

THE WINDWARD



SCHOOL

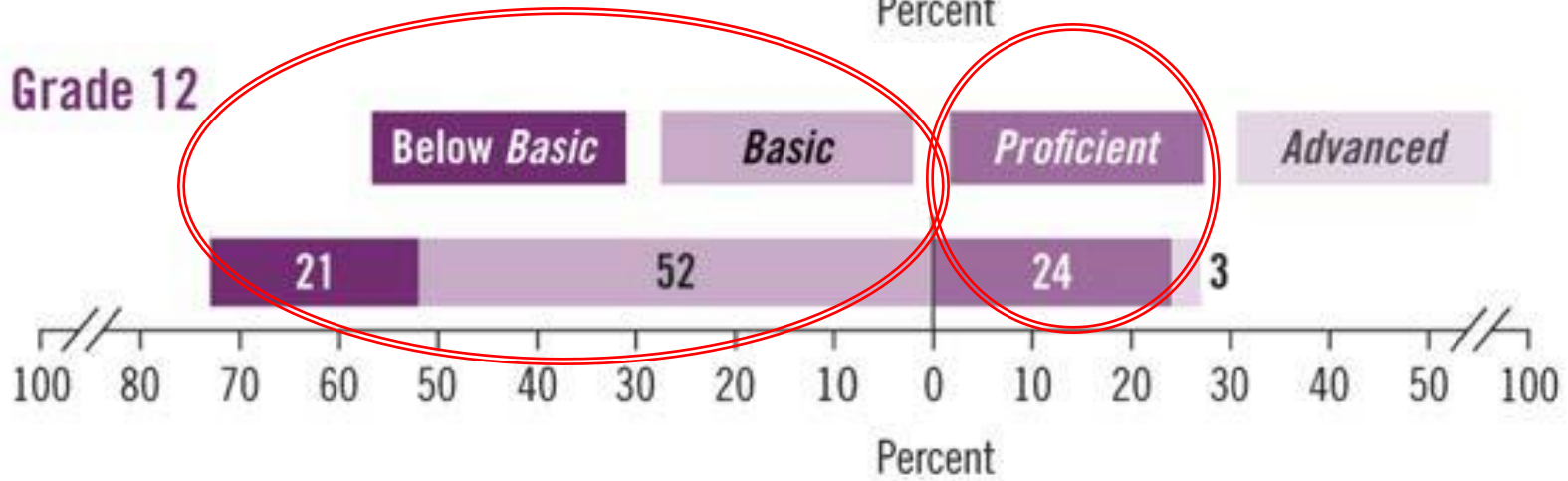
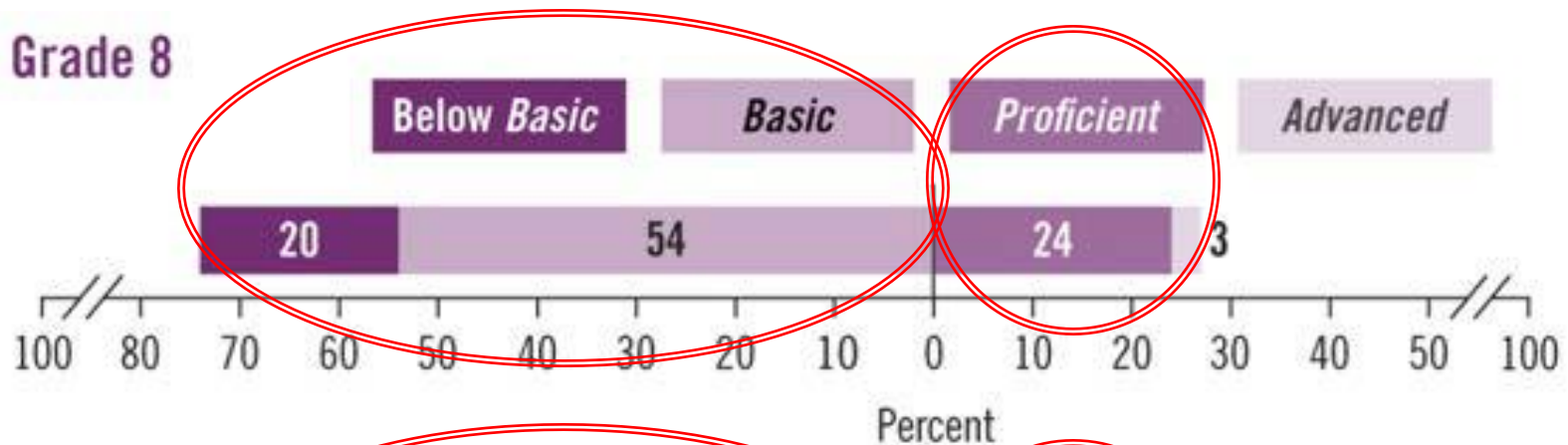
Common Core Standards Argumentative Essay

Betsy MacDermott-Duffy, M.S. Ed.

2011 NAEP Writing Results

> 25% of all students tested → Proficient

Approximately **75%** of all students → Basic and Below ↓



Writing in School

**70% of students in grades 4–12
are low-achieving writers.**

(Persky et al., 2003)

The Workplace

Close to 70 percent of responding corporations report that two-thirds or more of their employees have some responsibility for writing in their position descriptions and the ability to write well is a critical component of being able to communicate effectively to a variety of audiences.

**Writing: A Ticket to Work...Or a Ticket Out,
Report by the National Commission on Writing,
The College Board (2004).**

The Workplace

About half of private employers and more than 60% of state government employers say writing skills impact promotion decisions.

(National Commission on Writing, 2004, 2005)

The Workplace

“Poorly written applications are likely to doom candidates’ chances for employment.”

(National Commission on Writing, 2005, p. 4)

The Common Core State Standards Initiative

Beginning in the spring of 2009, governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.

The Common Core State Standards Initiative (CCSSI) was a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

Feedback and Review

- External and State Feedback teams included:
 - K-12 teachers
 - Postsecondary faculty
 - State curriculum and assessments experts
 - Researchers
 - National organizations (including, but not limited, to):
 - American Council on Education (ACE)
 - American Federation of Teachers (AFT)
 - Campaign for High School Equity (CHSE)
 - Conference Board of the Mathematical Sciences (CBMS)
 - Modern Language Association (MLA)
 - National Council of Teachers of English (NCTE)
 - National Council of Teachers of Mathematics (NCTM)
 - National Education Association (NEA)

Process

K-12 Common Standards:

- ▶ Core writing teams in English Language Arts and Mathematics (See www.corestandards.org for list of team members)
- ▶ External and state feedback teams provided on-going feedback to writing teams throughout the process
- ▶ Draft K-12 standards were released for public comment on March 10, 2010; 9,600 comments received
- ▶ Validation Committee of leading experts reviewed standards
- ▶ Final standards were released June 2, 2010

Common Core State Standards Evidence Base

- For example: Standards from individual high-performing countries and provinces were used to inform content, structure, and language. Writing teams looked for examples of rigor, coherence, and progression.

