

ETC Facilitators 8:30-8:45

- ◎ Sign-in
- ◎ Sitting arrangement (K-2 and 3-5)
- ◎ Handouts
 - PPT copy for notes
 - Participant Guide
 - Persuasive and Informational Vertical Alignments
 - Copies of ELA Standards (K-2 or 3-5)
- ◎ Brief explanation about how ETC works
 - How to ask questions/identifying ETC
 - Mute button



**Understanding the Vertical Approach
of the K-5 Writing Standards
*PERSUASIVE AND
INFORMATIONAL GENRES***

**Office of Academic Standards
ETC Presentation**

Today's Agenda

- ◎ Introduction/Roll Call (8:45- 9:00 am)
- ◎ Activity 1: Comparing and Contrasting W1 and W2 (9:00-10:15 am)
- ◎ Break (10:15-10:30 am)
- ◎ Activity 2: Analyzing a W2 Element (10:30-11:30 am)
- ◎ Lunch (11:30 am-12:30 pm)

Today's Agenda

- Activity 3: Roll/Call and Analyzing Student Work (12:30-2:00 pm)
- Break (2:00-2:15 pm)
- Activity 4: Analyzing a Three-Part Lesson (2:15-3:15 pm)
- Activity 5: Resources and Closing (3:15-3:30 pm)

Today's ETC Presentation

- Serves as an overview of Persuasive/Informational Genres
- Should be redelivered to K-5 Teachers *after* the Introduction Training and Module 1: Narrative and RTL Genres have been completed

Today's ETC Presentation

- Will be videotaped and posted on our website: www.georgiastandards.org
- Click on English Language Arts icon
- Scroll down and find "ETC Module 2: Persuasive and Informational Genres"
- Download PPT with script
- Download Participant Guide and any other handouts

Goals for Today

- Reviewing the Georgia Performance Standards
- Using the Persuasive and Informational Genres to teach integrated language arts
- Continuing to plan for this "Teaching and Learning" Year

Essential Questions

- How do I analyze the new K-3 Writing Standards/Elements?
- How do I analyze student work, write commentary, and give feedback?
- How do I teach the genres using the three part instructional framework?
- What are some resources that can help?

Enduring Understandings

- Requiring students to write and read in a variety of genres and for different purposes is important.
- Using the major tenets of the GPS backwards design will help to implement the curriculum.
- Making the reading and writing connection will increase student learning.

Please remember to ask yourself as you reflect . . .

- How can our school/system continue to improve on our overall writing program as we seek to successfully make this change?
- What are some steps that we need to take to ensure that students will be receiving instruction in the new Standard/Elements?

Questions

- We will provide a brief time for asking questions at the end of each section. It is important that questions stay on topic and reflect the current activity.
- Please pay attention to questions asked so that there is no repeating of questions. This will aid in effective participation.

Random Sharing

- Please be prepared to share throughout the day.
- Representatives from K-2 and 3-5 at various ETCs will be randomly asked to share with entire audience.

Analyzing the Persuasive and Informational Genres of the W2 Writing Standard

◎ GPS Review:

- Comparing/contrasting W1 and W2
- Language of the Standards (LOTS)
- Levels of rigorous instruction
- Scaffolding/vertical alignment

Explicitly Teach/Model With Persuasive Genre (W1 vs. W2)

ELA 3W1

- a. Captures a reader's interest by setting a purpose and developing a point of view
- b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length
- c. Writes text of a length appropriate to address the topic or tell the story
- d. Uses organizational patterns for conveying information

Explicitly Teach/Model With Persuasive Genre (W1 vs. W2)

