

Explicit Instruction Principles : Application to Teaching the Common Core State Standards in Reading

Big Ideas

1

Anita L. Archer, Ph.D.
Author and Consultant

archerteach@aol.com

Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.

www.explicitinstruction.org

2

What the Common Core Standards do

The Common Core State Standards outline **end of the year standards** that students at different grade levels should meet.

3

What the Common Core Standards do

*"A **focus on results** rather than means"*

*"The Standards define **what all students** are expected to know and be **able to do**, not how teachers should teach."*

4

The Common Core State Standards tell us the **destination**.



“We are off to see the Wizard....”

(“But how do we get to the Emerald City?”)

5

What we must do.....



We must use **evidence-based instructional practices** to get to the destination.

6

What we must do.....



We can use 30 years of research on **explicit instruction**, effective and efficient teaching, to guide us.

7

What is Explicit Instruction?

- Explicit instruction is a **systematic instructional approach** that includes a set of **delivery and design procedures** derived from effective schools research.....

Ideas that Work

- ...unambiguous and direct approach to teaching that incorporates instruction design and delivery.

Archer & Hughes, 2011

8

Explicit Instruction and Discovery

Not an either or - but a when.

Explicit Instruction	Discovery
Little or no background knowledge	A great deal of background knowledge in the domain
History of difficulty, of failure	History of success

9

Big Ideas

Design of Instruction

- Big Idea #1 Focus on **critical content**
- Big Idea #2 **Break down complex skills**
- Big Idea #3 Provide **systematic instruction**
- Big Idea #4 Provide **judicious practice**

Delivery of Instruction

- Big Idea #5 Elicit **frequent responses**
- Big Idea #6 Carefully **monitor** responses
- Big Idea #7 Provide **feedback**
- Big Idea #8 Maintain a **brisk pace**

10

Big Idea #1

Focus on Critical Content

- Focus instruction on critical content.

Skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future are taught.

Examples

- Reading
 - Decoding words
 - Reading fluently (accurate, appropriate rate, expression)
 - Understanding vocabulary (General and Domain-Specific)
 - Understanding passages (comprehension)
- Vocabulary (General and Domain-Specific)
 - Unknown
 - Critical to understanding
 - Generalize
 - More difficult

11

Big Idea #1

Focus on Critical Content

- Focus instruction on critical content.

Skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future are taught.

- This is particularly true in Tier 2 and Tier 3.

“Teach the stuff and cut the fluff.”

12

Big Idea #1

Focus on Critical Content

To optimize use of the Common Core State Standards, we need to:

- A. Add missing outcomes**
- B. Prioritize the standards**
- C. Consolidate and integrate the standards for implementation**

13

Focus on Critical Content

Add missing outcomes Example - Kindergarten

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each **consonant**.
- b. Associate the **long and short sounds** with common spellings (graphemes) for the five major vowels.
- c. Read common **high-frequency words** by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Add: Sound out words containing known consonants and vowels.

14

Focus on Critical Content

Prioritize Example Phonological Awareness First Grade

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by **blending** sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. **Segment** spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Blending and segmenting make the most difference.

15

Focus on Critical Content

Consolidate and Integrate

Example - Literature First Grade

Key Ideas and Details

- 1. Ask and answer questions about key details in a text.
- 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

16

Focus on Critical Content Consolidate and Integrate

Example - Literature First Grade

Integration of Knowledge and Ideas

6. Identify who is telling the story (narrator) at various points in a text.
7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature.)
9. Compare and contrast the adventures and of characters experiences in stories.

17

Focus on Critical Content Consolidate and Integrate

Example - Literature First Grade

Actions

Answer questions
Ask questions
Describe
Identify
Retell Story

Content

Key details
Characters
Settings
Major events
Narrator
Central message

Compare and Contrast

Elements of stories
Narrative and Informational text

18

Big Idea #2 Break down complex skills

- Complex skills and strategies are broken down into smaller (easy to obtain) instruction units
- Promotes success
- Avoids cognitive overload

19

Big Idea #3 - Provide Systematic Instruction

Lessons:

1. Are **organized** and **focused**
2. Begin with a statement of **goals**
3. Provide interactive **review** of preskills and knowledge
4. Provide **step-by-step demonstrations**

20

Provide Systematic Instruction

5. Provide **guided** and supported **practice**
6. Use **clear** and **concise** language
7. Provide **scaffolding** to increase student success

21

Provide Systematic Instruction

opening

- attention
- review
- preview

body

closing

- review
- preview

22

Provide Systematic Instruction

Lesson Opening

- **Attention**
 - Use a verbal cue such as “Listen” or “We are going to begin.”
 - Follow the verbal cue with silence.
- **Review**
 - Review the content of the previous lessons.
 - Review necessary preskills for today’s lesson.
 - Review background knowledge needed for today’s lesson.
 - Be sure that the review is interactive.
- **Preview**
 - State the goal of the lesson.
 - Preview the activities for the period.

23

Provide Systematic Instruction

Lesson Closing

- **Review**
 - Review the skills/strategies/concepts/information taught.
 - Be sure that the review is interactive.
- **Preview**
 - Preview the content that will be taught in the next lesson.
- **Independent Work**
 - Review assignments /quizzes/ projects/ performances due in the future. Have students record all assignments.

