

Writing & the AZCCR Standards



Tucson Unified School District

Curriculum & Student Engagement: MODULE 2

ELA, History/Social Studies, Science and Technical Subjects

Grades 6-12

August 20, 2014

Choose a Quick Write*

Respond in writing to one of the three prompts shown below. Be ready to discuss your response with the group.

1. When students write in my content area, I expect...
2. Learning to write and writing to learn differ in that...
3. I personally find writing to be...

Norms

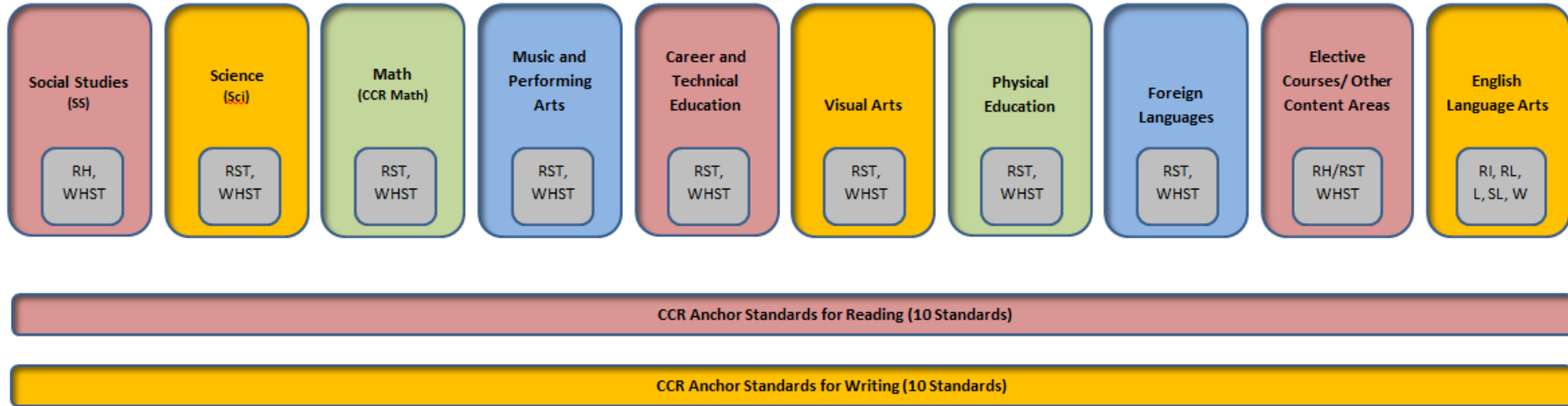
- Equity of Voice
- Active listening
- Respect for all perspectives
- Safety and confidentiality
- Respectful use of technology

Outcomes: *Participants will*

- Name and accurately describe the three kinds of writing demanded by the AZCCR Standards.
- Identify two culturally responsive (CR) strategies that promote successful writing among all learners, particularly African American and Latino students.

Literacy Standards Embedded Within Content Areas

6-12



- Students use discipline specific text to cultivate authentic experiences within and across disciplines; &
- Engage in reading discipline specific text within the content area.

Content Area Literary (CAL) Standards

- **RH**—Reading in History/Social Studies
- **RST**—Reading in Science and Technical Subjects
- **WHST**—Writing in History/Social Studies, Science and Technical Subjects
- **Three “Grade Bands”**: 6-8, 9-10 and 11-12

<http://www.azed.gov/azccrs/elastandards/>

Learning Progression across Grades

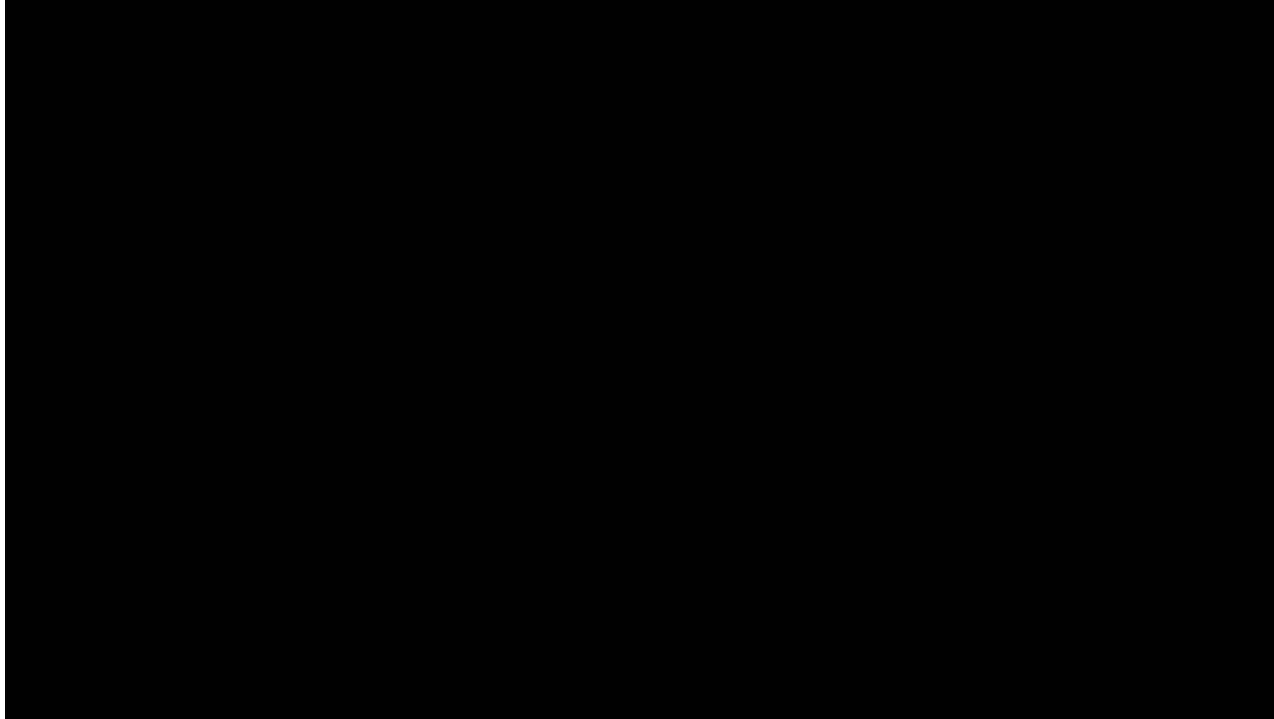
- Look at the three grade bands in the content area literacy writing standards.
- Highlight any differences you notice among the grade level bands.



