



Greetings! ¡Saludos!



Boris Duarte
Family Educator Coach



Josefina Ayala
Family Educator Coach



Xavier Contreras
Family Educator Coach



Rosa Flores
Family Educator Coach



Megan Guerrero
Administrative Coordinator



Amaris Medina
Administrative Coordinator



Marta Galicia Garcia
Community Representative



Shaheen Olympia
Community Representative



Olivia Rocha
Community Representative



Antonieta Garcia
Parent Leader

2B. Improving Student Research Skills in the Age of Information

2B. Mejorar las habilidades de investigación de los estudiantes en la era de la información

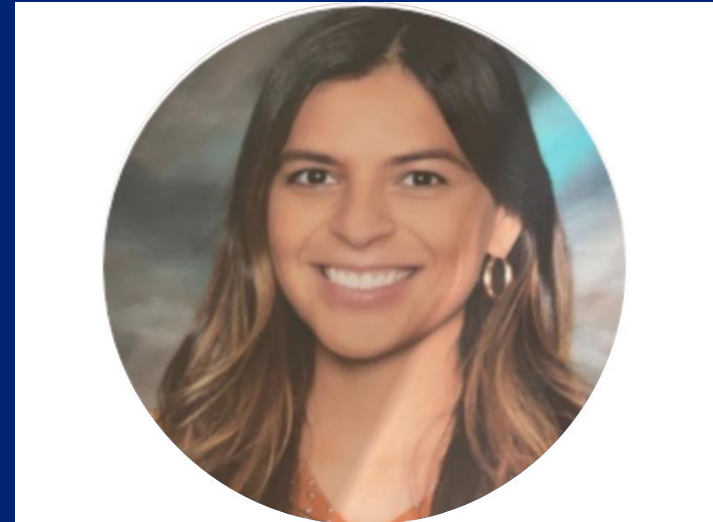
Division of Instruction

Secondary English Language Arts

División de Instrucción
Lengua y Literatura en Inglés de Nivel Secundario



Ryan Hyatt
Coordinator, Secondary English Language Arts
*Coordinador, Lengua y Literatura en Inglés de
Nivel Secundario*



Alyssa Avila
Coordinator, Secondary English Language Arts
*Coordinadora, Lengua y Literatura en Inglés de
Nivel Secundario*



Improving Student Research Skills in the Age of Information



**Mejorar la capacidad de investigación de los
estudiantes en la era de la información**



Welcome and Inclusion

Bienvenida e inclusión

Critical Media Literacy Overview

Visión general de la Alfabetización Mediática Crítica

Critically Reading to Critically Writing an Argument

De la lectura crítica a la escritura crítica de un argumento

Practice Identifying Best Sources

Práctica de la Identificación de las Mejores Fuentes

Resources

Recursos

Which app does your student prefer? *¿Qué aplicación prefiere su estudiante?*



Do you wonder how they are being 'influenced?'
¿Se pregunta usted cómo los están "influenciados"?

Student Knowledge Gap

Brecha de conocimientos de los estudiantes

"After surveying 7,804 students across the United States, researchers at Stanford University reported that young people's ability to reason about the information on the internet can be summed up in one word: 'bleak.' The researchers found that students are 'easily duped' and unprepared to distinguish between news or advertising or to judge the reliability of a web site."

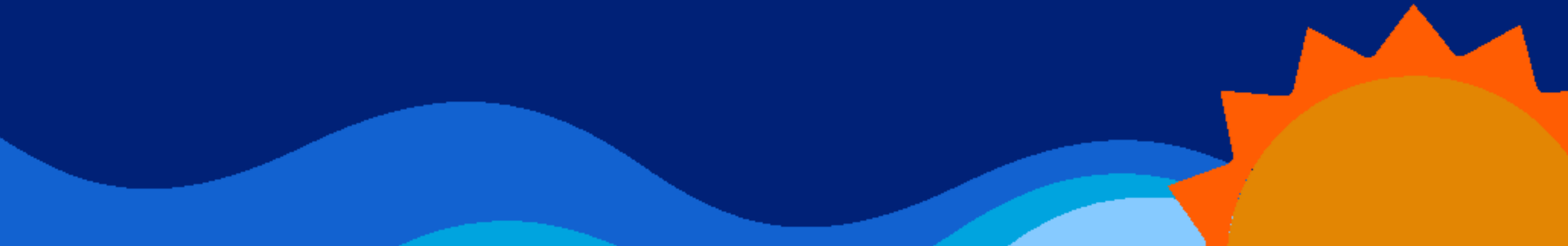
"Tras encuestar a 7,804 estudiantes en todo Estados Unidos, investigadores de la Universidad de Stanford informaron que la capacidad de los jóvenes para razonar sobre la información en Internet se puede resumir en una palabra: 'desalentadora.' Los investigadores descubrieron que los estudiantes son 'fácilmente engañados' y no están preparados para distinguir entre noticias o publicidad o para juzgar la fiabilidad de un sitio web".

Share, Jeff, et al. "Critical Media Literacy in Teacher Education, Theory, and Practice." *Oxford Research Encyclopedia of Education*, 30 Sept. 2019

Share, Jeff, et al. "Critical Media Literacy in Teacher Education, Theory, and Practice." (Alfabetización mediática crítica en la educación, la teoría y la práctica de los maestros) *Oxford Research Encyclopedia of Education*, 30 de septiembre 2019

Critical Media Literacy Overview

Visión general de la Alfabetización Mediática Crítica



Critical Media Literacy Board Resolution

Resolución de la Junta sobre alfabetización mediática crítica

March 9, 2021: The Critical Media Literacy Board Resolution was approved.

