Kentucky Literacy Link

Welcome

BACK TO SCHOOL

Your questions **and your contributions of ideas/lessons that work** are welcome. E-mail those to renee.boss@education.ky.gov, and they may be included in this **literacy link** to connect teachers across the state by sharing insights, bright ideas and best practices.

A personal note from the editor's desk:

Since *The Kentucky Literacy Link* began in January 2010, I've had the pleasure of being the editor. On September 1, I will assume new duties at KDE, and a new editor will continue to publish this newsletter.

Thank you to those of you who joined me in writing the articles and lessons in the *Link* that support Kentucky teachers. I will continue to contribute to this newsletter occasionally, and I hope you will, too.

Rebecca Woosley

ITEMS OF INTEREST

Kentucky Reading Association Annual Conference

Make plans to attend the Kentucky Reading Association's (KRA's) conference, ***Lenses of Literacy: Multiple Perspectives***, October 27-29 at the Lexington Hyatt and Convention Center. The theme highlights the emphasis the Common Core State Standards place on the various, but integrated, strands of literacy — reading, writing, speaking and listening, viewing and visually representing.

Keynote speakers include:

Stephanie Harvey, author of numerous professional books and articles, including *Nonfiction Matters*, *Strategies That Work*, "The Comprehension Toolkit" and *Comprehension and Collaboration*.

Cris Tovani, whose works include I *Read It, but I Don't Get It*, *Do I Really Have to Teach Reading?* and the videotape sets "Thoughtful Reading" and "Comprehending Content."

Donna Alvermann co-author/co-editor of: *Adolescents and Literacies in a Digital World; Reconceptualizing the Literacies in Adolescents' Lives* (2nd ed.); *Adolescents' Online Literacies: Connecting Classrooms, Digital Media, & Popular Culture*; and *Bring It to Class: Unpacking Pop Culture in Literacy Learning*. She edited *Reading Research Quarterly* and served as president of the National Reading Conference (NRC) and is currently a member of the Adolescent Literacy Advisory Group of the Alliance for Excellent Education.

Peter Johnston is professor and chair of the Reading Department at the University at Albany-SUNY. His works include *Reading to learn* (2002, with Dick Allington), *Choice Words: How our language affects children's learning* (2004), *Critical literacy/critical teaching: Tools for preparing responsive teachers* (2005) and *RTI in Literacy – Responsive and Comprehensive* (2010). IRA awarded him the Albert Harris Award for contributions to research on reading disability.

For more information on the KRA Conference, visit http://www.kyreading.org/Preview.aspx or contact Conference Chair Diana Porter at diana.porter@eku.edu.

SPEAK 2011 Conference – Sept. 30, 2011

SPEAK is a collaborative conference sponsored by the Kentucky National Forensic League and co-sponsored by the Kentucky High School Speech League, the Kentucky Catholic Forensic League (Louisville diocese) and the Kentucky Educational Speech and Drama Association.

The conference, to be held at the University of Kentucky, is hosted by Dr. Deanna Sellnow and the Division of Instructional Communication in the College of Communications and Information at the University of Kentucky. Special emphasis will be given to the recently released Common Core State Standards in Speaking and Listening as well as on the upcoming Program Reviews for Kentucky schools in writing, arts and humanities, and practical living/career studies. Middle and high school speech and drama teachers, language arts teachers, social studies teachers, central office staff and administrators are all welcome and invited to register and attend.

**SPEAK 2011 —
Talk about Success!**
**For more information and registration, visit
http://kyspeak.org.**

New Resources Available

New Program Review Documents

The newest drafts of the Program Review documents are now posted on the Web. Schools are encouraged to use those documents and the supporting resources with Program Reviews this year. Those resources are located at this link:

http://www.education.ky.gov/KDE/Instructional+Resources/Program+Reviews/

There are also Program Review training modules available to support schools implementing Program Reviews this year. Those resources can be accessed at: http://www.teachersdomain.org/browse/?start=0&fq_hierarchy=kypl.kyp12.feat.kysbo

Model Curriculum Framework (MCF)

The *Kentucky Model Curriculum Framework 2011* serves as a facilitation guide to assist an instructional supervisor, principal and/or teacher leader in providing a rationale for the need to revisit curriculum planning, offering some background information and exercises to generate "future oriented" thinking, and suggesting a process for designing and reviewing the local curriculum.