24

Provide Systematic Instruction

What we teach:

1. Facts and information
2. Skills and Strategies (How to do it)
3. Vocabulary and Concepts (What it is)

25

Provide Systematic Instruction Design of Instruction

Explicit Instruction of Skills/Strategies

Model	I do it	<i>My turn</i>
Prompt	We do it	<i>Let's do this together</i>
Check	You do it	<i>Your turn</i>

26

Paragraph Shrinking

1. **Name the who or what.**
(The main person, animal, or thing.)
 2. **Tell the most important thing about the who or what.**
 3. **Say the main idea in 10 words or less.**
- (Optional: Record your main idea sentence.)**

(From the PALS program by Fuchs, Mathes, and Fuchs)

27

I do it.

The Coldest Continent

Antarctica is not like any other continent. It is as far south as you can go on earth. The South Pole is found there. Ice covers the whole land. In some places the ice is almost three miles thick. Beneath the ice are mountains and valleys.

28

We do it.

The weather in Antarctica is harsh. It is the coldest place on Earth. The temperature does not get above freezing. It is also one of windiest places in the world.

29

You do it.

Not many living things are found in Antarctica. People go there to study for only a short time. Very few animals can live there. Yet many animals live on nearby islands. Seals and penguins swim in the ocean waters. They build nests on the land. Some birds spend their summers in Antarctica. But most of the continent is just ice, snow, and cold air.

30

Provide Systematic Instruction Design of Instruction

Vocabulary Routine

1. Introduce the **word**
2. Present a **student-friendly explanation**
3. Illustrate the word with **examples**
4. Check **student understanding**

31

Provide Systematic Instruction Design of Instruction

Attributes of Good Vocabulary Instruction

1. Promote **word learning strategies**
2. Teach words that enhance academic success
 - **Academic Vocabulary** - Generalize across domains (Suitcase Words)
 - **Domain Specific Vocabulary** - Background knowledge
3. Provide **student-friendly explanations**

32

Provide Systematic Instruction Design of Instruction

Attributes of Good Vocabulary Instruction

4. Teach **parts of words** (base words, roots, prefixes, and suffixes)
5. Provide **multiple exposures** to terms and meanings
6. Expand instruction to **“word relatives”**
7. Have students maintain vocabulary **log**
8. Provide judicious **review**

33

Provide Systematic Instruction Design of Instruction

Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

Introduce the word with me.

“ This word is compulsory. What word?”

34

Provide Systematic Instruction Design of Instruction (continued)

Step 2. Introduce meaning of word.

Option # 1. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

Present the definition with me.

“When something is required and you must do it, it is compulsory. So if it is required and you must do it, it is _____.”

35

Provide Systematic Instruction Design of Instruction (continued)

Step 2. Introduce meaning of word.

Option # 2. Have students locate the definition in the glossary or text.

- a) Have them locate the word in the glossary or text.
- b) Have them break the definition into the critical attributes.

Glossary Entry: **Industrial Revolution** Social and economic changes in Great Britain, Europe, and the United States that began around 1750 and resulted from making products in factories

Industrial Revolution

- o Social & economic changes
- o Great Britain, Europe, US
- o Began around 1750
- o Resulted from making products in factories

36

Provide Systematic Instruction Design of Instruction (continued)

Step 2. Introduce meaning of word.

Option # 3. Introduce the word using the morphographs in the word.

autobiography

auto = self

hydroelectricity

hydro = water

37

Provide Systematic Instruction Design of Instruction (continued)

Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual examples.
- c) Verbal examples.

(Also discuss when the term might be used and who might use the term.)

Present the examples with me.

“Coming to school as 8th graders is compulsory.”

“Stopping at a stop sign when driving is compulsory.”

38

Provide Systematic Instruction Design of Instruction (Continued)

Step 4. Check students' understanding.

Option #1. Ask deep processing questions.

Check students' understanding with me.

“Many things become compulsory. Why do you think something would become compulsory?”

39

Provide Systematic Instruction Design of Instruction (continued)

Step 4. Check students' understanding.

Option #2. Have students discern between examples and non-examples.

Check students' understanding with me.

“Is going to school in 8th grade compulsory?” Yes

“How do you know it is compulsory?” It is required.

“Is going to college when you are 25 compulsory?”

“Why is it not compulsory?” It is not required. You get to choose to go to college.

40

Provide Systematic Instruction Design of Instruction (continued)

Step 4. **Check students' understanding.**
Option #3. **Have students generate their own examples.**

Check students' understanding with me.

"There are many things at this school that are compulsory? Think of as many things as you can?"

"Talk with your partner. See how many things you can think of that are compulsory."

41

Provide Systematic Instruction Design of Instruction

Did the teacher:

1. Introduce the **word**?
2. Present a **student-friendly explanation**?
3. Illustrate the word with **examples**?
4. **Check students' understanding**?

42

Big Idea #4 Provide Judicious Practice

- Practice
- Practice
- Practice

- *Tier 3 students may require 10 to 30 times as many practice opportunities as peers.*

43

Provide Judicious Practice

Initial Practice

- Occurs under watchful eye of the teacher

- Provide numerous practice opportunities within the teacher-directed lesson to build accuracy. Provide immediate feedback after each item.

44

Provide Judicious Practice

Distributed Practice

- Studying or practicing a skill in short sessions overtime.
- Distributing practice overtime (versus massing practice in one session) aids retention in a variety of academic areas.

