

# SECONDARY ELA CASE STUDY

## 9th Grade Writing Standard

### What are the students learning?

**Grade level standard:** W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

### Example Learning Progression for Secondary ELA

WA-AIM Access Points			Teacher adjusted	Grade Level Standard
Less Complex	Intermediate	More Complex	Further Complexity	Grade Level Standard
Given a topic or a text, student will identify a claim and counterclaim.	Given a topic or text, student will write one claim and one counterclaim.	Student will write a claim about a topic including supporting details, and write a counterclaim.	Student will write an argument that includes a claim, supporting details and evidence from a text, and a counterclaim and rebuttal.	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>



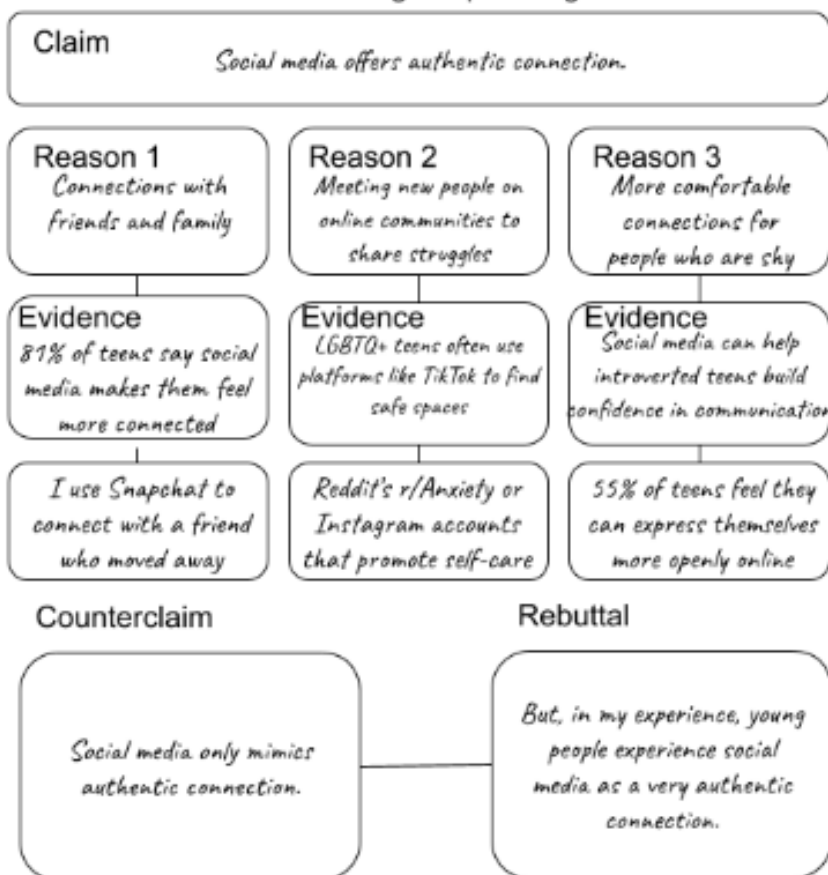
### How could I teach this standard in general education to all students?

For the purposes of this document, the Secondary ELA learning progression focuses on a single standard. However, it is common and best practice to bundle standards [for example, teaching how to write an argument (W.9-10.1) as well as engaging in the writing process (W.9-10.5), using appropriate grammar conventions (W.9-10.5)] when designing units and learning experiences so that a student is learning within context.