- Major requirements:
 - The Division of Instruction develops a plan to teach Critical Media Literacy at all grade levels
 - The plan includes training for teachers and best practices for instruction

MOTIONS/RESOLUTIONS PRESENTED TO THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION

SUBJECT: Critical Media Literacy (Res-015-20/21)

DATE NOTICED: 02-09-21

PRESENTED FOR ACTION: 03-09-21

PRESENTED BY: Ms. Goldberg,
Mr. Melvoin, Mr. Schmerelson

MOVED/SECONDED BY: Ms. Goldberg /
Mr. Melvoin

MOTION:

RESOLUTION: x

Whereas, Ever since President Reagan ended "equal time" in news reporting, people have been able to hear/see news reported from only one point of view;

Whereas, Over 70 million people believed that former President Trump was re-elected by a "landslide", and the election was stolen from him by fraud;

Whereas, The misinformation spread by social media and one-sided press helped make the January 6th Insurrection at our nation's Capitol a reality;

Whereas, Instagram, Facebook and Twitter are used by millions of people including many school-aged youth, many of whom use social media as their sole source of news and information; and

Whereas, The Los Angeles Unified School District has no regularly scheduled instruction for students on how to critically understand what is fact and what is fiction and fantasy; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to ask the Division of Instruction to develop a plan for teaching Critical Media Literacy at all grade levels (1-12);

Resolved further, That the Division of Instruction will bring to the Board in 90 days, what can be done to begin implementing Critical Media Literacy instruction for the 2021-2022 school year;

Resolved further, That the proposed plan will include the number of minutes, the courses this will be added to, and where content and professional development might come from;

Resolved further, That a Critical Media Literacy Campaign, comprised of teachers and 12th grade students, be informally conducted this semester to discuss and informally submit to the Division of Instruction ideas and best practices for a future Critical Media Literacy instruction program; and, be it finally

9 de marzo de 2021: Se aprobó la resolución de la Junta de Educación sobre la Alfabetización Mediática Crítica.

- Necesidades Principales:
 - La División de Instrucción desarrolla un plan para enseñar alfabetización mediática crítica en todos los niveles de grado
 - El plan incluye capacitación para maestros y mejores prácticas para la instrucción

Why is there a need for Critical Media Literacy?

¿Por qué es necesaria una alfabetización mediática de pensamiento crítico?

What is happening in this meme?

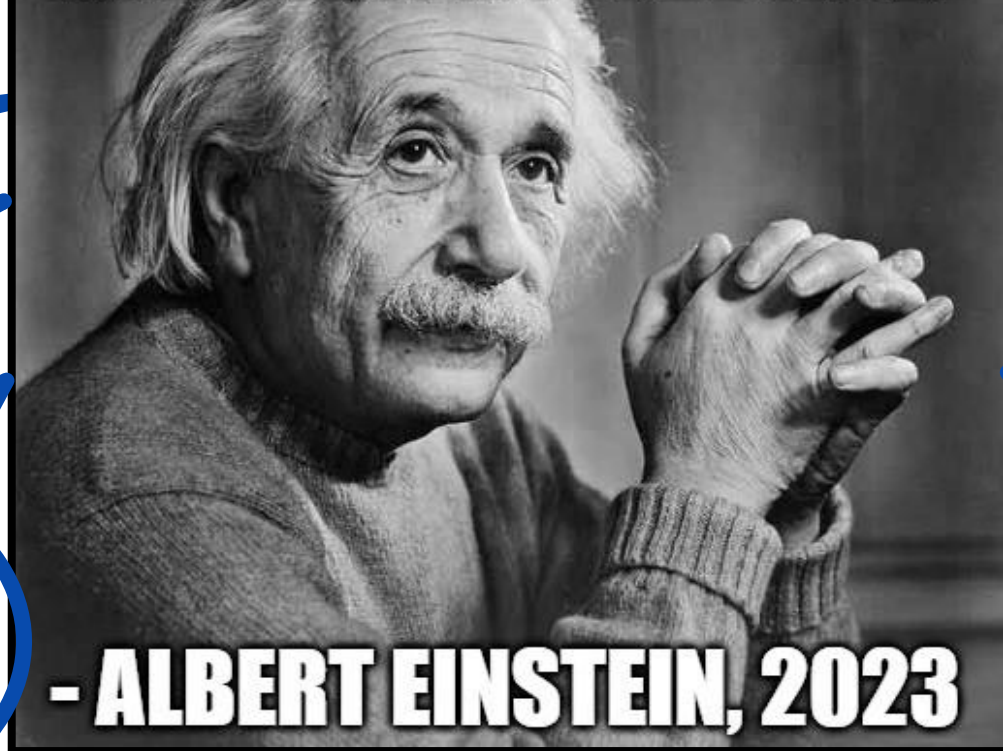
Famous physicist ...

makes a claim ...

... that is **not true!**
Einstein died in 1955 before the internet existed.

Building background knowledge, or adding context, helps students to better understand the world. We build background knowledge by asking questions about the texts and messages we encounter.

"IF IT'S ON THE INTERNET, IT MUST BE TRUE."



- ALBERT EINSTEIN, 2023

¿Qué pasa con este meme?

Físico Famoso ...

afirma ...

... ¡eso no es **cierto!**
Einstein murió en 1955 antes de que existiera el Internet

