



Part 2

Research to Build and Present
Knowledge

Part 2



- **Range of Writing**
- **Research to Build and Present Knowledge**
- **Break**
- **Speaking and Listening: Comprehension and Collaboration**
 - **Collaborative Discussions**
- **Questions and Closures**

CCSS-Writing



- Text Types and Purposes
 - Persuasive writing
 - Informative/Explanatory
 - Narrative
- Production and Distribution of Writing
 - Writing Process
- Research to Build and Present Knowledge
- Range of Writing



CCSS-Speaking and Listening

- Comprehension and Collaboration
 - Collaborative Discussions
- Presentation of Knowledge and Ideas



Common Core State Standards for Range of Writing

Common Core State Standards Grades Three Through Five



Nevada State Standard

- Not addressed in Nevada State Standards

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Components of an Effective Lesson	Writer's Workshop
<ul style="list-style-type: none">➔ Introduction➔ Daily Review➔ Daily Objective➔ Concept & Skill Development/ Application➔ Guided/Independent/ Group Practice➔ Closure	

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Time ✦ Choice ✦ Structure ✦ Response ✦ Community

Range of Writing Mini-Lesson Topics



- Uninterrupted writing
- Gathering ideas
- Generating genre specific topics
- Graphic organizers
- Sticking to the topic

Making the Connection...



Mini-lesson topic: gathering ideas

Traits: ideas, organization, fluency

Stage: prewriting

CCSS: Write routinely over extended time frames

Common Core State Standards Fifth Grade



Nevada Standard - Writing

- Writing research papers by locating and collecting information from primary and secondary sources

Research to Build and Present Knowledge

7. Move to conducting short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

From Passion to Presentation



When teachers share their passion they will develop students who want to explore theirs.

- Think about those students who can tell you everything there is know about a particular sport.
- Think about those students who struggle to write but know every Pokémon's name, strength and attack power.
- Think about those students who have read every dinosaur book you could put your hands on.

Research Mini-Lesson Topics



- Two/three column notes
- Concept maps
- Nonfiction text features
- Common text structures
- Burning question
- Coding text
- Informal outlining



Making the Connection...

Mini-lesson topic: three column notes

Traits: fluency, presentation, organization

Stage: prewriting, drafting

CCSS: Move to conducting short research projects that use several sources to build knowledge through investigation



Common Core State Standards for Research Writing

Common Core State Standards Fifth Grade



Nevada Standard - Writing

- Writing research papers by locating and collecting information from primary and secondary sources, recording information, paraphrasing and summarizing information, organizing collected information, and documenting sources

Research to Build and Present Knowledge

8. Move to recalling relevant information from experiences or gather relevant information from print and digital sources; move to summarizing or paraphrasing information in notes and finished work, and provide a list of sources.

Research Mini-Lesson Topics



- Summarizing
- Three column notes
- Informal outlining
- Nonfiction text features
- Common text structures
- Graphic organizers
- Thinking maps
- Sticking to the topic



Making the Connection...

Mini-lesson topic: coding text

Traits: ideas, organization

Stage: prewriting, drafting

CCSS: apply grade 5 Reading standards to informational texts



Coding Text

- I Important idea...
- W I Wonder...
- ★ Interesting fact...
- L Learned something...
- R Reminds me of...

Common Core State Standards Fifth Grade



Nevada Standard - Writing

- *Not addressed in Nevada Standards*

Research to Build and Present Knowledge

9. Move to drawing evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Reading Nonfiction: Learning and Understanding



1. Reading to Learn
 - Purposes for reading nonfiction
 - Narrative versus expository text
2. Strategies that help: connecting to text and coding text
3. Determining importance
 - Identifying nonfiction features
 - Distilling important ideas from interesting facts
 - Reading and inferring to answer a specific question
4. Support for struggling readers

Research Mini-Lesson Topics



- Thinking maps
- Graphic organizers
- Nonfiction text features
- Common text structures
- Summarizing
- Finding the main idea
- Story elements



