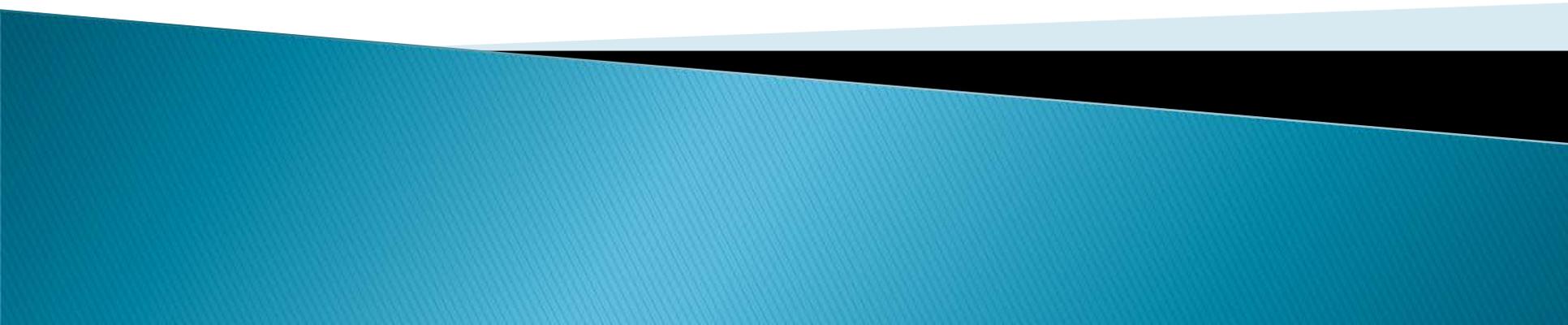


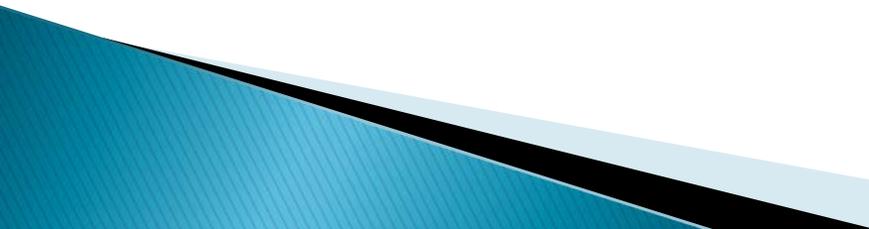
**Understanding the Common Core Learning Standards  
Expectations for English Language Arts Research in Grades 7-12**

Parent University – March 4, 2015

Presented by Jeffrey Yagaloff (English Chair, K > 12)



# Presentation Overview

- ▶ The Common Core's Research Stance and the Actual Associated Learning Standards
  - ▶ How is research assessed on state exams?
  - ▶ What are some curricular research opportunities for students in POB's existing curriculum?
  - ▶ Proposed New York State High School Research Paper Requirement
  - ▶ High School / College Writing Articulation Project
  - ▶ Proposed Curriculum Writing Projects – Summer 2014
  - ▶ Additional Resources
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# What is meant by “research?”

## “The Big Six” Approach to Research

- ▶ **Task Definition / “Understanding”**
  - What is the nature and purpose of secondary research?
  - What exactly is plagiarism and what are the consequences associated with it?
  - What are the general format requirements for a research paper?
- ▶ **Information Seeking Strategies**
  - What types of secondary sources are classically used during research?
  - Why are some sources more well-suited for certain goals than others?
- ▶ **Location and Access**
  - How do we locate sources using either the library or the Internet?
- ▶ **Use of Information**
  - How do we evaluate the best and most legitimate sources?
  - How do we find information within the sources?
  - What type of note-taking techniques should be used during research?
- ▶ **Synthesis**
  - How do we develop and refine a thesis statement?
  - How should notes be organized (outlining technique)?
  - How do we create subtopics to support our thesis?
  - In what manner and what order should a research paper be drafted?
  - What are the revision steps necessary to refine a research paper?
- ▶ **Evaluation**
  - What types of questions should a writer ask him/herself during the self-evaluation stage?
  - How should the final product be evaluated/scored?
  - What types of questions should a writer ask him/herself during the evaluation of the process?