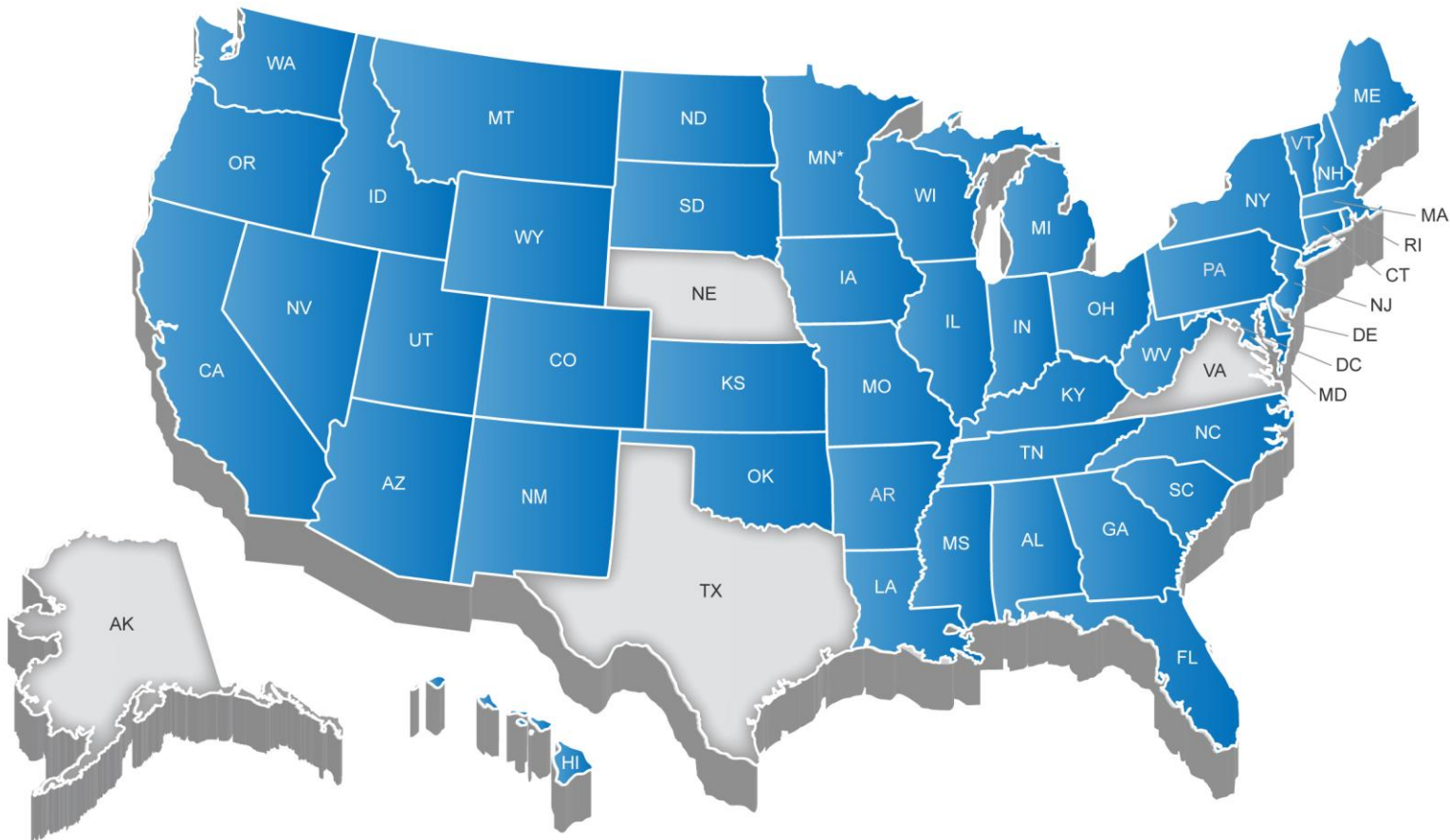
Mathematics

1. *Belgium (Flemish)*
2. *Canada (Alberta)*
3. *China*
4. *Chinese Taipei*
5. *England*
6. *Finland*
7. *Hong Kong*
8. *India*
9. *Ireland*
10. *Japan*
11. *Korea*
12. *Singapore*

English language arts

1. *Australia*
 - *New South Wales*
 - *Victoria*
2. *Canada*
 - *Alberta*
 - *British Columbia*
 - *Ontario*
3. *England*
4. *Finland*
5. *Hong Kong*
6. *Ireland*
7. *Singapore*

46 States + DC Have Adopted the Common Core State Standards



Minnesota adopted the CCSS in ELA only

Cons

- States can only add to standards / not alter them
- Eliminates algebra before 9th grade / no accelerated path
- Loss of control for local public schools / ind. states
- Assessments do not match standards
- Requires English teachers to explain “informational text” & historical documents / not trained
- Publishing companies claim → programs are “aligned” w/CCSS. (“fuzzy” math, whole language)
- Requires specific %s of fiction & nonfiction / ending w/ a ratio of 30 % fiction to 70 % nonfiction in 12th grade
- Teachers not involved enough / standards based more on input from administrators, “experts,” and business people

Pros

- Discourages self-centered & weak writing / encourages grounding arguments in evidence
- Encourages classic works over young adult trendy fiction
- Reading research → children need broad background info. / Core emphasizes “informational text” / higher level critical thinking
- Social studies & science play more prominent role in literacy
- Significant emphasis on source documents
- More rigorous than previous state standards (except in CA, IN, & MA)
- Internationally benchmarked / research/ evidence based
- Provides course alignment across grades, & nearly all states

Key Advances

- Reading** - balance of literature and informational texts
 - text complexity
- Writing** - emphasis on argument & informative/explanatory writing
 - writing about sources / using evidence to inform an argument
- Speaking & Listening** - inclusion of formal & informal talk
- Language** - stress on general academic & domain specific vocabulary
- Technology** - critical analysis and production of media skills integrated throughout standards

**Cross Curriculum

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness (CCR) Standards

- Overarching standards for each strand that are further defined by grade-specific standards

Grade-Level Standards in English Language Arts

- K-8, grade-by-grade
- 9-10 and 11-12 grade bands for high school
- Four strands: *Reading, Writing, Speaking and Listening*, and *Language*

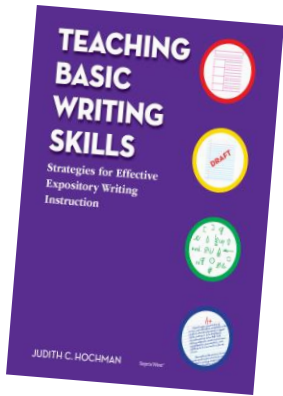
Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- Standards are embedded at grades K-5
- Content-specific literacy standards are provided for grades 6-8, 9-10, and 11-12

Writing Standards

- **Writing arguments (1)**
- **Writing informative/explanatory texts(2)**
- **Writing narratives(3)**
- **Strong & growing *across-the-curriculum* emphasis on writing arguments & informative/explanatory texts(1-3)**
- **Developing & strengthening writing using technology (4-6)**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task (topic), purpose, and audience
- **Engaging in research to build & present knowledge(7-9)**
- **Writing routinely over various time frames (10)**

all Standards aligned with NAEP Writing Framework



MPOs

TOs

QOs

Sentence Strategies

Revise & Edit

Science

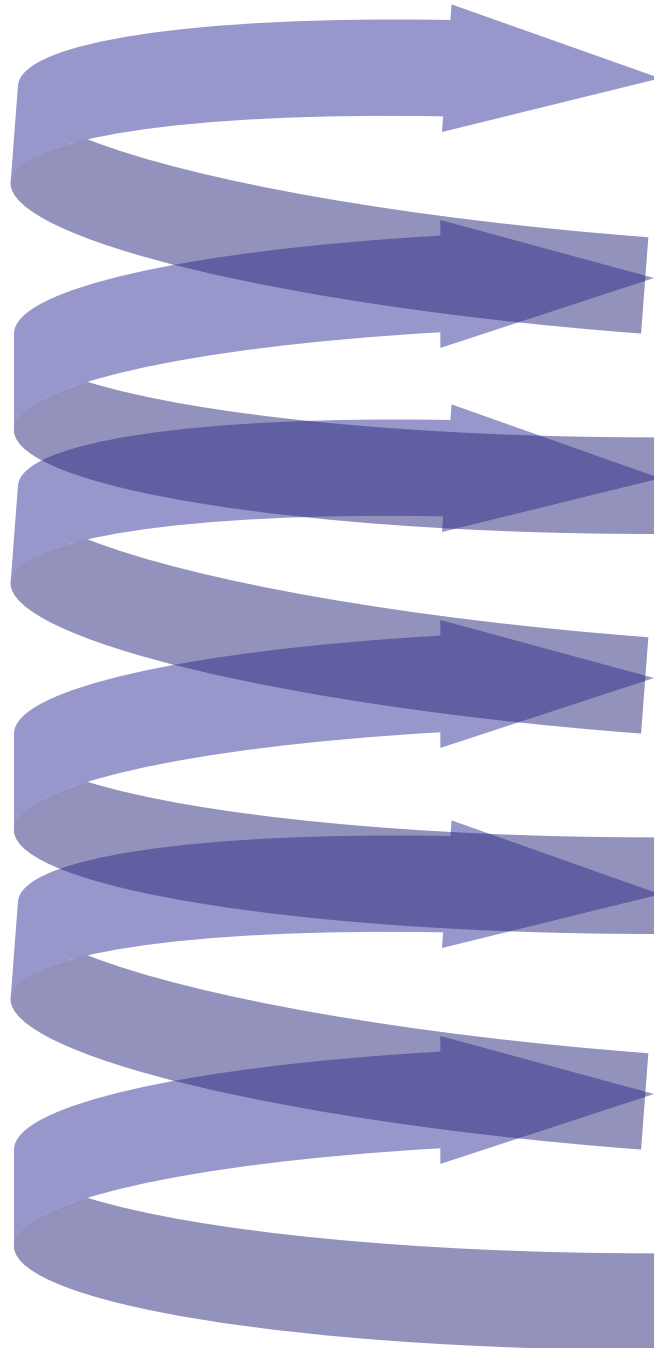
Social Studies

Math

English

Current Events

Research Reports



College +

Grades 11 - 12

Grades 9 - 10

Grades 7 - 8

Grades 5 - 6

Grades 3 - 4

Grades K - 2

Writing Standards

- **Writing arguments (1)**
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- **Writing narratives(3)**
- **Strong & growing *across-the-curriculum* emphasis on writing arguments & informative/explanatory texts(1-3)**
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Text Types and Purposes

