

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 Informative/Explanatory Writing*

This professional development provides teachers knowledge to effectively and explicitly teach informative/explanatory writing that helps students meet state standards, succeed on the Florida State Assessment (FSA) and prepare them for the types and quality of writing they will be asked to produce, not only in secondary education, but also in their future college and career choices. Teachers will learn how to help students better comprehend complex, informative/explanatory texts which center on a common topic, analyze and synthesize ideas from these multiple texts, and write strong and effective responses which articulate the implications or significance of the topic.

Course Objectives

Participants will:

- gain an increased understanding of instructional shifts necessary in order to prepare students to master Language Arts Florida Standards (LAFS).
- gain the ability to understand the components of text complexity.
- use this knowledge of text complexity when determining increasingly complex text sets to incorporate in their classes to produce students' informative/explanatory writing;
- understand how helping students comprehend increasingly complex text sets enables them to grasp ideas in the texts more fully and allows them to write more effective analyses of these texts;
- understand how to incorporate in their classes key elements of informative/explanatory writing.
- learn new strategies and tips for teaching informative/explanatory writing
- be better able to employ effective, informative/explanatory writing instruction, using multiple, complex texts, in their classes.

Teachers will:

- Apply knowledge of text complexity when planning and selecting texts
- Provide multiple opportunities for students to write in response to increasingly complex, informative/explanatory text sets.
- Incorporate reading strategies in order to build student reading comprehension of multiple, informative/explanatory texts.
- Scaffold writing activities and tasks
- Instruct students to analyze and synthesize information from multiple sources
- Teach students how to organize complex ideas and concepts and use precise language and domain-specific vocabulary to manage the complexity of a topic.
- Help students to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Students will:

- Produce a variety of writing and performance tasks in response to informative/explanatory texts.
- Demonstrate reading comprehension strategies, i.e. text coding, summarizing, selective note taking, and text annotating, while interacting with informational/explanatory texts.
- Analyze and synthesize information from multiple informative/explanatory sources to produce writing that shows ability to link complex ideas or concepts.
- Cite relevant, strong and sufficient textual evidence to support analysis of what the text says explicitly as well as makes inferences from text when producing solid, effective informative/explanatory essays.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Collaborate with peers and self-reflects within the writing process: planning, revising, editing, rewriting, and producing.