# The Common Core's Stance Concerning Research

- ▶ “Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.”
  - *Common Core for ELA & Literacy, p. 6*
- ▶ Technology: Locating and presenting information
- ▶ The pros and cons associated with “separate” skills-based lessons and comprehensive projects

# The Common Core Learning Standards' Research-Based Writing Standards for Grades 7 & 8

- ▶ Writing Standard #7
  - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- ▶ Writing Standard #8
  - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- ▶ Writing Standard #9
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - a. Apply grade 7/8 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
    - b. Apply grade 7/8 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

# The Common Core Learning Standards'

## Research-Based Writing Standards for Grades 9 & 10

### ▶ Writing Standard #7

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.
- Narrow or broaden the inquiry when appropriate.
- Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### ▶ Writing Standard #8

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
- Assess the usefulness of each source in answering the research question.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### ▶ Writing Standard #9

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 9–10 Reading Standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- Apply *grades 9–10 Reading Standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

# The Common Core Learning Standards' Research-Based Writing Standards for Grades 11 & 12

## ▶ Writing Standard #7

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.
- Narrow or broaden the inquiry when appropriate.
- Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## ▶ Writing Standard #8

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
- Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

## ▶ Writing Standard #9

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading Standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- Apply *grades 11–12 Reading Standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

## How is research assessed on the grades 7 and 8 ELA exams?

- ▶ Students are required to read appropriately complex text and...
  - Write eight short written responses using a model of a student-created inference that is supported by two pieces of text-based evidence
  - Write two extended written responses (either in reaction to an individual piece of text or “paired passages”) which ask students to draw an inference or create a “controlling idea: that is supported with ample evidence from the text.

# How is research assessed on the “traditional” (based on the 2005 Standards) 11<sup>th</sup> Grade Regents exam?

- ▶ Part Three: Students read two “Paired Passages” and write two short responses in reaction using text-based evidence to support their inference
  - Controlling Idea
  - Use of Literary Element / Technique
- ▶ Part Four: Students write an extended response in reaction to a “Critical Lens.”
  - Students select two pieces of high-school appropriate text to analyze the Critical lens through and provide support using elements of plot as well as authors’ use of literary elements / techniques.

# How will research skills be assessed on the new Common Core Regents Exam?

## × **Part Two: Writing from Sources**

- + Students will read between two and five texts that are approximately 2,600 words in total.
  - + At least two of the texts will be informational texts.
  - + In addition, the two-to-five texts featured may also contain graphics or one literature-based text.
- + Students will perform a close reading of the texts and will write a source-based argument essay.

## × **Part Three: Text Analysis**

- + Students will read one text (either literature-based or an informational text) that is approximately 1,000 words.
- + Students will perform a close reading of the text and write a two to three paragraph response that identifies a central idea in the text and analyzes how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea.

# Curricular Research Opportunities for Students in POB's Existing Curriculum

- ▶ **Kindergarten > Grade 6**
  - Chiefly addressed through interdisciplinary projects
- ▶ **Grade 7**
  - Addressed through various developmental skills-based lessons
  - When scheduling allows, it is also addressed through a team-based English/Social Studies interdisciplinary project
- ▶ **Grade 8**
  - Matlin Middle School: Interdisciplinary Research Project (after ELA exam)
  - POBMS: Feature Article (after ELA exam)
- ▶ **Grade 9**
  - ▶ Addressed through various developmental skills-based lessons
- ▶ **Grade 10**
  - ▶ Addressed in both English 10H and English 10H Interdisciplinary through a comprehensive project
  - ▶ Addressed in other 10<sup>th</sup> grade classes through various developmental skills-based lessons
- ▶ **Grade 11**
  - Addressed in Advanced Placement Language and Composition through various research opportunities
  - Addressed in other 11<sup>th</sup> grade classes through various developmental skills-based lessons
- ▶ **Grade 12 (Prior to Exiting our System)**
  - ▶ **Addressed in Advanced Placement Literature and Composition through a comprehensive projects as well as various research opportunities**
  - ▶ **Addressed in College Writing I and II through a comprehensive projects**
  - ▶ **Addressed in Facing History and Ourselves through a comprehensive projects**

# Proposed New York State High School Research Paper Requirement

- ▶ This matter was discussed in the spring of the 2012/2013 school year with a possibility of implementation in the 2013/2014 school year (which did not occur). The conversation has not moved forward during this school year, leaving us to believe that it will not be a requirement in the 2014/2015 school year.
- ▶ New York State's rationale for implementing a research paper requirement:
  - A recent survey by the ACT had high school teachers report that 90% of their students were either “well” or “very well” prepared .
    - College instructors claimed that only 26% were either “well” or “very well” prepared .
  - This requirement will present an opportunity for students to demonstrate necessary college and career readiness skills and CCLS writing standards that cannot be measured in an examination setting due to time constraints.
- ▶ According to research conducted by New York State's Education Department, the following are the most important skills expected of incoming college freshmen:
  - Articulating a clear thesis
  - Identifying, evaluating, and using evidence to support or challenge the thesis
  - Considering and incorporating counter-arguments into their writing
  - “Develop[ing] ideas by using some specific reasons, details, and examples”
  - “Take[ing] and maintain[ing] a position on an issue”
  - “Support[ing] claims with multiple and appropriate sources of evidence”

