



EXPEDITIONARY LEARNING

Writing in Modules Task Card

Purpose: This “sort” activity is design for teachers and leaders to notice the types of writing taught and assessed in the grades 3-5 ELA modules, as well as patterns and implications.

Directions:

Please gather in mixed groups of 4-5 and appoint a facilitator, timekeeper and a note taker for last step. Facilitator briefly review the steps below with the group. Locate resources. Then begin the rounds.

Resources

- **An envelope with strips:** writing assessments for Modules 1, 2A, & 3A. Color-coded by grade level (3rd = pink, 4th = green, 5th = yellow).
- **NYSP12 CCLS ELA, page 25** (CCLS College & Career Readiness Anchor Standards for Writing)

Rounds

1. Orienting to Writing in the Modules (2 min)

Quickly skim all the writing tasks on the strips provided.

2. Writing Modes or “Types” (4 min)

CCLS name 3 writing modes: W.1 opinion/arguments; W.2 informative/explanatory texts; W.3 narratives.

Sort assessment strips by type. What patterns do you notice?

3. Writing from Sources (4 min)

CCLS standards and shifts emphasize writing from sources.

Sort assessment strips into two piles: writing that requires using sources vs. writing that does not.

What do you notice?

4. Research to Build and Present Knowledge (4 min)

In the CCLS, reading and writing are strongly interconnected, often manifested in student research.

Sort assessment strips into two piles: writing that addresses the research standards (W.7 conduct research; W.8 gather info; and W.9 draw evidence to support analysis, reflection, research) vs. writing that do not address these

three research standards. Patterns?

5. Performance Tasks (4 minutes)

Each module ends with a culminating performance task.

Sort assessment strips to locate all performance tasks.

What additional writing or language standards do performance tasks address? Why might this matter?

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

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