ELA 3W1

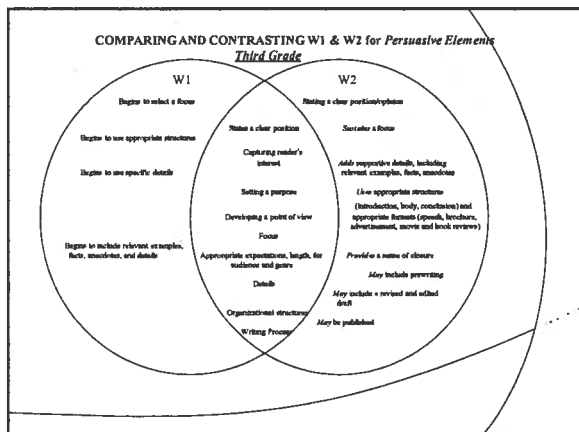
- e. Begins to use appropriate structures to ensure coherence
- i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience
- j. Uses a variety of resources to research and share information on a topic
- l. Writes a persuasive piece that states a clear position

Explicitly Teach/Model With Persuasive Genre (W1 vs. W2)

- a. Captures a reader's interest by stating a clear position/opinion and developing a point of view
- b. Sustains a focus
- c. Includes the appropriate purpose, expectations, and length for audience and the genre
- d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes

Explicitly Teach/Model With Persuasive Genre (W1 vs. W2)

- e. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie, and book reviews)
- f. Provides a sense of closure
- g. May include prewriting
- h. May include a revised and edited draft
- i. May be published



Directions for Guided Practice

- ◎ Take 10-15 minutes to compare and contrast W1 and W2 Informational Genre for one grade level.
 - 3-5 will need to consider 3rd Grade
 - K-2 will need to choose a grade level
- ◎ You will need the following handouts:
 - Your Informational Vertical Alignment (W2)
 - Your copy of GPS ELA Standards
 - Your blank copy of the Venn Diagram (p.3)

Directions for Guided Practice

- ◎ When finished, take 10-15 minutes to complete Noticings Chart for Informational Genre (K-5).
- ◎ A "noticing" is any observation, specific or general, about the K-5 Vertical Alignment.
- ◎ You will need the following handouts:
 - Your Informational Vertical Alignment (W2)
 - Your blank copy of K-5 Noticings Chart (p.4)

Random Sharing

- ◎ Compare/Contrast W1 and W2 for Informational Genre

Random Sharing

- ◎ K-5 Noticings about Informational Genre Vertical Alignment

Questions/Concerns

- ◎ Informational Genre (W2)
 - K-1
 - 2-3
 - 4-5
- Other K-5 Informational Vertical Alignment Questions

Implications for Training/Next Steps

- ◎ Comparing/Contrasting W1 and W2 in Grades K-3 for Persuasive and Informational Elements
- ◎ Considering the K-5 Vertical Alignment for Persuasive and Informational Genres
- ◎ Developing the language of the GPS (W2) with teachers and students


Essential Question Review

- ◎ How do I analyze the new W2 Writing Standard?

Analyzing an Element from the W2 Standard

- ◎ GPS Review:
 - Language of the W2 Elements
 - Strategies for learning
 - Strategies for teaching
 - Collaborative planning

Explicitly Teach/Model With Persuasive Genre (W2)

Element	Knowledge (Nouns/Terms/Phrases)	Skills (Verbs)
ELA3W2d: Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes	Supportive Details Throughout Relevant Examples Facts Anecdotes Other	How to add supportive details; How to add relevant examples; How to add relevant facts; How to add relevant anecdotes (all of which may be throughout the persuasive paper); Other
Strategies for Teaching and Learning 	Identifying supportive details, examples, etc., in reading; Distinguishing between relevant and non-relevant examples, facts, and anecdotes; Teacher modeling; Teacher read alouds; Guided reading practice; Independent reading practice w/feedback; Other	Teacher modeling of adding supportive details and relevant examples; Teacher modeling of adding relevant facts; Teacher modeling of adding relevant anecdotes; Guided and independent writing practice w/feedback; Publishing 1-2 pieces by end of unit; Other

Directions for Guided Practice

- ◎ Take 10-15 minutes to analyze an element from W2 Informational Genre.
 - 3-5 will analyze Element "e" from ELA3W2.
 - K-2 will choose either ELAKW2c, ELA1W2d, or ELA2W2e.
 - As a group, you will analyze the assigned element by listing the knowledge and skills that are associated with the element.
 - As a group, you will then list teaching and learning strategies for the knowledge and skills sections.

