

Understanding the Common Core State Standards and Assessment

Katie McKnight, Ph.D.

What we will do in this session:

- Overview of Common Core State Standards and implications for assessment on the classroom and district level.
- How will CCSS assessments look differently than those from the previous generation of standards?
- Develop curriculum that develops the skills articulated in CCSS.

SOME GUIDING QUESTIONS (ESSENTIAL QUESTIONS)

What are the expectations of CCSS?

What are not the expectations of CCSS?

How do we build a synergetic context between CCSS, curriculum, and assessment?

Today's Key Questions

What are the expectations of the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects? (The Standards and Assessments)

How can we begin an exploration of the standards in schools? (Exploring Strategies)

What might the application of standards look like in practice, particularly in text and task selection? (Strategies for Supporting the Common Core Adoption in Teacher Education Courses and Schools)

What do we already know about Common Core State Standards?

THINK-PAIR-SHARE ACTIVITY

Directions: Turn to a neighbor (or 2) and discuss what you already know about CCSS for about 2 minutes.

Why New Standards?

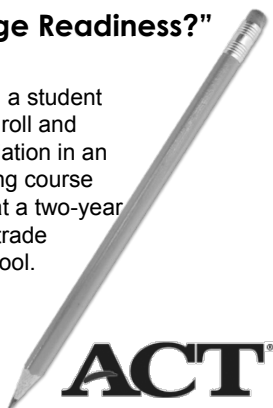
Students are not **reading** at levels sufficient for college and career readiness in content areas.

Only slightly more than half (53%) of the members of the 2009 high school graduating class were ready for college-level and workplace training-level reading.



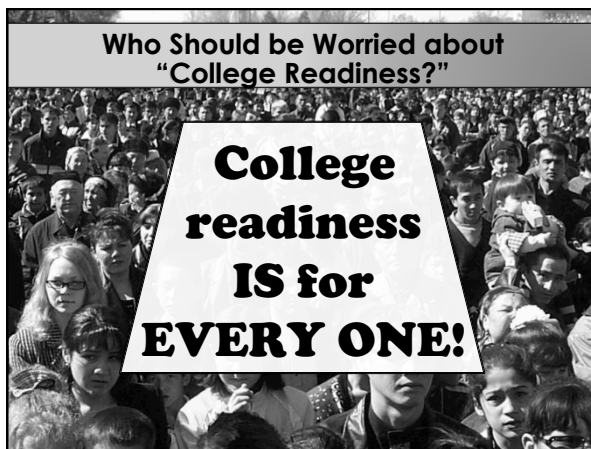
What is "College Readiness?"

The level of preparation a student needs to be ready to enroll and succeed without remediation in an entry-level, credit bearing course (in each content area) at a two-year or four-year institution, trade school, or technical school.



Who Should be Worried about "College Readiness?"

**College
readiness
IS for
EVERY ONE!**



What We Know So Far

New Standards New Assessments

46 States + DC Have Adopted the Common Core State Standards



*Minnesota adopted the CCSS in ELA/literacy only

What do we know about CCSS? The 21st Century 3 Rs

Designed to be **robust**, **relevant**, and **rigorous**.

Robust: higher level thinking

Relevant: engagement, student involvement, brain-based research

Rigorous: high expectations, critical thinking, challenging thinking

WHAT IS NOT INCLUDED:

Prescribe specific instructional strategies and/or curriculum.

Interventions for students who are performing below grade level or who have special needs.

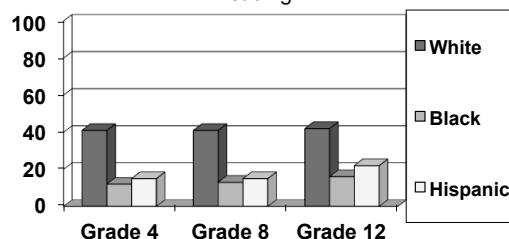
Support for English Language Learners (ELL)

Why were Common Core State Standards created and how do they impact today's classrooms?

- Intended to create greater consistency for student performance and expectations among states.
- NAEP data indicates that the majority of students are not college and career ready.

What do we know about readers?