45

Provide Judicious Practice

Cumulative Review

- Provide **intentional review** of previously taught skills/strategies/concepts /vocabulary/knowledge.
- Goal is to increase long-term retention.

46

Big Idea #5 Elicit frequent responses

- Opportunities to respond related to:
 - Increased academic achievement
 - Increased on-task behavior
 - Decreased behavioral challenges
- Caveat - Only **successful** responding results in these outcomes.

47

Verbal Responses - *Choral Responses*

*Use when answers are short & the same
Use when recall and rehearsal of facts is desired
Use for quick review of information*

- **Students are looking at teacher**
 - Ask question
 - Put up your hands to indicate silence
 - Give thinking time
 - Lower your hands as you say, “*Everyone*”

OR

Simply say “Everyone”

48

Verbal Responses - Choral Responses

- Students are looking at a common stimulus
 - Point to stimulus
 - Ask question
 - Give thinking time
 - Tap for response

49

Verbal Responses - Choral Responses

- Hints for Choral Responses
 - Provide adequate thinking time
 - Have students put up their thumbs or look at you to indicate adequate thinking time
 - If students don't respond or blurt out an answer, repeat (*Gentle Redo*)

50

Verbal Responses - Partners

*Use when answers are long or different
Use for foundational and higher order questions*

Partners

- Assign partners
- Pair lower performing students with middle performing students
- Give partners a number (#1 or #2)
- Sit partners next to each other
- Utilize triads when appropriate (#1 #2 #2)
- *Effective secondary procedure* - Prepare a seating chart indicating names, partners, and numbers

51

Verbal Responses - Partners

- Other hints for partners
 - Teach students how to work together
*Look, Lean, and Whisper or
Look, Lean, Listen, and Whisper*
 - Change partnerships occasionally (every three to six weeks)

52

Uses of Partners

1. Responding to a question, task, or directive
2. Teaching information to a partner

53

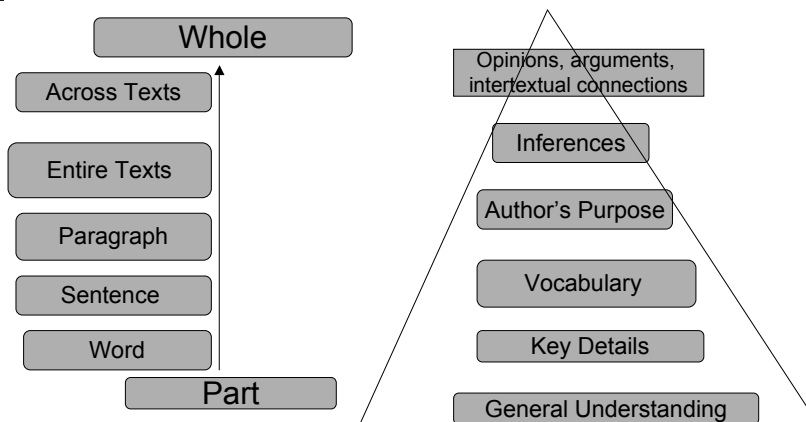
Uses of Partners

1. Responding to a question, task, or directive
 - A. Think - Pair - Share
 - Brainstorming ideas

54

A few words about text-dependent questions

Fisher & Frey, 2012



55

Partner Uses

1. Responding to a question, task, or directive
 - B. Saying answer to partner (Partners First)
 1. Ask a **question**
 2. Give students **thinking time**
 3. Provide a verbal or written **sentence starter**
 4. Have students share answers with their **partners** using the sentence starter
 5. Call on a student to give answer
 6. Engage the class in a discussion

56

Verbal Responses- *Partner Uses*

2. Teaching information to a partner

A. Teach information using:

Graphic organizers, maps, diagrams, charts, Power Point slides, drawings, notes, vocabulary log, etc

57

Verbal Responses - *Individual Turns*

■ Less desirable practices

#1. Calling on volunteers

Guidelines:

- Call on volunteers only when answer relates to personal experience
- Don't call on volunteers when answer is product of instruction or reading
 - Randomly call on students

58

Verbal Responses - *Individual Turns*

■ Less desirable practices

#2. Calling on inattentive students

Guidelines:

- Don't call on inattentive students
- Wait to call on student when he/she is attentive
- **To regain attention of students:**
 - Use physical proximity
 - Give directive to entire class
 - Ask students to complete quick, physical behavior

59

Verbal Responses - *Individual Turns*

Option #1 - Partner First

1. Ask a **question**
2. Give students **thinking time**
3. Provide a verbal or written **sentence starter**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer
6. Engage students in **discussion** using discussion sentence starters

60

Verbal Responses - Individual Turns

Option #2 - Question First

1. Ask a question
2. Raise your hands to indicate silence
3. Give thinking time
4. Call on a student
5. Provide feedback on answer OR
Engage students in a discussion

61

Verbal Responses- Individual Turns

■ Procedures for randomly calling on students

Procedure #1 - Write names on cards or stick. Pull a stick and call on a student.

Procedure #2 - Use ipad or iphone app (e.g., *Teacher's Pick, Stick Pick, or Pick Me!*)

Procedure #3 - Use two decks of playing cards. Tape cards from one deck to desks. Pull a card from other deck and call on a student.

