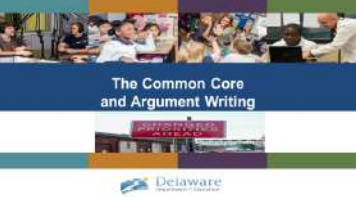


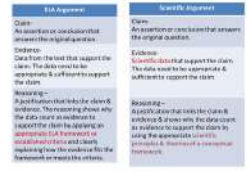

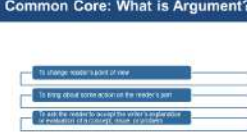
Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
 <p>The Common Core and Argument Writing</p>			<ul style="list-style-type: none"> Ppt 	
<p>Where will this module take you?</p> <ol style="list-style-type: none"> Brief look at Standard W1 Difference between persuasion and argument Analyzing examples How to write an argument 	Preview objectives of the module		<ul style="list-style-type: none"> Ppt 	
<p>Warm Up</p> <ul style="list-style-type: none"> What was your best writing experience? What was your worst writing experience? 	Warm up Discussion	Respond individually to the prompts on the slide. Partner share.	<ul style="list-style-type: none"> Ppt 	Partners
<p>Argument Writing from Text CCR.W.1</p> <ul style="list-style-type: none"> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. What does this mean????? Let's look at the standard at your grade level. 	Introduction of standards	Allow participants to group by grade level and review standard	<ul style="list-style-type: none"> Ppt Copies of Standards 1 for Grades 6-8 	Group by grade level
<p>The Standards</p> <p><small>College and Career Readiness Anchor Standard for Writing W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</small></p> <p>Writing Standard W.1. 6th grade</p> <p>Write arguments to support claims with clear reasons and relevant evidence</p> <ol style="list-style-type: none"> Write claims and organize the reasons and evidence clearly. Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claims and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 	Continue review of standards – Grade 6	After grade level groups review their standard: Have grade level groups share out what they noticed. Discuss that 6 th grade is the shift from opinion to argument.	<ul style="list-style-type: none"> Ppt Copies of Standard 1 for Grades 6-8 Make photocopies of the 6-8 progression of CCSS.W.1. 	Group by grade level, whole group



Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
<p>The Standards</p> <p>College and Career Readiness Anchor Standard for Writing (CC.1). With arguments to support claims in an analysis of substantive topics or texts, using well-reasoned and relevant and sufficient evidence.</p> <p>Writing Standard #1, 7th Grade</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce a claim(s), acknowledge alternative or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Continue review of standards – Grade 7</p>	<p>After grade level groups review their standard: Have grade level groups share out what they noticed.</p>	<ul style="list-style-type: none"> • Ppt • Copies of Standard 1 for Grades 6-8 	<p>Group by grade level, whole group</p>
<p>The Standards</p> <p>College and Career Readiness Anchor Standard for Writing (CC.1). With arguments to support claims in an analysis of substantive topics or texts, using well-reasoned and relevant and sufficient evidence.</p> <p>Writing Standard #1, 8th Grade</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce a claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Continue review of standards – Grade 8</p>	<p>After grade level groups review their standard: Have grade level groups share out what they noticed.</p>	<ul style="list-style-type: none"> • Ppt • Copies of Standard 1 for Grades 6-8 	<p>Group by grade level, whole group</p>
<p>What Is the Difference between Persuasion and Argument?</p> <p>Persuasive - In a persuasive essay, you can select the most favorable evidence, appeal to emotions, and use style to persuade your readers. Your single purpose is to be convincing. The same might be said of propaganda and advertising.</p>	<p>Introduction/Review of argument vs. Persuasion</p>	<p>When does it make the shift? 6th grade shifts from persuasion to argument – this is a significant piece for this group of teachers</p>	<ul style="list-style-type: none"> • Ppt 	
<p>What Is the Difference between Persuasive and Argument?</p> <p>Argument, on the other hand, is mainly about logical appeals and involves claims, evidence, warrants, backing, and rebuttals. Argument is at the heart of critical thinking and academic discourse; it is the kind of writing students need to know for success in college and in life—the kind of writing that the Common Core State Standards puts first.</p>	<p>Introduction/Review of argument vs. Persuasion</p>	<p>When does it make the shift? 6th grade shifts from persuasion to argument – this is a significant piece for this group of teachers</p>	<ul style="list-style-type: none"> • Ppt 	
<p>Claim-Evidence-Reasoning</p> <ul style="list-style-type: none"> • Claim: An arguable assertion or conclusion that answers the original question • Evidence: Support for the claim that is appropriate and sufficient • Reasoning: A justification that links the claim and evidence 	<p>Review elements of argument</p>		<ul style="list-style-type: none"> • Ppt 	





Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
	<p>ELA vs. Scientific Argument</p>	<ul style="list-style-type: none"> Comparing the elements of argument in ELA vs. Science Consider using this as a handout and also making comparisons to other content areas (i.e. Next Gen/math/ELA connection) 	<ul style="list-style-type: none"> Ppt 	
<p>What Does Argument Look Like In The Content Areas?</p> 	<p>Review what Argument looks like in different content areas</p>	<p>Provide examples of the elements of argument in each content area. Next Gen link: http://teachingcommons.cdl.edu/ngss/science_math/images/PracticesVennDiagram_Page_2.jpg If your district uses CSET, discuss how it provides a structure for Argument writing across all content areas.</p>	<ul style="list-style-type: none"> Ppt. Additional resources, by content, as determined by presenter 	
<p>Arguments across disciplines</p> <p>• "Although arguments in different fields use the same elements (claims, warrants, etc.), fields have different goals for argumentation, degrees of formality and precision, and modes of resolution, with the consequence that evaluative judgments should be made within fields, not between fields." Also... • There are "multiple differences between academic argument and public argument." -Miller & Chalmers</p>	<p>Arguments across disciplines</p>	<p>Just to raise awareness. We are talking general argument, not specific.</p>	<ul style="list-style-type: none"> Ppt 	
<p>Common Core: What is Argument?</p> 	<p>CCSS – What is argument</p>	<p>Just review how CCSS defines argument</p>	<ul style="list-style-type: none"> Ppt 	


Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
<p>Is it Argument or Persuasion?</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=ERRIDEoHG9Y <p>OR</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=e6dnbAoJl6U 	Viewing two videos and determining if videos are argument or persuasion	As a group, view the video and discuss whether the example is persuasive or argumentative. The next slides will have participants dig deeper into elements of argumentation and take a closer look at examples.	<ul style="list-style-type: none"> Ppt Access to video (downloaded MP4 or Internet Access) 	Partners and whole group for discussion
<p>Elements of Argument</p> <ul style="list-style-type: none"> Claim Cite <ul style="list-style-type: none"> Evidence: relevant and verifiable Clarify <ul style="list-style-type: none"> Warrant: explanation of how the evidence supports the claim; often common sense rules, laws, scientific principles or research, and well-considered definitions. Backing: support for the warrant (often extended definitions) Qualifications and Counter-arguments: acknowledgement of differing claims 	Elements of an Argument	Now, dig deeper into the elements of an argument. Share what the elements are. Slide # 16 handout	<ul style="list-style-type: none"> Ppt Slide #16 handout 	
<p>Is it argument or persuasion?</p> 	Analysis of argument vs. persuasion	Discuss with a partner/small group; discuss- ARGUMENT OR PERSUASION. Option: the facilitator may distribute a handout with four slides (17-20) and ask groups to discuss all images at one time.	<ul style="list-style-type: none"> Ppt. Optional handouts of Slides 17-20 	Partner/small group Whole group discussion
<p>Is it Argument or Persuasion?</p> 	Analysis of argument vs. persuasion	Discuss with a partner/small group; discuss- ARGUMENT OR PERSUASION. Option: the facilitator may distribute a handout with four slides (17-20) and ask groups to discuss all images at one time.	<ul style="list-style-type: none"> Ppt. Optional handouts of Slides 17-20 	Partner/small group Whole group discussion

