

Understanding the Common Core Writing Standards: Grades K–5

In *Understanding the Common Core Writing Standards: Grades K–5*, educators will explore the new standards for writing, their spiraling structure, and the classroom implications of implementing the standards. Through a variety of resources in the course, teachers in all content areas will grow to understand the new writing standards and what instructional changes they will need to make to integrate the standards while scaffolding students for success.

Course Objectives

By the end of this course, you will be able to:

Module 1

- Analyze how the Common Core writing standards have been designed to prepare students for the demands of college and career writing.
- Compare your current (or prior) writing standards with the Common Core standards and draw conclusions about similarities and differences in writing instruction stemming from each set.

Module 2

- Draw conclusions about the implications of using formative assessment to inform instruction about writing.
- Apply one or more types of formative assessment for writing in the classroom.

Module 3

- List and define the text types and purposes of writing required for your grade level under the Common Core writing standards.
- Identify one mentor text per text type and purpose for your grade level to begin a database of mentor texts for your writing instruction.

Module 4

- Identify expectations for your students when deciding which text types and purposes to use.
- Develop a standards-based mini-lesson that meets your students' needs.

Module 5

- Apply the elements of the writers' workshop to teach writing that meets the text type and purposes for your grade level.
- Develop an appropriate structure for teaching writing using the writers' workshop approach.

Module 6

- Evaluate research strategies to determine which align to Common Core text types and purposes at your grade level.
- Develop a sample lesson based on the research standard requirements at your grade level.

Course Syllabus

Module 1	<p>Understanding the Common Core Writing Standards</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: An Overview of the K–5 Writing Standards • Reading 2: <i>Educational Leadership</i>—The Common Core Ate My Baby and Other Urban Legends • Audio: Why Writing Matters • Knowledge Check • Application: Comparing Old and New Writing Standards • Post-Module Reflection
Module 2	<p>Formative Assessment for Writing</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: Using Formative Assessment to Grow Writers • Reading 2: <i>Education Update</i>—Improving Student Writing Through Formative Assessments • Video: Tailoring Feedback to Content and Student Needs • Knowledge Check • Application: Assessing Student Writing on the EdSteps Continuum • Post-Module Reflection
Module 3	<p>Text Types and Purposes for Writing</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: Opinion Writing, Informative/Explanatory Writing, and Narrative Writing • Reading 2: <i>Educational Leadership</i>—Teaching Genre with Purpose • Video: We Have to Be Real Persuasive • Knowledge Check • Application: Starting a Database of Mentor Texts • Post-Module Reflection

<p>Module 4</p>	<p>The Writing Process</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: <i>Educational Leadership</i>—The Trait Lady Speaks Up • Reading 2: Understanding the Writing Process • Video: Peer Editing • Knowledge Check • Application: Designing Mini-Lessons • Post-Module Reflection
<p>Module 5</p>	<p>Planning for Writing Instruction</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: Using a Workshop Approach to Meet Writing Standards • Video 1: A Closer Look at Writers' Workshop Conferences • Reading 2: <i>Educational Leadership</i>—Raising Writers: The Teacher's Role • Video 2: The Writing Process, Writers' Workshop, and the Common Core • Knowledge Check • Application: Making Time for Writing • Post-Module Reflection
<p>Module 6</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: Gaining Knowledge Through Research and Writing • Reading 2: <i>Educational Leadership</i>—Closing in on Close Reading • Media: The Reading-Writing Connection • Knowledge Check • Application: Teaching Students to Take Notes • Post-Module Reflection

References

- Allen, R. (2003). Expanding writing's role in learning: Teacher training holds key to change. *Curriculum Update*.
- Allington, R. L. (2009). *What really matters in response to intervention: Research-based designs*. Boston: Allyn and Bacon.
- Anderson, C. (2000). *How's it going?: A practical guide to conferring with student writers*. Portsmouth, NH: Heinemann.
- ASCD. (n.d.). The lesson collection: Language arts (prewriting) [Video]. Alexandria, VA: Author.
- ASCD. (n.d.). The lesson collection: Writers' workshop [Video]. Alexandria, VA: Author.
- ASCD. (2009). *Giving effective feedback to your students* [DVD]. Alexandria, VA: Author.
- ASCD. (2013). Make better writing routine [Video]. Alexandria, VA: Author.
- ASCD. (2013). The writing process, writers' workshop, and the Common Core [Audio]. Alexandria, VA: Author.
- Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning*. Portsmouth, NH: Boynton/Cook Publishers.
- Avery, C. (1993). *And with a light touch: Learning about reading, writing, and teaching with first graders*. Portsmouth, NH: Heinemann.
- Baumann, J. F., & Bergeron, B. S. (1993). Story map instruction using children's literature: Effects on first graders' comprehension of central narrative elements. *Journal of Reading Behavior*, 25(4), 407–437.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life*. New York: Guilford Press.
- Beers, S. (2005). Reading and writing in the content areas [Audio]. The Best of the 2005 Conference on Teaching & Learning: Student Achievement: The Broader Picture. Alexandria, VA: ASCD.
- Betts, E. A. (1946). *Foundations of reading instruction*. New York: American Book Company.
- Boyles, N. (2012). Closing in on close reading. *Educational Leadership*, 70(4), 36–41.
- Broad, B. (2003). *What we really value: Beyond rubrics in teaching and learning*. Logan, UT: Utah State University Press.
- Christensen, L. (2004–2005). Moving beyond judgment. *Rethinking Schools*, 19(2), 33–37.