At or Above Proficient on 2012 NAEP Reading



14

21st Century Skills

PROBLEM SOLVING
TEAM WORK
ENTREPRENEURSHIP
RESEARCH
CRITICAL THINKING

CCSS FRAMEWORK

Your curriculum and assessment are the "guts" and CCSS is the overall design.



FIGURING OUT THE FRAMEWORK

Close reading of the document is essential.
Read the Standards and all goals.

Discussion, interpretation, close reading and analysis is necessary.

Strands	K-5		6-12	
	English Language Arts		English Language Arts	Literacy in History/Social Studies, Science, & Technical Subjects
Strand 1: Reading	Anchor Standard: Reading Key Ideas and Details, Grades 6-12. Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
	Grade-Specific Standards Reading, Standard 2.			
Grade	Literature		Informational Text	
6	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.		Determine a 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.	
7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	

FIGURE 5.1: Reading the CCSS with an example.

(From Supporting Students in a Time of Core Standards: English Language Arts, Grades 6-8 by Tonya Perry, with Rebecca Marney. ©2011 National Council of Teachers of English.)

Mathematics Example

Strand 1: Symbolic Expression

The statement of enduring understanding across all grades states WHY the learning is important.

Different learning targets show a progression from one grade span to the next grade span.

Symbolic Expression (SE): The use and manipulation of symbols and expressions provide a variety of representations for solving problems and expressing mathematical concepts, relationships, and reasoning.		
(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.SE-1 Use equations and expressions involving basic operations to represent a given context. <ul style="list-style-type: none"> Represent numerical relationships using combinations of symbols ($+$, $-$, \times, \div) and numbers to form expressions and equations. Solve for unknown in simple number binary number sentences (e.g., $3 + \dots = 4 \times 7$). Write equations showing inverse operations and related operations (e.g., addition-multiplication). 	M.SE-1 Represent relationships and interpret expressions and equations in terms of a given context for determining an unknown value. <ul style="list-style-type: none"> Represent mathematical relationships symbolically and solve for any variable for 1st degree equations and for common formulas (linear equations). Explain how to manipulate an algebraic expression to create equivalent expressions and provide step-by-step explanations and justifications. 	H.SE-1 Represent relationships and interpret expressions and equations in terms of a given context (including complex and families of functions) for determining unknown values (including two or more variables). <ul style="list-style-type: none"> Represent and interpret multi-step problems. Represent complex numbers and vectors. Demonstrate the relationship between systems of equations and matrix representations. Represent the relationship between functions and modeling.

Useful Links and Resources

- Please download the interdisciplinary standards: www.commoncore.org
- More CCSS materials are here: www.katherinemcknight.com

Activity

- We are going to move into groups as follows:

Activity: As You Read the Standards

Why is it structured in this way?

What does the language suggest?

What do you learn about the Standards in the introduction?

What information and why is the information included in the appendices?

Record your responses on the back channel:

<http://todaysmeet.com/AUSLCCSS>

<http://www.corestandards.org/>

Looking at the Structure and Hierarchy of CCSS

Do the competencies have to be taught in the order presented in the document?

Answer: No! The competencies are a guideline for ongoing instruction and are NOT intended to be units, activities, or skills. The competencies are NOT intended to be a grocery list of content skills that are taught and then checked off.

The Common Core State Standards do not provide . . .

- a complete scope and sequence,
- a course outline, or
- *all* the essential skills and knowledge students *could* have.

The Common Core State Standards do . . .

- outline the most important essential skills and knowledge *every* student needs to master to succeed in college and careers.

Leading the Discussion: Strengths of CCSS

Aligned with college and work expectations.

Include rigorous content and application of knowledge through higher order skills.

Build upon strengths and lessons of current state standards.

Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,

Evidence and/or researched-based.

Tracking a Spiraling Standard

Complete Tracking Activity

**What variables are used
to increase rigor?**



Text Complexity

Textual Complexity

What makes a text complex?

**What are factors that can make
a text challenging for students?**

Reading Standards for Literature 6-12

Range of Reading and Level of Text Complexity

Grade 6 students:	Grade 7 students:
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 8 students: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	

Determining
Textual Complexity
is focused on
these three areas:

Quantitative Measures
Qualitative Dimensions
Reader Considerations

Quantitative Measures

Are aspects that are difficult or impossible for a person to evaluate efficiently.

Examples include word length or frequency, sentence length, and text cohesion. These are typically measured by computer software.

