

Wednesday, June 15, 2011

Writing and Language



Daily Agenda

☞ Continue Text Complexity:

- ☞ Tiered Text, EJ article
- ☞ Final word

☞ Understanding the strands

- ☞ Writing
- ☞ Language

☞ Appendix C: Samples of Student Writing

☞ Model Lesson

- ☞ The study of rhetoric
- ☞ Fallacies
- ☞ The language of argument



Outcomes

As a participant in today's session, you will

- gain a deeper understanding of how to choose texts to scaffold learning,
- gain a deeper understanding of the CCSS Strands for Writing and Language,
- recognize the focus on argument and rhetoric within the strand for writing, and
- learn how several standards can be addressed by a single rich learning experience.



Tiered Text

- Review EJ article, Tiered Text: Supporting Knowledge and Language...
- Select one “most significant “ idea from the text. Choose a backup quote in case yours is taken
- Working in groups of 4, the first group member reads the quote and explains why it “struck” him or her (4 minutes)
- Continuing around the circle, each group member responds (1min)
- The person who started the discussion has the final word (1min)



Anchor Standards For Writing

- ☞ Text Types and Purposes
 - ☞ Argument
 - ☞ Informational/Explanatory Writing
 - ☞ Narrative Writing

- ☞ Production and Distribution of Writing

- ☞ Research to Build and Present Knowledge

- ☞ Range of Writing









Range of Writing

- ☞ Emphasis on writing argument as a means of persuasion (Appendix A, p.23)
- ☞ Informational/Explanatory writing
 - ☞ Conveys and/or clarifies information
- ☞ Narrative writing
 - ☞ Using “time” as its deep structure to convey experience, real or imagined
- ☞ Using the modes as techniques within a single piece of writing to accomplish purpose
- ☞ W.CCR.10—Range of Writing
- ☞ Appendix C: Samples of Student Writing

Sample of Standard Comparison (Writing: Text Types and Purposes #1)

Grade	Nevada Standard		Common Core State Standard
K	Draw or write to communicate, with assistance.		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.
3	Write opinion statements.		Write opinion pieces on topics or texts, supporting a point of view with reasons.
6	Write persuasive essays and compositions that include a thesis statement and relevant evidence.		Write arguments to support claims with clear reasons and relevant evidence.
9-10	Write persuasive essays and compositions that include a thesis statement and relevant evidence, following a specific structure and including rhetorical strategies.		Write arguments to support claims in an analysis of substantive topics or texts, use valid reasoning and relevant and sufficient evidence.



Language

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9-10.1a. Use parallel structure.								