62

Written Responses

Response Type

- Answers
- Sentence starter
- Writing frame
- Personal notes
- Highlighting - Underlining
- Brainstorming
- Quick writes
- Quick draws
- Warm-up activity (Do Now)
- Exit Ticket

63

Written Responses

■ Response Slates (white boards)

- Give directive
- Have students write answers on individual whiteboards
- When adequate response time has been given, have students display slates
- Give feedback to students

Note: "Virtual white boards" can be created using heavy sheet protectors or plastic plates.

Note: If ipad tablets are used by students, a "virtual white board" app can be used.

64

Written Responses

Response cards

- Have students write possible responses on cards or paper or provide prepared cards

Examples:

Simple responses: Yes, No; True - False; a,b,c,d., 1,2,3,4

Punctuation Marks: . ? ! , " "

Branches of Government: Legislative, Executive, Judicial

Math Vocabulary Terms: perimeter, area

- Ask a question
- Have students select best response card
- Ask students to hold up response card
- Monitor responses and provide feedback

Note: Utilize a *Response Sheet*. Label sides: True, False; 1 2 3 4; yes no; a b c d.

65

Action Responses

Act out

- Students act out historical event, vocabulary term, concept, or process

- Students participate in simulation

Example: *Stock market*

United Nation

66

Action Responses

Gestures

- Students indicate answers with gestures

Facial expressions

- Students indicate answer with facial expression
- Example: "Show me despondent." "Show me not despondent."

Hand signals

- Students indicate answer by holding up fingers to match numbered answer

67

Action Responses

Hand signals

1. Display numbered items on the screen
Example: 1. elude 2. intention 3. reluctant
2. Carefully introduce and model hand signals
3. Ask a question
4. Have students form answer (e.g., 3 fingers to indicate item #3) on their desks
5. When adequate thinking time has been given, have students hold up hand

68

Big Idea #6 Carefully monitor responses

Walk around.
Look around.
Talk around.

69

Big Idea #6 Carefully monitor responses

- As you carefully listen to and look at student responses, ask yourself these questions:
 1. Are the responses correct or incorrect?
 2. If the response(s) is incorrect, what type of correction procedure should be used?
 3. If the response(s) is correct, what type of affirmation/praise would be appropriate?

70

Carefully monitor responses

4. What adaptations, if any, should be made in the current lesson?
 - a. Can the lesson go forward?
 - b. Should confusing facts, concepts, skills, or strategies be retaught immediately?
 - c. Should additional practice be provided within the lesson?
5. What adaptations, if any, should be made in future lessons?
 - a. Should facts, concepts, skills, or strategies be retaught?
 - b. Should additional practice be provided?

71

Big Idea #7. Provide feedback

- **Praise/Acknowledge**
- **Encourage/Support**
- **Correct errors**
 - Correct errors with the individual or the group.
 - Correct with a neutral affect.
 - Use: **I do it. We do it. You do it.**

72

Provide feedback

Corrections are:

- Provided
- Immediate
- Specific and informative
- Focused on the correct versus incorrect response
- **Delivered with appropriate tone**
- Ended with students giving correct response

73

Provide feedback

Praise is:

- contingent (IF – THEN)
- specific
- provided for noteworthy performance
- **focused on achievement and effort rather than personality attributes**
- comparing students to themselves rather than to other
- positive, credible, genuine

74

Big Idea #8 Maintain a brisk pace

- Prepare for the lesson.
- Use instructional routines.
- When you get a response, move on.
- Avoid verbosity.
- Avoid digressions.

75

What we must do.....



Utilize all of our
knowledge about
excellent
instruction

76

This will take careful planning ...
Magic red shoes would help



77

We will get to the **destination**



But it will take
brains,
hearts,
and
courage

78

TEACH WITH PASSION

MANAGE WITH COMPASSION

**How well you teach =
How well they learn**

79

Systematic Instruction on Opinion/Argument Writing



CORE Conference - March 2013

1

Anita L. Archer, Ph.D.

archerteach@aol.com

2

Arguments - To persuade

- **Definition**
 - A reasoned, logical argument
 - Demonstrating that the writer's position, belief, or conclusion is valid
- **Purpose**
 - Change reader's point of view
 - Bring about some action on reader's part
 - Ask reader to accept writer's explanation
- **Genre**
 - essay, letter, editorial

3

Persuasion vs. Argument

(Eye on Education)

Genre	Definition	Common Features
Persuasion	Appeals to the emotions of audience	Uses techniques such as bandwagon, plain folks, glittering generalities, name calling, and snob appeal
Argument	Appeals to logic and reason	Consists of a thesis/claim, evidence, concession/refutation, and a more formal style


4



Common Core State Standards

- Condense and integrate the standards
 - Make CCSS **teachable**
 - Simplify without losing essence


5



Argument - 7th grade CCSS

1. Write arguments to support **claims** with **clear reasons** and **relevant evidence**.
 - a. Introduce **claim(s)**, acknowledge and address alternate or **opposing claims**, and organize the **reasons** and **evidence** logically.
 - b. Support **claim(s)** or counterarguments with **logical reasoning** and **relevant evidence**, using accurate, **credible sources** and demonstrating an understanding of the topic or text.
 - c. Use **words, phrases, and clauses** to create cohesion and **clarify the relationships** among claim(s), reasons, and evidence.
 - d. Establish and maintain a **formal style**.
 - e. Provide a **concluding statement** or section that follows from and supports the argument presented.

