Getting Ready

Montana Common Core Standards and Assessments

Announcing the adoption
and transition to
Montana Common Core Standards and Assessments
by the Montana Board of Public Education
on **November 4, 2011.**

opi.mt.gov

The Montana Office of Public Instruction will provide
on-going information, training and resources.

Website: http://www.opi.mt.gov/MontanaCommonCoreStandards

OUTCOMES

- **Explore the College and Career Readiness Anchor Standards for Writing K-12 and identify expectations for writing**

- **Identify the three text types of writing in the MCCS**
  - Argument
  - Informational/Expository Writing
  - Persuasion
- **Review exemplars of writing from Appendix C grades K-12**
- **Assessment expectations and writing**
- **Implementing writing and the MCCS**

Getting Ready
Every Montana Student College and Career Ready
Montana
Office of Public Instruction
Denise Juneau, State Superintendent
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STUDENTS WHO ARE COLLEGE AND CAREER READY IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE

- **They demonstrate independence.**
- **They build strong content knowledge**
- **They respond to the varying demands of audience, task, purpose, and discipline.**
- **They comprehend as well as critique.**
- **They value evidence.**
- **They use technology and digital media strategically and capably.**
- **They come to understand other perspectives and cultures.**

MCCS p. 8

CCR ANCHOR STANDARDS – WRITING K-12

Topic

Strand

Standard

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

WRITING & THE MONTANA COMMON CORE STANDARDS

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."

MCCS p. 20

K-12 WRITING
THE MONTANA COMMON CORE STANDARDS

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition.* Iowa City, IA: ACT, Inc.

MCCS p. 5

PERSUASION

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience.

Appendix A p. 24

ARGUMENT

A logical argument convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer.

Appendix A p. 24

Student Sample: K, Argument (Opinion)

This opinion piece about a work of literature was produced in class.

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my frbit is do you Want to be my FRIEND.

the mas as the hos if you will

be my FRIEND the hos said No. the

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W.K.1

Student Sample: Grade 4, Argument (Opinion)

This argument was produced in class, and the writer likely received feedback from her teacher and peers.

Zoo Field Trip

Dear Mr. _____ and Mrs. _____,

W.4.1a We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to _____ to identify the animals and provide information about conservation of endangered wildlife.

W.4.1b If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

W.4.1c The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

W.4.1d Now, you are asking why should I approve a trip to _____? How does this help _____ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

W.4.5

Sincerely,

_____

Student Sample: Grade 9, Argument

This argument was written in response to a classroom assignment. The students were asked to compare a book they read on their own to a movie about the same story and to prove which was better. Students had six weeks to read and one and a half weeks to write, both in and out of class.

The True Meaning of Friendship

John Boyne's story, The Boy in the Striped Pajamas, tells the tale of an incredible friendship between two eight-year old boys during the Holocaust. One of the boys is Bruno, the son of an important German commander who is put in charge of Auschwitz Camp, and the other is Shmuel, a Jewish boy inside the camp. Throughout the story their forbidden friendship grows, and the two boys unknowingly break the incredible racial boundaries of the time. They remain best friends until Bruno goes under the fence to help Shmuel find his father when they are both killed in the gas showers of the camp. By comparing and contrasting supporting characters, irony, and the themes in the movie and the book, it is clear that the movie, The Boy in the Striped Pajamas (Mark Herman, 2008) is not nearly as good as the novel of the same title.

W.9-10.1a

Appendix C, excerpt p. 57

The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

Appendix A p. 24

INFORMATIONAL/EXPLANATORY WRITING

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes:

- **to increase readers' knowledge of a subject,**
- **to help readers better understand a procedure or process**
- **to provide readers with an enhanced comprehension of a concept.**

To produce this kind of writing, students draw from what they already know and from primary and secondary sources.

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The informative writing that follows was produced in class.

Author Response: Roald Dahl
By:

W.5.2a

W.5.2b

W.5.2c

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobble funking. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are Charlie and the Chocolate Factory, Matilda, The Witches and Danny the Champion of the World. The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because in The BFG, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. The Witches has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible. Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun.

NARRATIVE WRITING

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain.

Appendix A p. 23

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Student Sample: Grade 2, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

W.2.3

My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasen't supposed to, and showed my mom and dad. They were suprised because when they lost teeth the only thing they got is 50¢.

Appendix C p. 17

W.2.8

Student Sample: Grade 8, Narrative

This narrative was written to fulfill an assignment in which students were asked to introduce a special person to readers who did not know the person. The students were advised to reveal the personal quality of their relationship with the person presented. The student who wrote this piece borrowed ideas from a fictional piece she had read.