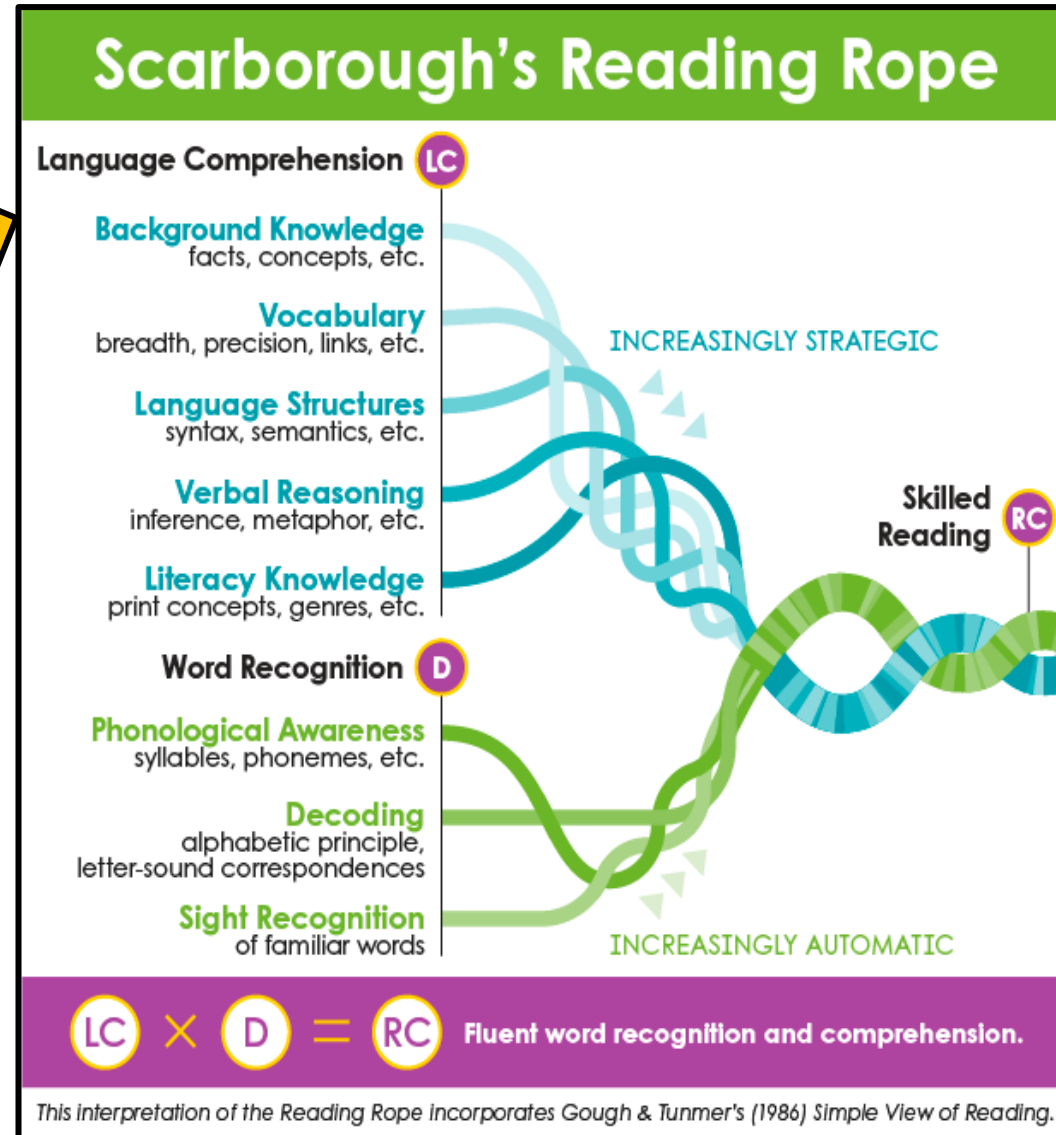
La construcción de conocimientos de fondo, o la agregación de contexto, ayuda a los estudiantes a entender mejor el mundo. Construimos conocimiento de fondo al hacer preguntas sobre los textos y mensajes que encontramos.

Reading Comprehension and Critical Media Literacy

Comprensión Lectora y Alfabetización Mediática Crítica

Critical media literacy instruction builds **background and literacy knowledge**, which improves comprehension.

Click [here](#) for more details and **CCSS priority standards alignment.**



La instrucción de la alfabetización mediática crítica construye **conocimientos de fondo y alfabetización**, lo que mejora la comprensión.

Haga clic [aquí](#) para más detalles y la alineación de los estándares de prioridad CCSS.

ELA Priority Standards for Grades 6–12

Estándares de contenido prioritario de ELA para grados 6–12

Reading Standards (Literature and Informational)

- **RL.1, RI.1:** Key Ideas and Details
- **RL2, RI2:** Key Ideas and Details
- **RL.4 : RI.4:** Craft and Structure
- **RL6, RI6:** Craft and Structure
- **RL.9, RI.9:** Integration of Knowledge and Ideas
- **RL10, RI10:** Range of Reading and Level and Text Complexity

Language

- **L.4, L.5, L.6:** Vocabulary Acquisition and Use

Speaking and Listening

- **SL.1:** Comprehension and Collaboration

Writing

- **W.8, W.9:** Research to build and present knowledge

Normas de lectura (reseña e información)

- **RL.1, RI.1:** Ideas clave y detalles
- **RL2, RI2:** Ideas clave y detalles
- **RL.4: RI.4:** Artesanía y estructura
- **RL6, RI6:** Artesanía y estructura
- **RL.9, RI.9:** Integración de Conocimiento e Ideas
- **RL10, RI10:** Amplitud de Lectura y Complejidad de Textos

