

Kansas Guide to Learning: Literacy Grades 6-12

WRITING			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<p>ENVIRONMENT Create a classroom climate in which students are comfortable sharing their own writing and providing purposeful feedback on other students' writing.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Provide ongoing opportunities to explore and apply a wide variety of modes, genres, and forms including but not limited to persuasion, argumentation, exposition, narration, comparison/contrast, analysis, reflection, poetry, technical, etc.</p> <p>Model our own writing processes and products, sharing both our successes and our frustrations</p> <p>Provide critical questions to guide students in metacognition and reflection upon their own writing processes.</p> <p>Develop, practice, and refine a recursive writing and revision process.</p> <p>Use the common vocabulary of the 6-Trait model.</p> <p>Provide opportunities for students to write individually and collaboratively across the content areas (e.g., write in response to reading, write an explanation on how to solve a math problem, describe a science experiment, and compare the causes of different wars).</p> <p>Examine authentic text to notice how authors communicate through their writing and techniques (i.e., the writer's craft).</p> <p>Establish an organizational structure for instruction, for example:</p> <ul style="list-style-type: none"> • Mini-lessons • Extended time for writing • Collaboration with adults and peers to strengthen writing • Time for conferring with teacher 	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>When constructing writing and revision groups, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p> <p>How does the reciprocal nature of reading and writing enhance students' writing?</p> <p>Are students engaged in authentic reading and writing throughout the school day?</p> <p>What is the difference between assigning writing and teaching students how to write?</p> <p>What are the varying roles within the collaborative writing process, and how do we prepare students for those roles?</p>	<p>KCCS: Writing Anchor Standard 10</p> <p>KS 15% Anchor Standards 1, 11, 12</p>

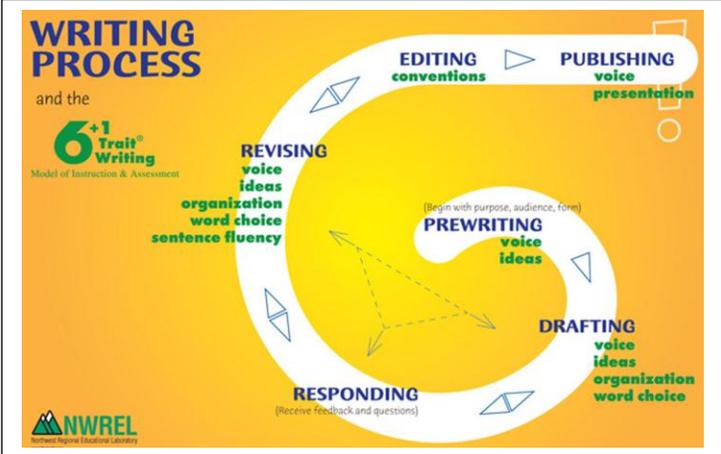
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MOTIVATION & ENGAGEMENT	MOTIVATION and ENGAGEMENT			
	<p>Motivate students by:</p> <ul style="list-style-type: none"> • Establishing meaningful and engaging content goals. • Providing a positive learning environment. • Making instructional methods and strategies interactive. • Making literacy experiences relevant to students' interests, lives, and current events. • Building effective instructional conditions (e.g., goal setting, collaborative learning). • Modeling, acknowledging, and accepting multiple points of view. • Offering students choices when assigning writing. • Providing frequent and timely feedback and student goal-setting opportunities. <p>Engage students using:</p> <ul style="list-style-type: none"> • Discussion and Discussion Protocols. • Inquiry. • Pre-writing activities. 		<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Research suggests that students who write regularly about what they read comprehend text better and are able to discuss the interplay among their experiences, beliefs, and new knowledge (Graham & Hebert, 2010).</p> <p>Students should feel supported and encouraged to express themselves instead of saying what they believe the teacher wants them to think.</p>	

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LEARNING OBJECTIVES	<p>LEARNING OBJECTIVES</p> <p>Establish content objectives related to standards. Establish content-area writing objectives based on assessment data. Establish language objectives based on language-proficiency assessment data.</p> <p>Share objectives with students before, during, and after each lesson to help them connect to previous learning and self-monitor their own learning (metacognition).</p> <p>Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Utilize whole-group and differentiated small-group instruction, based on student needs.</p> <p>Incorporate writing into lessons to promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity).</p> <p>Use information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy.</p> <p>Determine the language and language structures ELs need to access the content standard. Determine the appropriate language support and how to teach it:</p> <ul style="list-style-type: none"> • Vocabulary • Sentence Frame • Grammar • Strategic use of native-language support and cognates • Graphic organizers • Explicit and interactive modeling of language 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Use writing as a strategy, both for developing and assessing content learning across the curriculum.</p> <p>For districts/schools with ELs, use assessment data to determine the Stage of Language Acquisition, which should guide language objectives.</p>	<p>KCCS: Writing Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Language Anchor Standards 1, 2, 4, 5, 6</p> <p>Speaking and Listening Anchor Standards 2, 4, 5, 6</p> <p>KS 15% Anchor Standards 1, 2, 11, 12</p>