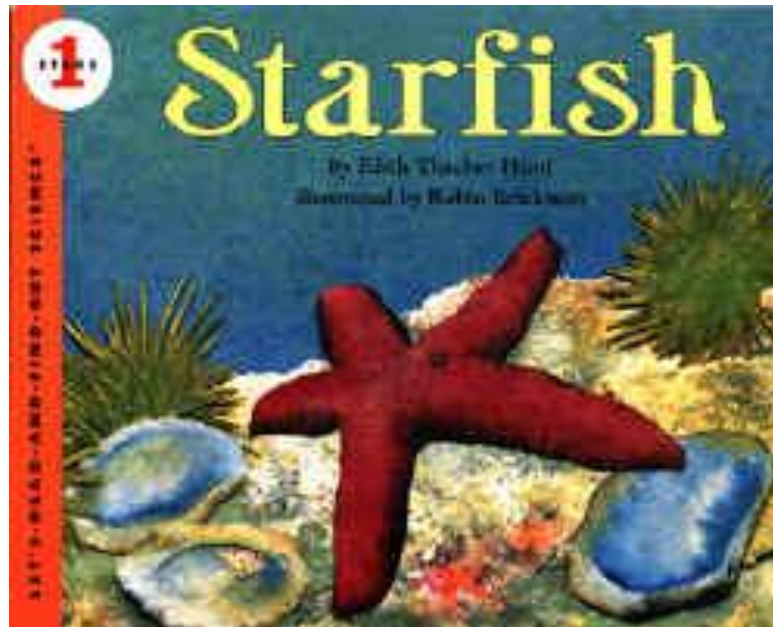
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Text Types and Purposes

Anchor Standard - 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE K

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*)



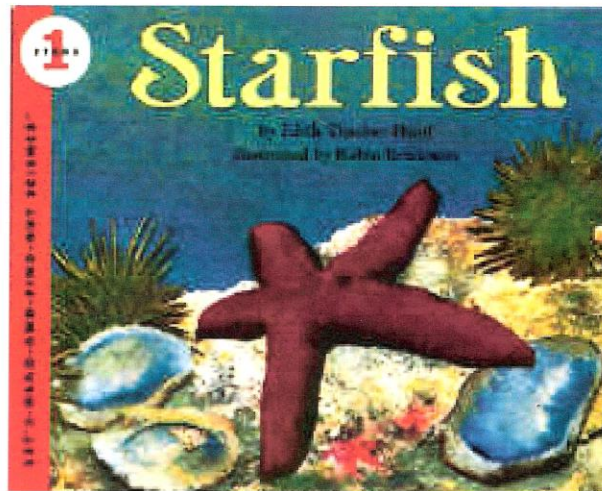


Name

Liam

Grade K
dictated

STARFISH by EDITH THACHER HURD



Complete the following sentence.

I liked the book Starfish because I learned
about starfish habits and
shapes.

Text Types and Purposes

Anchor Standard - 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE 1

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.





Name Amanda Z.

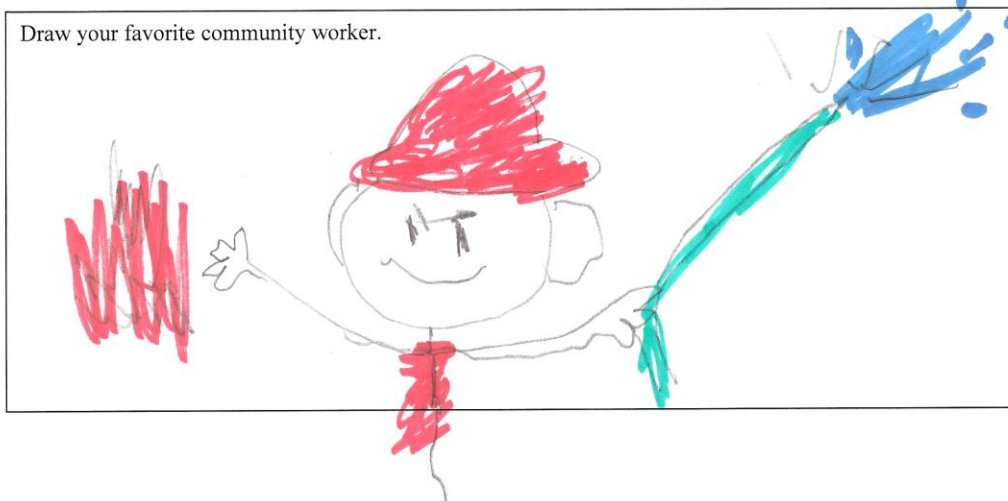


On the Town: A Community Adventure by Judith Caseley.

Community workers are important because they
help us every day.

After you read On the Town, you will
know about community
workers!

Draw your favorite community worker.



Text Types and Purposes

Anchor Standard - 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 2

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.





Name: CLASS LESSON Date: _____

T.S. The giant squid is one of the
most interesting creatures in the
world!

body 1. short body = mantle / 8 arms w/suckers & 2 tentacles

habitat 2. deep → ocean / no sunlight / grows ↑ 60 ft long

diet 3. eats fish / shrimp & smaller squids

interesting 4. largest eyes of any animal / big as soccer balls

fact

C.S. Scientists still have a lot to learn about
these incredible sea creatures because
their deep sea habitat is hard to study.



The giant squid is one of the most interesting creatures in the world! This ocean animal has a short body called a mantle, eight arms with suckers, and two long feeding tentacles. Additionally, it lives deep in the ocean where no sunlight reaches and where this marine animal can grow up to 60 feet long. The giant squid eats fish, shrimp and smaller squids. Also, this deep sea creature giant has the largest eyes of any animal and its eyes can get as big as soccer balls! Scientists still have a lot to learn about these incredible sea creatures because their deep sea habitat is hard to study.

Text Types and Purposes

Anchor Standard - 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 3

1. **Write opinion pieces on topics or texts, supporting a point of view with reasons.**
 - a. **Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.**
 - b. **Provide reasons that support the opinion.**
 - c. **Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.**
 - d. **Provide a concluding statement or section.**



Quick Outline

Name: Andrea L. Date: Jan.



T.S. Have you heard of the very unique hotel in North America that amazes the people who visit?

1. Ice Hotel / Quebec, Can. / open → Jan - March
2. sculptors / 36 rooms / 16,000 T. snow + 508 T. ice
3. walls + roof / st / artists → furniture - ex. / blocks of ice
4. guests / before sleep → hot tub / special sleeping bags

C.S. Therefore, if anyone has a chance to stay at this impressive ~~lodge~~ lodge (sp.) they should.



Teaching Basic Writing Skills

Name: Amanda L.

Date: January 15

Teacher: Mrs. Morris

Grade: 3

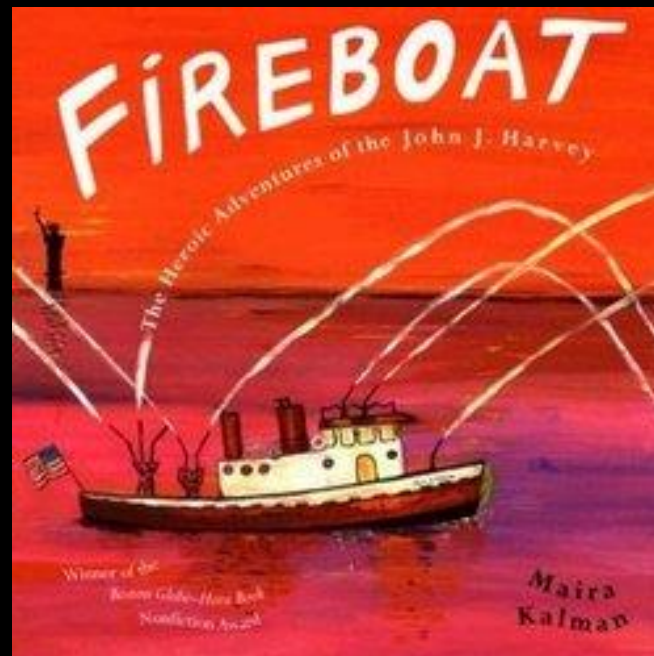
The Ice Hotel (Hotel de Glace)



Have you heard of the very unique hotel in North America that amazes the people who visit? The Ice Hotel in Quebec, Canada is open from January to March. Sculptors build the 36 room Ice Hotel out of 16,000 tons of snow and 508 tons of ice. After the walls and roof of the Ice Hotel are built, artists sculpt the beds, tables, bars and stools out of huge blocks of ice. Since guests of the Ice Hotel are told to take a plunge into a hot tub before going to sleep in special warm sleeping bags, they doze off quickly! Therefore, if anyone has a chance to stay at this impressive lodge, they should.