Directions for Guided Practice

- ◎ You will need the following handouts:
 - Your Informational Vertical Alignment (W2)
 - Your blank copy of the Element Analysis Form (p. 6)

Random Sharing

- ◎ Element Analysis from Informational Genre Standard

Questions/Concerns

Analysis of an Element

- K-2
- 3-5

Implications for Training/Next Steps

- ⊙ Analyzing Informational Genre Elements as a grade level team over the remainder of the school year
- ⊙ Analyzing Persuasive Genre Elements as a grade level team over the remainder of the school year
- ⊙ Collaborating as a team to share strategies for teaching and learning with the W2 genres/elements (Planning)

Essential Question Review

- ⊙ How do I analyze an element of the new W2 Writing Standard?

Analyzing Student Work with Persuasive and Informational Genres (W2)

- ◎ GPS Review:
 - Formal teacher analysis/commentary
 - Informal student commentary
 - Informal student feedback
 - Next steps for instruction

Explicitly Teach/Model with Persuasive Genre (W2)

- ◎ Look at 5th Grade Elements for Persuasive Genre.
- ◎ Do shared reading of 5th Grade Persuasive piece.
- ◎ Use Analysis Form for teacher commentary.
- ◎ Focus on student commentary and feedback.

5th Grade W2 Standard: Persuasive Genre Elements

- ◎ Please refer to your list of these elements in your Participant Guide (p. 7)

Providing Teacher Commentary

- ⊙ Focus on piece of student work.
- ⊙ Focus on what elements are present .
- ⊙ Focus first on ideas, organization, and style (W2).
- ⊙ Look for evidence of elements that can be extracted from the piece.
- ⊙ Consider what specific strategy was used by the student in order to demonstrate evidence of the element.
- ⊙ Be positive!

Vaccinations

What! How can some people be against vaccination? Well, believe it or not some people are against vaccination! I am not against vaccination. Are you? Here I am to prove that vaccination is good to children to prevent diseases. Read my paragraphs to hear my facts about my opinion.

If you don't vaccinate your child then it endangers other children. If your child has chicken pox and has not been vaccinated he can spread it to other children! If your child is vaccinated then his classmates aren't in danger. A woman from the internet said, "If too many kids aren't vaccinated then the ones who are vaccinated are in risk of danger!" This is one of my facts to prove that you should vaccinate your child.

Although the vaccination is not 100% perfect it still increases the resistance to the diseases. It helps the odds decrease that carries around and expose to other people. Vaccination is good for children although that it isn't 100% sure it still causes a small chance of causing a problem, but the risks are much smaller if the children is vaccinated.

Well, did you hear what I had to say? I backed up my opinion with facts. Now do you think children should be vaccinated against diseases? I still think you should. If you agree with me then go out there and vaccinate your child if you haven't. Thank you for listening to my opinion. Goodbye!

Strength/Positive	Strategy Used	Specific Example(s)
1. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	"What! How can some people be against vaccination? Well, believe it or not some people are..."	Making an emotional statement that develops reader interest and takes on the opposing viewpoint in a way that creates a speaker's voice
2. Creates an organizing structure appropriate to a specific purpose, audience, and context.	"Read my paragraphs to hear my facts about my opinion."	Using paragraphs to show introduction, facts/details, and conclusion
3.		

Providing Student Feedback

- ◎ Next, choose 1-2 next steps for the student to take in order to show improvement .
- ◎ Remember to prioritize needs.
- ◎ Remember to think BALANCE between content and conventions.
- ◎ Use the LOTS, but also be kid-friendly.

Need	Specific Next Step for Improvement
1. Excludes extraneous details and inappropriate information	In the second paragraph, reread the sentences to make sure that your point is clear. The quote that is used does not match up with your argument. You will need to revise the sentence or sentences so that they make sense.
2. Supports a position with relevant evidence	Add at least two different examples of relevant evidence that will support each argument. Make sure that you do not just restate the same details or evidence.