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<p>WRITING PROCESS Facilitate a recursive writing and revision process. Use the common vocabulary of the 6-Trait model.</p> <p>Explicit instruction and scaffolding in a writing process:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;">  </div> <ul style="list-style-type: none"> • Prewriting <ul style="list-style-type: none"> ○ Diagnosing audience ○ Determining purpose for writing ○ Discovering and gathering ideas (e.g., brainstorming, mapping, webbing, listing, discussing, bubble clustering, cubing, three perspectives, etc.) ○ Narrowing a topic • Drafting (e.g., quick writes, outlining, multiple drafts) • Revising <ul style="list-style-type: none"> ○ For elements of effectiveness (e.g., changing, reordering, adding, and deleting content and wording) • Editing <ul style="list-style-type: none"> ○ For elements of correctness (e.g., conventions of standard English grammar and usage—nouns; pronouns; adjectives; verbs; verb tenses; prepositional phrases; complete sentences; correct use of <i>to</i>, <i>too</i>, <i>two</i>; conventions of capitalization; punctuation; and spelling, intentional breaches of convention for effect, etc.) • Publishing (i.e., Using various technologies to produce and share a variety of texts, media, and formats for real-world situations) 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Provide multiple opportunities for different types of writing: descriptive, narrative, expository, compare and contrast, creative, poetry, and others.</p> <p>Model our own writing processes and products, sharing both our successes and our frustrations.</p> <p>Students need opportunities to write for authentic purposes and not just for the classroom teacher.</p> <p>Are students exposed to diverse writing samples?</p> <p>Are students taught the metacognitive process of reflecting on their writing?</p>	<p>KCCS: Writing Anchor Standards 4, 5</p> <p>Speaking & Listening Anchor Standards 4, 5</p> <p>Language Anchor Standards 1, 2, 4, 5, 6</p> <p>KS 15% Anchor Standard 12</p>	

WRITING PROCESS

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WRITING PROCESS (CONT.)	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
	<p>WRITING PROCESS Facilitate a recursive writing and revision process. Use the common vocabulary of the 6-Trait model.</p> <p>Explicit instruction and scaffolding in elements of effective writing: (6 Traits: ideas, organization, word choice, voice, sentence fluency, conventions)</p> <p>Explicit instruction and scaffolding in organizational structures for writing:</p> <ul style="list-style-type: none"> • Listing/enumeration • Sequence • Cause and effect • Problem-solution • Compare and contrast • Description 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Research has found that word-processing tools are moderately effective when used as a form of instruction and remediation for low-achieving students (Graham & Perin, 2007).</p> <p>Word-processing tools:</p> <ul style="list-style-type: none"> • Minimize difficulties with handwriting and spelling • Allow for easy drafting and edits • Promote student collaboration • Allow for teacher assistance 	<p>KCCS: Writing Anchor Standards 4, 5</p> <p>Speaking and Listening Anchor Standards 4, 5</p> <p>Language Anchor Standards 1, 2, 4, 5, 6</p> <p>KS 15% Anchor Standard 12</p>

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<p>TEXT TYPES AND PURPOSES: Argument</p> <p>Build experience in a wide variety of forms and genres (e.g., advertisements, editorials, brochures, position papers, proposals, speeches, debates, reviews, literary response essays, compare/contrast essays, extended definition essays, etc.).</p> <ul style="list-style-type: none"> • Examining and analyzing models of argument for elements of writing craft (reading–writing connection). • Identifying a stance • Considering purpose and audience bias and assumptions • Providing support for argument <ul style="list-style-type: none"> ○ Developing and supporting argument with information and evidence ○ Evaluating credibility of source materials ○ Using and citing sources appropriately ○ Organizing information logically to support the writer’s purpose ○ Linking opinion and reasons using words and phrases ○ Choosing or considering an appeal • Considering and countering opposing arguments • Providing a concluding statement or an appeal to action 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Students should have multiple drafts of argumentative writing to select from when entering the process to produce a polished piece of writing.</p> <p>The writing process should be used to help students produce a final draft of an argumentative and opinion writing piece.</p> <p>Are students exposed to multiple sources and types of text, including print and electronic, argumentative, informational, narrative, descriptive?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Do students understand civil discourse?</p> <p>Research shows that when students are able to self-assess their writing and peer-assess others’ writing, writing complexity and quality increase.</p> <p>Rubrics that target a limited number of correction areas determined by diagnostic assessments are preferable to generalized, broad-topic rubrics.</p>	<p>KCCS: Writing Anchor Standards 1, 4, 5, 6, 7, 8, 9</p> <p>Reading Anchor Standards 1, 4, 5, 6, 7, 8, 9</p> <p>Speaking and Listening Anchor Standards 4, 5</p> <p>Language Anchor Standard s 1, 2, 4, 5, 6</p> <p>KS 15% Anchor Standards 1, 2, 4, 11</p>

