Writing to Sources

Literacy Symposium
April 11, 2014
What and Why I Write in Real Life

<table>
<thead>
<tr>
<th>What I Wrote</th>
<th>Why I Wrote It</th>
<th>Purpose for Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail to parent of third grade student</td>
<td>Responding to correspondence from parent</td>
<td>Provide information regarding third grade policies (inform &amp; explain)</td>
</tr>
<tr>
<td>Facebook post to my daughter-in-law’s mom</td>
<td>Responding to her post about the wedding</td>
<td>Express thoughts about the wedding (express &amp; reflect)</td>
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<tr>
<td>Text message conversation with my boss</td>
<td>Asked questions about her travel plans</td>
<td>Wanted to be sure she was okay (inquire)</td>
</tr>
<tr>
<td>E-mail to district reading contact</td>
<td>Responding to her request for resources</td>
<td>Provide information she needed (inform &amp; explain)</td>
</tr>
<tr>
<td>Text message conversation with my boss</td>
<td>Responding to her text indicating she had arrived in Orlando</td>
<td>Express that I was glad she was safe and looked forward to seeing her the next morning, (express and reflect)</td>
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</tbody>
</table>
What and Why do you Write in Real Life?

• Jot down the three most recent examples of writing you’ve done, why you wrote what you did and the purpose of your writing.

• Share with the person on your right.
Building on a Firm Foundation

The Standards:

– **LAFS.K12.1.3.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

– **LAFS.K12.W.3.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

– **LAFS.K12.W.3.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
Start from the Beginning...

Begin writing before you are ready to write a draft.

Students should:

– Jot notes regarding the assignment including possible approaches, questions, and concerns
– Use writing to discover and deepen ideas
– Respond to the research sources in writing noting similarities and differences in information or perspectives
– Write beginning ideas without trying to write an introduction
Start from the Beginning...

*Begin writing before you are ready to write a draft*

Teachers should:

- Provide tools for organizing information and thoughts such as graphic organizers and notetaking tools.
- Model the use of organizational tools
- Guide students to appropriate resources for research including printed text and digital materials
- Provide time for students to engage in the process
State your Argument

*Develop a strong thesis statement*

Students should:

– Be sure that the thesis contains an arguable claim
– Be sure that there is a counter-argument that would be reasonable to most readers
– Be sure that the thesis is focused enough so that an effective argument can be presented
State your Argument

*Develop a strong thesis statement*

*Teachers should:*

- Model the development of a thesis statement that is arguable, focused, and to which there is a reasonable counter-claim
- Work together with students to develop thesis statements
- Provide feedback to students so they can strengthen their thesis
Address the Content from your Sources

*Add analysis and reflection to your sources*

**Students should:**

- Add commentary to reflect the relevance of the source materials to the argument
- Reflect which evidence is most important and how it fits into the big picture of your argument
- Consider supplying at least two words or more of commentary for every word of citation
- Be sure to include representation of the counter-argument
Address the Content from your Sources

Add analysis and reflection to your sources

Teachers should:

– Model the use of source material, including analyzing and commenting on the information included
– Supply graphic organizers that will assist students in organizing their support from sources and commentary
– Work with students to be sure that the evidence presented from the sources is relevant, credible, accurate, and provides the necessary support
– Provide opportunities for students to work together to review the work of one another
Read the Best to Write the Best

Emulate good writing

Students should:

– Read texts in a variety of subject areas to examine the techniques that good writers implement including: Analyzing evidence, paraphrasing theory, and representing counter-arguments.

– Examine texts even at the sentence level for techniques used by good writers, such as introducing a quotation.

– Identify and include practices of expert writers in their papers
Read the Best to Write the Best

Emulate good writing

Teachers should:

– Identify exemplar texts that represent some of the best writing in the content area
– Model examination of texts
– Guide students as they identify and utilize techniques found in the texts of good writers
Resources for Mentor Texts

• Editorials from newspapers such as USA Today, the local newspaper, Washington Post, etc.
• Book reviews from sites like http://www.ala.org/offices/publishing/booklist?gclid=CN6Lmpfpo70CFfNxOgodvhcAIQ
• Model papers from the Disciplines at http://writing.yalecollege.yale.edu/advice-students/model-papers-disciplines
Bringing it All Together

• Organizing your thoughts: Compare and Contrast graphic organizer from *The Core Six Essential Strategies for Achieving Excellence with the Common Core* by Harvey Silver, R. Thomas Dewing, and Matthew Perini
Organization – Compare/Contrast

- Step 1 – Students choose two related concepts, read about them, and describe them.
- Step 2 – Students compare the two concepts based on their reading.
- Step 3 – Students draw conclusions during discussions centered on concluding questions.
- Step 4 – Students apply their knowledge using it to write a paper to compare and contrast the two concepts or they may choose a position to defend using the knowledge gained to bolster their argument.

## Compare and Contrast – Step One – Describe the Concepts

<table>
<thead>
<tr>
<th>President</th>
<th>Criteria</th>
<th>Monarch</th>
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<tbody>
<tr>
<td></td>
<td>Selection Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duties</td>
<td></td>
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<tr>
<td></td>
<td>Term limits</td>
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</tbody>
</table>
# Compare and Contrast – Step Two - Comparison

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<tr>
<th>President</th>
<th>Criteria</th>
<th>Monarch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected in an election</td>
<td>Selection Process</td>
<td>Born into the family</td>
</tr>
<tr>
<td>Participates in running government</td>
<td>Duties</td>
<td>Not involved in policy making</td>
</tr>
<tr>
<td>Eight years</td>
<td>Term Limits</td>
<td>Until death</td>
</tr>
</tbody>
</table>

## Similarities

- Represents the country
- Presides at ceremonial events
Step Three – Drawing Conclusions

• Students draw conclusions through discussion driven by a guiding question –
  – Are a president and a monarch more alike or different? Cite evidence from the text.
  – What is the most important difference? What evidence do you have to support this?
  – What conclusions can you draw regarding the similarities and differences between a president and a monarch?
  – Is a presidential system or a monarchy a better system of government? Use the information you’ve learned to validate your argument.
Step 4 - Application

- Students use the information they have acquired to complete a paper to compare/contrast the concepts they have explored citing evidence from the text(s) they have read, and formulating logical conclusions based on their discussions and research.
Compare and Contrast

• Read the article *Two New Baseball Palaces, One Stoic, One Scrappy*

• With a partner complete the Compare and Contrast graphic organizer
  – First describe aspects of each stadium
  – On the second page list the differences and similarities
In Conclusion....

Good writers:

• Begin writing before they start drafting to explore their own thoughts and identify relationships they encounter in their research.

• Develop strong thesis statements.

• Analyze and reflect on the research – if it’s worth quoting it’s worth discussing.

• Emulate good writing.
In Conclusion

To produce good writers, good teachers:

• Model, model, model
• Scaffold beginning writers with graphic organizers, leading questions, and examples of work to emulate
• Provide immediate feedback
• Provide opportunities for students to collaborate
Back to the Foundation

The Standards:

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References

• Yale College Writing Center
  http://writing.yalecollege.yale.edu/advice-students/what-good-writers-know

• NCEA 2012 – Sadlier-Oxford

• The Core Six Essential Strategies for Achieving Excellence with the Common Core
  by Harvey Silver, R. Thomas Dewing, and Matthew Perini
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