6




4. Produce **clear** and **coherent** writing in which the development, organization, and style are appropriate to **task, purpose, and audience**.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, editing, rewriting**, or trying a new approach, focusing on how well purpose and audience have been addressed.

(Editing for **conventions** should demonstrate command of Language standards 1–3 up to and including grade 7 on page 43.)

7



6. Use **technology**, including the Internet, to **produce** and **publish** writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

7. Conduct **short research projects** to answer a question, drawing on **several sources** and generating additional related, focused questions for further research and investigation.

8



8. **Gather relevant information** from **multiple print and digital sources**, using search terms effectively; assess the **credibility and accuracy** of each source; and **quote or paraphrase the data and conclusions** of others while avoiding plagiarism and following a standard format for citation.

9. Draw **evidence** from **literary or informational texts** to support analysis, reflection, and research.

9



10. 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 discipline-specific **tasks, purposes, and audiences**.

10



7th Grade Writing

Tasks

- Routine writing
 - Extended time - research projects allowing research, reflection, revision
 - Shorter time
 - Variety of tasks, audiences, purposes
- Purposes
- to convince or persuade (Argument)
 - to inform or explain (Informative)
 - to convey an experience (Narrative)

11



7th Grade Writing - Argument

Critical Attributes (What)

Introduction

- Introduces claims
- Acknowledges alternative claims/ counterarguments
- Organizes reasons

Body

- Supports claims and counterarguments
- With logical reasoning and relevant evidence
- Uses transition words, phrases, clauses to create cohesion

Conclusion

- Contains concluding statement or section
- That supports argument

Overall

- Conveys a reasoned, logical argument
- Maintains formal style
- Has clear, coherent writing
- Avoids plagiarism

Conventions

- Capitalization, punctuation, spelling
- Standard format for citations

12



Break down complex skills.

Example - Common Core Standards

Body of Argument

Planning and Transcribing

4. When given a claim on a topic, can generate reasons to support that claim.
5. When given a topic, can generate a claim and reasons and details to support that position.
6. When given a topic, can generate a claim and reasons to support that claim, and details to logically support each reason.
7. When given a topic, can generate a plan for the body of an essay (the claim, the reasons, details to support each reason) and transcribe the plan into three coherent paragraphs.

17



Break down complex skills.

Example - Common Core Standards

Introduction

8. For previously formulated argument papers, writes an introduction that: a) grabs the attention of the reader, b) states the writer's opinion, and c) introduces reasons to support the writer's opinion.

Conclusion

9. For previously formulated argument papers, writes a short conclusion "wraps it up" the essay by: a) summarizing the opinion and reasons, b) calling for some action to be taken, or c) explaining the outcomes of not following the writer's suggestions.

Arguments (Desired Outcome)

10. When given a topic, can plan, write, and edit an argument paper that includes: a) an effective introduction, b) a well structured body with logically organized reasons and related facts and details, linked with appropriate transition words and phrases, and c) a short conclusion that "wraps it up".

18



Big Idea - Provide Explicit Instruction

- Practice without explicit instruction is not adequate.
- Remember practice does not make perfect...only permanent.

- **Model -** I do it.
- **Guided Practice -** We do it.
- **Check understanding-** You do it.

19



Big Idea - Provide judicious practice.

- Have students write many arguments to promote mastery.
- After initial instruction, arguments can be composed in a variety of classes.

20



Big Idea - Provide Feedback

- Provide feedback as you circulate and monitor. *Praise, Encouragement, Corrections*
- Have students give **focused** feedback to their peers.
- Provide feedback to students using a portion of the rubric.
- Provide feedback on selected argument using all of rubric.

21



Big Idea - Consider motivation

- Consider **motivation**.
 - **Success** (perceived probability of success)
 - **Interest** (interest in the topic)
 - **Choice** (narrow choice when possible)

22



BIG IDEAS - Teach the “What” and “How”

- **WHAT**
 - Critical attributes
 - Rubric
 - Example
- **HOW**
 - Writing Process

23



WHAT

- Ask yourself, what are the **CRITICAL ATTRIBUTES** of a well-written product.
- **Consider the Six Traits**
 - Ideas
 - Organization
 - Word Choice
 - Voice
 - Sentence Fluency
 - Conventions
- **Consider the Descriptions in the Standards**

24



What

- Design a simple, easy to understand **RUBRIC**.
- Consider introducing only a portion of the rubric initially. Focus on ideas, organization, and conventions.
- Provide an **EXAMPLE** to illustrate the critical attributes.

25



WHAT

Example # 1

- Argument rubric
- Argument example

26



HOW

■ Writing process

- | | |
|--------------|-----------|
| – Planning | - Plan |
| – Writing | - Write |
| – Revising | - Revise |
| – Editing | - Edit |
| – Rewriting | - Rewrite |
| – Publishing | - Publish |

27



HOW - Plan

Plan

T = Task/Topic
A = Audience
P = Purpose

Plan

Think or
Collect Evidence

28



Brainstorming - Frontloading

- **Think**
 - Students record ideas.
 - Teacher monitors and writes ideas and names on transparency or paper (depending on technology used in the classroom).
- **Pair**
 - Students share ideas with partners.
 - Teacher monitors and continues to record ideas and names on transparency or paper.
- **Share**
 - Teacher shares ideas with class by displaying collection of ideas/names on the screen.

