of Adolescent & Adult Literacy*, 56(4), 291–300.
2. Coleman J., Golson L. & Donovan, C. (2012). Visual representations in second graders' information book compositions. *The Reading Teacher*, 66(1), 31–45.
3. Dalton, B. (2012). Multimodal composition and the Common Core State Standards. *The Reading Teacher*, 66(4), 333–339.
4. Morgan, D. N. and Rasinski, T. V. (2012), The power and potential of primary sources. *The Reading Teacher*, 65(8), 584–594.
5. Ross, D., Fisher, D., & Frey, N. (2009). The art of argumentation. *Science and Children*, 47(3), 28-31. <http://www.fisherandfrey.com/wp-content/uploads/2010/01/sc-argumentation-science.pdf>

**Handouts, pg. 14**

- *Adolescent Literacy in Perspective*, (May, 2013). Ohio Resource Center  
[http://www.ohiorc.org/orc\\_documents/ORC/Adlit/InPerspective/2013-05/in\\_perspective\\_2013-05.pdf](http://www.ohiorc.org/orc_documents/ORC/Adlit/InPerspective/2013-05/in_perspective_2013-05.pdf)
- Literacy Design Collaborative Task Templates  
<http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf>

**Book Titles, pg.15**

**Next Steps, pg. 16**

**Classroom teachers**  
**Administrators**

## Where To Begin

The range of familiarity and depth of understanding of each shift varies among educators. The kits have been designed to provide a facilitator leading individual teachers or an entire staff through the concepts of the actual shift in instructional practice. The content of the kit is not designed to give a list of strategies to employ or a checklist of practices that state what has been taught. Rather, it is the goal of the kit to define the shift in thinking and practice so that the true spirit and intentions of the CCSS and the College and Career Readiness Standards are reflected in classroom instruction.

The facilitator might begin by answering the following questions:

1. Are you responsible for facilitating a small grade level team or a large group?
2. What is the group's level of understanding or familiarity with Common Core State Standards?
3. Will you focus on one particular shift or discussion point within a shift and how will you determine what the critical information is to highlight?
4. What will be your approach to addressing or working through all the shifts?
5. How will you measure the understanding of participants' growth in knowledge?

The kits are designed for informational purposes only and not as an evaluation tool.

## Suggested Outcomes for Classroom Teachers and Goals for Facilitators

Below are some key statements that participants should have as measured goals after working with a facilitator and the Writing from Sources Kit. Participants should have the following critical understandings of the kit defined and clearly outlined for a strong knowledge base of writing from sources development. It will be up to the facilitator to decide which portion of the kit will best express these for their particular group.

These outcomes for teachers are placed here to help guide the facilitator's use of the shift kit and understanding of the key ideas that need to be translated to participants.

The goal for the facilitator is to have all participants agree with the following:

1. I have increased my understanding of the differences and similarities between routine writing and long term writing projects.
2. My knowledge and understanding of the three types of writing (narrative, informative/explanatory, and argumentative) has expanded.
3. My understanding of the different text structures and how they apply to the different types of writing along with their relation to the CCSS has evolved.
4. My knowledge and understanding of writing strategies has expanded.
5. I have been exposed to additional writing resources from ISBE and PARCC.
6. I feel comfortable implementing the knowledge gained into my everyday planning.

## Critical Direction

The International Reading Association provided documentation to address specific literacy issues related to the implementation of the Common Core State Standards. This document entitled “Literacy Implementation Guidance for English Language Arts” focuses on issues that have proven to be especially confusing or challenging to implement. These guidance statements represent a consensus of experts in the literacy field.

The intent is to support leaders and teachers as they implement the English Language Arts College and Career State Standards. The summary of recommendations from the article for each area is as follows:

### **Challenging Texts:**

Do not increase levels of texts used in reading lessons in K and 1<sup>st</sup> grade.

Instruction across the school year needs to involve students in the reading of text written at a variety of levels.

Teachers need professional learning opportunities to be able to provide adequate scaffolding and support for student reading of complex texts in grades 2-12 and listening to complex texts in Kindergarten and 1<sup>st</sup> grade.

### **Foundational Skills:**

Early systematic and explicit teaching of the foundations reading skills is required.

During the K-2 years, teaching of all aspects of English Language Arts should take place simultaneously and be coordinated.

### **Comprehension:**

Engage students in reading high quality texts closely and critically.