Questions/Concerns

- ⊙ Analyzing student work, teacher commentary, student commentary/feedback
 - K-2
 - 3-5

Directions for Guided Practice

- ⊙ As a group, read Third Grade W2 Standard/Elements for Informational Genre (p.13).
- ⊙ As a group, do a shared reading of a Third Grade Informational selection (p. 14).
- ⊙ Together, complete the Teacher Commentary Form (p. 15-16) and the Student Commentary/Feedback Form (p. 17-18)
- ⊙ Be prepared to share in 30 minutes.

Eleanor Roosevelt

Childhood

Eleanor Roosevelt was born in 1884 in New York. She was called by her middle name Elenor instead of her first name Anna. She grew up sad and unhappy. Elenor was a orphan at age 9. When Elenor became a orphan she lived with her grandparents. When she was 15 she went to school in England. Her father was the brother of Theodore Roosevelt. When she returned from England she helped immigrants.

FDR

In 1905 Her and FDR got married. Her and FDR were distant cousins. They had 6 children one died as a baby. FDR was elected governor in 1928. While her and FDR were on vacation FDR got polio in 1921. When he got polio he couldn't walk so he used a wheel chair. He was the very first president to be in a wheelchair. He was elected president in 1933. Her went to parties to tell people about FDR. Her and FDR both wanted to help people.

Helping Others

Eleanor worked for womens rights. She got organizations to help her. She gave food and shelter. She asked people what they needed. She helped Marin Anderson have a concert.

Work as First Lady

Eleanor involved in polotics and traveld for FDR. She Represented the presdent and she rote a Nuws paper called my Day. She fighted for Afircan Amarkin's Right's. She also met with men and wemen in the millitary. In 1933 she got more than 300,000 Letters from people. She was the first first lady to fly in a airplane.

How Eleanor Roosevelt Change Ameirica

Eleanor worked for womens, african ameirican, and human rights. She worked for world peace. She wrote Universl Declaration of Human Rights. She was a member and founder of U.N.

Random Sharing

- ⦿ Teacher commentary
- ⦿ Student commentary/feedback

Communicate Student
Commentary and Feedback

- ⦿ Can be given in oral or written form
- ⦿ Best communicated in individual conferences
- ⦿ Difference between public and private commentaries
- ⦿ The importance of monitoring feedback

Implications for Training/Next Steps

- ⦿ Teachers collaboratively analyzing student work and writing teacher commentary
- ⦿ Teachers collaboratively writing student commentary and feedback
- ⦿ Communicating commentary and feedback to students
- ⦿ Having students to analyze and assess their own work and that of their peers

Essential Question Review

- ⦿ How do I analyze student work and provide commentary/feedback to students?

Analyzing a Three-Part Lesson (W2)

- ⦿ GPS Review:
 - Three-Part Instructional Framework (Opening, Worktime, Closing)
 - Instructional tasks for teaching/learning
 - Informal assessment by teacher
 - Use of commentary and feedback
 - Use of research-based "best practices"

Viewing a Third Grade W2 Persuasive Lesson

- We will watch four different segments
 - Opening/Minilesson
 - Worktime
 - Closing/Sharing
 - Classroom Artifacts and Teacher Interview

Explicitly Teach/Model with Persuasive Opening/Minilesson

- Watch Opening/Minilesson segment.
- Make noticings about what the teacher and students are doing.
- Write down noticings on the Viewing Organizer (p. 19). Refer to the section for Opening/Minilesson.
- Be prepared to share your noticings with your table group.