Links to resources that will directly help in the implementation of the Kentucky Core Academic Standards such as sample deconstructed English/language arts and mathematics standards, sample pacing guides, gap analysis tool and more are found in the framework.

Think and Apply activities are located throughout the KMCF 2011. These are

- designed as starting points for Kentucky educators to engage with the new framework

- organized around the key points and seek to clarify and focus attention on important elements of the framework

- Intended primarily for teacher teams or curriculum design teams but are adaptable for other audiences (such as administrators, pre-service teachers, higher education)

The MCF is located at:
http://www.education.ky.gov/kde/instructional%20resources/curriculum%20documents%20and%20resources/kentucky%20model%20curriculum%20framework.htm

Writing Webinar

Writing and the Kentucky Core Academic Standards: How to Set and Meet Our Goals

http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/Kentucky+Writing+Program/Writing+and+the+Kentucky+Core+Academic+Standards+-+How+to+Set+and+Meet+Our+Goals.htm

This set of resources is designed to guide educators as they provide effective writing instruction to ensure college and career readiness for all students through rigorous implementation of the Kentucky Core Academic Standards. The resources include a draft writing rubric aligned to the Kentucky Core Academic Standards, a powerpoint with facilitator notes, sample student writing and information about 21st century communications.

Content Literacy Webinars

English/language arts transitional courses available on the KDE website center on a framework of content and concepts aligned with the revised Kentucky Core Academic Standards (KCAS) and with college readiness standards. The target audience for these courses is high school seniors who scored below readiness benchmarks for reading on the ACT.

Schools that want to offer these courses as an intervention for students, meaning that students would complete only the sections of the courses in which they have an academic deficit, will need to utilize diagnostic assessments to determine the nature of that deficit. A list of diagnostic assessments can be found at KDE's Reading and Writing Assessments page.

In addition, five webinars to help teachers use the reading course were recorded by Dr. Cindy Shanahan from the University of Illinois (Chicago). You may find them at http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/KDE+-+Webex+Information+and+Resources.htm. To locate the webinars, scroll down to the April 2011 dates; the list is to the

right. They all begin with the heading "Reading Transition Course…"

Annotated PowerPoints for these webinars can be accessed at http://www.education.ky.gov/KDE/Instructional+Resources/Secondary+and+Virtual+Learning/English+Language+Arts+Transitional+Courses.htm

College and Career Readiness Standards -
A Spotlight on Argument

Writing Standard One and Reading Standard Eight

Many teachers across content areas are asking instructional questions about the emphasis on argument as a text type and mode of discourse in the Kentucky Core Academic Standards for writing. A similar emphasis in Reading Standard 8 focused on students' ability to analyze claims; reasoning and evidence in text also has teachers asking for clarification. Successful instruction integrates these two standards.

Persuasion, rather than argument, previously has been the instructional emphasis in Kentucky's standards. Appendix A in the Common Core Standards document is a good starting point and an easily accessible resource which some basic differences between persuasion and argument.

Appendix A indicates that with persuasion writers must establish their credibility so the audience will accept their claims. With persuasion, the writer may appeal to the audience's self-interest, to their sense of self and especially to their emotions.

Appendix A differentiates argument from persuasion by emphasizing that the writer uses logical argument to satisfy the audience that the claim and the supporting evidence are valid and have merit.

Developing students' abilities to understand both written and spoken argument is the college- and career-ready goal articulated in the standards. In Appendix A, the writers quote Richard Fulkerson from *Teaching the Argument in Writing.*

Fulkerson contends that, with argument "… the goal is not victory, but good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views that differ from their own."

Appendix A can be accessed at http://www.education.ky.gov/NR/rdonlyres/01305068-6F7F-466C-90D9-0563EE3AB665/0/Appendix_A.pdf.

Many other sources define and explain the differences between persuasion and argument. This article explores differences to give Kentucky teachers a working understanding that supports classroom instruction. A simple explanation of purpose will lay the foundation for a better understanding of those differences. Argument reveals a truth for a reader (or for a listener), while persuasion actively attempts to change the mind of the reader (or listener).