Lenguaje

- **L.4, L.5, L.6:** Aprendizaje y uso de vocabulario

Hablar y escuchar

- **SL.1:** Comprensión y Colaboración

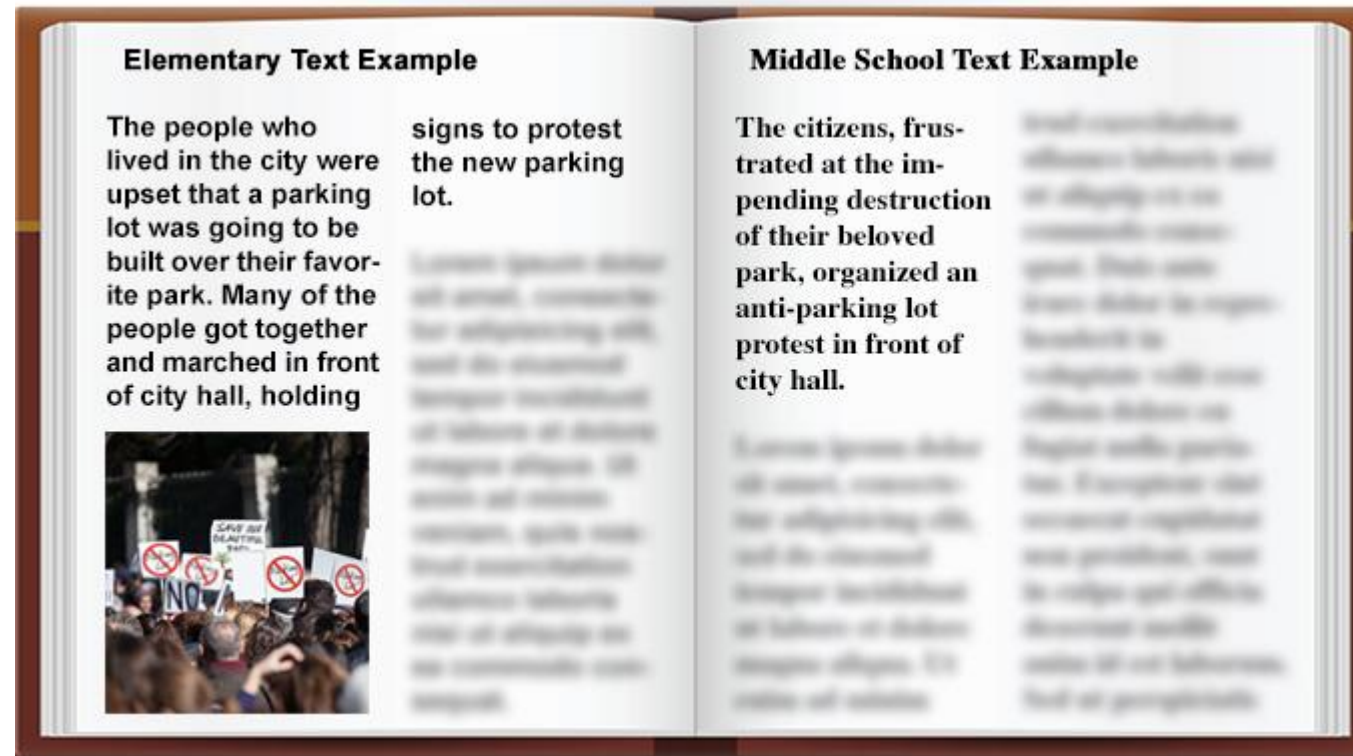
Escritura

- **W.8, W.9:** Investigación para construir y presentar conocimiento

Text Complexity Middle School

Complejidad de los Textos en la Escuela Intermedia

Student reading in middle school compared to elementary school can be more challenging
La lectura para los alumnos en la escuela intermedia puede ser más desafiante que en la escuela primaria.



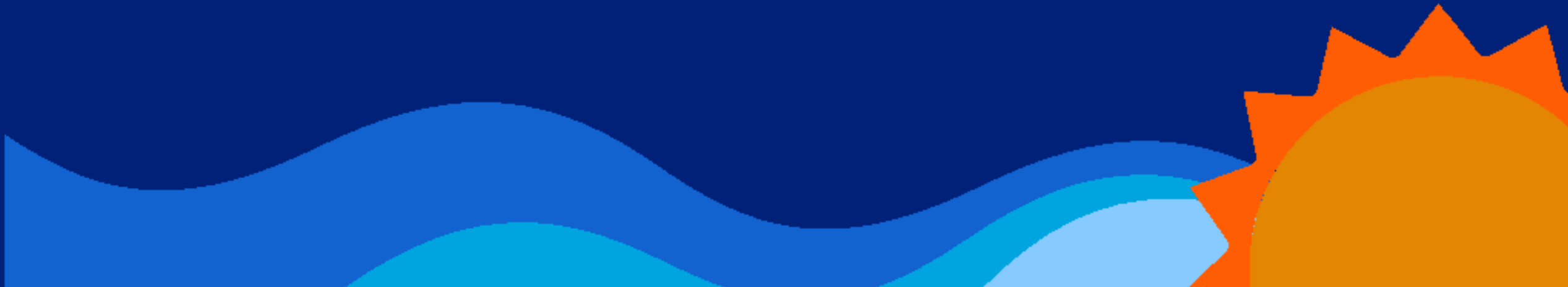


Q & A

Preguntas y Respuestas

Critically Reading to Critically Writing an Argument

Conceptos Clave sobre la Alfabetización Mediática Crítica



Major Types of Writing in Middle and High School

Tipos Principales de Escritura en la Escuela Intermedia y Preparatoria

Writing Form	Definition	Example	Estilo de Escritura	Definición	Ejemplo
Argumentative	Student takes a position on a topic and argues position with research from multiple and credible sources.	Student paper or presentation arguing about the impact of social media on youth	Argumentativo	El estudiante asume una postura sobre un tema y argumenta sobre la postura con la investigación de fuentes múltiples y creíbles.	Ponencia o presentación estudiantil que hable sobre el impacto de las redes sociales en los jóvenes
Expository	Student informs or 'expose' facts about a topic.	Student paper or presentation explaining what social media is	Expositivo	El estudiante informa o 'expone' hechos sobre un tema.	Documento o presentación estudiantil que explica cuáles son las redes sociales
Narrative	Student tells a story.	Student story or video about being caught by parents scrolling social media instead of doing homework	Narrativo	El estudiante cuenta una historia.	Historia de estudiante o video sobre una ocasión en la que sus padres lo sorprendieron navegando en redes sociales en lugar de haciendo la tarea.

Guess the Writing Type

Adivine qué tipo de redacción es este

"Early one morning, Sarah decided to go for a jog in the park. As she jogged, the sun began to rise, casting a golden glow over the trees. Later that day, she met her friends for lunch and shared her morning adventure with them."

- a) Argumentative
- b) Expository
- c) Narrative



a)



b)



c)

"Una mañana temprano, Sarah decidió salir a correr por el parque. Mientras corría, el sol empezó a salir, proyectando un resplandor dorado sobre los árboles. Más tarde, ese mismo día, se reunió con sus amigos para comer y compartió con ellos su aventura matutina."

- a) Argumentativo
- b) Expositivo
- c) Narrativo

Guess the Writing Type

Adivine qué tipo de redacción es este

Among the many proposed solutions to rising carbon emissions, one promising possibility is carbon trapping. Scientists are figuring out how to pull carbon emissions out of the atmosphere and trap it in less harmful forms, such as by injecting carbon dioxide underground so it will turn to stone.

- a) Argumentative
- b) Expository
- c) Narrative



a)



b)



c)

Entre las muchas soluciones propuestas al aumento de las emisiones de carbono, una posibilidad prometedora es la captura de carbono. Los científicos están buscando la manera de extraer las emisiones de carbono de la atmósfera y atraparlas en formas menos nocivas, por ejemplo inyectando dióxido de carbono bajo tierra para que se convierta en piedra.

