



WORKBOOK

Writing with Evidence Day 2

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Learning targets

- Connect how writing with evidence promotes college and career readiness
- Practice analyzing student writing and prompts to support writing with evidence
- Apply instructional strategies to help students write with evidence

Success criteria

- Explain how writing with evidence is supported by the instructional shifts
- Analyze prompts and student writing samples to determine common feedback criteria across content areas
- Explore and collaborate with colleagues on instructional strategies to support writing with evidence

NWEA-Nebraska professional learning goal statement

Through partnership and engagement with the Nebraska Department of Education, Public School Districts, and Educational Service Units (ESU), the NWEA® professional learning goal is to strengthen the capacity of all Nebraska public educators, including the Certified Facilitators, through the system-wide professional learning (grounded in Professional Learning and Academic Content Standards) to increase the role-based knowledge, skills, and explicit transfer-to-practice of all aspects of the Nebraska Student-Centered Assessment System (NSCAS) balanced assessment system.

- Expand assessment literacy across the Nebraska education ecosystem in ways that are specific to the Nebraska balanced assessment system: NSCAS Summative, NSCAS Interim (e.g., MAP® Growth™), and classroom-based formative practice
- Build and maintain a student-centric focus in all assessment discussions and decisions
- Emphasize and develop formative classroom practices (learning targets and success criteria, questioning and feedback, activating learners) as key components of a balanced assessment approach
- Develop and drive data-informed decision-making including assessment results at the classroom, school, and system levels
- Serve as a resource in response to the differentiated needs of a district and ESUs and provide research-based resources grounded in best practices for adult learning

Modes of Writing

Directions

1. Individually, read the writing mode examples in the table below.
2. Construct a short, written response to the prompt in each writing mode.
3. When finished, you'll be placed in breakout rooms to discuss the differences among the writing modes.

Writing mode	Argument	Persuasive	Analytical
Example	In the NPR article "Attention, Students: Put Your Laptops Away," ¹ the author explains how students use technology at school and its impacts on their learning. Technology has been thought to make learning simpler because of its ease of use. Some might say technology is not beneficial for students to use at school because it prevents them from concentrating on their learning throughout the day. This is the right position for students to take because by leaving technology at home, students have a better chance of focusing on their learning, not the distractions technology introduces during their day.	One of the reasons students should not use their laptop at school is that writing their notes will help them better process what the teacher is saying. A study published by researchers from Princeton University and the University of California, Los Angeles found that "when people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can. . . . The students who were taking longhand notes in our studies were forced to be more selective—because you can't write as fast as you can type." ²	In the NPR article "Attention, Students: Put Your Laptops Away," ³ author James Doubek explains the potential negative impacts of technology on learning. He cites research conducted by Pam A. Mueller, who said, "When people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can." Mueller noted that, conversely, students who took longhand notes had to be more selective, which allowed them to process what they had learned. This analog format helps students understand the content more deeply than if they were to take notes using technology.

Prompt: *Should airline passengers be able to recline their seats?*

Argument	Persuasive	Analytical

¹⁻³Doubek, James. April 17, 2016. "Attention, Students: Put Your Laptops Away." *Weekend Edition Sunday*. <https://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>.

Reviewing Student Work

Directions:

1. Review student writing samples (ones you brought or Student Writing Samples, bit.ly/wweday2).
2. Use the Argument Writing Task Rubric (6–12) in the Instructional Resources document (bit.ly/wweday2) to determine strengths and opportunities for feedback.
3. Use sentence stems to communicate what you’re seeing in student writing (e.g., “To better align to the demands of the rubric, students may need . . .”).

Crafting Argument Prompts: Prompt Checklist

Directions:

1. In content area pairs or triads, practice using the prompt checklist below to draft your own argument prompts.
2. After your group revises one prompt, individually choose one of the following options:
 - Choose a topic from your curriculum in which argument writing is required. Draft another argument prompt using the prompt checklist.
 - Use your scope and sequence or other calendar tool to identify when you’ll teach argument in the next school year. Insert or mark specific days when you might teach students about the checklist.