Fireboat

The Heroic Adventures of the John J. Harvey





TEACHING BASIC WRITING SKILLS



Transitional Outline 3rd's

Name: _____ Date: _____

Teacher: _____ Grade: _____

Topic: **Fireboat**

T.S. **Everyone should know about John J. Harvey, an amazing fireboat.**

- 1. *history* built 1931 /130' L / power of 20 fire trucks
- 2. 1st gasoline powered
- 3. fought fires on NYC piers

T.S. **In 1994, NYC decided the JJH should be sold for scrap.**

- 1. *recent years* rescued/ preservation architect& friends → \$28,000
- 2. Tim Ivory repaired JJH / give ex.
- 3. Manned by volunteers → back on Hudson River

T.S. **On 9/11, JJH had its most important job.**

- 1. *9/11* helped NYCFD evacuate people → lower Manhattan
- 2. pipes broke /JJH needed to pump H2o from river
- 3. in 3 days pumped 38 mil gal

C.S. **JJH won many awards for 9/11 and now provides free public trips on the Hudson River!**

Text Types and Purposes

Anchor Standard - 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 4

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.



Sugary drinks larger than 16 ounces will be subject to the ban, which goes into effect in March.

So Long, Super Sizes?

New York City takes a tough stance against selling extra-large sugary drinks

People in New York City will soon be slurping down fewer jumbo-sized drinks. Last month, the city banned the sale of sugary drinks larger than 16 ounces in restaurants, movie theaters, and sports arenas. The ban goes into effect in March 2013. It's part of Mayor Bloomberg's push to fight rising **obesity** rates among New Yorkers. The law is the first of its kind in the U.S.

The ban comes at a time when health experts and lawmakers are trying to address a nationwide obesity problem. About one third of adults in the U.S. are obese. That's more than twice the rate of 30 years ago. Being overweight has been linked to serious health problems, including heart disease and diabetes. Many health experts say larger portions are partly to blame for the country's weight problems.

GROWING PORTIONS

From french fries to hamburgers, fast food has gotten bigger over the years. For example, hamburgers today are about three times bigger than they were when your grandparents were kids.



Quick Outline

T. S. The rise in obesity rates has created a serious health problem in the United States.

1. 1/3 of adults in U.S. obese/ > 2x rate of 30 yrs. ago
2. ↓ exercise → not burning + calories → mil. people overweight
3. educate ppl / portion sizes + food / should include in diet
4. overweight → serious health problems/ ex. heart disease + diabetes

C. S. Many health experts and lawmakers are determined to solve the nationwide obesity problem.

The rise in obesity rates has created a serious health problem in the United States. Did you realize that one-third of all adults in the United States are obese? In fact, the number of obese people is growing at two times the rate it was just thirty years ago! Millions of people are overweight because they are not exercising or burning enough calories. Experts need to educate people on portion size and on the types of healthy foods that need to be included in their diet. Additionally, serious health problems can arise. For instance, heart disease and diabetes are life-threatening illnesses that can result from unhealthy lifestyles. Many health experts and lawmakers are determined to solve the nationwide obesity problem.



<p>1A: Time and Sequence first second in addition after last then next also before finally</p>	<p>1B: Time and Sequence initially previously soon later on at last additionally currently earlier meanwhile ultimately during</p>	<p>2: Conclusion in conclusion in closing in summary as a result * consequently * finally therefore * so * thus * in the end</p> <p>* In addition to conclusion signals, these words or phrases can be used to indicate cause and effect.</p>
<p>3: Illustration for example for instance specifically particularly as an illustration namely such as expressly like including in particular</p>	<p>4: Change of Direction however even though in contrast otherwise on the other hand although but yet instead on the contrary</p>	<p>5: Emphasis especially in particular obviously above all most importantly primarily certainly particularly moreover notably keep in mind</p>



Transitional Outline

Topic: Women Heroines

1st ¶ - T.S. Deborah Sampson, Lydia Darragh, and Emily Geiger were heroines for the courage they displayed while defending the Patriot cause during the American Revolution.

1. Sampson = adventurous woman
2. disguised as man → joined army/ Robert Shurtliff
3. 1st woman soldier/ Rev. War

2nd ¶ - T.S. While Deborah Sampson actually fought in battles, some women served as Patriot spies.

1. Darragh = Patriot spy/ eavesdropped on British meeting
2. devised plan → warned Patriots of surprise British attack
3. Geiger = teenage spy/ captured by British
4. before searched/ ate message → deliver military info.

C.S. Certainly, these women will always be remembered for their fearless, daring acts of bravery during the War of Independence.

Deborah Sampson, Lydia Darragh, and Emily Geiger were heroines for the courage they displayed while defending the Patriot cause during the American Revolution. Deborah Sampson, an adventurous young woman, disguised herself as a man to join the Continental Army as Robert Shurtliff. Sampson was the first woman to fight as a soldier during the Revolutionary War.

While Deborah Sampson actually fought in battles, some women served as Patriot spies. Lydia Darragh, a spy for the Patriots, helped General Washington and his army. For example, she eavesdropped on a secret meeting held by British soldiers. Darragh then devised a plan to warn Continental soldiers of a surprise attack the British were planning against the Patriots. Emily Geiger, a teenage spy, was captured by the British on her way to deliver a secret message to the Continental Army. Before the young girl was searched, she ate the message. Since she had memorized the message, Geiger was still able to deliver the military information to the Patriots! Consequently, these women will always be remembered for their fearless, daring acts of bravery during the War of Independence.



Teaching Basic Writing Skills

Name _____ Date: _____

Teacher: _____ Grade: _____

Directions: Write sentences using the following appositive phrases.

Lydia Darragh, a spy for the Patriots, _____

Emily Geiger, a teenage spy, _____

Deborah Sampson, an adventurous young woman, _____

Name _____ Date _____

Writing

Grade 4

Women Spies

Directions: Complete the following sentences.

Women were successful spies because _____

Women were successful spies but _____

Women were successful spies so _____

Text Types and Purposes / Anchor Standard - 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 5

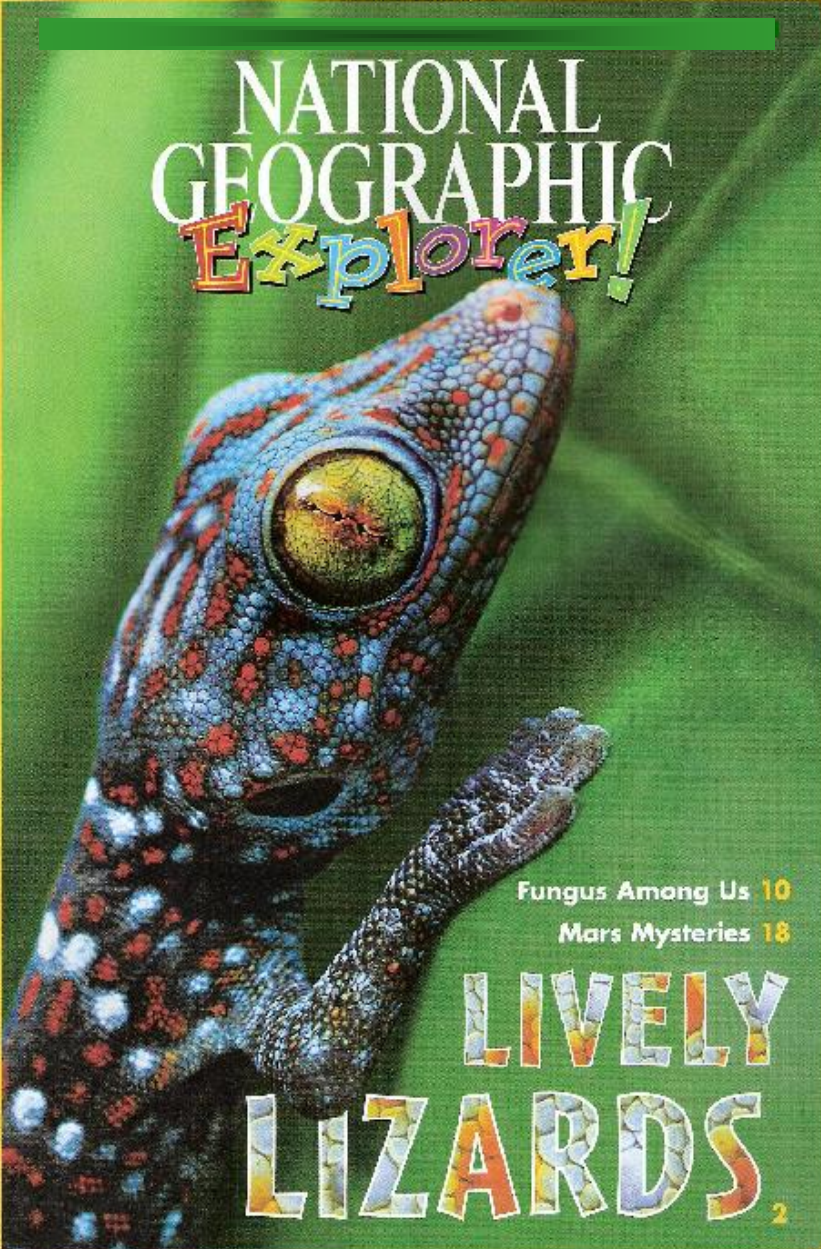
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

d. Provide a concluding statement or section related to the opinion presented.