- a) Argumentativo
- b) Expositivo
- c) Narrativo

Guess the Writing Type

Adivine qué tipo de redacción es este

It would be a serious mistake to replace libraries with tablets. First, digital books and resources are associated with less learning and more problems than print resources. A study done on tablet vs book reading found that people read 20-30% slower on tablets, retain 20% less information, and understand 10% less of what they read compared to people who read the same information in print.

- a) Argumentative
- b) Expository
- c) Narrative



a)



b)



c)

Sería un grave error sustituir las bibliotecas por tabletas. En primer lugar, los libros y recursos digitales se asocian con menos aprendizaje y más problemas que los recursos impresos. Un estudio realizado sobre la lectura en tabletas frente a la lectura en libros reveló que las personas leen entre un 20 y un 30% más despacio en tabletas, retienen un 20% menos de información y comprenden un 10% menos de lo que leen en comparación con las personas que leen la misma información en formato impreso.

- a) Argumentativo
- b) Expositivo
- c) Narrativo

After Reading: Making an Argument

Después de leer. Cómo preparar un argumento

Claim

- Point of the argument

Evidence

- Credible information to back up claim

Reasoning

- Analysis tying claim to evidence

CER Paragraph

CLAIM

Use **key words** to restate and answer the question.

EXAMPLE Question: What is the theme of the text?
The theme of the text is _____

EVIDENCE

Cite a key detail from the text.

Sentence Starters

- On page _____, the text states, "_____."
- According to the text, "_____."
- The author states, "_____."

REASONING

Explain **HOW** the evidence supports your answer.

Sentence Starters

- This quote shows _____ because _____
- This evidence proves _____ by _____

Declaración

- El punto del argumento

Evidencia

- Información creíble que respalde la declaración

Razonamiento

- Análisis que relaciona la declaración con las evidencias

Examples: Making an Argument

Ejemplos: Cómo argumentar

Claim	The use of social media can have a negative impact on youth	Declaración	El uso de las redes sociales puede tener un impacto negativo en los jóvenes
Evidence	The roll-out of a new social media platform was associated with an increase in depression (9% over baseline) and anxiety (12% over baseline) among college-aged youth (n = 359,827 observations)	Evidencia	El lanzamiento de una nueva plataforma de medios sociales se asoció con un aumento de la depresión (9% respecto a la línea de base) y la ansiedad (12% respecto a la línea de base) entre los jóvenes en edad universitaria (n = 359.827 observaciones)
Reasoning	If we know time spent on a social media platform can be harmful, perhaps youth should limit their time on social media.	Razonamiento	Si sabemos que el tiempo pasado en una plataforma mediática social puede ser perjudicial, tal vez los jóvenes deberían limitar su tiempo en las redes sociales.

Argumentative Writing: Appeals to Audience

Escritura Argumentativa: Persuade a la audiencia

Appeal	Definition	Example	Apelación	Definición	Ejemplo
Logos	Appeal to logic	Up to 95% of youth ages 13–17 report using a social media platform, with more than a third saying they use social media “almost constantly.”	Logos	Recorre a la lógica	Hasta un 95% de los jóvenes de 13 a 17 años informan que utilizan una plataforma de redes sociales, y más de un tercio dice que usan las redes sociales “casi constantemente”.
Ethos	Appeal to credibility	Claude Mellins, Professor of medical psychology in the Departments of Psychiatry and Sociomedical Sciences, has led studies on the impact of social media on youth.	Ethos	Recorre a la credibilidad	Claude Mellins, Profesor de Psicología Médica en los Departamentos de Psiquiatría y Ciencias Sociomédicas, ha dirigido estudios sobre el impacto de las redes sociales en los jóvenes.
Pathos	Appeal to emotion	Social media is a great way to stay connected with family and friends.	Pathos	Recorre a la emoción	Las redes sociales son una excelente manera de mantenerse conectado con familiares y amigos.

Which appeals are used in this commercial?
¿Qué atracciones se utilizan en este anuncio?



Logos



Pathos



Ethos

Primary, Secondary, and Tertiary Sources

Fuentes primarias, secundarias y terciarias

Source	Definition	Example	Fuente	Definición	Ejemplo
Primary	Events or evidence as they are first described or actually happened. Information that is shown for the first time or original materials on which other research is based.	• Studies • Eyewitness accounts • Photos • Videos • Speeches • Interviews	Primarias	Eventos o evidencia tal como se describen inicialmente o realmente sucedieron. Información que se muestra por primera vez o materiales originales en los que se basa otra investigación.	• Estudios • Relatos de testigos oculares • Fotos • Vídeos • Discursos • Entrevistas
Secondary	An analysis or restatement of primary sources. They often try to describe or explain primary sources.	• News articles • Textbooks • Histories, Biographies, • Political analyses • Opinion pieces	Secundarias	Un análisis o reformulación de fuentes primarias. A menudo tratan de describir o explicar las fuentes primarias.	• Artículos de noticias • Libros de texto • Historias, biografías, • Análisis políticos • Artículos de opinión
Tertiary	Sources that index, abstract, organize, compile, or digest other sources	• 'Meta' studies • Dictionaries • Encyclopedias	Terciarias	Fuentes que indexan, abstraen, organizan, compilan o digieren otras fuentes	• Estudios 'Meta' • Diccionarios • Enciclopedias

Citing Strong and Thorough Textual Evidence

Citando pruebas textuales sólidas y exhaustivas

C – Currency

The timeliness of information

R – Relevance

The importance of the information for your needs

A – Authority

The source of the information

A – Accuracy

The reliability, truthfulness and correctness of the content

P – Purpose

The reason the information exists



Currency

The timeliness of the information

When was the information published or posted?
Has the information been revised or updated?
Does your topic require current information, or will older sources work as well?
Are the links functional?



Relevance

The importance of the information for your needs

Does the information relate to your topic or answer your question?
Who is the intended audience?
Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
Have you looked at a variety of sources before determining this is one you will use?
Would you be comfortable citing this source in your research paper?