# Proposed New York State High School Research Paper Requirement

## ▶ Minimum Requirements Currently Being Discussed:

- English language, word-processed, adherent to the publication guidelines of the discipline pertaining to the subject of the paper
- Citing a minimum of four informational texts as sources gathered from multiple authoritative print and/or digital sources
- Minimum of five typed pages (approximately 1,250 words of text)
- Completed procedural checklist which meets State requirements

## ▶ Additional Guidance being Discussed:

- The Regents Research Paper completed and graded prior to taking the Regents Exam in ELA
- The ELA teacher is responsible for the instruction associated with the Research Paper. It is permissible for the topic of the paper to be from other disciplines and could also include a research project
- The principal certifies receipt of the procedural checklist and maintains records on which students completed the Regents Research paper, as well as maintains the original papers themselves, and determines eligibility for taking the Regents Exam in ELA.
- The Regents Research Paper measures readiness in CCLS writing standards that cannot be measured in the regents exam in ELA due to time constraints.
- NYSED will provide exemplars to illustrate various ways that students can meet the Regents Research paper requirement.

# Proposed New York State High School Research Paper Requirement

- ▶ **Statewide Requirements and Local Decision Making**
  - NYSED will provide high-level minimum requirements
  - School districts will be encouraged to develop or refine their own research paper guidelines which meet or exceed the State's minimum requirements
  - English language learners and students with disabilities will be allowed accommodations as appropriate
  - Students needing additional time may begin this process in 10th Grade per local decision
- ▶ **“Parallel Policy” – Science Lab Requirements**
  - NYSED provided high-level requirements
  - To qualify to take a Regents examination in any of the sciences, a student must complete 1,200 minutes of hands-on laboratory experience
  - Submit documented laboratory reports
  - Complete required classroom instruction associated with earning a unit of credit.
  - School districts developed science learning experiences to meet the State's minimum requirements

# How are the Six Common Core Shifts Addressed with the Proposed Research Paper Requirement?

## ▶ **Shift One: Balancing Informational & Literary Text**

- Description: Students read a true balance of informational and literary texts
- How is this reflected in the Regents' research requirement?
  - Reliable print and authentic sources
  - Four informational sources
  - Non-ELA content areas encouraged

## ▶ **Shift Two: Knowledge in the Disciplines**

- Description: Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
- How is this reflected in the Regents' research requirement?
  - Knowledge built from reliable print and authentic sources
  - Research questions that are centered around non-ELA content areas

## ▶ **Shift Three: Staircase of Complexity**

- Description: Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading
- How is this reflected in the Regents' research requirement?
  - Exposure to complex texts requiring close reading

# How are the Six Common Core Shifts Addressed with the Proposed Research Paper Requirement?

## ▶ **Shift Four: Text-Based Answers**

- Description: Students engage in rich and rigorous evidence based conversations about text
- How is this reflected in the Regents' research requirement?
  - Emphasis on reliable print and authentic sources and informational sources, discourse with peers and teachers about content found in text

## ▶ **Shift Five: Writing from Sources**

- Description: Writing emphasizes use of evidence from sources to inform or make an argument
- How is this reflected in the Regents' research requirement?
  - Write, inform, or make an argument based in evidence from reliable sources

## ▶ **Shift Six: Academic Vocabulary**

- Description: Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts
- How is this reflected in the Regents' research requirement?
  - Domain-specific vocabulary in the complex texts students read closely that are related to their topic or thesis

# High School > College Articulation

- ▶ Meetings / Phone calls with College English Chairs, Coordinators of College-Wide Writing Initiatives, Professors, and Writing Center Coordinators
- ▶ Items of note:
  - English courses vs. Research Paper Writing courses/departments
  - Placement exams
  - It was a “two-way street”
  - Course Prospectus and assignments
  - Scholarly articles
  - Data share concerning student preparedness (10% prepared)
  - Academic Integrity
  - Information “ownership”
  - Technology – help or hindrance?
  - Authentic student voice
  - Importance of rhetoric
  - Narrative writing
  - Students with IEPs / Universal Access
  - Departments other than English Perspectives on research-based writing
  - SAT writing scores as a predictor of future success
- ▶ Spring Conference
- ▶ POB Staff Development / Curriculum Writing