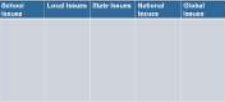

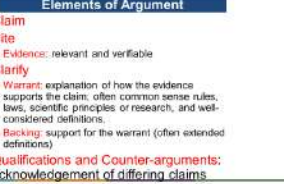
Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
	Analysis of argument vs. persuasion	Discuss with a partner/small group; discuss- ARGUMENT OR PERSUASION. Option: the facilitator may distribute a handout with four slides (17-20) and ask groups to discuss all images at one time.	<ul style="list-style-type: none"> Ppt. Optional handouts of Slides 17-20 	Partner/small group Whole group discussion
	Analysis of argument vs. persuasion	Discuss with a partner/small group; discuss- ARGUMENT OR PERSUASION. Option: the facilitator may distribute a handout with four slides (17-20) and ask groups to discuss all images at one time.	<ul style="list-style-type: none"> Ppt. Optional handouts of Slides 17-20 	Partner/small group Whole group discussion
<p>Digging Deeper Into Argument</p> <ul style="list-style-type: none"> Claims Evidence Warrant Counterclaims 	Digging Deeper into Argument		<ul style="list-style-type: none"> Ppt 	
	Claims, Evidence, Warrants, Counterclaims	What is claim? (zombies make cool parents) Evidence? The reasons. Warrant? (what we know of zombies) Are there any counterclaims?	<ul style="list-style-type: none"> Ppt Copy of slide 22 	Small group, partner work
	Claims, Evidence, Warrants, Counterclaims	Does this make a claim? What is evidence? What is explanation? What does this tell us about shaping an argument? Provide copies.	<ul style="list-style-type: none"> Ppt Copy of slide 23 	Small group, partner work




Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
<p>Four corners</p> <ul style="list-style-type: none"> The Supreme Court was right to reverse the ban on the sale of violent video games to children. Strongly Agree? Agree? Disagree? Strongly Disagree? Write for 3 minutes on your opinion. Go to corner of room matching your response. In your groups, you have several minutes to create an argument: claim, convincing evidence (yes, you can use your laptops), and explanation to present a two-minute argument to the rest of the groups. 	<p>Practicing Argument - Debate</p>	<p>Have group signs for each category: Strongly Agree, Agree, Disagree, and Strongly Disagree.</p>	<ul style="list-style-type: none"> Ppt. Participants: electronic devices, if needed 	<p>4 groups, determined by participant POV</p>
<p>Grade-level samples</p> <ul style="list-style-type: none"> Group by grade level and read associated Grade 6 (Dear Mr. Sandler) Grade 7 (Video Cameras In Classrooms) Grade 8 (Shut Down Your Screen Week) Discuss what the writing reveals about characteristics of argument writing (according to CCSS). Label the elements of an argument within the sample Count off by 3s. Form a group with your like number and share your sample group's findings. Generate a list of characteristics across samples: what are the qualities of argument writing, as revealed by these samples (in connection to standards)? Be prepared to share your group's list. 	<p>Grade level analysis of student writing samples</p>	<p>Follow directions on the slide. Examples from Appendix C (6&7) and Achieve the Core (8) CCSS for each grade level.</p> <p>Provide the annotation to view and discuss after initial analysis (Grades 6&7, page 2 of documents; grade 8, separate file)</p>	<ul style="list-style-type: none"> Ppt Copies of Grades 6-8 student writing samples from Appendix B Copies of Grades 6-8 student writing sample rubrics from Appendix B 	<p>First, Group by grade level, partners or small groups</p> <p>Second, count off by 3s to form mixed grades 6-8 groups</p>
<p>Argument Writing Process</p> 	<p>Transition slide</p>	<p>How do you do it? How do you teach the kids how to write argumentatively?</p>	<ul style="list-style-type: none"> 	
<p>Choosing an arguable issue</p> <ul style="list-style-type: none"> Arguments need: <ul style="list-style-type: none"> An issue An arguer An audience Common ground A forum Audience outcomes Arguments fail with: <ul style="list-style-type: none"> No disagreement or reason to argue Risky or trivial issues Difficulty establishing common ground Standoffs or fights that result in negative outcomes 	<p>Steps of the argument writing process</p>	<p>GENERAL OVERVIEW SLIDE (slide 31 includes participant activity to dive deeper into this topic)</p> <p>Group discussion</p> <p>Is the issue debatable, or based upon personal opinion?</p>	<ul style="list-style-type: none"> Ppt. 	