- **Writers' Workshop:** Each Writer's Workshop lesson may follow a similar basic format:

- Mini-Lessons are quick and direct lessons that address the particular and immediate needs of students. These mini-lessons usually last between 5 and 15 minutes and can be on topics such as grammar, spelling, effective word choice, organization of ideas, choosing and narrowing down your topic area, or elaborating on your idea and providing detail.
- Status of the Class is an informal evaluation or identification of what each student is writing. This update usually lasts less than 5 minutes.
- Writing Time allows students to apply the topics addressed in a mini-lesson, work independently and in groups, and provides time for students to conference with peers or the teacher about their writing. Time allotted for writing is based on students' abilities and engagement with the task, but students should receive daily extended time to write.
- Sharing occurs at the end of the lesson when students read or post their work and get feedback from the teacher and their peers. Students usually receive between 5 and 15 minutes to share.
- **Mnemonic Visual Metaphor:** Using simple visuals such as an “argument burger” or debate scale to show:
  - Claim (what you believe)
  - Evidence (facts, examples)
  - Counterclaim
  - Rebuttal
- **Genre study:** Read several mentor texts to identify structures to use in their own writing. Use these structures to build **graphic organizers** as a class to organize and structure student thoughts and research

## Persuasive Writing Graphic Organizer



## How could I measure understanding of the standard for students with significant cognitive disabilities?

Start with how you measure student understanding for all students and adapt from there. For example, if you assigned the whole class a persuasive writing assignment, you could do the same for a student who has significant cognitive disabilities. For students who might need alternatives to individual completion of a writing task, their task may involve multimodal assessment that could include interviews or conferences with students to gauge their understanding.

One important consideration, especially for a writing assignment, is a student's communication modality. The purpose of writing is to authentically communicate ideas and exhibit understanding of a topic. This could require creative problem-solving to ensure that students have authentic opportunities to respond to learning prompts and assignments using various forms of communication.

If the student requires scaffolds to support their engagement, you might give them fewer paragraphs altogether and use the WA-AIM Access Point Framework to design scaffolded supports and prompts. If a student needs scaffolds at a certain Access Point for one standard, don't assume they will need this level of scaffolding for every other standard.

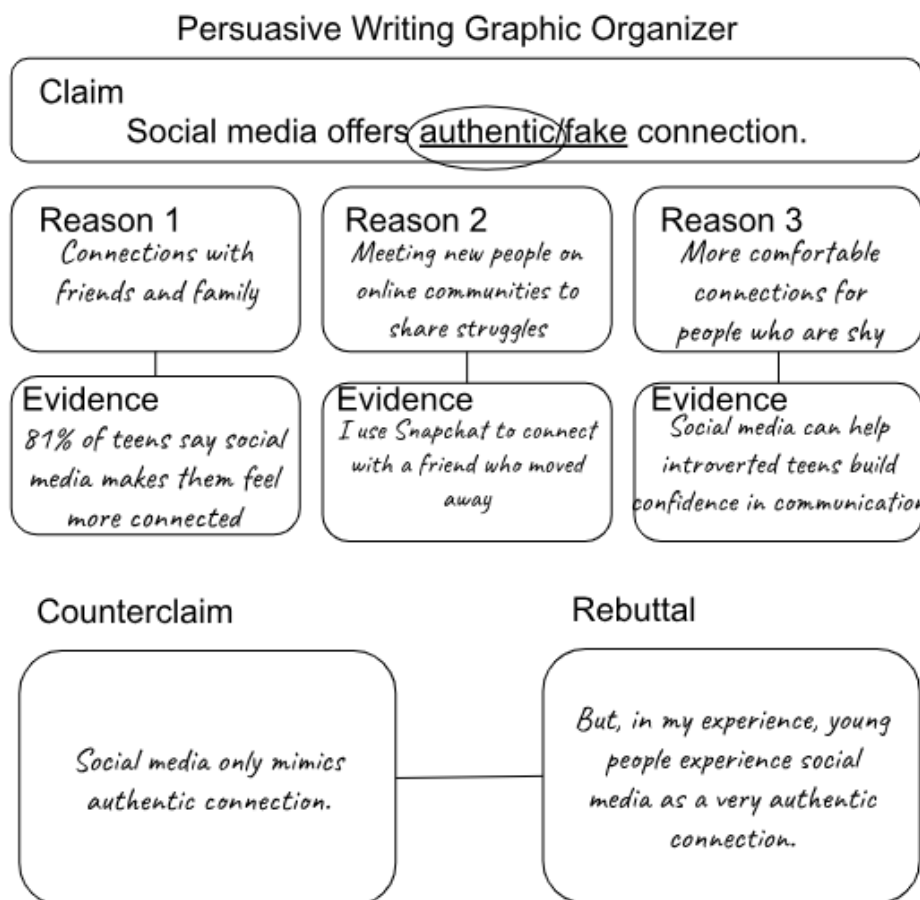
### *Further Complexity towards the Grade Standard*