TEXT TYPES & PURPOSES

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TEXT TYPES & PURPOSES	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT TYPES & PURPOSES	<p>TEXT TYPES and PURPOSES: Informative/Explanatory (Writing within various disciplines, such as science, social studies, history, literature, etc.)</p> <p>Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.).</p> <p>Build experience in a wide variety of forms and genres (e.g., labels, memos, emails, schedules, summaries, paraphrases, newspaper articles, recipes, graphs/tables, experiments, personal narratives, problem/solution essays, lab reports, science experiments, etc.).</p> <p>Writing informative/explanatory text in content areas requires explicit instruction and scaffolding in</p> <ul style="list-style-type: none"> • Examining and analyzing models of discipline-specific informative/explanatory pieces for elements of writing craft • Choosing and narrowing a topic • Researching, if necessary, to gather sufficient information • Evaluating the credibility of sources • Using and citing sources appropriately • Choosing an appropriate genre(s) • Using discipline-specific terminology, structures, and genres • Developing and supporting ideas with information and evidence • Clarifying the significance of the topic • Making a closing statement <p>Writing informative/explanatory text in literature requires explicit instruction and scaffolding in:</p> <ul style="list-style-type: none"> • Analyzing a piece of literature (breaking it into parts and elements) • Offering possible meanings for particular elements to explain meanings, compare/contrast, or apply a literary theory or point of view • Quoting and paraphrasing the literary work to support thinking • Referencing additional sources that support thinking • Using style, tone, and voice to communicate thinking • Organizing the analysis and presenting it concisely • Tracing and applying influences from other literary works 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Students should have multiple drafts of informative/explanatory writing to select from to produce a polished piece of writing.</p> <p>Use the writing process to help students produce a final draft of an informational and/or explanatory piece.</p> <p>Are students exposed to multiple sources and types of text, including print and electronic, expository, descriptive, and argumentative?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>How can teachers activate students' prior knowledge?</p> <p>Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase.</p> <p>Rubrics designed by teachers and students throughout the writing process should be used.</p> <p>Rubrics that target a limited number of correction areas determined by diagnostic assessments are preferable to generalized, broad-topic rubrics.</p>	<p>KCCS: Writing Anchor Standards 2, 4, 5, 6, 7, 8, 9</p> <p>Reading Anchor Standards 2, 4, 5, 6, 7, 8, 9</p> <p>Speaking and Listening Anchor Standards 4, 5</p> <p>Language Anchor Standards 1, 2, 4, 5, 6</p> <p>KS 15% Anchor Standards 1, 2, 4, 11</p>

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<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #e67e22; color: white; padding: 5px; font-weight: bold; margin-right: 5px;">TEXT TYPES & PURPOSES</div> <div style="flex-grow: 1;"> <p>TEXT TYPES and PURPOSES: Narrative Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.).</p> <p>Build experience in a wide variety of forms and genres (e.g., stories, poems, songs, personal narratives, skits, autobiographies, cartoons, graphic novels, legends, myths, memoirs, screenplays, monologues, diaries, journals, letters, etc.).</p> <p>Writing narrative requires explicit instruction and scaffolding in:</p> <ul style="list-style-type: none"> • Examining and analyzing models of narrative pieces for elements of writing craft. • Understanding elements of story and drama and how those elements interact with each other: <ul style="list-style-type: none"> ○ Setting ○ Characters <ul style="list-style-type: none"> ▪ Types (protagonist, antagonist, foil) ▪ Development of flat, static, round, and dynamic characters ○ Plots, subplots, parallel plots <ul style="list-style-type: none"> ▪ Character goals ▪ Conflict(s) (e.g., man vs. nature, man vs. society, man vs. man, etc.) ▪ Attempts to reach goal (rising action) ▪ Climax ▪ Resolution ▪ Pacing ○ Other literary elements <ul style="list-style-type: none"> ▪ foreshadowing ▪ flashback ▪ irony ▪ tone/mood ▪ point of view ▪ symbolism <p>Explicit instruction and scaffolding in writing the elements of poetry (e.g., meter, stanza, rhyme, rhyme scheme, alliteration, simile, metaphor, theme, symbolism, imagery).</p> </div> </div>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Students should have multiple drafts of narrative writing to select from when entering the process to produce a polished piece of writing.</p> <p>Use the writing process to assist students to produce a final draft of a narrative piece.</p> <p>Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase.</p> <p>Often a piece of writing blends several text types. For example, a research paper might begin by narrating an anecdote, then presenting information, and then shift to argue for a solution. Depending on the writer's purpose, a report, for example, could be informational, argumentative, or technical in nature. Few pieces of writing are "pure" examples of a single text type.</p>	<p>KCCS: Writing Anchor Standards 3, 4, 5, 6, 7, 8, 9</p> <p>Reading Anchor Standards 3, 4, 5, 6, 7, 8, 9</p> <p>Speaking and Listening Anchor Standards 4, 5</p> <p>Language Anchor Standards 1, 2, 4, 5, 6</p> <p>KS 15% Anchor Standards 1, 2, 4, 11</p>