* Subsumed by L.7.3a

† Subsumed by L.9-10.1a

‡ Subsumed by L.11-12.3a



Three Tiers of Vocabulary

Tier 1

- Words students are likely to know

Tier 2

- Words that appear frequently in text

Tier 3

- Words that are content-specific



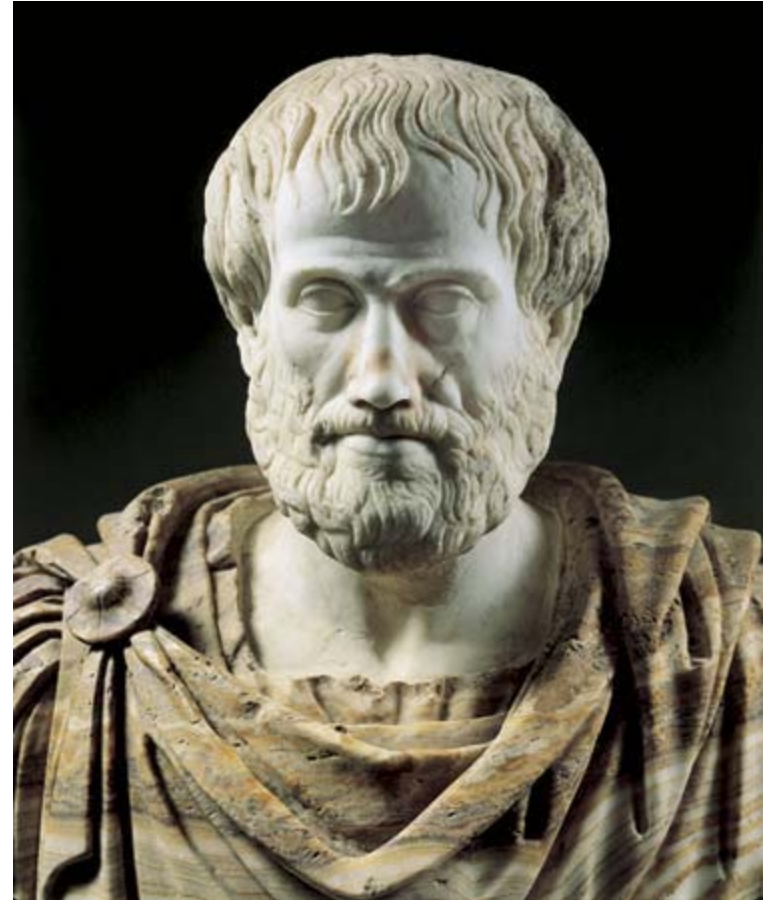
Model Lesson

- ☞ Focus Standards: Reading Informational Text, Speaking and Listening, and Writing Argument
- ☞ Theme: Choice and Consequence
- ☞ The Study of Rhetoric
 - ☞ Appeals
 - ☞ Fallacies
 - ☞ Debates and Speeches
- ☞ Writing
 - ☞ What is Argument?



Model Lesson: What is Rhetoric?

- ☞ Rhetoric is “the faculty of observing in any given case the available means of persuasion.”
- ☞ Huh? Rhetoric is a *thoughtful, reflective* activity leading to *effective communication*, including the rational exchange of opposing viewpoints.





Model Lesson: Types of Appeals

The “three musketeers”: Ethos, Logos, and Pathos





Ethos

- ⌘ A writer's/speaker's appeal to character to demonstrate that s/he is credible and trustworthy
- ⌘ The speaker's expertise, knowledge, experience, training, sincerity
- ⌘ Often emphasizes shared values between the speaker and the audience



Examples of Appeals to Ethos

Rhetorical Situation

- ☞ Speech discouraging children from using alcohol

- ☞ As a parent speaking to other parents in the community

Appeal to Ethos

- ☞ Stressing you are a concerned parent, psychologist specializing in alcoholism, recovering alcoholic

- ☞ Showing that you share a concern for their children's education or well-being



Logos

- ⌘ An appeal to reason by offering clear, rational, logical ideas
- ⌘ counterargument: to anticipate objections or opposing views (remember...ignoring opposing views makes you VULNERABLE)
- ⌘ concede → you agree that an opposing argument may be true, but then you refute → deny the validity of all or part of the argument



Logos in Action

Analyze Sojourner Truth's speech, "Ain't I am Woman?"

- ☞ *You say women should not be allowed to vote.*
- ☞ *Your reason is that women are weak and weak people should not vote.*
- ☞ *I am a woman.*
- ☞ *I am not weak.*
- ☞ *Therefore, your reasoning is flawed and women should be allowed to vote.*



Pathos

☞ An appeal to emotion

☞ Usually includes:

- Vivid, concrete description
 - Figurative language
 - Visual elements (think about ads)
- ☞ Is often propagandistic: designed to sway opinion rather than present information
- ☞ polemical: an argument against an idea (philosophy, politics, religion)

Note: Writing should not rely exclusively on pathos



Model Lesson: Analyzing the Argument

- œ Working in pairs, think of one example of each of the three appeals from current media/TV commercials.
- œ What is a fallacy? an example of incorrect reasoning in an argument that leads to a false or mistaken conclusion (page 55)
- œ Working in pairs, complete the following:
 - œ Paraphrase the fallacy
 - œ Create one example of the fallacy
 - œ Name 2 examples of this fallacy
- œ Can do “Sample Arguments with Fallacies” (page 66)



Analyzing Speeches

- ☞ Consider the questions on page 37

- ☞ What do YOU think? Who—the person who saw the TV broadcast versus the person who heard the radio broadcast—has the more reliable understanding of the candidate’s qualities and arguments?