29



HOW - Plan

- Provide support for organization of argument using **Think Sheets**, specialized graphic organizers
- Think Sheet should be simple enough for students to replicate independently.

30



HOW - Plan

- Example 3
- Argument Think Sheets

31



HOW - Writing Process

- Support materials
- Strategies
 - Prompts

32

Systematic Instruction on Opinion/Argument Writing

Examples

Anita L. Archer, Ph.D.

Note: The copyrighted materials presented in the PowerPoint and the corresponding examples are a part of the REWARDS Writing Program (Sopris Learning) that is currently being developed and field-tested by the authors, Anita Archer and Mary Gleason. The materials can be used by teachers in their work with students. However, none of the materials can not be reproduced in any other print or electronic material (e.g., curriculum, book, article, training manual).

Argument Rubric

Author _____ Date _____

Question	Student or Peer Rating	Teacher Rating
<p>INTRODUCTION</p> <p>1. Does the introduction grab the reader's attention?</p> <p>2. Does the introduction tell the topic of the essay?</p> <p>3. Does the introduction state the author's claim concerning the topic?</p> <p>4. Does the introduction give two or more convincing reasons for the claim?</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>
<p>BODY</p> <p>5. Does the body include at least three major reasons that support the author's claim?</p> <p>6. Does the author elaborate on and explain each of the major reasons using logical arguments, evidence, and examples?</p> <p>7. Did the author acknowledge and respond to the opposing side's view?</p> <p>8. Are the paragraphs well-organized and easy to understand?</p> <p>9. Are transition words and phrases used to connect ideas within and between paragraphs?</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>
<p>CONCLUSION</p> <p>10. Does the essay have a definite conclusion that wraps up the essay?</p>	<p>Yes No</p> <p>Yes No</p>	<p>Yes No</p> <p>Yes No</p>
<p>CONVENTIONS</p> <p>11. Did the author correctly spell words?</p> <p>12. Did the author use correct capitalization?</p> <p>13. Did the author use correct punctuation?</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p>
<p>CONTENT</p> <p>14. Did the essay hold the reader's attention from beginning to end?</p> <p>15. Is the essay clear and easy to understand?</p> <p>16. Did the author stay focused on the same claim throughout the paper?</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p>

Argument Rubric

Author _____ Date _____

Question	Student or Peer Rating	Teacher Rating
<p>INTRODUCTION</p> <p>1. Does the introduction grab the reader's attention?</p> <p>2. Does the introduction tell the topic of the essay?</p> <p>11. Does the introduction state the author's claim concerning the topic?</p> <p>12. Does the introduction give two or more convincing reasons for the claim?</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>
<p>BODY</p> <p>13. Does the body include at least three major reasons that support the author's claim?</p> <p>14. Does the author elaborate on and explain each of the major reasons using logical arguments, evidence, and examples?</p> <p>15. Did the author acknowledge and respond to the opposing side's view?</p> <p>16. Are the paragraphs well-organized and easy to understand?</p> <p>17. Are transition words and phrases used to connect ideas within and between paragraphs?</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>
<p>CONCLUSION</p> <p>18. Does the essay have a definite conclusion that wraps up the essay?</p>	<p>Yes No</p> <p>Yes No</p>	<p>Yes No</p> <p>Yes No</p>
<p>CONVENTIONS</p> <p>11. Did the author correctly spell words?</p> <p>17. Did the author use correct capitalization?</p> <p>18. Did the author use correct punctuation?</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p>
<p>CONTENT</p> <p>19. Did the essay hold the reader's attention from beginning to end?</p> <p>20. Is the essay clear and easy to understand?</p> <p>21. Did the author stay focused on the same claim throughout the paper?</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p>

Prompt: *In order to fight the rise of violence and use of drugs in schools, some faculties have implemented random searches of backpacks, book bags, lockers, and/or desks for weapons and drugs. Do you agree with these random searches or do you disagree? Write a letter to the faculty members at a school stating your opinion and justification for that opinion. Begin the letter with these words: Dear Faculty Members.*

Dear Faculty Members,

How would you like a stranger to forge through YOUR purse, your computer bag, or your bedroom drawers? Would you not feel violated? That is exactly how I feel when teachers and administrators search my backpack and locker with NO notification. While I understand the danger of illegal drugs and weapons on campus, I am more afraid of the consequences that these searches cause. I know these policies come from a real concern for the safety and quality of our school campus, but I think that they will cause more problems than solutions. Random searches threaten personal privacy and erode a student's trust in the faculty without solving the heart of the issue.

Random searches through a student's book bag, locker, or desk are a clear invasion of personal privacy. Our desks, book bags, and lockers are essentially our home away from home. Thus, they contain very personal items that are part of our non-academic life such as diaries, notes from boy or girl friends, pictures from non-school events, cosmetics, and dental retainers. We had no intent that anyone would ever see or touch these items, but now a teacher or security guard is holding it up for all to see. Do you realize how embarrassing this would be to a shy, sensitive student?

Not only do these searches overstep boundaries of a person's private space, they break down valuable trust between students and teachers, the heart of that relationship. In order for a student to learn, they need to be comfortable with their teachers. If students are always worried about whether or not their teachers will look through their book bags or lockers, they will be too anxious to learn. School faculty will become intimidating figures that students don't trust. Education is supposed to help students grow

up, not bring them down and make them feel vulnerable. Random searches would dramatically change the environment of a school from academic to suspicious.