Authority

The source of the information

Who is the author/publisher/source/sponsor?
What are the author's credentials or organizational affiliations?
Is the author qualified to write on the topic?
Is there contact information, such as a publisher or email address?
Does the URL reveal anything about the author or source?
examples: .com .edu .gov .org .net



Accuracy

The reliability, truthfulness and correctness of the content

Where does the information come from?
Is the information supported by evidence?
Has the information been reviewed or refereed?
Can you verify any of the information in another source or from personal knowledge?
Does the language or tone seem unbiased and free of emotion?
Are there spelling, grammar or typographical errors?



Purpose

The reason the information exists

What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
Do the authors/sponsors make their intentions or purpose clear?
Is the information fact, opinion or propaganda?
Does the point of view appear objective and impartial?
Are there political, ideological, cultural, religious, institutional or personal biases?

A – Actualidad

La calidad oportuna de la información

R – Relevancia

La importancia de la información para sus necesidades

A – Autoridad

La fuente de la información

P – Precisión

La fiabilidad, veracidad y corrección de los contenidos

P – Propósito

La razón por la que existe la información

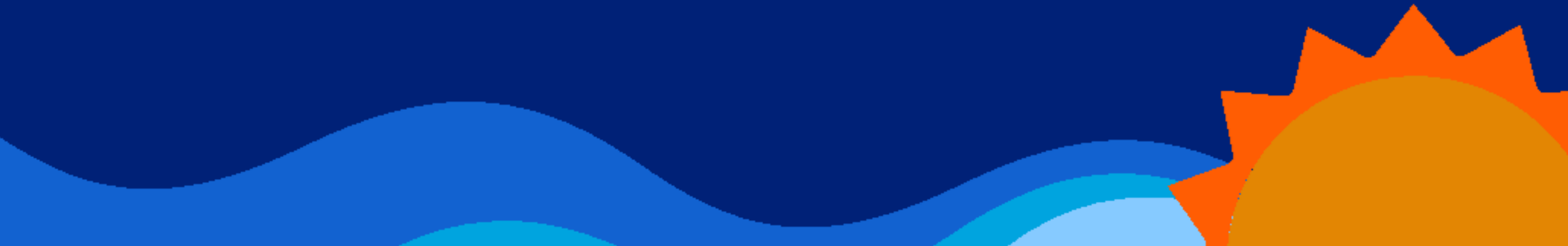


Q & A

Preguntas y Respuestas

Practice Identifying Best Sources

Práctica en la identificación de las mejores fuentes



Which source would be the most **current**?

¿Qué fuente sería la más actual?

Your student has been asked to write an argumentative paper on the impact of social media on youth. Which study should they focus on if they are looking for currency, or timeliness, of information?

- a) A study released in 2012
- b) A study released in 2018
- c) A study released in 2024



a)



b)



c)

Se le ha pedido a su estudiante que escriba un artículo argumentativo sobre el impacto de las redes sociales en los jóvenes. ¿En qué estudio debería centrarse si está buscando información actualizada u oportuna?

- a) Un estudio publicado en 2012
- b) Un estudio publicado en 2018
- c) Un estudio publicado en 2024

¿Which source would be the most relevant?

¿Qué fuente sería la más relevante?

Which offers the most relevance, or importance, of information related to the the impact of social media on youth?

- a) Study tying social media to body image and female self-esteem
- b) Interview with Claude Mellins, professor of medical psychology in the Departments of Psychiatry and Sociomedical Sciences, on how social media is changing the culture of young women
- c) Mother's commentary about #SephoraKids, 8-12 year olds applying and promoting makeup to their face



a)



b)



c)

¿Cuál ofrece la mayor relevancia, o importancia, de la información relacionada con el impacto de las redes sociales en la juventud?

- a) Estudio en el que se hace una conexión entre la imagen corporal en las redes sociales y la autoestima femenina
- b) Entrevista con Claude Mellins, maestro de psicología médica en los Departamentos de Psiquiatría y Ciencias Sociomédicas, sobre la forma en que las redes sociales están cambiando la cultura de las mujeres jóvenes
- c) Comentario de una madre de familia sobre #SephoraKids, niños de 8-12 años que se aplican y promueven el maquillaje en sus caras

Which source aligns best with the **purpose**?

As your student researches the topic of the impact of social media on youth, they discover many sources related to the harmful effects that social media has on female adolescents. Which source best supports this argument?

- a) A study tying social media to body image and adolescent female self-esteem
- b) A study tying social media to risky behavior in males, such as parkour
- c) A quote in a newspaper article about why a senior citizen does not own a cell phone.



a)



b)



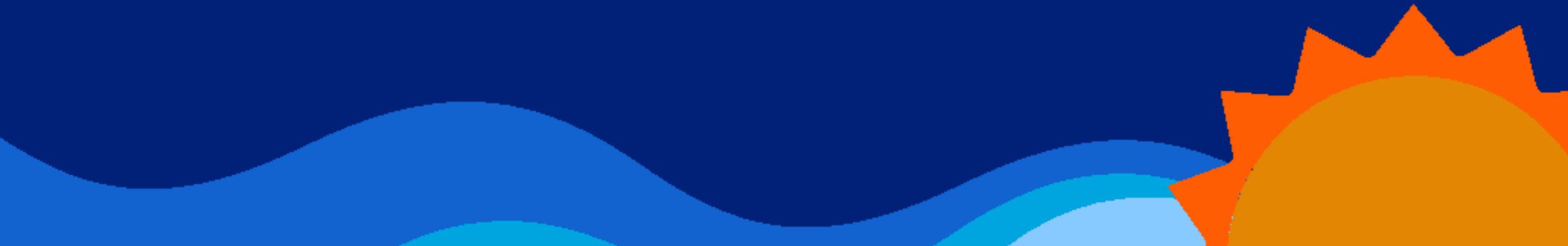
c)

A medida que su estudiante investigue el tema del impacto de las redes sociales en los jóvenes, descubre muchas fuentes relacionadas con los efectos nocivos que las redes sociales tienen en las adolescentes. ¿Qué fuente no apoyaría este argumento?

- a) Un estudio en el que se hace una conexión entre la imagen corporal en las redes sociales y la autoestima femenina
- b) Un estudio en el que se hace una conexión entre las redes sociales y los comportamientos de riesgo en los hombres, como el parkour
- c) Una cita en un artículo de periódico sobre el motivo por el que adulto mayor no posee un teléfono celular.