NATIONAL
GEOGRAPHIC
Explorer!

Fungus Among Us 10

Mars Mysteries 18

LIVELY
LIZARDS₂



TEACHING BASIC WRITING SKILLS

Transition Outline



Directions: Decide on the categories and write them in the boxes based on the Transition Outline.

Topic: Geckos

¶T.S. Geckos, amazing creatures, have the ability to adapt to our ever-changing planet.

Special Features

- 1... nocturnal reptile/survived mil. of yrs.....
- 2.. able to protect themselves / predators – give 2 ex.....
3. warm habitats / all over world - give 3 or 4 ex.....

¶T.S. The unique adaptations geckos have developed set them apart from other reptiles.

Adaptations

- 1... tail=balance/detachable.....
- 2... toes / tiny sticky hairs → cling to surfaces.....
- 3..voice attracts mates & scares predators /many sounds – give 3 ex

C.S. So the next time you're in a warm climate, be on the lookout for the incredible, ever-adapting gecko!

Should States Ban Junk Food in Schools?



In response to rising obesity rates nationally, 16 states have recently adopted school nutrition policies

YES - First of all, America is facing a health crisis because of our eating habits. Sixty million adults (20 percent of the population) are obese. Studies show that one out of every seven children in the United States is overweight. Nearly 300,000 people die each year from being overweight.

Secondly, poor eating habits developed at an early age lead to poor health over a lifetime. School is where children spend most of their time, so it is where children should learn healthy habits. That's why some states want to ban candy, soda, and other junk food. Nutritious food gives children energy, strong bones, and helps them concentrate.

In addition, if you go to school in states that ban junk food, the cafeteria vending machines will not sell snacks that are high in fat and loaded with sugar. Items that list sugar as the first ingredient will be eliminated. Also, snacks will be low fat.

Lastly, soda and junk food will be replaced with healthier choices. Children will still have choices, but instead of candy or chips, they can choose between an apple or carrot sticks. Soda will be replaced with milk or water. Some schools publish cafeteria menus with nutritional information.

It has always been the role of government to help solve problems, especially health crises. Obesity is a health epidemic across our country. Our government, along with families, should do all they can to promote good nutrition and healthy eating.

NO - It may make sense for a schools to ban junk foods in some cases, but there are several questions that should be answered. First, there is the problem of defining "junk food." Are we talking only about potato chips, soda, and pastries? What about fried chicken fingers, cheeseburgers, and pizzas? These foods are sometimes served in school cafeterias.

Second, the decision about what is sold in school vending machines should be made by individual schools and not the state or federal government.

Third, an important part of education is learning to make good choices. An across-the-board junk-food ban does not teach young people how to make healthy choices; it simply takes away some unhealthy choices.

Finally, it is better to teach children about good nutrition and require more physical activity than to issue a statewide ban on junk food.

People believe that childhood obesity is a very serious issue. Principals, teachers, parents, students, and school leaders should be doing their part to address the healthy habits of school children. Banning junk food alone is not a good remedy.



Sugar-Free School

Should junk food be banned from schools?

What do you eat for lunch at school? Some teens often go for chips, candy, and soda from vending machines.

Soon, they will have to make new choices. This past December, Congress passed a new law. It will ban some junk food from schools.

In vending machines, soda and candy could be replaced with fruit, vegetables, and water. The reason is simple: Junk food causes health problems for kids. One third of kids and teens in the United States are overweight.

But some people say that the government shouldn't decide what kids can eat. They think that should be up to parents.

There's another problem. Students don't spend as much money on healthy snacks. Two years ago, schools in Abilene, Texas, removed soda from vending machines. Yearly profits from the machines dropped from \$100,000 to \$25,000. In many schools, profits from vending machines help pay for school activities. So, no junk food could mean fewer field trips.

READ BOTH SIDES OF THE DEBATE AND DECIDE.

YES Junk food should be banned from schools. Here's why:

- Some experts say that poor food choices cause more health problems in the U.S. than smoking and illegal drug use put together.
- Health care is expensive. Keeping students healthy could save the country money.
- Schools are there to educate students. That includes showing them how to eat healthy.

NO Junk food should not be banned from schools. Here's why:

- Even if you remove junk food from school, students can still buy it outside of school.
- Money from vending machines helps pay for school activities. Machines that don't sell junk food usually earn less money.
- Schools shouldn't decide what students eat. That should be up to kids and their parents.



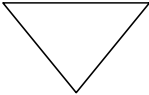

TEACHING BASIC WRITING SKILLS

Multiple Paragraph Outline



Topic: Junk Food Ban

Thesis Statement: Since obesity is a serious problem, banning junk food in schools will play an important part in improving the health of young people.

Main Idea	Details
<p>¶ 1</p> <p style="text-align: center;">Introduction</p> 	<p>GS:</p> <p>SS:</p> <p>TH ST:</p>
<p>¶ 2</p> <p style="text-align: center;">Pro Ban</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">T.S.</p>	<p>.. nutrition education in school curriculum</p> <p>.. nutritious food = energy/strong bones/helps concentration</p> <p>.. junk replaced w/healthier choices</p> <p>.. ex. - soda/candy/chips → water/apples/carrots</p>
<p>¶ 3</p> <p style="text-align: center;">Con Ban</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">T.S.</p>	<p>1 problem = people differ/ definition of junk food</p> <p>↑ fat + sugar treats = junk / other → moderation is fine</p> <p>opponents of junk food bans → strongly believe gov't not be involved</p> <p>.....</p>
<p>¶ 4</p> <p style="text-align: center;">Pro Ban/Health</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">T.S.</p>	<p>.. Center for Disease Control + Prevention stat.</p> <p>.. 1 out of every 7 children/ obese/ 60 m. adults overweight</p> <p>.. 300,000 deaths per yr. / related</p> <p>.. poor eating habits @ early age → life of health problems = \$\$/ Iof M stat.</p> <p>gov./ families + schools/ all involved in promoting good health</p>
<p>¶ 5</p> <p style="text-align: center;">Conclusion</p> 	<p>.. TH, ST.; (REPHRASED)</p> <p>.. SS:</p> <p>.. GS:</p>

Should States Ban Junk Food in Schools?

Obesity is a serious health issue. Poor eating habits can contribute to weight gain even in childhood. Since obesity is a serious problem, banning junk food in schools will play an important part in improving the health of young people.

Shouldn't children learn about nutrition and healthy eating habits at school since that's where they spend the most time? Nutrition education should be a part of every school's curriculum. Then, students would learn that nutritious food gives them energy and builds strong bones. Additionally, eating healthy would help students concentrate in school. The junk food in vending machines should be replaced with better choices. For example, items like soda, candy, and chips should be replaced with healthier selections such as water, apples, and carrots.

Although evidence is mounting that solutions must be found for the obesity problem, some people are against a ban on junk foods in schools. One problem is that people differ on their definition of junk food. Some think that anything with a high fat or sugar content is unhealthy and should be forbidden. Others believe that certain foods in moderation are fine. In addition, opponents of the ban strongly believe that the government should not be involved in telling people what to eat.

Regardless of the opponent's opinions, junk food consumption in the United States has led to a health crisis. The Center for Disease Control and Prevention published that 61% of obese children aged 5–10 years have one or more risk factors for heart disease. One out of every 7 children is obese and 60 million adults are overweight. Unfortunately, there are 300,000 deaths per year related to obesity. When poor eating habits develop at an early age, a life time of expensive health problems follows. According to the Institute of Medicine, the current cost of obesity is more than \$190 billion annually. The government, families, and schools should all be involved in promoting good health.

