**

For the Leader of the Activity

Learning by Example

Professional Development Planning Page

**Purpose:**

* To become familiar with the language and terminology used in the Common Core State Standards for writing.
* To refine and deepen understanding of grade level expectations in the CCSS .

**Audience:** K-12 educators, administrators, ELA and content area specialists

**Grouping:** Groups of two or three, single or multiple grade levels

**Materials:**

* Set of 3-6 unannotated student pieces of a single writing type (Opinion /Argument, Informative/Explanatory or Narrative). These may be drawn from the *On Demand* or *Range of Writing* pieces and may represent a single grade level or a range of grade levels.
* Set of corresponding annotated pieces or internet access to *In Common*.
* CCSS Writing Standards for the writing type and grade levels being addressed

**Approximate Time:** 30 minutes- 1 hour

Time needed for this activity will vary based on the grade levels of the pieces being analyzed. Elementary pieces are shorter, and can generally be read and analyzed in less than an hour. Middle and high school pieces, because of their length and complexity, generally require much more time.

**Advance Preparation:**

1. Print the student work samples provided or use the *In Common* Collection to create a customized packet of student work for each participant.

To create customized packets of student work:

* Go to the *Range of Writing* and/or the *On Demand Writing* sections of *In Common* .
* Choose a writing type to focus on (Opinion/Argument, Informative/Explanatory or Narrative) and a grade level or set of grade levels.
* Print the transcribed (unannotated) versions of any pieces you like. Depending on your purpose and audience, you may create a set containing several pieces at a given grade level, or a set showing student writing at a variety of grade levels. Create a packet of unannotated pieces. Copy for each participant.
* Print, or arrange for participants to have electronic access to, the annotated version of the pieces you chose. Create and copy a packet of annotated pieces, or provide a link to *In Common* so that groups have access as they work .

2. Copy the Common Core Writing Standards for the writing type and grade levels addressed, or ask that participants bring their own copies of the standards.

3.Be sure to try this activity yourself using the pieces chosen before leading.

**Leading the Activity:**

1. Introduce the activity and collection of student work samples, using the short PowerPoint or the written protocol included in this resource.
2. Group participants as desired. Most activities work best if done in pairs or groups of three. Group members may teach the same grade level or represent multiple grade levels.
3. Hand out materials (listed above).
4. Review directions for completing the activity on the Protocol.
5. Circulate, answering questions and extending thinking as participants observe, record and reflect on the student work.
6. Debrief by sharing observations as a full group. (Annotated versions of the pieces in the sample packet are provided at the end of this document).
7. Help participants synthesize and summarize what they have learned using the reflection questions.
8. Optional: As a group, develop a short written response to each of the synthesizing questions on the Protocol. Arrange for everyone to get a copy of this group synthesis (This can be e-mailed to participants, created in a Google Doc, printed out and photocopied or even copied by hand by participants).
9. Distribute and collect the Exit Ticket below. Be sure to respond to questions and use this feedback before repeating the activity with a different writing type or grade level span.

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**Exit Ticket**

*Please reflect briefly on this activity below.*

What are the key elements in this writing type at your grade level?

How will what you have learned in this activity help you in planning writing instruction?

What questions do you have about this writing type?

What would make this activity more effective? What suggestions do you have for future activities?

Thank you!

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**Learning by Example: K-5 Annotations**

(Can be displayed and used to debrief the activity or distributed to participants for self -reflection after the activity)

Use these annotated pieces for reflection **AFTER** the activity has been completed.

**File Name: N3R The Family Who Traveled West**

**Narrative**

**Grade 3**

**Range of Writing**

The Family Who Traveled West

**Establishes a situation and introduces characters**

 Once upon a time there was a pioneer family that was moving west. They were moving west because they wanted to find more gold. They had to gather their livestock. They used horses. They packed pots and pans, food and drinks. The family was traviling from Massachusets to Oregon. They started to go. Anna their little girl said “I wish somthing would happen” and it did. They came upon Indians. The Indians were nice enough to let them go past. A few days later they came upon Oregon. “Ya” evryone shouted. Ma said “lets unpack and dig for gold”. Pa said, After we dig for gold, let’s build a farm to keep our livestock in and to live in”. They lived hapily ever after.

**Uses descriptions of actions to develop events**

**Uses dialogue and descriptions of actions, thoughts, and feelings to develop events or show the response of characters to situations**

**Uses dialogue and temporal words and phrases to signal event order**

**Provides a sense of closure**

Although brief, this third-grade narrative—written as part of a unit on westward expansion—quickly establishes a situation and a series of events that unfolds naturally. The reader comes to understand events through the character’s actions *(They packed pots and pans, food and drinks)* and reactions *(“Ya” evryone shouted)*. The writer uses dialogue effectively to advance the plot. Although it may sound trite to adults, the last line leaves the reader with a sense of closure.

**File Name: NKR THE little volcano**

**Kindergarten**

**Narrative**

**Range of Writing**

THE little volcano

wuts upon A time THERE wus A volcano sHe wus A LoNLE volcano

**Provides a reaction to what happened**

wuts THE LITT volcano saw ather she DID NOT FEel lonLe

wHen THE otHER volcano aRRIved THE LiTTle volcano plAD BAll

**Narrates several loosely linked events in the order in which they occurred**

In this Kindergarten narrative, the student relates the imaginative story of a lonely volcano who finds a friend. The events – the Little Volcano saw another volcano, the other volcano arrived and then they played ball – are loosely sequenced and the Little Volcano reacts to these events by no longer feeling lonely. In this story, the student drawings add detail to the writing. The Little Volcano is shown smiling when she first sees her new friend, and the two volcanoes playing ball on the last page are clearly happy and enjoying each other’s company. The setting of the story, which appears to be a desert, is also shown in the drawings, even though it is not explicitly mentioned in the text. Kindergarteners will often combine writing with drawing, a more familiar mode of expression, to express their thinking.