Research Resources

Recursos de investigación

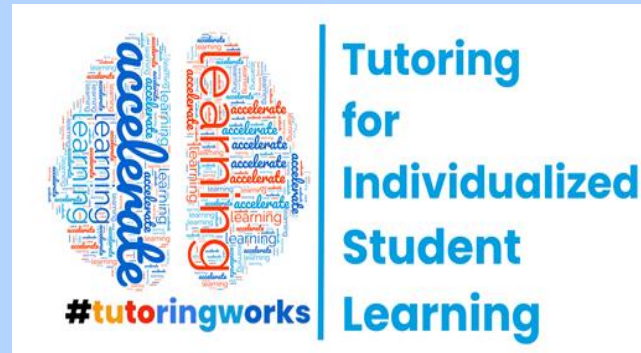


Oportunidades de lectura para los estudiantes

Reading support for Grades 6–12 students

Apoyo de la lectura para estudiantes de 6° a 12° grado

- The Los Angeles Public Library and district library (iLTSS) provide online and in-print books available to all students.
- The District also provides digital tools such as myON and Newsela to promote student literacy that they can access through Schoology at home.



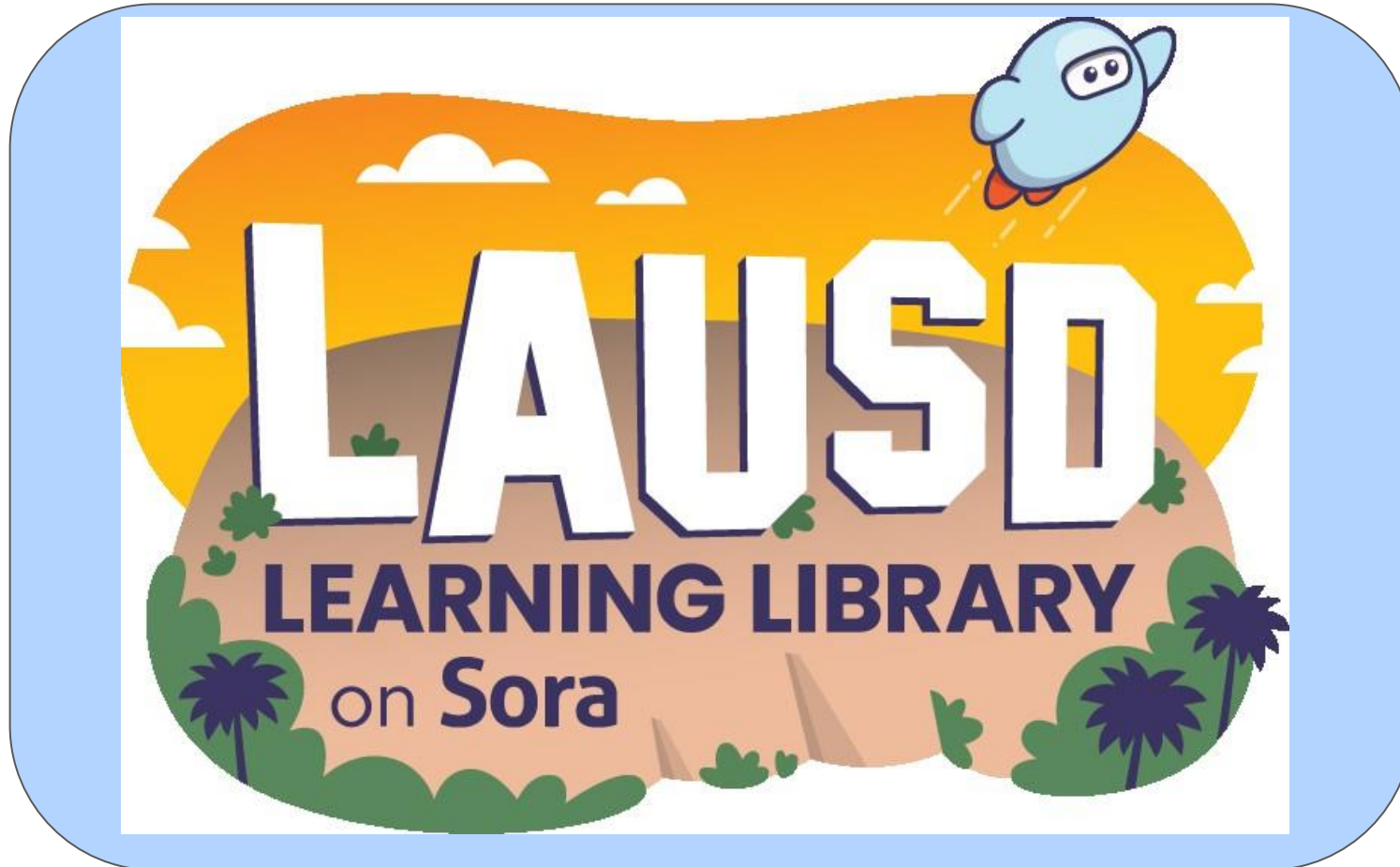
- La Biblioteca Pública de Los Ángeles y la biblioteca del Distrito (iLTSS) proporcionan libros en línea e impresos que están disponibles para todos los estudiantes.
- El Distrito también proporciona herramientas digitales como myON y Newsela para promover la alfabetización de los alumnos, a las que pueden acceder a través de Schoology en casa.