ELA prompt	Revision using the checklist	Prompt checklist
Think about the short story “When Mr. Pirzada Came to Dine” and the evolution of Lilia’s character. How does Lilia’s relationship with Mr. Pirzada change her as a character? Please include three ways in which she changed over the course of the story, supporting this claim with textual evidence and an explanation of your ideas.		<input type="checkbox"/> Is clear and concise <input type="checkbox"/> Indicates length of response needed <input type="checkbox"/> Identifies a writing purpose <input type="checkbox"/> Directs students to reason or elaborate their reasoning <input type="checkbox"/> Provides guidance to include evidence from relevant sources

Crafting Argument Prompts, continued

Science prompt	Revision using the checklist	Prompt checklist
<p>Do we crank up the air-conditioning too high? Do you ever find yourself cold in the middle of summer—in stores, offices, classrooms, or even your own home? We read a study published in <i>Nature Climate Change</i> by Boris Kingma and Wouter van Marken Lichtenbelt at Maastricht University in the Netherlands, that claims that “most office buildings set temperatures based on a decades-old formula that uses the metabolic rates of men.”¹ Have you noticed that some stores are colder than others? Would turning down the air-conditioning even just slightly make offices and other indoor public spaces more comfortable for everyone?</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Is clear and concise <input type="checkbox"/> Indicates length of response needed <input type="checkbox"/> Identifies a writing purpose <input type="checkbox"/> Directs students to reason or elaborate their reasoning <input type="checkbox"/> Provides guidance to include evidence from relevant sources
Prompt	Revision using the checklist	Prompt checklist
<p>Insert the prompt from your content area</p>	<p>Revise using the frame</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is clear and concise <input type="checkbox"/> Indicates length of response needed <input type="checkbox"/> Identifies a writing purpose <input type="checkbox"/> Directs students to reason or elaborate their reasoning <input type="checkbox"/> Provides guidance to include evidence from relevant sources

¹Kingma, Boris, and Wouter van Marken Lichtenbelt. 2015. “Energy Consumption in Buildings and Female Thermal Demand.” *Nature Climate Change* 5: 1054–1056.

Close Reading of the Prompt

Directions:

1. In content area groups, choose a prompt you drafted earlier.
2. Practice close reading of the prompt using a strategy below or one you already use with your students.
 - T-chart
 - Circle words you don't know or understand in the context of the prompt
 - Star words that seem to be the central ideas of the prompt
 - Underline all the verbs that represent what the writer is supposed to do
 - Cross out any extra information that doesn't seem specifically relevant to the writing task

Notes:

Prompt	Close reading of the prompt

Planning Options Overview

Select one or more of the following planning options. You can choose to work alone or collaboratively with others during this planning time.

OPTION 1

Leverage Writing Strategies

We've learned about and practiced several argument-writing strategies. Review your plans for next year and look for opportunities to incorporate writing-with-evidence strategies necessary to support your students.

OPTION 2

Draft Shared Prompts

Analyze argument-writing prompts planned for next year using the prompt checklist. Work together to create a shared pool of quality prompts that could benefit science and ELA teachers across the state.

OPTION 3

Address Preplanning Logistics

Spend time planning for any logistical implications for integrating writing with evidence into your practice.

OPTION 4

Identify Formative Writing Opportunities

Spend additional time applying one or more of the approaches for how to identify formative components for when and how your students will engage in formative writing opportunities.

OPTION 5

One-on-One Partnering/Coaching

Feeling unsure about the next steps of embedding arguments into plans? Follow alongside a partner or coach to work through it together.

OPTION 6

Open-Ended Planning

Spend time designing your own next steps and planning approaches that best meet your needs.

OPTION 7

Plan Professional Learning

Make decisions about when and how you can share this professional learning with your school/district and then plan how to use today's workshop materials.

OPTION 1

Leverage Writing Strategies

Review your plans for next year and look for opportunities to incorporate writing with evidence and teaching strategies necessary to support your students.

Directions

1. Consider one or more of the writing-with-evidence strategies.
2. Look for opportunities to incorporate them into your existing plans.
3. Document your decisions in the organizer on page 11.

Strategy overviews

1. The Power of Basic Conjunctions: *Because, But, and So*¹

Examples²:

- “Seeds need light to grow because ____.”
- “Seeds need light to grow, but ____.”
- “Seeds need light to grow, so ____.”

Because explains the reasoning behind a claim.

But indicates a contrary position or the introduction of a different, related idea.

“*So* tells us what happens as a result of something else—in other words, a cause and its effect.”³

Uses: Checks comprehension, develops analytical thinking, assesses academic vocabulary use, increases sentence complexity

2. Another Name for a Noun: *Appositives*⁴

Example: Natural selection, *a process of evolution*, results in species with favorable traits.

“An **appositive** is a second **noun**, or a phrase or clause equivalent to a noun, that is placed beside another noun to explain it more fully.”⁵

Uses: Checks comprehension, varies sentence structure, creates topic and concluding sentences, adds complexity

3. Stepping Stones Toward Multiple-Paragraph Arguments

- Provide students with evidence and ask them to sort and prioritize it to support claims.
- Give students topics and ask them to practice creating a claim and a counterclaim using argumentative writing terms and change-of-direction transitions. Then ask the students to brainstorm evidence ideas.