The foreword to George Hillocks' *Teaching the Argument*, says, "Argument is about making a case in support of a claim in everyday affairs – in science, in policy making, in courtrooms…" and in many other relevant aspects of daily life. The goal of the speaker or the writer in these cases is to provide logical reasons and appropriate evidence to convince the audience of the "rightness" of the claim.

While both argument and persuasion persuade, well-reasoned arguments answer "Why?" from the perspective of the writer. Arguments also demonstrate and maintain a clear awareness and sensitivity to potential opposing points of view.

Steve Campsall, who develops and publishes a variety of resources used by English teachers, indicates that effectively constructed arguments

- establish a claim

- present logical, relevant, convincing evidence

- use the evidence to support the claim

- tactfully refute counterclaims by selecting convincing evidence

- present refuting evidence in a prioritized, logical order

- explain the relevance of the evidence

Conversely, Campsall indicates that persuasive writing takes a different approach. Persuasive writing

- seeks to convince based on the writer's personal beliefs

- may acknowledge an opposing point of view, but generally does not spend time discussing or refuting it

Another way to understand what differentiates argument from persuasion is to consider that:

Argument -

- intends to provide insight offers a verifiable perspective for the audience

- offers sound, logically-presented reasoning to convince the audience

- supports reasoning with valid evidence

- considers opposing viewpoints

- provides rationale to clarify the relevance and validity of evidence

Persuasion –

- intends to change the audience's mind about an issue and/or to motivate the audience to take action

- is often based on the writer's or speaker's opinion

- attempts to influence the perspective of the audience by appealing to their emotions, their sense of right and wrong or to their sense of who they are

- selects facts and emotion to support opinion

- may focus on the positive benefits or the potential negative outcomes that may result if the audience accepts the call-to-action

What is the structure of a well-formed argument?

The preface to Hillocks' *Teaching Argument Writing* describes Toulmin's basic concept of argument. However, Hillocks' contends that before students move to Toulmin's first component, forming the thesis, the inquiry process for students needs to begin by examining data. Ultimately, that examination allows them to form a thesis statement around their question. Further, the data becomes a part of the evidence in the argument.

> *… the process of working through an argument is the process of inquiry.* **At its very beginning is the examination of data, not the invention of a thesis statement in a vacuum.** George Hillocks

Toulmin's components of argument -

1) begins with the "claim" (thesis statement) – which should come from their question

2) is founded on "evidence" that make take many forms

3) includes a "warrant" explaining how the evidence supports the claim (The warrant helps the audience understand why the evidence supports the claim; it also helps them draw the intended conclusions.)

   NOTE: The preface to Hillocks' *Teaching Argument Writing* defines "warrant" as "…rules that people accept as generally true, laws, scientific principles or studies, and thoroughly argued definitions."

4) provides "backing" that supports the warrant

5) includes "rebuttals" that disprove counterclaims

Structuring an argument in this manner gives the audience a way to examine the validity of the claim. Hillocks adds that after students ask their question based on the data, they need to revisit the data so they can form their question. By doing so, students can use the data to try to answer their question. The data that support their claim becomes evidence they can use to support their argument.

What is the significance of rebuttals to counterclaims?

Purdue's OWL, an online lab designed to support writers, indicates a counterclaim differs with or contradicts a claim. A rebuttal provides evidence that refutes the counterclaim.

To build a strong argument, it's vital to address the counterclaims. Doing so not only allows writers or speakers to show what they know about the opposing argument but it also allows the writers to show how well they understand the counterargument. From the perspective of the audience, the writers or speakers appear more credible. Thorough research about the counterclaims strengthens writers' rebuttals.

The process of teaching students to develop well-reasoned argument as writers and speakers begins when they analyze claims, reasoning and evidence in text. Hillocks describes effective instructional components to help learners be successful in that process. Those components follow in *Turning the Page.*

References:

Campsall, S. *www.englishbiz.co.uk*. "Writing to Persuade". Rev. 30/05/2009. PDF. accessed August, 18, 2011.

Hillocks, G. (2011). *Teaching Argument Writing, Grades 6-12.* . Portsmouth, New Hampshire: Heinemann.

Weida, S. & Stolley, K. Organizing Your Argument. *OWL Online Writing Lab.* owl.english.purdue.edu/owl/resource/588/03. Accessed August 28, 2011.

"When students learn to *do* something, it provides them with a sense of competence and control."