Qualitative Dimensions

Levels of Meaning (literary texts) or Purpose (informational texts)

Structure

Language Conventionality and Clarity

Knowledge Demands

Reader Considerations

Include motivation, knowledge, and experiences, while tasks to be considered take into account purpose, complexity, and questions.

Assessments made on reader and task considerations are best done by the teacher who understands the student's knowledge and experiences.

LEVELS OF MEANING

(LITERARY TEXTS) OR PURPOSE (INFORMATIONAL TEXTS)

INFORMATIONAL

Single level of meaning

Explicitly stated purpose

LITERARY

Multiple levels

Implicit purpose; may be hidden or obscure

STRUCTURE

INFORMATIONAL

Simple
Explicit
Conventional
Events related in chronological order
Traits of a common genre
Simple graphics
Graphics unnecessary for understanding

LITERARY

Complex
Implicit
Unconventional
Events unrelated in chronological order
Traits specific to a particular discipline
Sophisticated graphics
Graphics essential to understanding

LANGUAGE CONVENTIONALITY AND CLARITY

INFORMATIONAL

Literal
Clear
Contemporary, familiar
Conversational

LITERARY

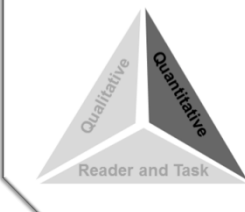
Figurative or iconic
Ambiguous or purposely misleading
Archaic or otherwise unfamiliar
General academic and domain-specific

KNOWLEDGE DEMANDS: LIFE EXPERIENCES (Literary Texts)	
INFORMATIONAL	LITERARY
Simple theme	▶ Complex or sophisticated theme
Single themes	▶ Multiple themes
Common, everyday experiences	▶ Experiences distinctly different from own
Single perspective	▶ Multiple perspectives
Perspective(s) like one's own	▶ Perspective(s) unlike or in opposition to one's own

KNOWLEDGE DEMANDS: CULTURAL/LITERARY KNOWLEDGE	
INFORMATIONAL	LITERARY
Everyday knowledge and familiarity with genre conventions required	▶ Cultural and literary knowledge useful
Low intertextuality	▶ High intertextuality

KNOWLEDGE DEMANDS: CONTENT/DISCIPLINE KNOWLEDGE	
INFORMATIONAL	LITERARY
Everyday knowledge and familiarity with genre conventions required	▶ Extensive, perhaps specialized discipline-specific content knowledge required
Low intertextuality	▶ High intertextuality

LET'S PRACTICE	



Step 1: Quantitative Measures

Measures such as:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

Finding a Lexile Measure for Text: <http://www.lexile.com/findabook/>

LEXILE The Lexile® Framework for Reading
Matching readers with texts

Home | My Reading List | About | Store | Register | Login

Quick Book Search:
Title or Author:
Put an exact title or author in quotes (example: "New moon")

Enter Lexile [+] Select Interests [x] Search Results [x] Reading List

Find BOOK You!
the right book for you!

Enter your Lexile measure, select your interests, and find books you'll like to read! Whether you're reading for school or for pleasure, you can use this site to build a custom reading list on the subjects that interest you the most. (For more information, see [FAQs](#).)

My Lexile measure is:

Please enter either a Lexile measure or range.

Measure: L

OR

Range: L to L

[Continue](#)

I don't know my Lexile measure

Please enter your grade level and check one of the options below.

My current grade is: Kindergarten [x]

☐ I find the books I read for school difficult.

☐ I find the books I read for school just right.

☐ I find the books I read for school easy.

[Continue](#)

Look up a Book
Search for books based on title, author, keywords, and more.

Title:

Author:

Keywords:

ISBN:

[More Options](#) [Search](#)

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LEXILE The Lexile® Framework for Reading
Matching readers with texts

Quick Book Search:
Title or Author:
Put an exact title or author in quotes (example: "New moon")

Enter Lexile [+] Select Interests [x] Search Results [x] Reading List

Find BOOK You!
the right book for you!

Enter your Lexile measure, select your interests, and find books you'll like to read! Whether you're reading for school or for pleasure, you can use this site to build a custom reading list on the subjects that interest you the most. (For more information, see [FAQs](#).)

My Lexile measure is:

Please enter either a Lexile measure or range.