¹⁻⁵Hochman, Judith C., and Natalie Wexler. 2017. *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*, 1st ed. San Francisco: Jossey-Bass. Notes 1–3 pertain to pp. 40–41, and notes 4–5 pertain to p. 46.

OPTION 1

Leverage Writing Strategies, continued

4. Science Notebooks: Writing-with-Evidence Incubators

Science notebooks and their ELA equivalent are powerful ways to naturally add writing-with-evidence opportunities. The following are links from the first session to explore for inspiration:

- **Teacher Handbook**, from OpenSciEd (see “Progress Trackers,” pp. 28–31, and “Science Notebook Management,” pp. 49–51), bit.ly/teacheropen
- **Using Sentence Frames**, from California Academy of Sciences, bit.ly/californiausing
- **Constructing Explanations**, from California Academy of Sciences, bit.ly/californiaconstruct

5. Single-Paragraph Outlines

The single-paragraph outline gives writers a simple way to gather their thoughts into coherent argument points. Solid lines indicate places where writers construct complete sentences. Dotted lines are for noting supporting evidence.

Claim (topic sentence)

Supporting evidence (with citation as necessary)

.....

.....

Supporting evidence (with citation as necessary)

.....

.....

Reasoning (Analysis): Why does this evidence support your claim?

Conclusion: Bring together your claim, evidence, and reasoning in a logical format

OPTION 1

Leverage Writing Strategies, continued

6. Nominalizations

A nominalization is the formation of a noun from other parts of speech. For example, *formation* is the nominalization of the verb *form*. Nominalizations can be helpful, but they can also interrupt meaning. It's helpful for students to be able to identify nominalizations, use them when appropriate, and eliminate them when needed. Visit the following links for more information:

- Purdue University Online Writing Lab: **Sentence Clarity: Nominalizations and Subject Position**, bit.ly/sentencepurdue
- TED-Ed® Animation, **Beware of Nominalizations (aka Zombie Nouns)**, by Helen Sword (5:04), bit.ly/bewaresword

7. Traits of Text-Dependent Analysis

The Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric (nwea.us/NETDArubric) provides an additional way to frame feedback on Analysis of Text and Use of Evidence. Note: This rubric was designed for Grade 8.

Document your strategy decisions in this organizer:

Strategy	Unit and lesson(s)	Dates	Notes

OPTION 2

Draft Shared Prompts

Collaboratively create a pool of quality prompts that could benefit science and ELA teachers across the state.

Directions:

1. Use the prompt checklist below to draft or revise prompt(s) aligned to the Argument Writing Task Rubric (6–12) in the Instructional Resources document (bit.ly/wweday2). Add your prompt(s) to the Google Docs™ shared resource.

Unit/Lesson	Standard(s)	Date(s)
Original or first-draft prompt	Checklist <ul style="list-style-type: none"><input type="checkbox"/> Is clear and concise<input type="checkbox"/> Indicates length of response needed<input type="checkbox"/> Identifies a writing purpose<input type="checkbox"/> Directs students to reason or elaborates their reasoning<input type="checkbox"/> Provides guidance to include evidence from relevant sources	Revised prompt

Unit/Lesson	Standard(s)	Date(s)
Original or first-draft prompt	Checklist <ul style="list-style-type: none"><input type="checkbox"/> Is clear and concise<input type="checkbox"/> Indicates length of response needed<input type="checkbox"/> Identifies a writing purpose<input type="checkbox"/> Directs students to reason or elaborates their reasoning<input type="checkbox"/> Provides guidance to include evidence from relevant sources	Revised prompt

OPTION 3

Address Preplanning Logistics

Spend time strategizing how to surmount obstacles, create planning time, schedule collaborative opportunities, use resources, and further professional learning goals.

Directions:

1. Select the preplanning logistics you need to tackle before moving forward with your planning:
 - Scheduling
 - Collaboration opportunities
 - Resources to consult
 - Additional learning opportunities
 - Other implications
2. Use this time to mark preplanning tasks off your checklist in the organizer below.

	Task	Who's involved?	Deadline
<input type="checkbox"/>			

OPTION 4

Identify Formative Writing Opportunities

Select one approach and plan when and how you and your students will engage in formative writing interactions.

Directions:

1. Reference the Instructional Resources document.
2. Select one of the approaches listed on pages 14–16 that you’d like to pursue.
3. Complete the corresponding organizer.