# Tentatively planned curriculum writing projects for summer 2014

- ▶ English 10R / 10R + Lab
  - ▶ English 11R / 11R + Lab
  - ▶ Reality Readings
  - ▶ Vocabulary Approach: Grades 9 > 11
  - ▶ Creative Writing
- 

# POBJFK's English Department Academic Integrity Form

- ▶ Please note: the form has an area for both students and parents/guardians to sign
- ▶ **Policy Statement**
  - We at Plainview-Old Bethpage John F. Kennedy High School value honesty and will promote and enforce this value in the classroom. For the good of all, we will emphasize the following:
  - Plainview-Old Bethpage John F. Kennedy High School's stand of academic honesty holds students responsible for the integrity of their own work. A student's name on an exercise or assessment (such as homework, report, notebook, performance, project, quiz, examination, or research paper) is taken as an assurance that the work submitted is the direct result of the student's own thoughts, stated in his or her own words, and produced without the assistance of others. Any violation of this standard is regarded as cheating.
- ▶ **Defined**
  - Cheating is defined as actions including, but not limited to, copying in testing situations, using unauthorized help sheets, illegally obtaining tests or individual test questions, providing test questions and/or answers to another student, copying any document(s) without giving proper credit, copying another student's work, allowing one's own work to be copied, purchasing or downloading any work written by another, and copying and paraphrasing another's ideas without giving proper credit.

# POBJFK's English Department Academic Integrity Form

## ▶ Examples

- ▶ In order to avoid plagiarism, students must be aware of the various forms plagiarized material can take:
- ▶ There can be plagiarism from outside sources.
  - This occurs when a student uses an idea from an outside source (traditional and / or electronic) but does not credit the source. By doing this, the student is falsely stating that he/she came up with the idea unaided.
- ▶ There can be plagiarism from other students.
  - If two (or more) students submit assessments that are identical or nearly identical, clearly there has been “cooperation” or plagiarism from one student to the other.
  - There will be no difference in the disciplinary action despite the fact that there might be a clear “original author” to the assignment.
- ▶ There can be plagiarism from oneself.
  - Students cannot submit papers that they have written for other courses in any department without the permission of both instructors. Students whose papers serve “double duty” are plagiarizing from themselves.
  - An example of this would be a student that has written a paper on a current political topic for a social studies class and then submits the same paper to his/her English teacher as a research paper.

# POBJFK's English Department Academic Integrity Form

## ▶ Consequences

- On any assessment (as defined above) the student will receive a zero and the parent or guardian will be contacted.
- A student will not be allowed to use the excuse that he/she copied the material inadvertently. It is the student's responsibility to familiarize him/herself with the rules concerning plagiarism.
- If even a small portion of the paper is plagiarized, the entire paper receives a zero. There will be no separate grading scheme for plagiarized and non-plagiarized portions.
- If two (or more) students submit assessments that are identical or nearly identical, each will receive a zero.
- In any situations where a dispute exists regarding the validity of the charge or the suitability of the punishment, the student will have the right to appeal. The appeal process will be a meeting of the student, teacher, parent or guardian, and an administrator.
- It is the student's responsibility to prove that material is cited properly. Because the onus of proof is on the student, it is imperative that he/she save all research materials: bibliography cards, photocopied articles, access to all books, the outline and all drafts of the paper. Thus, if there is an issue of plagiarism, the student must demonstrate that the paper is genuinely his/her own.

# Additional Resources

- ▶ **POB Middle School Library Media Center link:**
  - <http://www.pobschools.org/domain/107>
- ▶ **Mattlin Middle School Library Media Center link:**
  - <http://www.pobschools.org/Page/766>
- ▶ **POBJFKHS Library Media Center link:**
  - <http://www.pobschools.org/domain/81>
- ▶ **POBJFKHS – database information link:**
  - <http://www.pobschools.org/cms/lib/NY01001456/Centricity/Domain/81/JFKSchoolDatabasesPOBdatabases2014a.pdf>
- ▶ **Plainview-Old Bethpage Public Library Database link:**
  - <http://www.poblib.org/research/databases-research>
- ▶ **EngageNY link:**
  - <http://www.engageny.org/>
- ▶ **New York State Education Department link:**
  - <http://www.nysed.gov/>