Measure: L

OR

Range: L to L

[Continue](#)

I don't know my Lexile measure

Please enter your grade level and check one of the options below.

My current grade is: Kindergarten [x]

☐ I find the books I read for school difficult.

☐ I find the books I read for school just right.

☐ I find the books I read for school easy.

[Continue](#)

Look up a Book
Search for books based on title, author, keywords, and more.

Title:

Author:

Keywords:


ISBN:


[More Options](#) [Search](#)

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For texts not in the Lexile database, consider using the **Lexile Analyzer**:
<http://www.lexile.com/analyzer/>

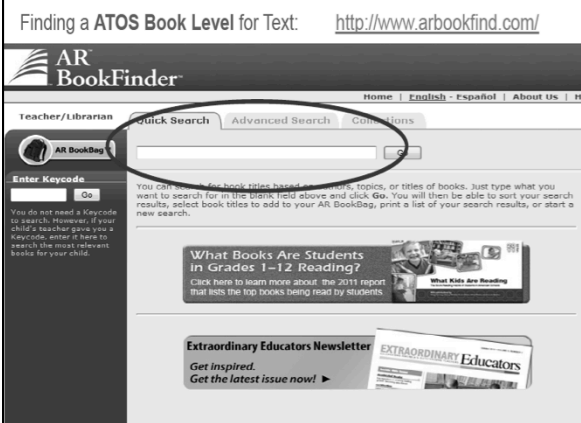
- Registration is required (free)
<http://www.lexile.com/account/register/>
- Allows user to receive an "estimated" Lexile score
- Accommodates texts up to 1000 words in length
- Texts of any length can be evaluated using the Professional Lexile Analyzer—educators can upgrade to this tool for free by requesting access
<http://www.lexile.com/account/profile/access/>



MORE RESOURCES FROM LEXILE 

- **Overview video**
<http://www.lexile.com/about-lexile/lexile-video>
- **What Does the Lexile Measure Mean?**
<http://lexile.com/m/uploads/downloadablepdfs/WhatDoesTheLexileMeasureMean.pdf>
- **Lexile Measures and the Common Core State Standards**
<http://www.lexile.com/using-lexile/lexile-measures-and-the-ccss/>
- **KSDE Lexile Resource Page**
<http://www.ksde.org/Default.aspx?tabid=3670>
- **Kansas Lexile Map**
<http://www.ksde.org/LinkClick.aspx?fileticket=LoE9gJxEzAc%3d&tabid=3670&mid=8721>

Finding a **ATOS Book Level** for Text: <http://www.arbookfind.com/>



Teacher/Librarian

Quick Search | Advanced Search | Collections

Enter Keycode

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

Go

You can search for book titles based on authors, topics, or titles of books. Just type what you want to search for in the blank field above and click Go. You will then be able to sort your search results, select book titles to add to your AR BookBag, print a list of your search results, or start a new search.

What Books Are Students in Grades 1–12 Reading?

Click here to learn more about the 2011 report that lists the top books being read by students.

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to kill a mockingbird

Go

Enter Keycode

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

Go

You can search for book titles based on authors, topics, or titles of books. Just type what you want to search for in the blank field above and click Go. You will then be able to sort your search results, select book titles to add to your AR BookBag, print a list of your search results, or start a new search.

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For texts not in the AR Bookfinder database, consider using The ATOS Analyzer:
<http://www.renlearn.com/ar/overview/atos/>

- No registration is required (however, you must provide an email address to receive results)

- Three methods of analysis are available:

1. ATOS for Books – for submitting complete text of a book
2. ATOS for Books with Estimated Word Count – does not require full text, just three 150-word passages
3. ATOS for Text – works well for short, full-text submissions (short stories, magazine/newspaper articles, etc.)