George Hillocks

Turning the Page

Teaching Argument

Hillocks begins his description of how to effectively teach students to write argument with a reminder that teachers must first identify the goals. This is not a new idea, but research and classroom experience confirm that breaking instruction down to measurable learning targets provides learners with a support scaffold that develops their ownership of the skills.

Fundamental Instructional Components

1) Identify clear goals and learning targets.

2) Begin with problems or questions that learners can manage. (Teachers can introduce more complex problems and questions as students demonstrate mastery of the skill.)

3) Provide clear, focused, descriptive feedback throughout the process, putting emphasis on students' successes. (When giving descriptive feedback, maintain a focus on process by

addressing whether students used warrants and evidence – not on whether they correctly interpreted the data.)

4) Provide time for discussion, allowing students time not only to listen to the ideas of others, but also time to respond to the ideas of others. Hillocks aptly points out that when students talk about their ideas, it provides an opportunity to "rehearse" the kind of thinking they will ultimately do when they compose.

NOTE: Discussions may take place in whole-group settings or in small groups. A large body of evidence validates the effectiveness of small group discussions, but students must be taught how to collaborate effectively in groups. The March 2010 *Literacy Link* focuses on the 21st-century collaboration skill and includes a *Turning the Page* lesson on how to scaffold the instruction.

5) Teach students the basic parts of a simple argument. (It's especially important to break these down into simple targets and provide students adequate time to practice applying the skills, so they can reach mastery. Moving ahead until these skills are mastered will undermine students' confidence and their success.)

Provide students opportunities to analyze texts – graphic, written texts and ultimately speeches – so they can identify elements of argument in the work of others. Support them with graphic organizers that help students make thinking visible by helping them "see" the structure of the argument. By integrating speaking and listening with reading and writing, teachers can help students develop their thoughts and the habits of the mind that will serve them well in their future college and career and life experiences.

Hillocks, G. (2011). *Teaching Argument Writing, Grades 6-12. .* Portsmouth, New Hampshire: Heinemann.

Check out these links…

Web English Teacher –

http://www.webenglishteacher.com/argument.html

This site contains lesson plans and teaching resources to support teachers at all grade levels with argument instruction.

Middle School Journal article

http://www.amle.org/Publications/MiddleSchoolJournal/Articles/May2007/Article2/tabid/1420/Default.aspx

This informative article, *The Instructional Use of Argument Across the Curriculum*, provides the rationale and the process for teaching debate and engaging students in grades 5-8.

Teaching With Documents: Lesson Plans

http://www.archives.gov/education/lessons/

This site contains reproducible copies of primary documents from the holdings of the National Archives of the United States, teaching activities correlated to the National History Standards and National Standards for Civics and Government, and cross-curricular connections.

Teaching with primary documents encourages a varied learning environment for teachers and students alike. Lectures, demonstrations, analysis of documents, independent research and group work become a gateway for research with historical records in ways that sharpen students' skills and enthusiasm for history, social studies and the humanities."

All About Adolescent Literacy

http://www.adlit.org/xarpages/adolescent_literacy_search/?q=argument

This site contains lessons and strategies designed for parents and educators in grades 4-12. This particular link focuses on argument. By typing a keyword into the text box, users will find a wealth of resources.

Edutopia - *How to Write Effective Driving Questions for Project-Based Learning*

http://www.edutopia.org/blog/pbl-how-to-write-driving-questions-andrew-miller

This blog offers ideas for all teachers and special links for social studies teachers and elementary teachers.

One additional *argument* resource!
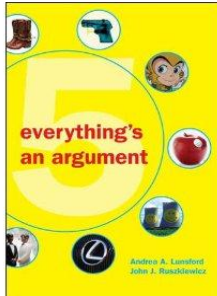
Publisher Bedford Martin's Book Description

This best-selling brief text shows students how to analyze all kinds of arguments — not just essays and editorials, but clothes, cars, ads, and Web site designs — and then how to use what they learn to write their own effective arguments. Andrea Lunsford and John Ruszkiewicz's instruction is engaging, informal, and jargon-free. Emphasizing inclusiveness, humor, and visual argument, it makes Everything's an Argument student-centered and immediately accessible. Students like this book because it helps them understand how a world of argument already surrounds them; instructors like it because it helps students construct their own arguments about that world.

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