Finally, searches will not solve the problem on a permanent basis. There's no doubt that widespread random searches will uncover some illegal weapons or drugs in the beginning, but that doesn't mean that it is actually effective in the long run. Rather it will force offending students to be sneakier. Making more rules doesn't get to the root of the problem, but makes problems become more concealed. If students have drugs, they will just find different places to hide them. Even though these search efforts are well intentioned, they do little to solve the problem of illegal drugs and weapons in the school and may actually punish the innocent. For example, what if a nail file is found in a girl's locker and the security guards consider it a weapon? Would her future be jeopardized over a little manicure tool? What if a boy has Tylenol in his backpack because of a sprained ankle? These searches could punish the innocent while the guilty think of new and sneakier ways to hide their contraband.

Instead of random backpack searches, maybe schools could offer alternate solutions like counseling or advertising for anonymous help-lines. If students are using drugs or feel the need for weapons, they obviously need real help. Schools should point troubled kids to safe solutions instead of quick punishment. This way the students that aren't doing anything wrong won't be treated like criminals and schools can keep their focus on academics and education.

© 2010 A. Archer & M. Gleason

Introduction

GRAB

Claim: *Random searches of desks, lockers, and backpacks should not be allowed and should end.*

Reason A.

Invades personal privacy

Reason B.

Destroys trust between students and faculty

Reason C.

Doesn't solve problem

Body A. Explain

Body B. Explain

Body C. Explain

1- desks, book bags,

1- not comfortable with teachers

1- bad students sneakier

lockers are students'

"home"

2- hide drugs in new places

3- faculty intimidating

- contain personal items

diaries

2 - students worried about searches

3 - may punish innocent

notes

2 - pictures

4 - example - nail file

retainers

4 - feel vulnerable

5 - example - Tylenol

5 - changes school environment

- don't want people to see

3

- don't want people to touch

4 - embarrassing

**Conclusion
WRAP**

Think Sheet – Argument

Topic: _____	Task: ___ letter ___ essay ___ other
Audience: _____	Type of preparation: ___ think OR ___ collect evidence
Purpose: Convince ___ Pro ___ Con	Brainstorm and select convincing reasons.

Introduction		
GRAB		
Claim: _____		

Reason A.	Reason B.	Reason C.
_____	_____	_____
_____	_____	_____
_____	_____	_____
Body A. Explain	Body B. Explain	Body C. Explain
Conclusion		
WRAP		

Think Sheet – Argument

Topic: _____	Task: __ letter __ essay __ other
Audience: _____	Type of preparation: __ think OR __ collect evidence
Purpose: Convince __ Pro __ Con	Brainstorm and select convincing reasons.

Introduction		
GRAB		
Claim: _____		

Reason A.	Reason B.	Reason C.
_____	_____	_____
_____	_____	_____
_____	_____	_____
Body A. Explain	Body B. Explain	Body C. Explain
Conclusion		
WRAP		

Writing Prompts - Arguments

1. (fast food restaurants) In numerous towns, community members are considering banning all fast food, chain restaurants. Decide if you agree with this suggestion or disagree. Write an essay for adults in the community stating and justifying your position.
2. (children's crimes) As you know, it is not just adults who commit crimes of robbery, assault, or murder. These can also be committed by youth. Many believe that parents should be jailed or fined for the crimes of their children. Do you agree or disagree with this action? Write an essay for the general public that argues your position.
3. (cheating) Many believe that cheating on assignments and tests is more widespread today than in the past. Mr. Smith, a principal, wants to implement a policy in which any child caught cheating would immediately be expelled. Write a letter to Mr. Smith expressing your position on this issue. Try to convince Mr. Smith that your position is correct.
4. (four day school week) The school board is considering reorganizing the school week. They are suggesting that there be four school days rather than five. Each school day would then be two hours longer. Write a letter to the school board members stating and supporting your position on this issue.
5. (summer reading) Over the summer, the reading skills of students often decline due to lack of reading practice. For this reason, the teachers at one school are proposing that students read a list of eight books during the summer. Completion of the required books would be a part of their grade in the following school year. Would you agree or disagree? Write a letter to the teachers that would convince them that your position should be taken.
6. (separate schools) Many people believe that boys and girls should attend separate schools. Do you agree or disagree with this position. Write an essay that would convince teachers and students that your view is right.

7. (inmates) When an individual is incarcerated (sent to prison) for committing a crime different types of programs are offered. Do you believe that inmates should be allowed to take classes toward a high school or college education while in prison? Write a letter to a prison warden in which you try to convince the warden of your position. Start the letter with: Dear Warden,
8. (athletics) Many adults believe that athletic competition is so important that all children in 4th grade and above should be required to compete in a team sport of their choosing. What do you think? Write an essay expressing your opinion on this issue. Make it convincing.
9. (siblings) Do you think it is better to be an only child OR to have brothers and sisters? Select one family configuration (only child or brothers and sisters) and write an essay that will convince your peers that your choice would be best.
10. (optimist or pessimist) There are two kinds of people in this world: optimists and pessimists. While optimists expect the best in situations, pessimists expect the worst. Convince your classmates that it is better to be an optimist or that it is better to be a pessimist.
11. (lying) “It is NEVER appropriate or honorable to lie.” Do you agree or disagree with this statement. Write an essay that would convince your classmates that they should take your position on this issue.
12. (immigrant) Many people come to our country each year. In fact, historically, we are a country of immigrants. Do you think that immigrants should maintain their culture and customs OR do you think they should blend into our culture? Pick one of these positions and write a paper to convince new immigrants to follow your suggested path.
13. (life expectancy) The number of years that people are living is expanding with each passing year. Do you believe that is good or bad for people? Write an essay expressing your opinion. Make it as thoughtful and convincing as possible.
14. (moving) Do you think it is better for a child to live in only one place as they grow up or is it better to live in many different places? Decide

which you believe would be better for children and write an essay that would convince your classmates that your position is correct.