Additional Resources for ATOS Book Level Measures:

- Accelerated Reader Website
<http://www.renlearn.com/ar/>
- "Accelerated Reader and the Common Core State Standards"
<http://doc.renlearn.com/KMNet/R004572117GKC46B.pdf>
- Kansas All Books Connect Website
<http://kansas.bookconnect.com/default.aspx>



Lexile Text Measure: **870L**

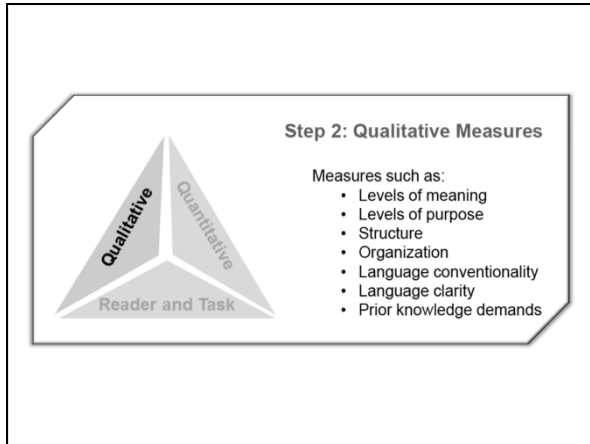


ATOS Book Level: **5.6**



In which of the text complexity bands would this novel fall?

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0



Here's an example

The Qualitative Measures Rubrics for Literary and Informational Text:
<http://www.ksde.org/Default.aspx?tabid=4605>

The rubric for literary text and the rubric for informational text allow educators to evaluate the important elements of text that are often missed by computer software that tends to focus on more easily measured factors.

Because the factors for literary texts are different from information texts, these two rubrics contain different content. However, the formatting of each document is exactly the same.

And because these factors represent continua rather than discrete stages or levels, numeric values are not associated with these rubrics. Instead, four points along each continuum are identified: high, middle high, middle low, and low.

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC LITERARY TEXTS			
High	Middle High	Middle Low	Low
READ 1. Analyzes level of complexity and meaning.	STRUCTURE 1. Analyzes level of complexity and meaning.	LANGUAGE CONVENTIONALITY 1. Analyzes level of complexity and meaning.	KNOWLEDGE DEMANDS 1. Analyzes level of complexity and meaning.
High 1. Analyzes level of complexity and meaning.	Middle High 1. Analyzes level of complexity and meaning.	Middle Low 1. Analyzes level of complexity and meaning.	Low 1. Analyzes level of complexity and meaning.


How is the rubric used?

And how would *To Kill a Mockingbird* fair when analyzed through the lens of the Literary Text Rubric?

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC LITERARY TEXTS			
High	Middle High	Middle Low	Low
READ 1. Analyzes level of complexity and meaning.	STRUCTURE 1. Analyzes level of complexity and meaning.	LANGUAGE CONVENTIONALITY 1. Analyzes level of complexity and meaning.	KNOWLEDGE DEMANDS 1. Analyzes level of complexity and meaning.
High 1. Analyzes level of complexity and meaning.	Middle High 1. Analyzes level of complexity and meaning.	Middle Low 1. Analyzes level of complexity and meaning.	Low 1. Analyzes level of complexity and meaning.