Teach research proven reading comprehension strategies using gradual release of responsibility approaches.

Guide students to apply strategies when reading particularly challenging texts.

### **Vocabulary:**

Study all strands of the standards for references to vocabulary development.

Plan for vocabulary development across the school day in all subjects.

Provide instruction in word solving strategies as well as teaching individual words.

### **Writing:**

Provide opportunities for students to write in response to reading across the curriculum.

Provide research opportunities that involve reading both print and digital texts, and that require writing in response to reading.

Teachers will need professional development in teaching students how to write the types of texts required in the CCSS. This professional development should include teachers doing their own writing, as well as analyzing annotated student writing.

### **Disciplinary Literacy:**

Involve content area teachers in teaching the disciplinary literacy standards.

Teach students the literacy strategies that are pertinent to each discipline.

Provide appropriate professional learning opportunities for teachers in the literacy practices appropriate for their disciplines.

### **Diverse Learners:**

The CCSS require equal outcome for all students, but they do not require equal inputs. Vary the amounts and types of instruction provided to students to ensure high rates of success.

Monitor student learning and provide adjustments and supplements based on that information.

## Critical Direction (cont.)

The definitions of writing types and critical direction of how to employ the writing standards into classroom practice can be found on pages 23-25 of Appendix A of the Common Core State Standards located at [www.corestandards.org](http://www.corestandards.org).

The standards state the following about the three text types:

### Definitions of the Standards' Three Text Types

#### 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.

#### Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ 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 precis 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.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## Narrative Writing

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.

### *Creative Writing beyond Narrative*

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

## Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. For example, *The Longitude Prize*, included above and in Appendix B, embeds narrative elements within a largely expository structure. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C.

## The Special Place of Argument in the Standards

While all three text types are important, the Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. English and education professor Gerald Graff (2003) writes that “argument literacy” is fundamental to being educated. The university is largely an “argument culture,” Graff contends; therefore, K–12 schools should “teach the conflicts” so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, only 20 percent of those who enter college are prepared in this respect. Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.

The unique importance of argument in college and careers is asserted eloquently by Joseph M. Williams and Lawrence McEnerney (n.d.) of the University of Chicago Writing Program. As part of their attempt to explain to new college students the major differences between good high school and college writing, Williams and McEnerney define *argument* not as “wrangling” but as “a serious and focused conversation among people who are intensely interested in getting to the bottom of things *cooperatively*”:

Those values are also an integral part of your education in college. For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form . . . which enables them to assess it and use it. You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions—usually in writing—to others who have a stake in your decisions being sound ones. In an Age of Information, what most professionals do is research, think, and make arguments. (And part of the value of doing your own thinking and writing is that it makes you much better at evaluating the thinking and writing of others.) (ch. 1)

In the process of describing the special value of argument in college- and career-ready writing, Williams and McEnerney also establish argument's close links to research in particular and to knowledge building in general, both of which are also heavily emphasized in the Standards.

Much evidence supports the value of argument generally and its particular importance to college and career readiness. A 2009 ACT national curriculum survey of postsecondary instructors of composition, freshman English, and survey of American literature courses (ACT, Inc., 2009) found that "write to argue or persuade readers" was virtually tied with "write to convey information" as the most important type of writing needed by incoming college students. Other curriculum surveys, including those conducted by the College Board (Milewski, Johnson, Glazer, & Kubota, 2005) and the states of Virginia and Florida<sup>6</sup>, also found strong support for writing arguments as a key part of instruction. The 2007 writing framework for the National Assessment of Educational Progress (NAEP) (National Assessment Governing Board, 2006) assigns persuasive writing the single largest targeted allotment of assessment time at grade 12 (40 percent, versus 25 percent for narrative writing and 35 percent for informative writing). (The 2011 prepublication framework [National Assessment Governing Board, 2007] maintains the 40 percent figure for persuasive writing at grade 12, allotting 40 percent to writing to explain and 20 percent to writing to convey experience.) Writing arguments or writing to persuade is also an important element in standards frameworks for numerous high-performing nations.<sup>7</sup>

Specific skills central to writing arguments are also highly valued by postsecondary educators. A 2002 survey of instructors of freshman composition and other introductory courses across the curriculum at California's community colleges, California State University campuses, and University of California campuses (Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, 2002) found that among the most important skills expected of incoming students were articulating a clear thesis; identifying, evaluating, and using evidence to support or challenge the thesis; and considering and incorporating counterarguments into their writing. On the 2009 ACT national curriculum survey (ACT, Inc., 2009), postsecondary faculty gave high ratings to such argument-related skills as "develop ideas by using some specific reasons, details, and examples," "take and maintain a position on an issue," and "support claims with multiple and appropriate sources of evidence."