Miss Sadie

W.8.3

W.8.3a

Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her. The old chair squeaking with every sway of her big, brown body. Her summer dresses stained from cooking in her sweet smelling kitchen. I see her gray hair pulled back in that awful, yellow banana clip. Most of all, I hear that voice. So full of character and wisdom.

I used to bring Miss Johnson cookies every summer day of 1988. I miss the days when I would sit on that shabby old porch and listen to her stories. "Melissa!" she would holler. "What 'chu doin' here? Come see me and my poor self, have ya?"

CREATIVE WRITING BEYOND NARRATIVE

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Appendix A p. 23

MCCS STANDARDS STRANDS

College and Career Readiness Anchor Standards

- **Listening**
- **Speaking**
- **Language**
- **Reading**
- **Writing**

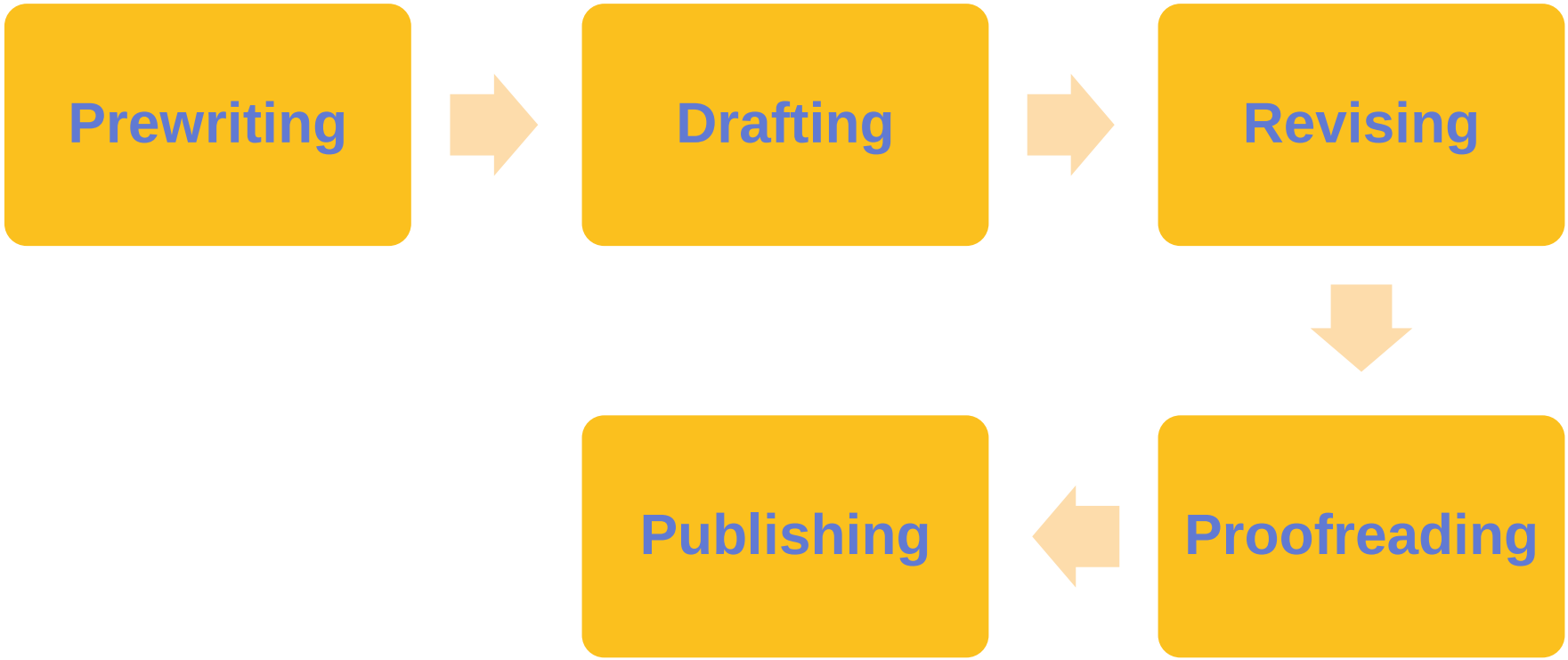
SPEAKING AND LISTENING

Figure 14: Receptive and Expressive Oral and Written Language

	Receptive Language	Expressive Language
Oral Language	Listening	Speaking
Written Language	Reading (decoding + comprehension)	Writing (handwriting, spelling, written composition)