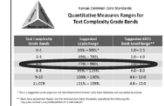
TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC LITERARY TEXTS			
LEVELS OF MEANING			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Multiple Levels of Complex Meaning	<input checked="" type="checkbox"/> Multiple Levels of Meaning	<input type="checkbox"/> Single Level of Complex Meaning	<input type="checkbox"/> Single Level of Simple Meaning
STRUCTURE			
High <input type="checkbox"/> Narrative Structure: complex, implicit, and unconventional <input type="checkbox"/> Narration: many shifts in point of view <input type="checkbox"/> Order of Events: not in chronological order <input type="checkbox"/> Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text	Middle High <input checked="" type="checkbox"/> Narrative Structure: some complexity, more implicit than explicit, some nonconventionality <input type="checkbox"/> Narration: occasional shifts in point of view <input checked="" type="checkbox"/> Order of Events: several major shifts in time, use of flashback <input type="checkbox"/> Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text	Middle Low <input type="checkbox"/> Narrative Structure: structure, more explicit than implicit, largely conventional <input type="checkbox"/> Narration: few, if any, shifts in view <input type="checkbox"/> Order of Events: occurs in chronological order <input type="checkbox"/> Use of Graphics: large graphics, representative of understanding of the text	Low <input type="checkbox"/> Narrative Structure: structure, more explicit than implicit, largely conventional <input type="checkbox"/> Narration: few, if any, shifts in view <input type="checkbox"/> Order of Events: occurs in chronological order <input type="checkbox"/> Use of Graphics: large graphics, representative of understanding of the text
LANGUAGE CONVENTIONALITY AND CLARITY			
High <input type="checkbox"/> Meaning: implicit or inferred meaning, heavy use of figurative or novel language, may be purposefully ambiguous or misleading at times <input type="checkbox"/> Register: generally academic, artistic, domain specific, or overly academic	Middle High <input checked="" type="checkbox"/> Meaning: some implicit or inferred meaning, use of figurative or novel language <input checked="" type="checkbox"/> Register: occasionally unfamiliar, artistic, domain specific, or overly academic	Middle Low <input type="checkbox"/> Meaning: largely explicit meaning, subtle use of figurative or novel language <input type="checkbox"/> Register: largely conventional, familiar, conversational, informal, artistic, domain specific, or overly academic	Low <input type="checkbox"/> Meaning: largely explicit meaning, subtle use of figurative or novel language <input type="checkbox"/> Register: largely conventional, familiar, conversational, informal, artistic, domain specific, or overly academic
KNOWLEDGE DEMANDS			
High <input type="checkbox"/> Life Experiences: explores complex, sophisticated, multiple themes, experiences portrayed are not fantasy but are distinctly different from the common reader <input checked="" type="checkbox"/> Cultural/Literary Knowledge: many references allusions to other texts (literary) and cultural elements <input checked="" type="checkbox"/> Subject Matter Knowledge: requires extensive perhaps specialized content knowledge	Middle High <input checked="" type="checkbox"/> Life Experiences: explores multiple themes of varying levels of complexity, experiences portrayed are not fantasy but are uncommon to most readers <input type="checkbox"/> Cultural/Literary Knowledge: some references allusions to other texts (literary) and cultural elements <input type="checkbox"/> Subject Matter Knowledge: requires moderate levels of content knowledge	Middle Low <input type="checkbox"/> Life Experiences: explores complex, sophisticated, multiple themes, experiences portrayed are not fantasy but are distinctly different from the common reader <input type="checkbox"/> Cultural/Literary Knowledge: few references allusions to other texts (literary) and cultural elements <input checked="" type="checkbox"/> Subject Matter Knowledge: requires some content knowledge	Low <input type="checkbox"/> Life Experiences: explores complex, sophisticated, multiple themes, experiences portrayed are not fantasy but are distinctly different from the common reader <input type="checkbox"/> Cultural/Literary Knowledge: no references allusions to other texts (literary) and cultural elements <input type="checkbox"/> Subject Matter Knowledge: requires only everyday content knowledge

From examining the quantitative measures, we knew:


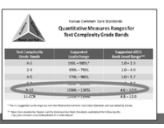


Lexile Text Measure: **870L**

ATOS Book Level: **5.6**



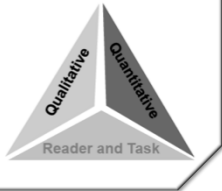
But after reflecting upon the qualitative measures, we believed:

Our initial placement of *To Kill a Mockingbird* into a text complexity band changed when we examined the qualitative measures.

Remember, however, that we have completed only the first two legs of the text complexity triangle.

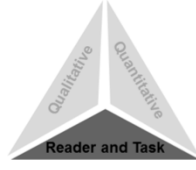
The reader and task considerations still remain.

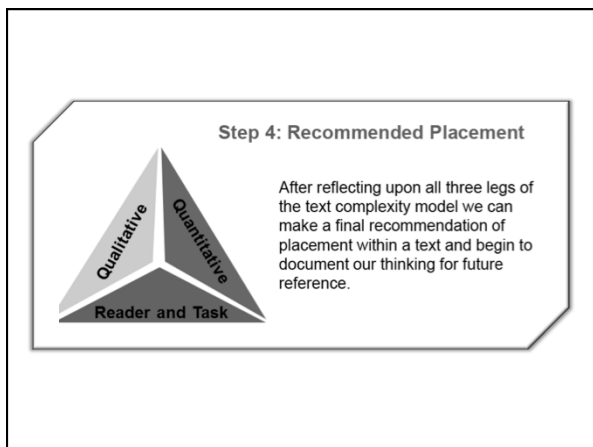


Step 3: Reader and Task

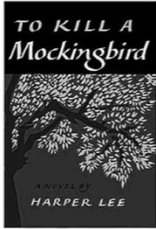
Considerations such as:

- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned regarding text
- Complexity of questions asked regarding text



[illegible]

Based upon all the information—all three legs of the model—the final recommendation for *To Kill a Mockingbird* is....