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RESEARCH	<p>RESEARCH</p> <p>Explicit instruction and scaffolding in:</p> <p>Inquiry of research, or the engagement of ideas prior to writing include (Graham & Perin, 2007):</p> <ul style="list-style-type: none"> • Clear and specific goals • Analyzing concrete data • Specific strategy use to understand data <p>• Application of what is learned</p> <p>Strategies for building and presenting knowledge including how to:</p> <ul style="list-style-type: none"> • Choose and narrow a topic • Choose the appropriate text type (see pages 25-27 of this document) • Use questioning as part of the inquiry process • Find and evaluate credible sources, including how to use technology • Take notes (e.g., Cornell notes, use of technology to facilitate note-taking) • Summarize, paraphrase, and/or synthesize multiple sources • Understand purposes for citing sources (ethics, following your line of research) • Formally cite and document sources (e.g., APA, MLA) 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Plan frequent opportunities for students to write over shorter and/or longer periods for research, response, or reaction.</p> <p>Provide opportunities for individual and collaborative research.</p> <p>Provide opportunities for students to research topics they choose.</p> <p>Provide instruction on common abbreviations and acronyms within the research process (e.g., ICE).</p> <p>Do students understand the differences between primary and secondary sources?</p> <p>Provide nonfiction resources (maps, newspapers, books, magazines, graphs).</p> <p>Inquiry tools are authentic and advance learning (notebooks, recorders, cameras, microscopes, computers, projectors).</p> <p>Explicitly teaching summarization has a strong and positive effect on writing skills (e.g., MIDAC, Essential Seven).</p>	<p>KCCS:</p> <p>Reading Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Writing Anchor Standards 1, 2, 4, 5, 6, 7, 8, 9</p> <p>Speaking and Listening Anchor Standards 1, 2, 4</p> <p>Language Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>KS 15% Anchor Standards 1, 2, 4, 11</p>

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PRODUCING & PUBLISHING	<p>PRODUCING and PUBLISHING</p> <p>Explicit instruction and scaffolding in:</p> <p>Developing a high-quality presentation that considers:</p> <ul style="list-style-type: none"> • Subject • Occasion • Audience • Purpose • Speaker (e.g., what voice—authority? facilitator?-- do you want to convey? authority, facilitator) <p>Technology</p> <ul style="list-style-type: none"> • Consideration of Purpose and Audience to decide how best to present information (ALTEC, 2012) • Digital citizenship • Technology operations and concepts • Critical thinking, problem solving, and decision making • Technology research tools • Technology communication tools • Social, ethical, and human issues in regard to information and information technology • Effective group participation to pursue and generate information • Broadcasting and publishing information <p>Organizational structures:</p> <ul style="list-style-type: none"> • Listing/enumeration • Sequence • Cause and effect • Problem-solution • Compare and contrast • Description 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and also in planning for future teaching and learning?</p> <p>Regardless of program or framework utilized within a district it is essential the decision-making process take into consideration the student population being served, therefore activities may need to be altered and accommodations used to match the needs of the learner.</p> <p>How will you differentiate for students who have difficulties communicating effectively?</p> <p>Be open to new and emerging technology and communication tools.</p> <p>Teach students copyright and plagiarism laws.</p> <p>Technological limitations in their environment may limit students' ability to fully develop a presentation.</p> <p>Students should follow classroom, building, and district technology policies and be aware of safe digital practices.</p>	<p>KCCS: Writing Anchor Standard 6</p> <p>Speaking and Listening Anchor Standards 4, 5, 6</p> <p>Language Anchor Standards 1, 2</p> <p>KS 15% Anchor Standard 1, 2, 4, 5, 11</p>