Part 2
CCSS Writing
Brain Break



Part 2

CCSS Writing

Speaking and Listening: Comprehension and Collaboration

Common Core State Standards Fifth Grade



Nevada Standard – Speaking and Listening

- Contributing to conversation and discussions about a given topic; responding to questions to clarify and extend ideas; asking relevant questions to clarify information; using precise language to describe experiences, observations, and ideas

Common Core- Speaking and Listening Comprehension and Collaboration

1. Move to engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Speaking

Mini-Lesson Topics



- Informal outlining
- Two column notes
- Three column notes
- Highlighting text
- Nonfiction text features
- Common text structures
- Skimming and scanning
- Graphic organizers
- Sticking to the topic

Common Core State Standards Fifth Grade



Nevada Standard – Speaking and Listening

- Listening for and summarizing ideas and supporting details

Common Core- Speaking and Listening Comprehension and Collaboration

2. Move to summarizing a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Mini-Lesson Topics



- Summarizing
- Note taking
- Thinking maps
- Outlining
- Two column notes

Common Core State Standards Fifth Grade



Nevada Standard – Speaking and Listening

- Listening for and summarizing ideas and supporting details

Common Core- Speaking and Listening Comprehension and Collaboration

3. Move to summarizing the points a speaker makes and explain how each claim is supported by reasons and evidence.

Mini-Lesson Topics



- Summarizing
- Paraphrasing
- Graphic organizers
- Two column notes



Common Core State Standards for Presentation of Ideas

Common Core State Standards Fifth Grade



Nevada Standard – Speaking and Listening

- Communicating information by maintaining a clear focus and following a logical sequence; communicating statements that express an opinion; using public speaking techniques to deliver presentations with appropriate prosody and volume

Common Core- Speaking and Listening Presentation of Knowledge and Ideas

4. Move to reporting on a topic or text or presenting an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly at an understandable pace.

Primary Research: Going Directly to the Source



“War talk by someone who’s been to war is always interesting. Moon talk by some who’s never been to the moon is always dull.” Mark Twain

- Methods for gathering primary information
 - The personal interview
 - Demonstration interview
 - Practice interview
 - Interview guidelines
 - Learning from professionals
- Phones, snail mail, surveys, e-mail and bulletin boards
- Exploring the field trip

When students discuss what they read, they:



- Refine ideas
- Argue and debate
- Clarify misunderstandings
- Reconsider opinions
- Learn new words
- Build new understandings about content

Mini-Lesson Topics



- Identifying the main idea
- Sequencing
- Supporting detail
- Graphic organizers
- Thinking maps



Making the Connection...

Mini-lesson topic: identifying the main idea

Traits: organization,

Stage: prewriting, drafting, publishing

CCSS: reporting on a topic or text or
presenting an opinion

Common Core State Standards Fifth Grade



Nevada Standard – Speaking and Listening

- Communicating information by illustrating information with media aids

Common Core- Speaking and Listening Presentation of Knowledge and Ideas

5. Move to including multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Mini-Lesson Topics



- Adding sound
- Hyperlinks
- Importing pictures
- Custom animations
- Custom layouts

Making the Connection...



Mini-lesson topic: hyperlinks

Traits: organization, presentations

Stage: publishing

CCSS: Move to including multimedia components

Common Core State Standards Fifth Grade



Nevada Standard – Speaking and Listening

- Applying standard English to communicate ideas; listening for and identifying the use of formal and informal language, and social and academic language

Common Core- Speaking and Listening Presentation of Knowledge and Ideas

6. Move to adapting speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

In closing...



- The Common Core State Standards are not as scary as they looked initially.
- It is our responsibility to get our students to master the grade-level CCSS.
- The writing workshop is a best practice framework for teaching writing.
- There are many resources available to aide you on your road to writing workshop success!



Questions and Closures

End of Part 2
CCSS Writing