The value of effective argument extends well beyond the classroom or workplace, however. As Richard Fulkerson (1996) puts it in *Teaching the Argument in Writing*, the proper context for thinking about argument is one "in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own" (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty-first century.

#### *"Argument" and "Persuasion"*

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker).

When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

## PowerPoints

We next arrive at the PowerPoint section of the kit.

**First listed is the Illinois State Board of Education PowerPoints for K-5 and 6-12.**

The Illinois State Board of Education has developed a web page called the Professional Learning Series that houses several tools designed to assist with supporting professional development for the CCSS. Some of the presentations used in the shift kits are housed at the [www.isbe.net](http://www.isbe.net) website and are listed in the kit's table of contents. Included on the web page are facilitator guides and other supporting materials to accompany the PowerPoint presentations. To access these materials, click on the following link: [http://www.isbe.net/common\\_core/pls/default.htm](http://www.isbe.net/common_core/pls/default.htm)

After viewing the ISBE PowerPoint for K-5, answer the following questions:

1. What are the differences between routine writing and long term writing projects? How can teachers implement them in their classrooms?
2. What are the key considerations when implementing writing in the classroom?
3. Distinguish between the three types of writing that PARCC will assess and their differences.
4. What are some of the different text structures that will assist K-5 students in writing and how can those be implemented in different contents?

After viewing the 6-12 PowerPoint, answer the following questions:

1. What are the Anchor Standards for 6-12 writing ?
2. What are the three key considerations when implementing writing in the 6-12 classroom?
3. What are some of the different text structures that will assist students in cross curricular writing and how can those be implemented in different contents?

**Next listed is the Oregon Department of Education PowerPoint: K-5.**

Next listed is a PowerPoint from the Oregon Department of Education PowerPoint: K-5 Writing from Sources Presentation. The Oregon PowerPoint can be accessed at <http://www.ode.state.or.us/search/page/?id=3454> by scrolling to Writing from Sources, K-5 Writing from Sources Presentation. It consists of the Common Core Instruction for Writing from Sources and is accompanied by a facilitator's guide. The facilitator's guide has suggested handouts which may be printed prior to sharing the PowerPoint with participants.

**Next listed is the Oregon Department of Education PowerPoint: 6-12 ELA and Content Area Writing from Sources Presentation.**

The Oregon PowerPoint can be accessed at <http://www.ode.state.or.us/search/page/?id=3454> by scrolling to Writing from Sources, 6-12 ELA and Content Area Writing from Sources Presentations. It consists of the Common Core Instruction for Writing from Sources and is accompanied by a facilitator's guide. The guide has suggested handouts which may be printed prior to sharing the PowerPoint with participants.

After viewing the Oregon Department of Education PowerPoint, suggested activities and reflection handouts are available for the presenter to share with participants.

## Research

Articles contained in this section are available for download or for purchase by contacting the journal cited and following copyright protocol set forth by the journal publication. In the case that a link is provided, a onetime personal educational use copy may be made as long as the use aligns with the journal publication's copyright laws or the creator's copyright requests. In no way are any of the articles listed here to be used for profit, sold, or copied in quantities.

**Listed next are the titles of articles in the Research section of the kit. The articles are listed with a culminating question underneath. This question should be answered at length after reading each article. What follows are other questions that might be utilized in small group discussions or as reflective independent study questions.**

**1<sup>st</sup> Article:** Benko, S.L. (2012). Scaffolding: An ongoing process to support adolescent writing development. *Journal of Adolescent & Adult Literacy*, 56(4), 291–300.

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

The following questions can be pondered and discussed with a small or large group after reading the article.

1. What are the three aspects of scaffolding and examples of each?
2. What are the practical uses of scaffolding in writing?
3. How is scaffolding a “process” as defined in the discussion section of the article?

**2<sup>nd</sup> Article:** Coleman J., Golson L. & Donovan, C. (2012). Visual representations in second graders' information book compositions. *The Reading Teacher*, 66(1), 31–45.