- Coleman, D. (2011, April 28). *Bringing the Common Core to life*. Presentation made in Albany, NY. Retrieved from New York State Education Department at <http://usny.nysed.gov/rttt/docs/bringingthecommoncoretolife/part6transcript.pdf>
- Coleman, D., & Pimentel, S. (2012). *Revised publishers' criteria for the Common Core State Standards in English language arts and literacy, grades 3–12*. Retrieved from the Common Core Standards Initiative at http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf
- Common Core State Standards Initiative. (2010a). Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects, English language arts standards. Washington, DC: CCSSO & National Governors Association. Retrieved from <http://www.corestandards.org/ELA-Literacy>
- Common Core State Standards Initiative. (2010b). Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects, Appendix A: Research supporting key elements of the standards. Washington, DC: CCSSO & National Governors Association. Retrieved from http://www.corestandards.org/assets/Appendix_A.pdf
- Common Core State Standards Initiative. (2010c). Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects, Appendix B: Text exemplars and sample performance tasks. Washington, DC: CCSSO & National Governors Association. Retrieved from http://www.corestandards.org/assets/Appendix_B.pdf
- Common Core State Standards Initiative. (2010d). Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects, Appendix C: Samples of student writing. Washington, DC: CCSSO & National Governors Association. Retrieved from http://www.corestandards.org/assets/Appendix_C.pdf
- Complete College America. (2012). *Remediation: Higher education's bridge to nowhere*. Washington, DC: Author. Retrieved from http://www.completecollege.org/docs/CCA_Remediation-final.pdf
- Culham, R. (2003). *6+1 Traits of writing: The complete guide for grades 3 and up*. New York: Scholastic.
- Culham, R. (2006, October). The trait lady speaks up. *Educational Leadership*, 64(2), 53–57.
- Daston, L. (1992). Objectivity and the escape from perspective. *Social Studies of Science*, 22(4), 597–618.

- De La Paz, S. (2005). Effects of historical reasoning instruction and writing strategy mastery in culturally and academically diverse middle school classrooms. *Journal of Educational Psychology, 97*(2), 139–156.
- Diederich, P. J., French, J., & Carlton, S. (1961). Factors in judgments of writing ability. *Educational Testing Service Research Bulletin* (No. 61–15). Princeton, NJ: Educational Testing Service.
- Doorey, N. (2012, December/2013, January). Coming soon: A new generation of assessments. *Educational Leadership, 70*(4), 28–34.
- Dreher, J., Waynant, P., Davis, K., & Clewell, S. (2000). *Easy steps to writing fantastic research reports*. New York: Scholastic.
- Duke, N. K., Caughlan, S., Juzwik, M. M., & Martin, N. M. (2011). *Reading and writing genre with purpose in K–8 classrooms*. Portsmouth, NH: Heinemann.
- Duke, N. K., Caughlan, S., Juzwik, M. M., & Martin, N. M. (2012, March). Teaching genre with purpose. *Educational Leadership, 69*(6), 34–39.
- Duke, N. K., Purcell-Gates, V., Hall, L. A., & Tower, C. (2006/2007). Authentic literacy activities for developing comprehension and writing. *The Reading Teacher, 60*(4), 344–355.
- Duke, N. K., & Roberts, K. M. (2010). The genre-specific nature of reading comprehension. In D. Wyse, R. Andrews, & J. Hoffman (Eds.), *The Routledge international handbook of English, language and literacy teaching* (pp. 74–86). London: Routledge.
- Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.
- Freeman, M. S. (1998). *Teaching the youngest writers: A practical guide*. Gainesville, FL: Maupin House.
- Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research, 71*(2), 279–320.
- Gewertz, C. (2012, April 25). Common standards ignite debate over prereading [blog post]. Retrieved from Education Week at http://www.edweek.org/ew/articles/2012/04/25/29prereading_ep.h31.html
- Graham, S. (2012). Why writing matters [Audio]. Interview in “Improving student writing through formative assessments.” *Education Update, 54*(2).
- Hawkins, J. (2006, October). Think before you write. *Educational Leadership, 64*(2), 63–66.