Students in ELA, history, science, and technical subjects shall write in each of the three text styles:

- Opinion (K-5) / Argument (6-12)
- Narrative (K-12)
- Explanatory (K-12)

Writing to Inform and Make Arguments



Text-to-Image Strategy*

- Count off from 1 to 4 for jigsaw groups and read the **corresponding section of the “Three Texts” article.**
- Select a graphic for the text you read and explain on a post-it note **how it illustrates the text’s meaning.**
- **Move to “alike” groups and share; group votes on best representation and prepares a chart paper version.**
- Prepare to share with the whole group

AZCCRS-ELA 6-12 Literacy Framework

Literacy Framework*, Grades 6-12 ELA

READING FOCUS

1 st Quarter: Literary	2 nd Quarter: Informational	3 rd Quarter: Literary	4 th Quarter: Informational
1 extended text	1 extended text	1 extended text	1 extended text
3 short literary texts	3 short literary texts	3 short literary texts	3 short literary texts
2 short informational texts	2 short informational texts	2 short informational texts	2 short informational texts

READING COMPLEX TEXTS: Students will read informational and literary grade-level texts of appropriate complexity. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in content classes to meet the demands of the AZCCCR standards.

READING EXTENDED TEXTS: Each unit includes at least one extended text, requiring about two to three weeks of concentrated focus. This should be an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the unit. As with shorter texts, students will perform a close, analytic reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce written work.

READING SHORT TEXTS: Each unit includes several short texts of sufficient complexity for close reading (with emphasis in two units on reading U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking. Instruction can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. Shorter texts may account for three to four weeks of instruction. Literary texts include adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, plays, and poetry (narrative, lyrical, free-verse, sonnets, odes, ballads, and epics). Informational literary nonfiction include personal essays; speeches; opinion pieces; essays; biographies; memoirs; journalism; and historical, scientific, or technical accounts (digital or not).

WRITING FOCUS

1 st Quarter: Argumentative	2 nd Quarter: Explanatory	3 rd Quarter: Explanatory	4 th Quarter: Argumentative
4 analyses	4 analyses	4 analyses	4 analyses
1 research inquiry (brief/full)	1 research inquiry (brief/full)	1 research inquiry (brief/full)	1 research inquiry (brief/full)
1 narrative (real/world event)	1 narrative (real/world event)	1 narrative (real/world event)	1 narrative (real/world event)
routine writing (journals, etc.)	routine writing (journals, etc.)	routine writing (journals, etc.)	routine writing (journals, etc.)

WRITING TO TEXTS: Evidence from texts should be included in all writing, balanced with on-demand and review-and-revision tasks, so that
 * in grades 6-8 70% is analytical (35% argument & 35% explanatory/informative) and 30% is narrative; and
 * in grades 9-12 80% is analytical (40% argument & 40% explanatory/informative) and 20% is narrative

WRITING & TECHNOLOGY: Building student competence and confidence with technology should be part of instruction

ROUTINE WRITING: Routine writing, such as short constructed-response to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and context and to develop needed proficiencies in analysis.

ANALYTICAL WRITING: At least four analyses should be assigned per unit. All analytic writing should put a premium on using evidence as well as on crafting works that display a high degree of logical integration and coherence. These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess students' ability to paraphrase, infer, and integrate the ideas they have gleaned from their readings. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project.

NARRATIVE WRITING: At least one narrative should be assigned per unit. Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

RESEARCH PROJECT: Each unit includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. (Research for shorter tasks should be a regular component of instruction.) This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the unit. Students are expected to assess the usefulness of each source, refocus their research during the process when appropriate and integrate the information gathered. Students can present their findings in a variety of modes in informal and more formal argumentative or explanatory contexts, either in writing or orally. Research aligned with the standards may take one to two weeks of instruction.

*Adapted from PARCC Model Content Framework for ELA Literacy

The Limits of Strategies

- Strategies are important but can be effective only in an appropriately supportive and inclusive environment.
- As Zaretta Hammond notes, teachers can build **that environment through “Care and Push.”**

Closure

- What is the major takeaway?
- Some things to consider: Next steps?