Approach 1: Diagnose student needs by comparing student writing samples with the expectations on the Argument Task Writing Rubric (6–12). Use diagnosed student needs to plan formative pieces.			
Diagnosis from rubric Students need support . . .	Lesson-planning considerations	Possible tool(s)	Lesson section
Understanding the prompt	<ul style="list-style-type: none">• How can I make sure that students know both <i>what</i> to write and <i>how</i> to write?• Does the prompt need revision?		
Finding focus	<ul style="list-style-type: none">• How can my students practice gathering evidence to answer the content-based essential question(s)?• How will I support students to express a claim and reasoning to answer the essential question(s)?		
Developing ideas	How can my students show their understanding of the content by developing in-depth reasoning that supports a claim?		
Using evidence	How can my students show their understanding of the content by finding relevant quotes, paraphrased passages, or data from the provided sources?		
Using academic vocabulary	How can my students show their understanding of how to accurately use content-specific vocabulary?		
Other			

Identify Formative Writing Opportunities, continued

Approach 2: Anticipate formative writing opportunities (backward-plan) from a summative task prompt. The task prompt could be from your curriculum or from future tasks that students will encounter.

Summative task prompt:

Anticipated needs from parts of the prompt Students will need support with . . .	Lesson-planning considerations	Possible tool(s)	Lesson section
Use academic vocabulary	<ul style="list-style-type: none"> • How will I share relevant vocabulary (content and writing technical terms) with students? • How will students demonstrate understanding of vocabulary? 		
Gather evidence from sources	When students read/watch sources: <ul style="list-style-type: none"> • How will they know what content evidence to find? • How will they demonstrate understanding of the content evidence? 		
State claim and elaborate reasoning	<ul style="list-style-type: none"> • After students read/watch sources, how can they practice using claim and reasoning to demonstrate content knowledge? • What sentence or paragraph supports may be helpful? 		
Other			

Identify Formative Writing Opportunities, continued

Approach 3: Diagnose student needs from patterns of greatest need arising from responses that occur during formative activities (e.g., patterns that arise from the use of a feedback strategy). Use diagnosed student needs to plan subsequent formative writing opportunities.

Diagnosis from formative activities Students need support . . .	Lesson-planning considerations	Possible tool(s)	Lesson section
Understanding the prompt	<ul style="list-style-type: none"> • How can I make sure that students know both <i>what</i> to write and <i>how</i> to write? • Does the prompt need revision? 		
Stating a claim	How can students practice stating a clear, concise claim?		
Developing reasoning	How can students practice developing in-depth reasoning?		
Using evidence	How do I help students use relevant pieces of evidence to support their claim and reasoning?		
Other			

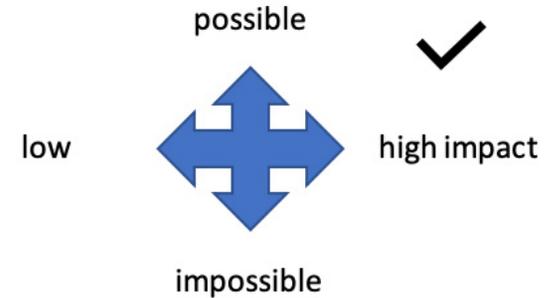
OPTION 5

One-on-One Partnering/Coaching

Feeling unsure about the next steps of embedding arguments into plans? Follow alongside a partner or coach to work through it together.

Directions:

1. Identify an area of focus and write it as a problem statement. Examples:
Many students struggle articulating their reasoning.
I'd like to use sentence-level strategies, but I need support integrating them into my lessons.
2. In a few sentences, describe your ideal results.
3. Collaborate on potential ways to address your problem and respond to the remaining organizer prompts to document your thoughts and plans.



Partnering/coaching steps	Notes
Problem statement (one sentence)	
Description of ideal results (a few sentences)	
Potential ways to address problem (brainstorm dump)	
One or more actions/solutions (possible/high impact)	
What I did today to realize my solution(s)	
What do I need to do next?	

OPTION 6

Open-Ended Planning

Choose your own planning adventure. Select a focus that meets your needs in supporting your practice and goals.

Directions:

Use this time as needed to support your work. Organize your plans in the table below.

Tasks completed
Notes
Next steps (what, when, how, who)

OPTION 7

Plan Professional Learning

Make decisions about when and how you can share this professional learning with your school/district and then plan how to use today's workshop materials.

Directions:

Organize your professional learning plans in the table below.

What (e.g., key concepts, skills, strategies)	Who would benefit (target audiences)	When (e.g., dates, times)	How (e.g., format, delivery options)	Next steps (e.g., contacts, resources, materials)



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