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

The following reflections or questions can be discussed with a small or large group after reading the article:

1. Answer the “pause and ponder” questions in the article.
2. What influences affect children's graphical representations in their own compositions?
3. When students use graphical representations, how can this assist them in understanding structure, purpose, organization and content of the text they are reading?
4. After examining the vignettes given in the article, how can they be connected to the CCSS?

**3<sup>rd</sup> Article:** Dalton, B. (2012). Multimodal composition and the Common Core State Standards. *The Reading Teacher*, 66(4), 333–339.

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

The following questions can be opened for discussion within a small or large group after reading the article.

1. How can you expand writing to include multimodal composition?
2. What parts of the Digital Designers' Workshop can you employ in your classroom?

## Research (cont.)

**4<sup>th</sup> Article:** Morgan, D. N. and Rasinski, T. V. (2012). The power and potential of primary sources. *The Reading Teacher*, 65(8), 584–594.

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

Using primary sources with students expands and deepens the reading experience and supports teachers in meeting CCSS.

After reading the article, the following are some other reflective questions to consider:

1. What are the benefits of using primary sources?
2. How does this connect to the CCSS?

**5<sup>th</sup> Article:** Ross, D., Fisher, D., & Frey, N. (2009). The art of argumentation. *Science and Children*, 47(3), 28-31. <http://www.fisherandfrey.com/wp-content/uploads/2010/01/sc-argumentation-science.pdf>

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

The following questions can be pondered after reading the article:

1. How would the use of language frames benefit your students?
2. How often do you model argumentation?

## Handouts

The next section is Handouts.

### Handout #1:

***Adolescent Literacy in Perspective*** is published monthly through the Ohio Resource Center. The May issue was devoted to argument writing. This link will take you to the May issue as well as other archived literacy issues. <http://www.ohiorc.org/adlit/>

As a facilitator, consider your audience regarding which article will be the most helpful in guiding the participants' thinking.

1. *Understanding the Core: Writing Argument* by Carol Brown Dodson – This article provides a background of argument writing and introduction to the vignettes in the next article.
2. *Learning from (and with) Expert Teachers of Argumentative Writing* by George E. Newell, Jennifer VanDerHeide, Allison Wynhoff Olsen, and the Argumentative Writing Team - This article describes different methods of teaching argument writing with 3 different teachers.
3. *Both Sides of the Coin: The Challenge of Teaching Argument Writing* by Casey Dunlap – This article provides readers with how an English teacher uses Lady MacBeth as an example for teaching argument writing.
4. *Teaching Argumentative Writing: Argumentative Inquiry as the Basis of Good Literacy Analysis* by Julie Horger

### Key Questions:

What roles do informal writing, speaking, and listening have in developing argumentative skills?  
What 3 steps are necessary in writing arguments?

5. *Teaching Middle School Students to Write An Argument* by Laura Adkins
  - How to get students to write an argument?
  - How to I get my students to argue a point?
  - How can I use Mentor Texts to help my students write an argument?
  - What is the writing process?
6. *Books by Hillocks; Smagorinsky, Johannessen, Kahn, and McCann; Gallagher; and Calkins, Ehrenworth, and Lehman* by Carol Brown Dodson
7. *More Resources for Writing Argument – Digital Resources Available from the ORC Collection* (Ohio Resource Center)

### Handout #2:

***Task Templates***, funded by the Gates Foundation, can be found at the Literacy Design Collaborative located at [www.literacydesigncollaborative.org](http://www.literacydesigncollaborative.org). Click on *Tasks*.

The *template tasks* are fill-in-the-blank “shells” that allows teachers to insert the texts to be read, writing to be produced, and content to be addressed. When filled in, template tasks create high-quality student assignments that develop reading, writing, and thinking skills in the context of learning science,

Illinois State Board of Education: Supplemental Guide for How to Use the Writing from Sources Shift Kit

history, English, and other subjects. They specify the subjects and levels of student work for which they can be used, and they come with rubrics that can be used to score the resulting student work.

The unique design of an LDC template task, with its blanks and partially written prompts, has a special use: to partner with you in aligning assignments in social studies/ history, science, and literature studies to the literacy standards in the Common Core State Standards (CCSS).