Obesity in the United States must be addressed and banning unhealthy food choices in schools is an important start. Promoting good eating habits at a young age will prevent health problems in the future. Support the ban on junk food in schools!



TEACHING BASIC WRITING SKILLS

Quick Outline



T.S. Junk food, high calorie-low nutritional food, is contributing to a
national health problem and should be banned from schools!

1. 1 out of every 7 children/ obese/ 60 m. adults overweight
2. poor eating habits @ early age → life time of health problems = \$\$
3. junk replaced w/healthier choices / give ex.
4. nutritious food → energy/strong bones/helps concentration

C.S. Since children spend most of their time in school, shouldn't vending
machines and cafeterias be featuring healthy choices?

YES – BAN JUNK FOOD IN SCHOOLS!

Junk food, high calorie and low nutritional food, is contributing to a national health problem and should be banned from schools! Currently, one out of every seven children is obese and 60 million adults are overweight. When children develop poor eating habits at an early age, they can face a life time of costly health problems. If there is a ban on junk foods in schools, unhealthy foods could be replaced with healthy ones. For example, vitamin water, apples, and carrots could be substituted for soda, candy, and chips. Everyone should promote nutritious food because it will improve energy, promote strong bones, and help with concentration. Since children spend most of their time in school, shouldn't vending machines and cafeterias be featuring healthy choices?



TEACHING BASIC WRITING SKILLS



Quick Outline

T.S. Although some states are banning junk food in schools, diet and

health decisions should be left up to families!

1. defining junk food = problem / give ex.
.....
2. removes unhealthy choices/still buy outside school
.....
3. better→teach good nutrition & more exercise
.....
4. no gov't involvement / regulating food choices/banning snacks
.....

C.S. Childhood obesity is a serious problem but it would be better to

educate young people about good health.

NO – DO NOT BAN SNACKS IN SCHOOLS!

Although some states are banning junk food in schools, diet and health decisions should be left up to families! First of all, many families disagree on the definition of junk food. That is a serious problem because some people believe anything that contains too much sugar or fat should be banned. Others think that treats in moderation are just fine. Certainly, it would be much better if schools taught good nutrition and provided more time for children to exercise. Do you really want the government involved in regulating your food choices by banning snacks? Childhood obesity is a serious problem but it would be better to educate young people about good health.

Grade 6

Big Shift

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

DEBATE



YES Inflation has eroded the value of the penny, but it is no longer useful. It is nearly a nuisance.

The penny has been our lowest-denomination coin since 1857, when the half penny was retired. By the time it was retired, the half penny was worth more than the equivalent of a dime today.

Pennies are one month behind from people who don't pick them up off the street, despite the fact—penny-wise—that Harvard professor of economics Gregory Mankiw guesses that "When people start leaving a monetary unit at the cash register for the next consumer, the unit is no small to be used."

But what harm is caused by continuing to mint the penny? First, it's a waste of time. What cash registers have trouble with the exchange of pennies, and this increases the time it takes to complete them.

Second, minting pennies is a waste of money. The U.S. Mint produces about 7 billion pennies a year at a cost of \$100 million. Pennies are made of copper and zinc, raw metals that have recently soared in price. Because of the high value of these metals, a penny is worth more metal alone than an U.S. centime. So how, the Mint recently announced, that it's illegal to melt down the penny?

A simple way to retire the penny would be to cancel each-coin production to the nearest nickel. Similar reforms have been successful in other countries, including Australia and the Netherlands. The U.S. might have already made similar changes if not for lobbying by the coin industry to keep the penny in circulation.

The penny has declined in usefulness. Let's retire it.

—**Jeff Gass**
Director for Retiring the Penny

NO Retiring the penny would hurt both consumers and the economy.

The alternative to the penny is creating another coin or the nearest nickel, but that will make people and business more expensive.

Since the objective of any business is to maximize profits, more prices would be rounded up—and research suggests that consumers would spend an additional \$600 million a year as a result.

Inflation has eroded up until now, but a significant impact on government spending. It takes 100 pennies

to make a dime. Some estimates that abolishing the penny would result in an extra \$1 billion in government spending over the next five years, since pennies from many government programs are hard to collect.

Opponents of the penny argue that so many will use the penny when the people use cash registers. But the majority of purchases of \$10 or less are still made with cash. Many low-income Americans don't have bank accounts or credit cards. Rounding would hurt all Americans, but the poor and other disadvantaged people would be disproportionately affected.

Abolishing the penny would cut into the government's revenue. Without the penny, the U.S. Mint would produce more nickels. One to-making metal penny, the metal cost about 17 cents in production. Spending more money to produce more nickels is one way to raise money.

According to a recent poll, more than 70 percent of Americans support keeping the penny in use. There is no need to abolish the penny, especially when the change would hurt consumers and the economy.

—**Matthew J. Eggers**
Director for Consumer Costs



TEACHING BASIC WRITING SKILLS



Multiple Paragraph Outline

Name: Alex P. Date: 10/14

Topic: Retiring the Penny?

Thesis Statement: Many economists along with everyday Americans support keeping the Lincoln head coin in circulation.

Main Idea	Details
Introduction ¶ 1	G.S. S.S. Th. St.
Effect on economy ↓ T.S. ¶ 2	transactions rounded to nearest nickel → drive prices cost consumers extra \$600 mil. a yr. → govt. spending +\$ 1 billion dollars over 5 yrs. /hurt poor/ give reason → production of nickels/ + expensive to produce
American Support ↓ T.S. ¶ 3	2012 poll/ ACC = 67% keeping penny in circulation results= overwhelming support soft spot for 1¢ no penny = rounding prices → cost 100s of mil. \$
Conclusion ¶ 4	rephrase Th. St. S.S. G.S.

The penny has been the smallest denomination coin in the United States for over 150 years. In the last decade countries including Brazil, New Zealand, and Sweden have retired their lowest-value coins and some feel the United States should follow suit. Despite arguments in favor of currency reform, economists along with everyday Americans support keeping the Lincoln head coin in circulation.

Some economists believe that getting rid of pennies would hurt both consumers and the economy. Specifically, if transactions were to be rounded to the nearest nickel, they believe prices would be driven up over time. It is estimated that such rounding would cost consumers an extra \$600 million annually. This would affect government spending, increasing it by \$ 1 billion dollars over five years. Critics also argue that abolishing the penny would disproportionately hurt poor people, since they spend cash more often than those who maintain credit cards. A final economic argument against retiring the penny is that the elimination of one cent coins would cause an increase in the production of nickels which are much more expensive to produce.

In addition to the impact on the economy, an overwhelming number of Americans support keeping the penny. During a 2012 poll conducted by Americans for Common Cents, it was reported that over two-thirds (67%) of those surveyed favored keeping the penny in circulation. Certainly, the results of the poll confirm the steadfast support of Americans for the coin. Not only do Americans appear to have a soft spot for the small currency, many charities depend on this coin to raise millions of dollars. For example, the Leukemia & Lymphoma Society recently collected 1.5 billion pennies for their “Pennies for Patients” program.

Many still believe that pennies are lucky enough to pick up, and piggy banks still overflow with them. Since the debate about whether or not to abolish pennies will most likely continue, consumers need to voice support for keeping the penny in circulation. A penny for your thoughts?

Grade 7

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) 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.



TEACHING BASIC WRITING SKILLS




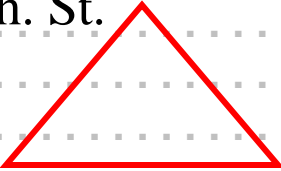
Multiple Paragraph Outline

Name: Shawn R.

Date: 2/24

Topic: Year-Round School

Thesis Statement: While some experts believe that year-round schooling is essential for today's youth, facts support that more is not necessarily better.

Main Idea	Details
Introduction ¶ 1	G.S. S.S. Th. St. 
Pro / Yr. Round School ↓ ¶ 2 T.S.	researchers → + adv. students forget too much / summer/give ex. w/ support 3000 U.S. schools / yr.round now Pres. Obama approves b/c challenges of new century
Con / Yr. Round School ↓ ¶ 3 T.S.	educators → what counts = how time spent / give ex. salaries / building maintenance → \$\$\$ summer = relaxation/ child. need time outdoors / ex. not forced to learn → students do better/ enjoy ind.rding
Conclusion ¶ 4	rephrase Th. St. S.S. G.S. 

Should students attend school for 12 months a year? This debate has been raging in school districts throughout the nation. While some experts believe that year-round schooling is essential for today's youth, facts support that more is not necessarily better.