It is important to give the student an opportunity to demonstrate their understanding of the grade

level standard. It is possible a student may be able to do more than the WA-AIM Most Complex Access Point. It is essential to challenge them to reach toward the grade level content standard. However, it is likely they will require some accommodations and possibly modifications in how it is assessed. In this case, two options might be appropriate.

1. Increase the amount of scaffolding or accommodations that most students already get on the assessment (e.g., multimodal assessment that includes flexibility in response options, for example, picture response versus written), and/or
2. Provide the student an opportunity to demonstrate skills in the grade-level standard with a focus on the essential components and greater instructional scaffolding.

With this standard, the student may be able to develop a claim about a topic including supporting details, a counterclaim (the More Complex Access Point) with fewer accommodations, and identify more direct connections with reasons and evidence (the Grade Level Standard) with scaffolding.

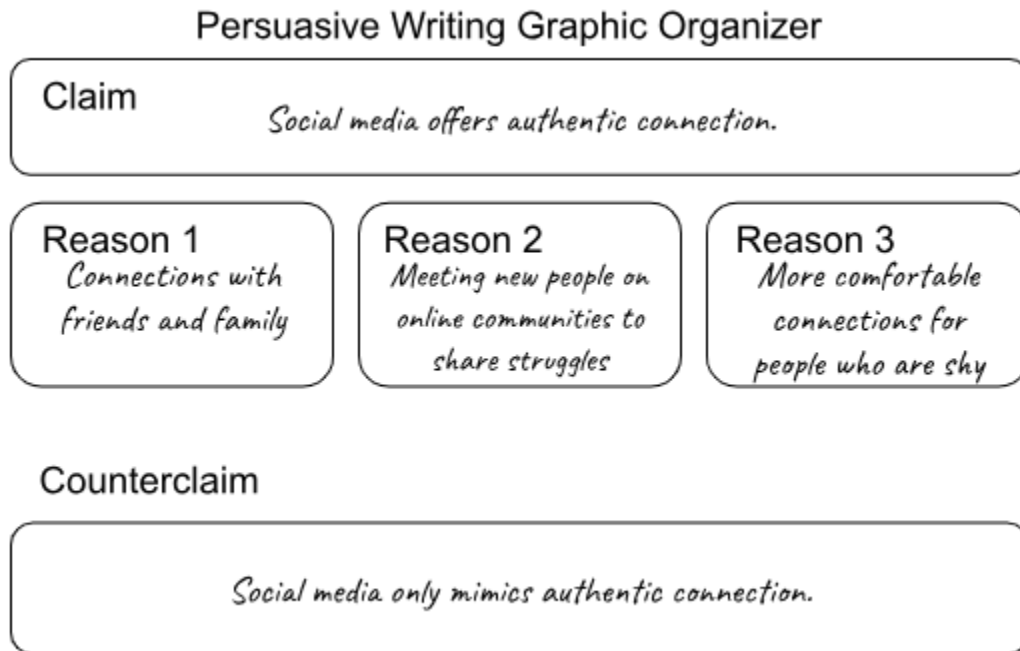


*If the student requires additional scaffolding, consider the More Complex Access Point.*

### **More Complex (WA-AIM Access Point)**

To measure the student’s more complex demonstration of the standard, the Access Point states assessing their ability to write a claim about a topic including supporting details and write a counterclaim. “Supporting details” is not prescriptive, so students could write about their claim, 3 reasons, and a counterclaim. They could also write about 2 reasons, evidence for each reason, and a counterclaim.