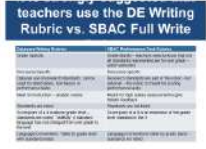
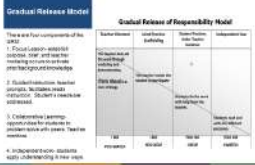
Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
	Steps of the argument writing process	<p>GENERAL OVERVIEW SLIDE (slide 31 includes participant activity to dive deeper into this topic)</p> <p>Choosing topics is difficult. This kind of a model by Kelly Gallagher helps. Discuss how this could be used to generate topics for argument writing in each content area.</p>	<ul style="list-style-type: none"> Ppt. 	
	Steps of the argument writing process	<p>GENERAL OVERVIEW SLIDE (slide 31 includes participant activity to dive deeper into this topic)</p> <p>Review slide</p>	<ul style="list-style-type: none"> Ppt. 	
	Steps of the argument writing process	<p>GENERAL OVERVIEW SLIDE (slide 31 includes participant activity to dive deeper into this topic)</p> <p>Now, dig deeper into the elements of an argument. Share/discuss the elements are. Refer back to Slide # 16 handout</p>	<ul style="list-style-type: none"> Ppt. Slide 16 handout 	

Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
<p>How to Construct an Argument</p> <ul style="list-style-type: none"> • Develop a main claim/strong thesis • Types of claims • Citing evidence • Organizing the argument 	<p>Steps of the argument writing process</p> <p>(ACTIVITY: CREATING A POSTER)</p>	<p>Copy the Purdue OWL document through page 6. Divide participants into 4 groups (count off by 4's). Assign each group one of the four elements on the slide of constructing an argument. Each group will create a poster detailing the important points to remember about their area</p>	<ul style="list-style-type: none"> • Ppt. • Purdue OWL document (pages 1-6) 	<p>Count off by 4s to form groups</p>
<p>DDOE Revised Writing Rubrics</p> 	<p>DOE Writing Rubrics</p>	<p>The intent of these slides are to introduce DOE writing rubrics, note changes that have been made to the rubrics, and get a general “feel” for the rubric.</p>	<ul style="list-style-type: none"> • Ppt. • Grades 6-8 Argument Writing Rubric 	
<p>DDOE Revised Writing Rubrics</p> 	<p>DOE Writing Rubrics</p>	<p>The intent of these slides are to introduce DOE writing rubrics, note changes that have been made to the rubrics, and get a general “feel” for the rubric.</p>	<ul style="list-style-type: none"> • Ppt. • Grades 6-8 Argument Writing Rubric 	
<p>Writing Rubric: Changes</p> 	<p>DOE Writing Rubrics</p>	<p>The intent of this slide is to highlight changes in the state writing rubrics</p>	<ul style="list-style-type: none"> • Ppt. • Grades 6-8 Argument Writing Rubric 	

Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
	DOE Writing Rubrics	Differences between SBAC vs. DE Writing rubrics	<ul style="list-style-type: none"> • Ppt. • Grades 6-8 Argument Writing Rubric 	
<p>What do you think?</p> <ul style="list-style-type: none"> • Based upon your grade level rubric, score of 3: <ul style="list-style-type: none"> – What do your students need to know? – What do your students need to be able to do? – WOWs!? – Whoaas!? 	DOE Writing Rubrics	Time for participants to analyze grade level appropriate rubric	<ul style="list-style-type: none"> • Ppt. • Grades 6-8 Argument Writing Rubric 	<p>Group by grade level, partner or small groups</p> <p>Whole group share out</p>
<p>Activity: Where to start instruction</p> <ol style="list-style-type: none"> 1. With a partner, analyze a writing sample(s) from your classe(s). <ul style="list-style-type: none"> • Using the rubric, what core descriptors are used effectively? • What core descriptors are missing? 2. Take a look at the W1 learning progression for your grade level. <ul style="list-style-type: none"> • Where should instruction begin for this student? 			<ul style="list-style-type: none"> • 	
<p>Reflection</p> <ul style="list-style-type: none"> • Why is it important to know core descriptors? • How will knowing the core descriptors impact classroom instruction for all learners? • Why is it important to know the expectations across grade levels? 			<ul style="list-style-type: none"> • 	
	Discussion	<p>Review gradual release document and discuss how this would look in your classroom</p> <p>Source used https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf</p>	Gradual release document (pg. 55)	Small group/ pairs



Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
<p>Accommodations for All Learners</p> <ul style="list-style-type: none"> • Evaluate students' strengths, interests, and needs. • Evaluate how every day for review of important concepts. • Make tasks meaningful. • Use appropriate aids to help students follow directions, i.e., arrows to continue, stop sign to stop. • Chunk/highlight/circle/underline/number or highlight/underline. • Use clear overlays that sort from the book. • Allow students to dictate their responses into a laptop recorder. 		<p>Remember that you can over accommodate and impede a student from making growth. Accommodations should be provided based on individual student need. Accommodations should be specific to the student and serve the purpose of providing them the opportunity to be successful with a task/activity/assignment.</p>	<ul style="list-style-type: none"> • 	
<p>Students With Disabilities (SWD)</p> <p>Students with disabilities are a heterogeneous group with unique characteristics and needs. The purpose of this document is to provide information to help educators understand the needs of students with disabilities and to provide strategies to support their learning.</p> <p>For the general education population, the following are key considerations:</p> <ol style="list-style-type: none"> 1. Students with disabilities are not a monolithic group. 2. An IEP is not a checklist to be followed; it is a plan to address the individual needs of the student. 3. The goal is to ensure that all students have access to the general education curriculum. <p>TEACHERS SHOULD:</p> <ol style="list-style-type: none"> 1. Be flexible and responsive to the needs of all students. 2. Use differentiated instruction to meet the needs of all students. 3. Collaborate with other educators to ensure that all students have access to the general education curriculum. <p>Lesson designed with Universal Design of Learning Principles in mind. See the accompanying guide for additional information on UDL.</p>	<p>Discuss whole group</p>		<ul style="list-style-type: none"> • 	
<p>Activity</p> <p>Divide groups in half. Group A read Recommendations 1 and 2 and providing statement. Group B read Recommendations 3 and 4 and providing statement.</p> <p>Each group shares out their content on the basis of the article that they read. Do you feel the recommendations make a difference in how you use any of these recommendations in your classroom?</p> <p>Once finished the groups can also look at the link: http://www.udlcenter.org/advocacy/faq_guides/common_core</p>	<p>Group activity/share out</p>	<p>Common Core State Standards, Writing, and Students with LD: Recommendations Steve Graham and Karen R. Harris http://www.udlcenter.org/advocacy/faq_guides/common_core</p>	<p>Group 1 article on Pages 59,60,61,66 Group 2 article on pages 62,63,64,65,66</p> <p>Link: http://www.udlcenter.org/advocacy/faq_guides/common_core</p>	<p>Two groups</p>


Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
<p>Instructional, Implementation and General Resources</p> <ul style="list-style-type: none"> • Adaptation of the CCSS for English with Clarifications from the Common Core State Standards Institute: http://www.corestandards.org/wp-content/uploads/2014/06/Clarifications.pdf • The CCSS Partnership's collection of tools and resources on the Common Core and assessments: www.corestandards.org/implementation/assessment/ • http://www.kqed.org/eduplan/2014/02/26/ccss-2014-2015-implementation/ • http://www.kqed.org/eduplan/2014/02/26/ccss-2014-2015-implementation/ 	<p>Discuss</p>	<p>Extension activity: browse through the different websites and discuss one helpful resource/strategy that is mentioned.</p>	<ul style="list-style-type: none"> • 	
<p>English Language Learners A single approach to writing will not meet the needs of all students</p> <ul style="list-style-type: none"> • 2007-08 13.3% of public school enrollment were English Language Learners (ELLs) (total students) • Quality instruction has the greatest effect on achievement for these students <ul style="list-style-type: none"> • Intensive practice in grades K-1, cooperative learning, and direct instruction in comprehension and vocabulary skills in all grades • Explicit vocabulary instruction • Cooperative learning groups • Small group learning • Frequent assessment and retesting • Achievement gaps should drive all instruction, scheduling, and interventions 			<ul style="list-style-type: none"> • 	
<p>Table Group Work</p> <p>In a group of 2 to 3 friends and read the article. Discuss and answer the questions.</p> <p>What are some of the challenges that students face when learning to write in a second language?</p> <p>What are some of the challenges that students face when learning to write in a second language?</p>	<p>Group and Share out</p>	<p>Print Article https://www.princeton.edu/futureofchildren/publications/docs/21_01_05.pdf</p>		
<p>ELL Proficiency Levels</p> <p>English Language Proficiency Standards</p> <p>English Language Proficiency Standards</p>	<p>Discuss</p>	<p>Discuss implications for instruction and assessment; view web links if time permits.</p>		
<p>Tying it All Together</p> <ul style="list-style-type: none"> • Waffles vs. Pancakes • https://www.youtube.com/watch?v=r4ASzoRuPoQ 	<p>Waffles vs. Pancakes debate</p>	<p>If time allows you could use this as an activity with teachers or teachers can use it with their students as additional practice with argumentation</p>	<ul style="list-style-type: none"> • Ppt. • Downloaded MP4 or Internet • Argument T-chart GO 	