Researchers cite many advantages for extending the school year. One reason to support year-round schools is to prevent students from losing skills during the summer. After an extended vacation, too much time must be devoted to review instead of learning new material. In addition, advocates of a 12-month school year assert that valuable instructional time is wasted during summer months. Children often stay up too late, watch hours of television and spend all day playing video games! Currently, there are approximately 3,000 schools nationwide that have year-round schooling. Recent presidents have approved this initiative and believe that the challenges of a technologically-advanced global era demand more time in the classroom.

On the other hand, critics of a longer school year argue that students spend enough time in the classroom. Educational experts argue that the quality of instructional time is more important than the amount of hours spent in the classroom. Additionally, districts must think of the burden taxpayers would have to incur for teacher salaries and building costs. Many feel that summer is a time for relaxation since children need time outdoors for sports and exercise. Year-round schooling does not guarantee improved test scores. In fact, over a twelve-month period, average test scores improved less than 1 percent in year-round schools than in nine-month schools.

Certainly, there are advantages as well as disadvantages to year-round schools. While educators continue to debate this issue, school districts have to make choices. Costs, statistics, and expert opinion from educators support leaving the summer respite alone.

Grade 8

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**
- b. Support claim(s) 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), counterclaims, 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.**

Student Name: _____ Date: _____

Teacher Name: _____ Grade: _____

Research Plan

Topic: Prohibition

Working Thesis: Prohibition was a significant event in American history because it increased crime and showed that government restriction could not control people's behavior.

Sections	Sub-headings
Section #1 INTRODUCTION
Section #2 (Background)	-WCTU..... -Anti-Saloon League..... -18th Amendment..... -Volstead Act.....
The Temperance Movement
Section #3 (Event) Prohibition	-bootleggers..... -speakeasies..... -organized crime.....
Section #4 (Result) Impact	-repeal of the 18th Amendment..... -21st Amendment..... -lasting problems.....

Prohibition (intro)

Constitutional amendments modify the structure of government or the status of individual rights. In the late 1800s, the Temperance Movement emerged and helped pass an amendment to prevent the manufacture and sale of alcohol. Since people violated the provisions of the 18th Amendment, an increase in crime and other illegal activities ensued. Laws designed to ban alcohol essentially created a nationwide crime wave so Congress repealed this revision to the Constitution. As a result, prohibition not only provided a source for organized crime to flourish, but the law clearly demonstrated that government restrictions could not control people's personal behavior.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.**
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**
- e. Provide a concluding statement or section that follows from and supports the argument presented.**



TEACHING BASIC WRITING SKILLS



Multiple Paragraph Outline

Name: _____

Date: _____

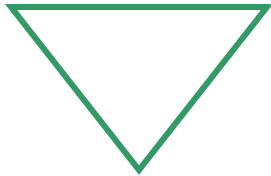
Topic: European Exploration or Exploitation?

Thesis Statement: While many native peoples throughout South America, Africa and India welcomed the Europeans who benefited tremendously from this explosion of trade and commerce, European exploration and the new age of commercialism ultimately had terrible consequences for indigenous peoples throughout the world.

Main Idea

Details

Introduction



G.S.
S.S. *Eur. need* → *exploration*
S.S. *contact changed world community / + & -*
Th. St.
.....

¶ 1

During the Early Modern World, trade became an important force for change. The European need for goods and natural resources became a major reason for European exploration throughout the world. European exploration resulted in the contact of Europeans with peoples and cultures throughout the world, and this contact forever changed the world community in both positive and horrifyingly negative ways. While many native peoples throughout South America, Africa and India welcomed the Europeans who benefited tremendously from this explosion of trade and commerce, European exploration and the new age of commercialism ultimately had terrible consequences for indigenous peoples throughout the world.

Grade 11-12

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.



TEACHING BASIC WRITING SKILLS



Multiple Paragraph Outline

Name: _____

Date: _____

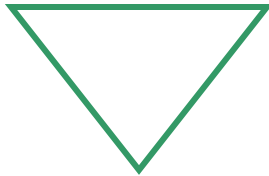
Topic: Robber Barons versus Industrial Statesmen

Thesis Statement: Although increased productivity, the expansion of markets, and the philanthropic organizations founded by men such as Rockefeller and Carnegie has bettered the lives of millions of people, this dual perspective continues to exist to this day.

Main Idea

Details

Introduction



G.S. *debate* / 1800s → *Gilded Age*
S.S. *Vanderbilt* / *Rockefeller* / *Carnegie*
S.S. - *evidence* → *capitalists unscrupulous*
Th. St.
.....

¶ 1

Since the late 1800s or the Gilded Age, there have been vigorous debates concerning whether the industrial leaders of that time were “robber barons” or “industrial statesmen.” The debate remains to this day whether businessmen such as Vanderbilt, Rockefeller and Carnegie were captains of industry who shepherded in a new highly profitable industrial age in the United States or whether they were robber barons who monopolized businesses to their own personal advantage and made millions of dollars off the backs of the working class and consumers. As historical evidence demonstrates, these entrepreneurs not only promoted American industrialism and catapulted America to become the world’s leading industrial power but they were also capitalists who pursued unscrupulous business tactics to profit at the expense of the common man. Although increased productivity, the expansion of markets, and the philanthropic organizations founded by men such as Rockefeller and Carnegie has bettered the lives of millions of people, this dual perspective continues to exist to this day.

Therefore, the dual perspective of the industrial leaders of the Gilded Age continues to exist to this day. Although industrial giants controlled many markets through monopolies and undercut competition, individuals such as Andrew Carnegie and John Rockefeller also contributed a great deal of wealth to other people throughout the nation. The same arguments may be made over modern day technological gurus such as Bill Gates, the founder of Microsoft. Gates managed to capture the market for PC systems and dictate pricing, forcing other companies out of business. On the other hand, since his Microsoft days, Gates and his wife, a couple worth roughly \$61 billion, have donated billions to a variety of charitable organizations. Thus, the duality of robber barons vs. captains of industry will always exist in a capitalist society, providing both positive and negative outcomes for all involved.

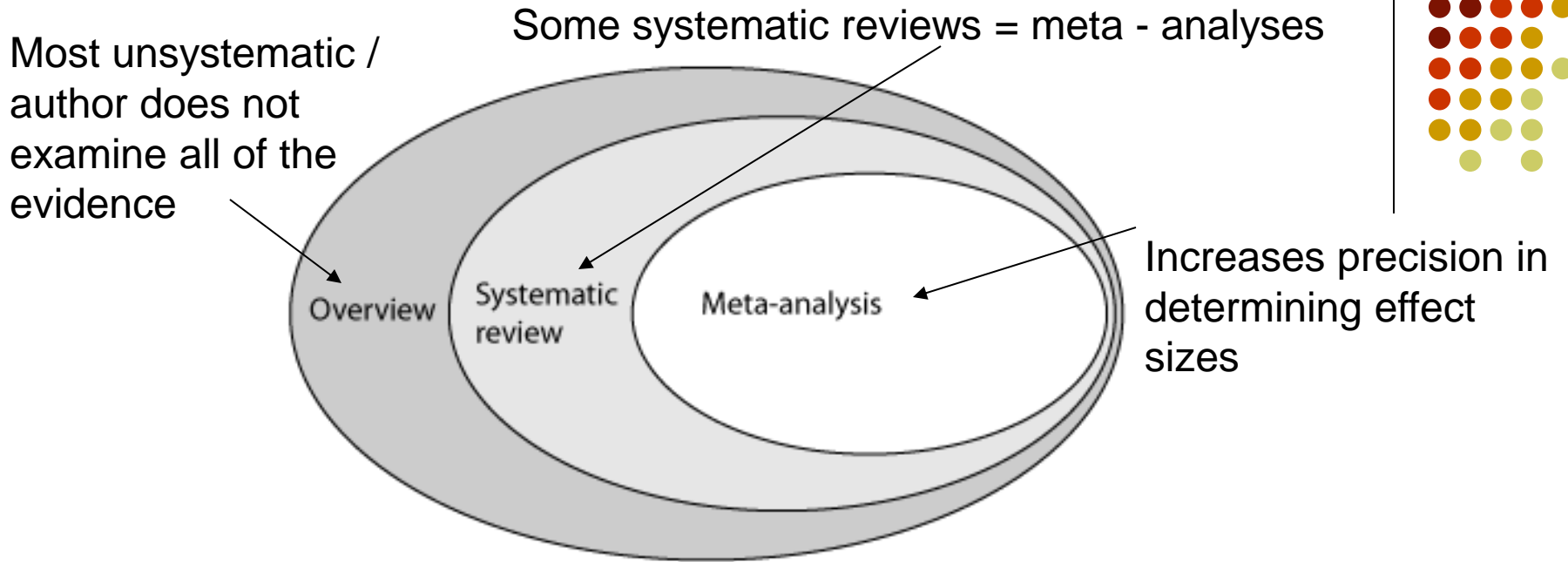
THE WINDWARD



SCHOOL

Overview Common Core Standards

Betsy MacDermott-Duffy, Director of Language Arts



Often called overviews, articles or review articles are the broadest category.