Text Complexity Grade Bands
K-1
2-3
4-5
6-8
9-10
11-CCR

**COMMON CORE GEORGIA PERFORMANCE STANDARDS
TEXT COMPLEXITY RUBRIC**

HOW TO USE THIS RUBRIC

Overview

The text complexity rubric is intended to assist educators in evaluating multiple dimensions of a text in order to determine the proper placement of that text within the curriculum. The rubric addresses the three aspects of text complexity required for consideration in Common Core Appendix B: qualitative, quantitative, and reader/task match. Each of these three dimensions includes specific relevant categories, each of which is listed with a short explanation to assist users in making the best possible determination.

Scoring

There are 10 dimensions to be scored on the rubric, each of which can receive a score between 0 and 10. The best possible score within a dimension is 10 points, indicating that the text would be of optimal benefit to students. The best possible overall score for a text is 100 points. The aggregate text score is interpreted as follows:

80 - 100 POINTS:	EXTREMELY APPROPRIATE TEXT CHOICE
60-79 POINTS:	ACCEPTABLE TEXT CHOICE
35-59 POINTS:	RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE
0 - 34 POINTS:	ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE

W.1:
**Why Does Argument
Matter in Writing?**

**Directions: Turn to some of
your nearby colleagues and
discuss why and how you
teach argumentation and
writing.**

Effective Teaching

According to Hillocks:

"...the kind of teaching in which students learn to do, with support, what they cannot do or do not already do themselves, the kind of teaching in which students learn happily, willingly, even enthusiastically."

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Teaching Argument Writing

- What do the Common Core State Standards state?
- Students, beginning in middle school should be able to "Write arguments to support claims with clear reasons and *relevant evidence*."

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Strategies from Hillocks

The Basics

- Solving Mysteries (Simple Arguments)
- What Makes a Good-Mascot---or a Good Leader? (Arguments of Judgment)
- Solving Problems Kids Care About (Writing Simple Arguments of Policy)

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Strategies from Hillocks

More Complex Arguments

- Answering Difficult Questions (Learning to Make Judgments Based on Criteria)
- What is Courage? (Developing and Supporting Criteria for Arguments of Judgment)
- Argument and Interpretation (Making Literary Judgments)

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The Basics of Argument

- In Chapter Two, Hillocks uses murder mysteries to teach students the basics of argumentation.
- Let's look at the introductory problem (see p. 17)



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Our Turn

- In groups of 4-5 create a mystery writing activity that can teach the students the basics of argumentation.
- Make sure that it has a problem that students can argue/debate.
- If you finish early, brainstorm a list of specific strategies that support group work in your classroom.

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Beyond the Basics of Argument



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Simple Problems of Judgment: Mascot Activity (pages 42-49)



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Constructing an Effective Argument of Judgment

- What other topics sources could you use to engage the students to develop and argument of judgment?

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More Ideas in Different Content Areas

- Mathematics: Millennium Bridge

_____ is responsible for the instability of the bridge.

Resources:

http://www2.eng.cam.ac.uk/~den/ICSV9_06.htm
(Print)

<http://www.bbc.co.uk/learningzone/clips/the-millennium-bridge-closure-wobble-blamed-on-pedestrians/5735.html> (Video)

Science Example

- Zombie Fungus!

Is fungus beneficial or detrimental for an ecosystem?

Resources:

http://www.huffingtonpost.com/2011/03/02/zombie-creating-fungi-cordyceps_n_830558.html (text and AWESOME video)

http://en.wikipedia.org/wiki/Ophiocordyceps_unilateralis

Simple Arguments of Policy

- Writing Simple Arguments of Policy (CH 3)

In referring to the traditional research paper assignment, Hillocks argues, "Such an approach to teaching research, and certainly to teaching critical thinking and logical argument is pedagogically unsound."

p.68



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Building Our Own

- An inquiry based problem for students to solve.
- Consider:
 - How will the students investigate?
 - How will they conduct the needed research?
 - How can you model the model the important research and writing skills that you want the students to develop?
 - How will the students present what they know?

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