The design also creates a specific type of assignment, one that directs students to write in response to reading. The “filling in” process in the template design forces us to be purposeful and intentional about texts, products, and content. As you fill in those blanks, you are making it clear to students that they must produce a written product showing evidence of their understanding and skill. You also create opportunities to teach skills and control the complexity of a task, challenging your students to learn new skills and practice ones you already have taught or students have learned in previous coursework. As well, you can make your teaching tasks closely align to specific grade level CCSS skills embedded in the ELA standards.

Task Templates have been created for grades: K-2, 3-5, 6-12 Literature, Informational Text, History/Social Studies as well as Science/Technical Subjects.

## Book Titles

**Recommended readings to support this shift kit are the following:**

- 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.

Suggested uses for the selected books are:

- 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.

## Next Steps

### Classroom Teacher Next Steps:

How will an educator know they are effectively implementing the shift of writing from sources instruction to ensure teaching is reflective of the CCSS? What are some ideas that would assist an educator with the strategies presented in the Writing from Sources Shift Kit?

As teachers begin to transition the practices of writing from sources instruction into the classroom, resources, collaborative conversations and unit planning will naturally evolve. Some of the statements below will help guide classroom practitioner's thinking for the beginning stages of writing from sources instruction implementation.

The statements below may also serve as a guide for administrators to assist teachers with implementation or with further professional development.

- I/We as a grade level team are consistently setting time aside to have collaborative discussions regarding ELA CCSS implementation of writing to sources.
- I/We as a grade level team have begun collecting a toolbox of resources of instructional strategies to assist students with writing to sources.
- I/We as a grade level team have begun collecting a toolbox of formative assessments to monitor student understanding and growth of writing to sources.
- I will present opportunities to write from multiple sources about a single topic.
- I will provide opportunities for students to synthesize and analyze ideas and concepts across many texts in order to draw an opinion or conclusion.
- I will use mentor texts to teach text features and structures and apply them to writing.
- I will model expectations for writing; use rubrics and student work to help students learn how to self-evaluate.
- I will develop reading, writing, language, listening and speaking through short, focused research projects.
- I will provide time for collaboration to discuss findings.

### Administrator Next Steps:

At the beginning stages of implementation, it is highly recommended to provide ample professional development opportunities for teachers to become effectively trained and knowledgeable in the use of each of the shifts prior to evaluating their skill level.

Although the kits are for informational purpose only, the actual instructional shifts and teaching strategies learned will affect the practices seen on a day to day basis in the classroom for many practitioners. Logically, evaluation tools can begin to align with the practices and strategies as well. Since Illinois has adopted the Danielson Framework for Teaching Evaluation Instrument by Charlotte Danielson, certain framework statements begin to make connections to some of the shifts in practice.

When working with the beginning implementation stages of writing from sources instruction, the statements above can be connected with some of the Danielson Framework statements. These are only given as suggested connections to the shift itself and not as guidelines for evaluative statements for teachers.

As administrators and teachers continue with the implementation of the Common Core State Standards, the Illinois State Board of Education is committed to continue supporting efforts through professional development tools and resources that can be found on the Professional Learning Series located at [www.isbe.net](http://www.isbe.net). For comments or questions, please contact [plscomments@gmail.com](mailto:plscomments@gmail.com).

#### Danielson Connection to this Shift Kit

	<p><b>Domain 1: Planning and Preparation</b></p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <p>1b Demonstrating Knowledge of Students</p> <p>1c Setting Instructional Outcomes</p> <p>1d Demonstrating Knowledge of Resources</p> <p>1e Designing Coherent Instruction</p> <p>1f Designing Student Assessments</p>	<p><b>Domain 2: Classroom Environment</b></p> <p>2a Creating an Environment of Respect and Rapport</p> <p>2b Establishing a Culture for Learning</p> <p>2c Managing Classroom Procedures</p> <p>2d Managing Student Behavior</p> <p>2e Organizing Physical Space</p>
	<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a Reflecting on Teaching</p> <p>4b Maintaining Accurate Records</p> <p>4c Communicating with Families</p> <p>4d Participating in a Professional Community</p> <p>4e Growing and Developing Professionally</p> <p>4f Showing Professionalism</p>	<p><b>Domain 3: Instruction</b></p> <p>3a Communicating with Students</p> <p>3b Using Questioning and Discussion Techniques</p> <p>3c Engaging Students in Learning</p> <p>3d Using Assessment in Instruction</p> <p>3e Demonstrating Flexibility and Responsiveness</p>

Source: The Danielson Group at [www.danielsongroup.org](http://www.danielsongroup.org)