- Hayes, D. P., Wolfer, L. T., & Wolfe, M. F. (1996). Schoolbook simplification and its relation to the decline in SAT-verbal scores. *American Educational Research Association*, 33(2), 489–508.
- Kendall, J. (2011). *Understanding Common Core State Standards*. Alexandria, VA: ASCD.
- Klingner, J. K., Vaughn, S., Arguelles, M. E., Hughes, M. T., & Leftwich, S. A. (2004). Collaborative strategic reading: “Real-world” lessons from classroom teachers. *Remedial and Special Education*, 25(5), 291–302.
- Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D. (2001). *From clunk to click: Collaborative strategic reading*. Longmont, CO: Sopris West.
- Klingner, J. K., Vaughn, S., & Schumm, J. S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *The Elementary School Journal*, 99(1), 3–22.
- Michigan Educational Assessment Program. (2005). *High school English language arts test booklet, form 1*. Lansing, MI: State Administrative Board, State of Michigan.
- Mikulecky, L., & Drew, R. (1991). Basic literacy skills in the workplace. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 669–689). New York: Longman.
- Miller, C. (1984). Genre as social action. *Quarterly Journal of Speech*, 70(2), 151–167.
- Morgan, A., Wilcox, B. R., & Eldredge, J. L. (2000). Effect of difficulty levels on second-grade delayed readers using dyad reading. *Journal of Educational Research*, 94(2), 113–119.
- Moss, B., & Newton, E. (2002). An examination of the informational text genre in basal readers. *Reading Psychology*, 23(1), 1–13.
- Mullis, I. V. S., Martin, M. O., Kennedy, A. M., & Foy, P. (2007). *PIRLS 2006 international report: IEA’s progress in international literacy study in primary schools in 40 countries*. Boston: TIMMS and PIRLS International Study Center, Lynch School of Education, Boston College.
- Murray, D. (1985). *A writer teaches writing*. (2nd ed.). Boston: Houghton Mifflin.
- Nagel, T. (1986). *The view from nowhere*. Oxford: Oxford University Press.
- National Assessment Governing Board. (2002). *Reading framework for the 2003 National Assessment of Educational Progress (appendix A)*. Washington, DC: Author.
- National Institute of Child Health and Human Development. (2000). *Report of the national reading panel: Teaching children to read* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. Retrieved from <http://www.nichd.nih.gov/publications/nrp/smallbook.cfm>

- New York City Department of Education. (n.d.). *New York state P–12 Common Core learning standards for English language arts & literacy*. New York: Author.
- Partnership for Assessment of Readiness for College and Careers. (n.d.). Grade 3—ELA/literacy. Retrieved from <http://www.parcconline.org/samples/english-language-artsliteracy/grade-3-elaliteracy>
- Partnership for Assessment of Readiness for College and Careers. (2011). *PARCC model content frameworks: English language arts/literacy grades 3–11*. Retrieved from http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL.pdf
- Paul, R., & Elder, L. (2008). *How to read a paragraph: The art of close reading*. Dillon Beach, CA: Foundation for Critical Thinking Press.
- Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: ASCD.
- Pinnell, G. S., & Fountas, I. C. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: ASCD.
- Purcell-Gates, V., Duke, N. K., & Martineau, J. A. (2007). Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly*, 42(1) 8–45.
- Ray, K. (2002). *What you know by heart: How to develop curriculum for your writing workshop*. Portsmouth, NH: Heinemann.
- Rickards, D., & Cheek, E. (1999). *Designing rubrics for K–6 classroom assessment*. Norwood, MA: Christopher-Gordon.
- Rickards, D., & Hawes, S. (2004, October). Raising writers: The teacher's role. *Educational Leadership*, 62(2) 68–71.
- Rosenblatt, L. M. (1976). *Literature as exploration*. New York: Noble and Noble.
- Schleppegrell, M. J. (2004). *The language of school: A functional linguistics perspective*. Mahwah, NJ: Erlbaum.
- Shanahan, T. (2012/2013). The Common Core ate my baby and other urban legends. *Educational Leadership*, 70(4), 10–16.
- Shanahan, T. (1983). The informal reading inventory and the instructional level: The study that never took place. In L. Gentile, M. L. Kamil, & J. Blanchard (Eds.), *Reading Research Revisited* (pp. 557–580). Columbus, OH: Merrill.

- Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. *Educational Leadership*, 69(6), 58–63.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40–59.
- Stanovich, K. (2000). *Progress in understanding reading: Scientific foundations and new frontiers*. New York: Guilford Press.
- Student Achievement Partners. (2012). Close reading exemplar: Grade 3, “Because of Winn-Dixie.” Retrieved from <http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>
- Taylor, D. (1998). *Beginning to read and the spin doctors of science: The political campaign to change America’s mind about how children learn to read*. Urbana, IL: National Council of Teachers of English.
- Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.
- Varlas, L. (2012, February). Improving student writing through formative assessments. *Education Update*, 54(2).
- Venezky, R. L. (1982). The origins of the present-day chasm between adult literacy needs and school literacy instruction. *Visible Language*, 16(2), 113–136.
- Williams, J., Brown, L. G., Silverstein, A. K., & deCani, J. S. (1994). An instructional program in comprehension of narrative themes for adolescents with learning disabilities. *Learning Disabilities Quarterly*, 17(3), 205–221.
- Williams, J. P., Hall, K. M., Lauer, K. D., & Lord, K. M. (2001). Helping elementary school children understand story themes. *The Exceptional Child*, 33(6), 75–77.