A simplified graphic organizer focused on the More Complex Access Point may look like this:

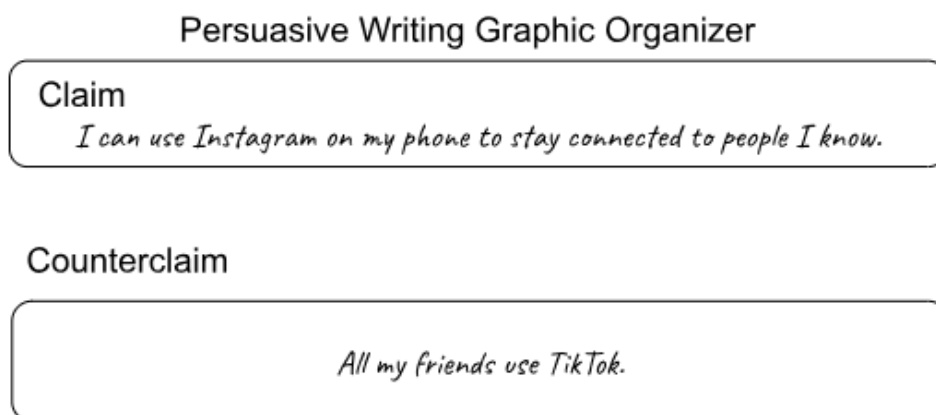


*If the student requires additional scaffolding, consider the Intermediate Access Point.*

### *Intermediate (WA-AIM Access Point)*

Then, to measure the student's Intermediate Access Point the student should write one claim and one counterclaim, given a topic or text.

Given accommodations and communication support, their graphic organizer may look something like this:



*If the student requires additional scaffolding, consider the Less Complex Access Point.*

### *Less Complex (WA-AIM Access Point)*

The Less Complex Access Point for this standard is to identify a claim and counterclaim. An example of

this could be giving the student some option sentences and having them identify a claim they want to make and then a counterclaim that aligns with the claim. If the topic at hand was social media, the student would identify their claim.

They may be provided with the following choices for claims:

- *I can use Instagram on my phone to stay connected to people I know.*
- *Social media can be harmful when used in place of authentic connection.*
- *Social media can contribute to issues with self-image.*

Depending on which claim the student chooses, give an array of counterclaim choices for the student to select from that align with the original claim they chose. For example, if they selected:

*"I can use Instagram on my phone to stay connected to people I know."*

They would need to identify a counterclaim that aligned with their selected claim.

Counterclaim choices

- *All of my friends are on TikTok. (correct)*
- *Social media has lots of ads for unhealthy choices.*
- *Instagram can be used to block people.*

## **Reducing Barriers for Learners who have Significant Cognitive Disabilities in Large Group Lessons**

Make reducing barriers an ongoing practice embedded in the instructional process - take a few minutes to think about your process! Is there a barrier related to:

- **Interest or engagement?** Allow students to select topics that resonate with their interests or cultural backgrounds. For example, they could choose to address a social issue they are passionate about, such as climate change or social justice. Consider posing low-stakes prompts that all students would have an opinion about (e.g. "Is pineapple on pizza acceptable?"). Provide collaborative tasks based on interest-based prompts and allow them to choose what group to work with. This choice can motivate students and make the lesson feel more meaningful.
- **Background knowledge?** Think about how to highlight key ideas (e.g. similarities and differences) and define key vocabulary (e.g. claim, evidence, counterclaim, rebuttal). Consider how visuals might be incorporated (e.g. "argument burger"), and allow use of audio, video and written representation. This allows students to grow their understanding without stigma.
- **Showing what they know?** Consider how students can show what they know (especially those who require AAC or other communicative supports). Provide tools such as graphic organizers, writing platforms that can use text to speech and word prediction, speaking, role playing or acting, drawing and other tech tools.