Reading opportunities for students

Oportunidades de lectura para los estudiantes

Sneak peek at Sora

Un vistazo a Sora



Citing Strong and Thorough Textual Evidence

CRAAP
Checklist
teacher
lesson
sample

Source 1 Citation				
Currency: the timeliness of the information				Insert number below
When was the information published?	0-5 years (2)	5-7 years ago (1)	7 or more years ago (0)	
Is the information current for your topic?	YES (2)	MAYBE (1)	NO (0)	
Does the source cite current facts, opinions, and studies?	YES (2)	MAYBE (1)	NO (0)	
has the information been revised or updated?	YES (2)	MAYBE (1)	NO (0)	
Does it discuss other current studies/articles?	YES (2)	MAYBE (1)	NO (0)	
			Subtotal	
Relevance: the importance of the information for your needs				Insert number below
Does the information relate to your topic?	YES (2)	MAYBE (1)	NO (0)	
Do you know the intended audience	YES (2)	MAYBE (1)	NO (0)	
Is the information at an appropriate level?	YES (2)	MAYBE (1)	NO (0)	
Have you looked at a variety of sources before deciding?	YES (2)	MAYBE (1)	NO (0)	
Would you use this source in a report for an employer?	YES (2)	MAYBE (1)	NO (0)	
			Subtotal	
Authority: the source of the information				Insert number below
Is there contact information, publisher or e-mail address?	YES (2)	SOME (1)	NO (0)	
Is the author/publisher/source/sponsor given?	YES (2)	SOME (1)	NO (0)	
Are the author's credentials or affiliations given?	YES (2)	SOME (1)	NO (0)	
Could you find the credentials easily?	YES (2)	MAYBE (1)	NO (0)	
Is the author qualified to write on the topic?	YES (2)	MAYBE (1)	NO (0)	
			Subtotal	
Accuracy: the reliability truthfulness, and correctness of the content				Insert number below
Has the information been reviewed or refereed?	YES (2)	SOME (1)	NO (0)	
Is the information supported by evidence?	YES (2)	SOME (1)	NO (0)	
Can you verify any of the information in another source?	YES (2)		NO (0)	
Is the language or tone unbiased and free of emotion?	YES (2)		NO (0)	
Is it free of spelling, grammar, or other typographical errors?	YES (2)		NO (0)	
			Subtotal	
Purpose: the reason the information exists				Insert number below
Do the authors make their intentions or purpose clear?	YES (2)		NO (0)	
Does the point of view appear objective and impartial?	YES (2)		NO (0)	
Is it free of political, ideological, cultural, or religious biases?	YES (2)		NO (0)	

Muestra de una
Lista de
Verificación de
ARAPP
para maestros

Navigate: Student Writing Samples

Student writing samples sorted by type and grade level can be found on Achieve the Core's website. Let's take a look!

[Blog](#) [Events](#)

ACHIEVE THE CORE

[Professional Learning](#) [Planning for Instruction](#) [Classroom Resources](#)

Student Writing Samples

Annotated student writing samples illustrating the integration of content understanding and writing in the three types of writing expected by college- and career-ready standards, including the CCSS. The resources presented are from *In Common: Effective Writing for All Students*, authored by the Vermont Writing Collaborative with Student Achievement Partners and CCSSO. There are two types of resources available:

- **On-Demand Writing** provides a progression of writing across grades (K–5 and 6–12); students have written independently to the same text-based prompt across grades.
- **Range of Writing** provides multiple examples of student writing within a grade across a wide variety of content areas, curriculum units, conditions for writing, and purposes.

Learn more about In Common.

Resources specifically designed to support understanding and development of CCR-aligned writing

[Learn More](#)

FILTER BY GRADE

All	K		
1	2	3	4
5	6	7	8
9	10	11	12

FILTER BY CATEGORY

[Argument/Opinion Writing](#)

[Informative/Explanatory](#)

Results (39)

02/04/165 FILES

Narrative: Range of Writing

These pieces represent a wide variety of content areas, curriculum units, conditions for writing, and purposes. They reflect Comm...

Grade 7

02/04/167 FILES

Argument/Opinion: Range of Writing

These pieces represent a wide variety of content areas, curriculum units, conditions for writing, and purposes. They reflect Comm...

Grade K

En el sitio web de Achieve the Core se pueden encontrar muestras de la escritura de los alumnos clasificadas por tipo y grado. Achieve the Core. ¡Vamos a echar un vistazo!

Argumentative Student Writing Samples

Achieve the Core student writing Samples provide annotations that explain claims, evidence, reasoning and other writing components, depending on writing task

File Name: A9-10R Keep On Reading

Argument/Opinion

Grade 10

Range of Writing

Keep On Reading

On the first day of school, the students walk into the classroom and see a book on every desk. The teachers happily greets them and tells everyone to sit at a desk with a book that seems interesting to them. The pupils tentatively sit down in their seats and look up at their young teacher for instructions, but she sits down and is soon deeply absorbed in her story, eyes shimmering in the light. The pupils gaze in wonder at her and slowly crack open their books. We've grown up reading, but not very often do we see a teacher who exemplifies reading. Reading is recurrently a forced activity. Therefore, people both young and old feel like they HAVE to read, and so it's only something they have to do for school or work. They don't see it as an amazing skill that will not only help with their futures but also a great hobby to enjoy in life. Continuing to silent read for at least the first ten minutes of every class is a very good idea.

The first reason why reading in class is a good idea is because it helps get some of our required silent reading done. Envision Anne, an active, sweet young lady who participates in sports and also plays a big part in the school play. The little time she spends at home every day is reserved for homework assignments and memorizing her lines. Time reading in class at school cuts down on the time Anne has to make in order to read. Reading is important to Anne but she knows she can't possibly read and make good reflections if she doesn't have the time to do so. Some people just don't have the time, so making them read more outside of school is like telling the workers of IBM to go play a football game every day- there's just not enough time outside of work and school.

Uses narrative lead to set context and engage reader

Introduces precise claim:

The introduction states a claim about the value of ten minutes of silent reading; **distinguishes it from alternate claims** that many students do not see the value of silent reading. **Topic is substantive.**

States focus / precise claim

Supports claim with logical and valid reasoning, accurate and credible evidence. **Points out strengths of reason** by anticipating the knowledge level and concerns of the audience (teachers, other students, parents).

Las muestras de redacción de los alumnos de Achieve the Core proporcionan anotaciones que explican las afirmaciones, las pruebas, el razonamiento y otros componentes de la redacción, en función de la tarea de redacción.



Q & A

Preguntas y Respuestas

Instruction@lausd.net
tutoringworks@lausd.net

Ryan Hyatt

Secondary ELA Coordinator
Coordinador de ELA – nivel secundario



Alyssa Avila

Secondary ELA Coordinator
Coordinadora de ELA – nivel secundario



[illegible]