Appendix A p. 26

The Writing Process



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TEACHING WRITING

Writing Process

- Prewrite
- Draft
- Revise
- Proofread
- Publish

Traits

- Ideas
- Organization
- Word Choice
- Sentence Fluency
- Voice
- Conventions

Forms and Prompts

- Narrative
- Persuasive
- Argumentative
- Expository

SMARTER BALANCED ASSESSMENT CLAIMS

General Item/Task Considerations

The Consortium is committed to using evidence-centered design (ECD) in the development of an assessment system. As a part of this design, Smarter Balanced established four "claims" regarding what students should know and be able to do to demonstrate readiness for college and career in the domain of ELA and literacy. The four claims are

Claim #1 – Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim #2 – Students can produce effective and well-grounded writing for a range of purposes and audiences.

Claim #3 – Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim #4 – Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Smarter Balanced English Language Arts Item and Task Specifications

Sample Generic 4-point Argumentative Writing Rubric (Grades 6-11)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	The response is fully sustained and consistently and purposefully focused: • claim is clearly stated, focused and strongly maintained • alternate or opposing claims are clearly addressed* • claim is introduced and communicated clearly within the context	The response has a clear and effective organizational structure creating unity and completeness: • effective, consistent use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose • strong connections among ideas, with some syntactic variety	The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques	The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response demonstrates a strong command of conventions: • few, if any, errors are present in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling

See p. 53

http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf

Delaware Department of Education

Argumentation/Opinion Text-Based Writing Rubric
Grade 5

	Score of 4	Score of 3	Score of 2
Reading/Research 2 x ___ = ___	The writing – ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources*	The writing – ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources*	The writing – ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources*
Development 3 x ___ = ___	The writing – ▪ addresses all aspects of the writing task with a tightly focused response ▪ states an opinion ▪ skillfully provides reasons that are supported by sufficient and relevant facts and details	The writing – ▪ addresses the writing task with a focused response ▪ states an opinion ▪ provides reasons that are supported by sufficient and relevant facts and details	The writing – ▪ addresses the writing task with an inconsistent focus ▪ states an opinion ▪ inconsistently provides reasons that are supported by sufficient and relevant facts and details
Organization 2 x ___ = ___	The writing – ▪ effectively introduces the topic or text ▪ skillfully creates an organizational structure in which ideas are logically grouped to support the writer's purpose and the writing task ▪ effectively links opinion and reasons using words, phrases, and/or clauses ▪ provides an effective concluding statement or section related to the opinion presented	The writing – ▪ introduces the topic or text clearly ▪ creates an organizational structure in which ideas are logically grouped to support the writer's purpose ▪ links opinion and reasons using words, phrases, and/or clauses ▪ provides a concluding statement or section related to the opinion presented	The writing – ▪ introduces the topic or text ▪ has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently links opinion and reasons using words, phrases, and/or clauses ▪ provides a sense of closure

HTTP://WWW.DOE.K12.DE.US/AAB/ENGLISH_LANGUAGE_ARTS/ELA_ASSESSMENT_TOOLS.SHTML

MONTANA COMMON CORE WRITING STANDARDS

English Language Arts and Literacy

NOTE: To find MCCS sequential planning resources, please visit Getting Started.

K-12 | Grade Specific | Appendices | Resources

K-12...

This document lists the standards by K-2, 3-5, 6-8, 9-10, 11-12 grade bands. Each strand of ELA is covered per grade band. This document is most helpful for seeing the standards across grade bands.

ALL STANDARDS - ALL GRADES

- Grade-Level K-12
- Grade-Band K-2, 3-5, 6-8, 9-10, 11-12

STANDARDS BY STRAND - ALL GRADES

- Anchor Standards
- Language Standards
- Reading Foundational Standards K-5
- Reading Informational Standards K-12
- Reading Literature Standards K-12
- Speaking Listening Stand
- Writing Standards
- Literacy History Social Stu Science and Technology 6-12

OUTCOMES

- **Explore the College and Career Readiness Anchor Standards for Writing K-12 and identify expectations for writing**

- **Identify the three text types of writing in the MCCS**
  - Argument
  - Informational/Expository Writing
  - Persuasion
- **Review exemplars of writing from Appendix C grades K-12**
- **Assessment expectations and writing**
- **Implementing writing and the MCCS**

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RESOURCES

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http://opi.mt.gov/MontanaCommonCoreStandards

Appendix A- Common Core Standards

Appendix B- Common Core Standards

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