Grades 6-8 Writing: Module 5

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	Groupings
		Have participants complete Argument T-chart GO as they watch the video https://www.youtube.com/watch?v=r4A5zoRuPoQ Waffles vs. Pancakes debate <ul style="list-style-type: none"> • 		
 <p>Resources</p> 				
<p>Self-Paced eLearning Courses</p> <ul style="list-style-type: none"> • ELA/Literacy: CCSS Writing Standards and the Delaware Writing Rubrics <ul style="list-style-type: none"> - Elementary - Secondary • Register through PDMS <ul style="list-style-type: none"> - https://oan.doe.k12.de.us/ • ELA/Literacy eLearning Course Catalog <ul style="list-style-type: none"> - http://www.doe.k12.de.us/Page/2427 	DOE Writing Rubrics Professional Development	Resources to share		
<p>Learning Progressions Webinar</p> <ul style="list-style-type: none"> • https://sas.illuminate.com/site/external/recording/playback/link/meeting.html?suid=M.D1D5EDABF616B45B58C2E41B464A72&sid=2011040 	Learning Progressions Webinar	Resources to share		

Grades 6-8 Writing: Module 5

 <p>Argument Resource Packet Resources to use to further clarify for your students.</p> <p>Delaware Department of Education</p>	Resources	<p>The remaining slides are meant to be additional resources to provide for teachers regarding citation, quotation, scaffolding, summarizing, paraphrasing...</p> <p>If the presenter has time and would like, he/she can review these slides. If not, just alert participants to the resource slides.</p>	•	
<p>Introducing others' ideas</p> <ul style="list-style-type: none"> Put source names either before the idea (Painter insists that the hula hoop can help fight diabetes) or after the idea in parentheses (Others find the idea ridiculous (Smith, Wilson)). Use vivid and precise verb signals more than "says" or "believes" to show how an author feels or how an idea might relate to other ideas: agrees, recommends, insists, explains Make sure the idea adds to the point you are making. Dropping in unrelated quotes or names diminishes your credibility. SHOW how the idea contributes to YOUR argument. 	Resources - Citing	<p>The remaining slides are meant to be additional resources to provide for teachers regarding citation, quotation, scaffolding, summarizing, paraphrasing...</p> <p>If the presenter has time and would like, he/she can review these slides. If not, just alert participants to the resource slides.</p>	•	
<p>Quoting</p> <ul style="list-style-type: none"> Why use quotations? <ul style="list-style-type: none"> when the speaker's tone or reaction is revealing when the structure of the quotation summarizes an important point or adds an effective opening and closing to the section How often are these quotations? <ul style="list-style-type: none"> Use them to support your main idea, not to repeat it. Use them to provide evidence for your main idea. Use them to provide evidence for your main idea. Use them to provide evidence for your main idea. How to cite a quote: <ul style="list-style-type: none"> Use the author's name and the page number. Use the author's name and the page number. Use the author's name and the page number. 	Resources - Quoting	<p>The remaining slides are meant to be additional resources to provide for teachers regarding citation, quotation, scaffolding, summarizing, paraphrasing...</p> <p>If the presenter has time and would like, he/she can review these slides. If not, just alert participants to the resource slides.</p>	•	
<p>Using others' ideas appropriately</p> <ul style="list-style-type: none"> Quoting: using the exact words of another. Words must be placed in quotation marks and the author cited. Summarizing: putting the ideas of another in your own words and condensing them. Author must be identified. Paraphrasing: putting someone else's ideas in your words but keeping approximately the same length as the original. Paraphrase must be original in both structure and wording, and accurate in representing author's intent. It can <u>not</u> just be switching out synonyms in the original sentence. Author must be identified. 	Resources - Citation	<p>The remaining slides are meant to be additional resources to provide for teachers regarding citation, quotation, scaffolding, summarizing, paraphrasing...</p>	•	