**File Name: N5R Frustration**

**Narrative**

**Grade 5**

**Range of Writing**

**Orients the reader by establishing a situation and introducing a narrator**

Frustration

 I dip my fountain pen into the ink container. I place the pen on the paper. What will be the first words of the Declaration of Independence? They must be convincing, but also get the message to King George that we want to be free. After waiting for what seems like an hour, I print the words: “*The Colonists of the new land want to*”…No! that won’t do. The words must be more convincing. I crumble the paper and throw it across the room. I dip the pen again and place the pen on a new clean sheet of paper. Now I print the words: “*We hold these truths to be self-evident that all men are created equal”*…No! that will go later in the paper, I scream, now ripping up the paper. I’m so angry that when I dip my pen it splatters on my white cuff. After an hour I decide on the first words: “*When in the course of human events it becomes necessary for one people to dissolve the political bonds…*” Yes! those will be the first words of the Declaration of Independence, I say leaping for joy.

**Provides a conclusion that follows from the narrated events**

**Uses narrative techniques to develop events** and **show the responses of characters to situations**

**Uses concrete words and phrases and sensory details to convey experiences and events precisely**

**Uses a variety of transitional words phrases, and clauses to manage the sequence of events**

In this fifth-grade historical narrative, written as part of a unit on the American Revolution, the writer focuses on one event, the writing of the Declaration of Independence. The first three sentences effectively give a sense of the time period and provide historical context using well-chosen details (the fountain pen, the Declaration, and King George). Even in this very brief piece, transitions are needed to manage the sequence of events. Transitional words and phrases *(Now, After waiting for what seems like an hour)* allow the event to unfold naturally. The writer uses both dialogue and description to show Jefferson’s frustration and to bring the piece to a satisfying conclusion.

**File Name: N1R When Our Key was Locked in the Car**

**Grade 1**

**Narrative**

**Range of Writing**

**When Owr Ke was Lokd in the Ca**

**Includes some details regarding what happened**

One day me, my Dad, and one of my dads frens went to the ter. When we came back we notisd that the ke was lockd in the car. "oh no" said my dad. So we went back to the ter to try to find something to get the door open. Then when we wer trying to find somthing to get the door open we fownd something. ya said my daddy. Then we went back to the car and we got the door open! Then we went hom. mak shur the ke isnt intin the car.

**Uses temporal words to signal event order**

**Provides some sense of closure**

This first-grade narrative recounts a sequence of events which revolve around a central problem (the ke was lockd in the car.). The writer uses temporal words and phrases *(One day, When we came back, then)* to sequence events and provides some details about what happened *(we went back to the ter to try to find something to get the door open.)*. At the end of the story, the problem is solved, providing some sense of closure for the reader. The writer also offers some advice based on his experiences (mak shur the ke isnt intin the car.).

**File Name: N2R Airplane Trouble**

**Grade 2**

**Narrative**

**Range of Writing**

**Recounts a** **short sequence of events**

**Airplane Trouble**

Once upon a time there was a man named Bob. He was 88. And his pet parret named Billy. He was 4 years old. They lived in New York. One day Bob and Billy were going to VA. He was packing his bags to go on the Airplane. And then he remembered his flight left at 8:00. And it was 7:50. So he got his stuff in the car and drove there. When they got there the plane left. "We missed out flight" said Bob. Bob was mad. They went in to the Airport to see if there was a diffrent plane. There wasint any athor plane. "Why don't we drive a car" said Bob. "Ok" said Billy. So they went to the car and drove.

**Uses temporal words to signal event order**

**Provides a sense of closure**

**Includes details to describe actions**

**Includes details to describe thoughts**

**Includes details to describe feelings**

This imaginative second-grade narrative was written independently as a prompt in response to a picture. The writer describes a short series of connected events surrounding a trip to the airport. This story revolves around a central problem *("We missed out flight")*. Details that describe actions *(He was packing his bags ),* feelings *(Bob was mad)* and thoughts *(And then he remembered his flight left at 8:00.)* advance the plot and show the reactions of characters to the situation. Temporal words *(one day, and then, when)* signal the order of events clearly. The story ends when the main characters decide to drive instead, providing the reader with a sense of closure .

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For Participants

Learning by Example

**Overview:**

In this exercise, you will gain a better understanding of expectations at each grade level by annotating student samples using the words of the standards. Attaching descriptors to actual student writing will help clarify what each descriptor means at a particular grade level.

**Purpose:**

* To refine and deepen understanding of grade level expectations in the CCSS .
* To become familiar with, and clarify, terminology used in the Common Core State Standards.

**Protocol:**

1. Choose a piece in the packet and locate the appropriate Common Core Writing Standard for Opinion/Argument, Informative/Explanatory or Narrative writing (W.1, W.2, W.3).
2. Annotate the student writing by finding and labeling examples of each descriptor in the standard. You may annotate by writing words and phrases in the margin or , where appropriate, by noting the lower case letter that appears before the descriptor in the standard.
3. When you have finished, check your observations against the annotated version of the same piece. Be sure to note any questions you have.

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