Explicitly Teach/Model with Persuasive Opening/Minilesson

What is the teacher doing?	What are the students doing?
Giving explanations and directions	Using LOTS
Explicitly teaching and reviewing	Answering questions
Discussing expectations for student work	Looking at examples on instructional board
Reading examples/models	Giving feedback about student work
Asking questions and clarifying information	Telling how to move a piece forward (i.e. from Meets Standards to Exceeds)
Using LOTS, Essential Questions, etc.	
Giving the task for the worktime	

Questions/Concerns

- Opening/Minilesson
K-5

Guided Practice with Persuasive Worktime

- Watch Worktime segment.
- Make noticings about what the teacher and students are doing.
- Write down noticings on the Viewing Organizer (p. 19). Refer to the section for Worktime.
- Be prepared to share your noticings with your table group.

Random Sharing

- Noticings about Worktime

Questions/Concerns

- Worktime

Guided Practice with Persuasive Closing/Sharing

- Watch Closing/Sharing segment.
- Make noticings about what the teacher and students are doing.
- Write down noticings on the Viewing Organizer (p. 19). Refer to the section for Closing/Sharing.
- Be prepared to share your noticings with your table group.

Random Sharing

- Noticings about Closing/Sharing

Questions/Concerns

- Closing/Sharing

Other Video Segments

- Classroom Artifacts
What will you notice about the artifacts used in the room for writing?
- Teacher Interview
What did the teacher share with you about how she teaches writing?
- Answer these questions on your Viewing Organizer (p. 20).
- Be prepared to share your noticings with your table group.

Random Sharing

- Classroom Artifacts
- Teacher Interview

Questions/Concerns

- Classroom Artifacts
- Teacher Interview

Implications for Training/Next Steps

- Using these video clips in staff development as models for the three-part lesson
- Referring to the GaDOE Units/Tasks as examples of best practices and GPS backwards design
- Having teachers share ideas and strategies for teaching (planning)
- Having teachers create connected reading and writing lessons

Essential Question Review

- How do I teach the genres using the Three-Part Instructional Framework?

Resources

- Glossary for Persuasive Genre
 - Glossary for Informational Genre
- (both are located in your Participant Guide on pp. 21-22)

Resources

- Writing Assessment and Instructional Guides for 3rd and 5th Grades
- http://www.doe.k12.ga.us/ci_testing.aspx?PageReq=CITestingWA

Resources

- Examples of Rubrics for K-5 (all genres)
- http://www.doe.k12.ga.us/ci_testing.aspx?PageReq=CI_TESTING_WA

Resources

- ⦿ Integrated Units/Frameworks and Tasks for K-3
- ⦿ Tasks and Units/Frameworks for 4-8
- ⦿ Vertically Aligned Tasks for 3-12

<http://www.georgiastandards.org/elaframework.aspx>

Resources

- ⦿ Best Practice Videos

http://www.georgiastandards.org/english_voc.aspx

Resources

- ⦿ Webinars

<http://illuminate.gavirtualschool.org/doi/>

Resources

- Response to Intervention Pyramid in your Participant Guide (p. 23)
- Standards-Based Classroom Rubric in your Participant Guide (p. 24-27)

Resources

- Suggested Websites in your Participant Guide (p. 28)
- Suggested Book and Video List in your Participant Guide (p. 29-30)
- Summary of Resources (p. 31)

Student Samples

- We are collecting samples of student work (K-3) with teacher commentary for all the genres.
- These samples will be posted to our website in June.

Module 2 Training Materials

Go to:

www.georgiastandards.org

- Click on English Language Arts icon
- Scroll down and find Module 2:
Persuasive and Informational Genres
- PPT with Script, Participant Guide, and
Vertical Alignments

Questions/Comments

- Resources

Implications for Training/Next Steps

- Share resources with fellow teachers at future trainings and during planning.
- Use the Best Practice Videos in your trainings.
- Participate in upcoming Elluminate Webinars in February and March.

Essential Question Review

- What are some resources that can help?

Planning the Teaching and Learning Year

- Have discussions with your leadership team about how to implement your next steps at the system and school levels.
- Determine professional learning needs.
- Participate in book study/lesson study.

Implementation Expectations

- All GaDOE Training will be redelivered in all systems/schools before the start of the 2009-10 school year.
- All K-3 students will be receiving instruction in the new W2 Standards/Elements during the 2009-10 school year.

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