- ☞ Read the 2 introductory speeches and respond:
 - ☞ Who is “winning” at this point in the debate?
 - ☞ Why do you think so?
 - ☞ Label appeals to pathos, ethos and logos and explain why.
 - ☞ Label all logical fallacies.
 - ☞ Which candidate uses the most fallacies?
 - ☞ Is one candidate appealing more to pathos than logos? Who is it?
 - ☞ Based on what you’ve read, which candidate would you vote for? Why?



The Great Debate

http://www.jfklibrary.org/Asset-Viewer/LYj_UVJ9gEyA5U9buPW8Hg.aspx



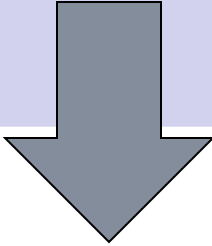
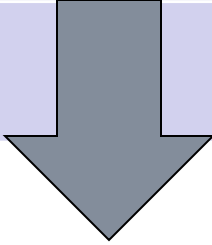
Analyzing Speakers

- ⌘ What, specifically, about the winner's appearance helped him win?
- ⌘ What, specifically, about the loser's appearance helped him lose?
- ⌘ Whose body language was more comfortable? Whose less?
- ⌘ Who was more physically attractive by conventional standards?
- ⌘ Who appeared more confident? More nervous? What is your evidence?



What is Argument?

Same goal, different methods

Argument	Persuasion
Bases claims on factual evidence and counter-claim	Bases claims on opinions
Uses merit and reasonableness of claims	Uses emotion; may rely on credentials rather than merit
	
Opinion as stance	Opinion as conviction



Word Choice, Tone, and Support

Persuasion

- Informal, jargon, euphemisms, connotative meanings
- Passionate and subjective
- Propaganda, appeals to emotion (pathos)
- Specific audience

Argument

- Formal, denotative meanings
- Reasoned and objective
- Data informed sources, appeals to logic (logos)
- Generic audience



Consider this scene . . .

There is a party on Friday night. Naturally, you want to attend, but your parents have other plans for you. They are planning a visit to your Great Aunt Bertha's house. She is anticipating your visit!

Passionate Persuasion

- cs You want an answer right away
- ❖ A plea to attend the party rather than visit Aunt Bertha

Well-Reasoned Argument

- cs Consider the "big picture"
- ❖ An argument for your independence



Consider this scene . . .

What is your claim?

What is your counterclaim?

What is your rebuttal?

How will you support your claim?

How will you refute your opposition?

Should you qualify?

Student Examples

Grade

Argue as opinion

K



My fabit book is do you want to be my friend. My fait pot is the hos.

Argue as opinion

4

We have a problem. The wildlife here [is] very limited. There is an opportunity to learn about conservation and wildlife preservation. If we took a field trip to [name of a place] our problem would be solved. [I] would like to take our great learning experience.

Argue in support of a claim

6

...I think my pet is the best pet because he is a cuddlebug, he is playful, and he loves me!

Argue as analysis

9-10

...it is clear that the movie, *The Boy in the Striped Pajamas* (Mark Herman, 2008) is not nearly as good as the novel of the same title.



Identify the CCSS Used

- ☞ Fold a blank sheet of paper into four columns
- ☞ Label columns with the four Strands
- ☞ Analyze the lesson:
 - ☞ What standards are addressed?
 - ☞ Note differences between grades 9-10 and 11-12
 - ☞ How are the strands integrated?
 - ☞ Are there cross-curricular connections?
 - ☞ How does using a theme facilitate this integration?



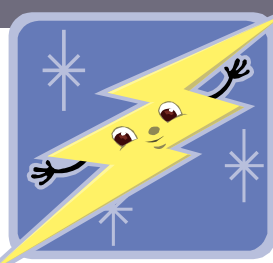
Outcomes Revisited

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Ticket Out the Door



Ideas that “struck” you



Questions you still have



Thoughts, connections or suggestions