15. (TVs) A local newspaper had an article that began with this statement, "Children would be much better off with no televisions in their homes." Do you agree or disagree with this statement? Write a letter to the editor that states and supports your opinion. Begin with these words: Dear Editor.
16. (helmets) A number of state legislations are considering requiring ALL children under 16 to wear helmets when biking, skiing, snowboarding, skating, and skateboarding. Do you agree this position on helmets? Write a letter to a legislator stating your position and reasons clearly. Begin with these words: Dear Legislator.
17. (location) A parent with children your age is considering whether to move to a big city, a suburb, a small town, or a farm. Select one that you believe would be the best location for a child your age to grow up in and write an essay that would convince parents that your choice is correct.
18. (age) Do you think it is better to be an adult or a child? Write an essay that would be convincing both to adults and to your classmates. State your belief and defend it with strong reasons.
19. (cars) "The automobile has been very harmful to our society." Do you agree or disagree. Select a position and write an essay that will convince your classmates that your position is correct.
20. (second language) Many school districts are considering teaching a second language to all students beginning in elementary and continuing through high school. The goal would be to insure that all citizens can speak more than one language. Do you agree with this requirement? Write an essay why you agree or disagree with making proficiency in a second language a requirement.
21. (school time) The school board has decided to extend the school day by 30 minutes. While the extension of the school day is non-negotiable, they are seeking suggestions on how the time might best be used. Write

a letter to the school board expressing and supporting your suggested time use. Begin with these words: Dear School Board Members.

22. (uniforms) Many schools serving children your age have decided to require all students to wear school uniforms. However, many people still disagree with this common practice? What is your opinion on this issue? Write an essay either agreeing or disagreeing with required uniforms. Be sure that your essay would convince school personnel.
23. (backpack searches) In order to fight the rise of violence and use of drugs in schools, some faculties have implemented random searches of backpacks, book bags, lockers, and/or desks for weapons and drugs. Do you agree with these random searches or do you disagree? Write a letter to the faculty members at a school stating your opinion and justification for that opinion. Begin the letter with these words: Dear Faculty Members.
- 24.(rules) Like every school, your school has a set of rules that have been communicated to students. Consider your schools rules. Determine one rule that should be eliminated OR one rule that should be added to the list. Write a letter to the principal asking that your chosen rule be eliminated or added. Be sure that your reasons strong enough to convince the principal.
25. (TV viewing) SHUT IT OFF. This is the motto of the PTA in regards to TV watching during the school week. Do you agree or disagree with the suggestion that their should be no TV watching during the school week (Monday through Thursday evenings). Write a persuasive letter to the PTA president stating your opinion and supporting reasons. Start the letter with: Dear PTA President.

Argument Strategies

Examine prompt

T = Topic/Task

A = Audience

P = Purpose

Introductions

G = Gutsy statement or question

R = Relevant example

A = Appeal to emotions

B = Background knowledge

Conclusions

W = Write a summary.

R = Respond to a question.

A = Ask for action.

P = Predict an outcome.

Writing a Paragraph

List

Cross-out

Connect

Number

Organization of Argument (and accompanying gestures)

Introduction

Grab their attention

(Both arms out with hands open. Quickly drawn back)

State your claim.

(Hand drawn straight)

Preview your reasons.

(Three quick movements in a row)

Body

Reason and details

(Hand across and three or four movements then under)

Reason and details

Reason and details

Reason and details

Conclusion

Wraps it up

(A large circular motion with whole arm)

ALTERNATIVE INTRODUCTIONS

G = Gutsy Statement or Question

Are you fed up with cell phones ringing while you are teaching? Well, I have heard too many rings as I try to concentrate on your lectures. Cell phones should be banned from all school campuses in the district. When students have cell phones at school, the educational process is interrupted and learning is compromised.

R = Relevant Example

As I walk through our school, cell phones are everywhere. Attached to student's ears as they walk the halls and eat in the cafeteria. Ringing during class lectures and assemblies. Vibrating audibly during tests. Cell phones should be banned from all school campuses in the district. When students have cell phones at school, the educational process is interrupted and learning is compromised.

A = Appeal to Emotion

Ring... Ring... Ring... Ring... Ring... Ring... Are you going to let these tiny cell phones destroy my education. Please HELP me! Cell phones should be banned from all school campuses in the district. When students have cell phones at school, the educational process is interrupted and learning is compromised.

B = Background Knowledge

In the past twenty years, there has been a movement away from landline phones to mobile, cell phones. Almost all adults and 75% of all teens have a cell phone. As a result, phone conversations, once relegated to the living room or kitchen, can be heard in restaurants, movie theaters, stores, churches.... and now SCHOOLS, destroying their academic climate. Cell phones should be banned from all school campuses in the district. When students have cell phones at school, the educational process is interrupted and learning is compromised