

English Language Arts Professional Development Look-For

Practices that should be evident in the classroom after participation in Professional Development Session

Professional Development Title: *Text-Based Argumentative Writing*

This professional development session provides teachers with the knowledge to effectively and explicitly teach writing that helps students meet state standards, successfully perform on Florida State Assessment (FSA) and be prepared for the level of writing necessary for college and career readiness. Teachers will learn strategies to assist students in reading complex texts, citing evidence, forming a claim and counterclaims, as well as using information from the texts as support when writing. Student production of solid, text-based argumentative writing is the focus.

Course Objectives

Participants will:

- review the elements of an argument, the difference between persuasive and argumentative writing, and components of developing an effective claim.
- understand the criteria for meeting FSA rubric standards, and the structure of a well-developed argumentative essay.
- evaluate several samples of argumentative writing and discuss strategies for remediation.
- learn new strategies and tips for teaching argumentative writing, including citing textual evidence and annotating text.
- become familiarized with the process students will experience when taking the FSA by engaging in deconstructing an FSA prompt, reading/annotating paired text passages, and creating a pre-writing outline for organization of a well-developed argumentative essay.
- incorporate various forms of writing and strategies in their daily instruction that will assist students in becoming effective writers.

Teachers will:

- create multiple opportunities for students to write in response to informative text.
- incorporate reading strategies such as annotating the text, in order to build student reading comprehension.
- utilize strategies for citing textual evidence to be used as support in argumentative writing.
- scaffold writing activities and performance tasks similar to those needed for the FSA and career and college readiness.
- incorporate the writing process in various formats within daily instruction.

Students will:

- produce a variety of writing and performance tasks in response to complex texts.
- familiarize themselves with the elements of the state writing rubric in order to produce writing that meets state standards.
- understand components of effective writing and incorporate them within the steps of the writing process such as drafting, proofreading, editing and revising.
- demonstrate reading comprehension strategies, such as annotating, while interacting with complex texts.
- understand the components of an argument and effective argumentative writing.
- produce argumentative writing that shows the ability to elaborate and support claims, counter claims, and ideas in response to text.
- cite relevant and sufficient textual evidence as support.
- collaborate with peers and self-reflect within the writing process.
- produce various forms of effective writing.