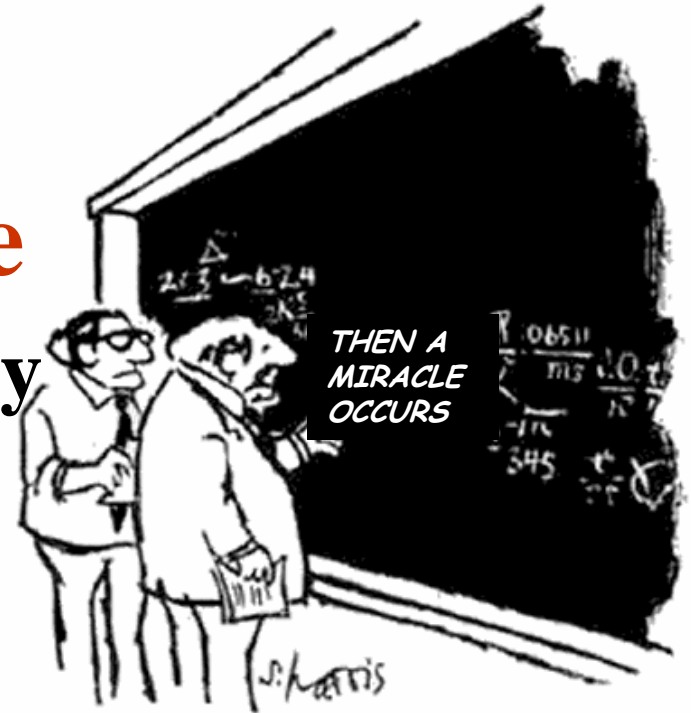
A systematic review has a formal approach to gathering, evaluating, and presenting the evidence.

Meta-analysis goes the final step by using formal and powerful statistical methods to calculate a summary result or results.

What is a meta-analysis?



Quantitative approach for systematically combining results of previous research to arrive at conclusions about a body of research.



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

META - ANALYSIS



0.20 = **small** or mild effect



0.50 = **medium** or moderate effect

0.80 = **large** or strong effect



NIH-NICHD Multidisciplinary Research Program

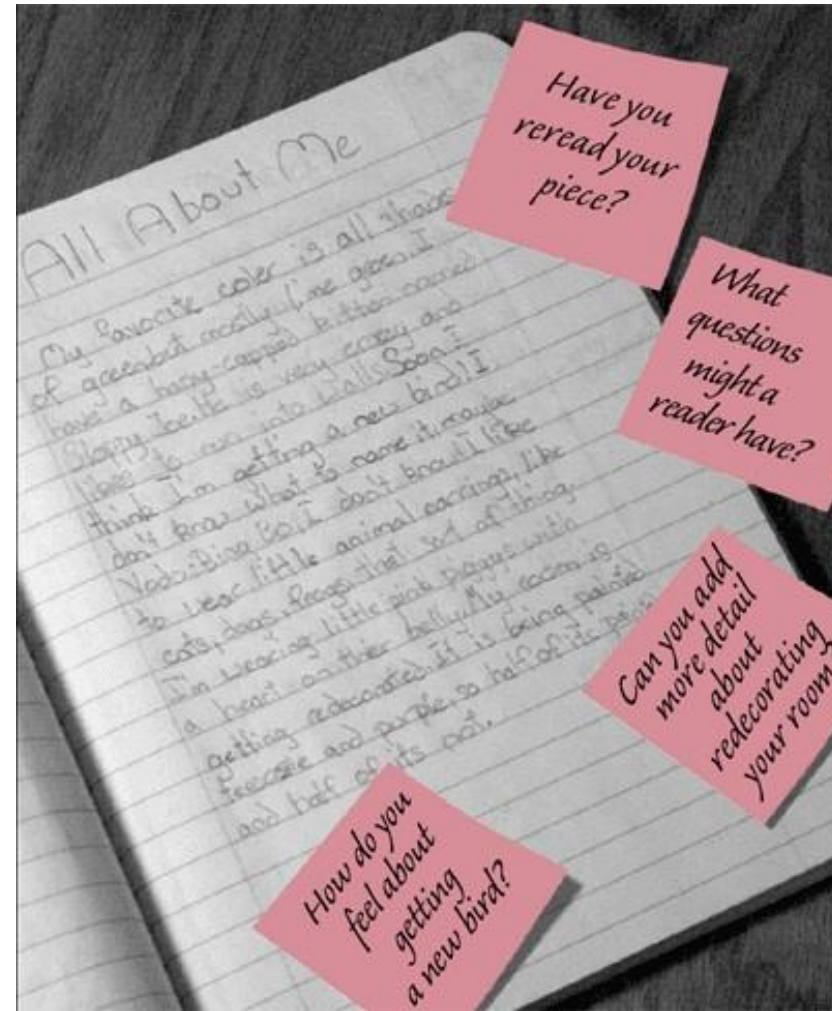
(North America; Lyon, 1985-2005)



Writer's Workshop Model

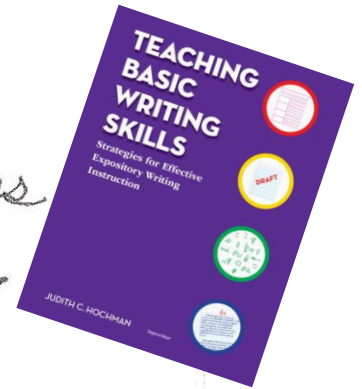
“All About Me”

My favorite color is all shades of green but mostly lime green. I have a hany-capped kitten named Sloppy Joe. His is very crazy and likes to walk into walls. Soon I think I'm getting a new bird! I don't know what to name it maybe Vodo-Bing Bo. I don't know! I like to wear little animal earrings, like cats, dogs, frogs that sort of thing. I'm wearing little pink piggys with a heart on thier belly. My room is getting redecorated. It is being painted tercosie and purple, so half of its purple and half of its not.



(The Lucy Calkins Project: Parsing a self-proclaimed literacy guru
By Barbara Feinberg – Education Next 2007)

T.S. Eugenie Clark, a successful
ichthyologist, loves to study sharks
marine life around the world.



1. many dreams as child ex. teacher!..
explore ocean floor
2. Hunter College + N.Y.U. / doctorate
in ichthyology
3. started marine lab / Florida / studied
sharks
4. won medals + honors.....
eventhough

c.s. [^]Eugenie Clark is ninety,
she still studies marine life.

School year: 11 / 12

4th grade

Eugenie Clark, a successful ichthyologist, loves to study sharks and marine life around the world.

Eugenie Clark had many dreams as a child. For example, she wanted to be a teacher and explore the ocean floor. When she grew up, she went to Hunter

College and N.Y.U., where she received a doctorate in ichthyology. Following that, she started a marine lab in Florida where she studied sharks. Later in life, she won medals and received honors for her work. Even though Eugenie Clark is ninety, she still studies marine life.

School year: 11 / 12

4th grade

CCSS / 3 Main Types of Essays

EXPOSITORY

NARRATIVE

ARGUMENTATIVE *

** Grades K–5, the term “opinion” is used to refer to a developing form of argument.*

Argumentative vs. Persuasive CCSS

Genre	Definition	Features
Persuasive	Persuade reader to 1 side / appeals to emotions of audience / purpose- to convince reader to take writer's side	Uses techniques such as bandwagon, generalities, snob appeal / used in advertisement, recruitment, politics, slogans
*Argumentative	Gives reader another perspective to consider on debatable topic /appeals to logic and reason	Consists of a thesis, claim, evidence, concession/ refutation, and a more formal style / used in debates, business, law, leadership

Time



PERSUASIVE ESSAY

Health



Education



Emotional



Money



Ethical



Environment



Legality



Popularity



Safety



Good reasons and audience appeal are the building blocks of a great persuasive essay.

Time



ARGUMENTATIVE ESSAY

Health



Education



Money



Environment



Legality



Safety



Logic



Evidence



Formality



Great reasons, evidence, and logic are the building blocks of an effective argumentative essay.

THE WINDWARD



SCHOOL

THE END!

Teaching Basic Writing Skills and the Common Core Standards

Betsy MacDermott-Duffy

Director of Language Arts

The Windward School