Grades 6-8 Writing: Module 5

		If the presenter has time and would like, he/she can review these slides. If not, just alert participants to the resource slides.		
<p>Summarizing</p> <ul style="list-style-type: none"> Summaries <ul style="list-style-type: none"> Should be shorter than original text Should include the main ideas of the original Should reflect the structure of the original text somewhat Should include important details <p><i>Is this an effective summary of Source B?</i></p> <p>At the moment of harvest, food begins to lose vitamins, minerals, and phytochemicals important for fighting disease and maintaining health. Because the decrease is negligible, however, even if food is days or weeks from harvest, it's still possible to derive nutrition from it and be healthy by making smart food choices.</p>	Resources - Summarizing	<p>The remaining slides are meant to be additional resources to provide for teachers regarding citation, quotation, scaffolding, summarizing, paraphrasing...</p> <p>If the presenter has time and would like, he/she can review these slides. If not, just alert participants to the resource slides.</p>	•	
<p>Paraphrasing</p> <ul style="list-style-type: none"> Source: "People of African descent in the Diaspora do not speak languages of Africa as their mother tongue." Inappropriate Paraphrase: "People of African descent no longer speak the languages of Africa as their first language." Appropriate Paraphrase: "Painter contends that cultural factors like language and religion divide African Americans from their ancestors. Black Americans speak a wide variety of languages, but usually these are not African." 	Resources - Paraphrasing	<p>The remaining slides are meant to be additional resources to provide for teachers regarding citation, quotation, scaffolding, summarizing, paraphrasing...</p> <p>If the presenter has time and would like, he/she can review these slides. If not, just alert participants to the resource slides.</p>	•	
<p>Scaffolding instruction- additional practice</p> <p>Day 1: explore the genre. Read examples and analyze parts. Do homework work with essay.</p> <p>Day 2: Read and analyze more essays to be able to find them in your own homework. Begin the analysis for this writing. Begin to generate possible ideas.</p> <p>Day 3: Read and analyze more exemplar essays. Consider topics, evidence, organization, how these work and put together. How do these relate to their audience? How do you want to write about it? Why your own?</p> <p>Day 4: Read the essays and do a variety of right strategies with you.</p> <p>Day 5: Read the essays and do a variety of right strategies with you.</p> <p>Day 6: Read the essays and do a variety of right strategies with you.</p> <p>Day 7: Read the essays and do a variety of right strategies with you.</p> <p>Day 8: Read the essays and do a variety of right strategies with you.</p> <p>Day 9: Read the essays and do a variety of right strategies with you.</p> <p>Day 10: Read the essays and do a variety of right strategies with you.</p>	Resources - Scaffolding	<p>The remaining slides are meant to be additional resources to provide for teachers regarding citation, quotation, scaffolding, summarizing, paraphrasing...</p> <p>If the presenter has time and would like, he/she can review these slides. If not, just alert participants to the resource slides.</p>	•	

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<p>Scaffolding instruction</p> <ul style="list-style-type: none"> • Day 1: PA in graphic organizer, evaluate quality of evidence, take one piece of evidence and explain how it supports their character reading. Turn in. • Day 2: Log in and organization, hand. • Day 3: Drafting, writing to review. • Day 4: Peer evaluation. • Day 5: Revision and better quality of evidence. • Day 6: Posting, sentence correction, and word choice. • Day 7: Day with addressed evidence. 	<p>Resources - Scaffolding</p>	<p>The remaining slides are meant to be additional resources to provide for teachers regarding citation, quotation, scaffolding, summarizing, paraphrasing...</p> <p>If the presenter has time and would like, he/she can review these slides. If not, just alert participants to the resource slides.</p>	<ul style="list-style-type: none"> • 	
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