Writing in a traditional sense with paper and pencil (or even a computer and keyboard) can be full of barriers for many students with and without disabilities. Be sure to have clear goals so that you know where flexibility can be introduced into your assignments. For example, in this standard, the goal is for students to write arguments to support claims, so flexibility could be introduced in multiple ways, including:

- How students write (e.g., paper/pencil, keyboard, speech-to-text technology, scribe, use of sentence starters and/or word banks, emojis or symbols for students with limited literacy,

- verbal peer feedback and collaborative writing, digital annotation)
- Topics students choose to write about (e.g., social media, climate change, cell phone use in schools, sports, foods)
  - Tiered graphic organizers (e.g., less complex claim + reason; advanced: full structure)
  - Sentence starters, word bank with transition words and academic terms, sentence strips or visuals to organize ideas

**Use these *Inclusive Strategies* to help reduce barriers<sup>1</sup>.**

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<sup>1</sup> The Inclusive Big Ideas were adapted from resources created by the [NCSC Project](#), a federal grant from the US Department of Education (PR/Award #: H373X100002). However, the contents do not necessarily represent the policy of the US Department of Education and no assumption of endorsement by the Federal government should be made.

# Expanded Learning Progression for Secondary ELA

		WA-AIM Access Points			Teacher Adjusted	Grade Level Standard
		Less Complex	Intermediate	More Complex	Further Complexity	Grade Level Standard
Student Skill	Given a topic or a text, student will <u>identify</u> a claim and counterclaim.	Given a topic or text, student will <u>write</u> one claim and one counterclaim.	Student will <u>write</u> a claim about a topic including supporting details, and write a counterclaim.	<u>Write</u> a claim about a topic including supporting details, a counterclaim, and identify direct connections with reasons and evidence	W.9-10.1 <u>Write</u> arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
Complexity Details	<ul style="list-style-type: none"> <li>Identify a claim</li> <li>Identify a counterclaim</li> </ul>	<ul style="list-style-type: none"> <li>Writing a claim</li> <li>Writing a counterclaim</li> </ul>	<ul style="list-style-type: none"> <li>Write a claim with supporting details</li> <li>Write a counterclaim</li> </ul>	<ul style="list-style-type: none"> <li>Write a claim with supporting details and evidence</li> <li>Write a counterclaim and rebuttal</li> </ul>	<ul style="list-style-type: none"> <li>Write an argument to support claims, including counterclaims, reasoning, and evidence</li> </ul>	
Success Criteria Ex:	<ul style="list-style-type: none"> <li>Given examples and nonexamples, select one claim and one aligned counterclaim on a topic</li> </ul>	<ul style="list-style-type: none"> <li>Developing one claim and one counterclaim on a topic in a simplified graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Claim, 3 supporting details, and counterclaim input into graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Claim, supporting details, evidence, and counterclaim/rebuttal in graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Written paragraph or essay</li> </ul>	
Instructional Strategy Examples	<u>Visual Supports</u> <ul style="list-style-type: none"> <li>Claim/counter claim cards with pictures</li> </ul> <u>Scaffolds</u> <ul style="list-style-type: none"> <li>Color-coded materials</li> <li>Limited choice array of clear examples</li> </ul> <u>Technology</u> <ul style="list-style-type: none"> <li>AAC device intensive instruction</li> <li>Simple visual digital sorting program</li> </ul>	<u>Visual Supports</u> <ul style="list-style-type: none"> <li>Simple graphic organizer</li> <li>Picture topic cards to generate claims</li> </ul> <u>Scaffolds</u> <ul style="list-style-type: none"> <li>Pre-teaching topics</li> <li>Sentence frames</li> </ul> <u>Technology</u> <ul style="list-style-type: none"> <li>Video of topic and issues</li> <li>AAC device</li> <li>Text-to-speech tools</li> </ul>	<u>Visual Supports</u> <ul style="list-style-type: none"> <li>3 column organizer for claim, supporting detail, counterclaim</li> <li>Photos about the topic</li> </ul> <u>Scaffolds</u> <ul style="list-style-type: none"> <li>Sentence starters</li> <li>Word banks</li> </ul> <u>Technology</u> <ul style="list-style-type: none"> <li>Word processing with predictive text</li> <li>Digital choice board to select claim components</li> </ul>	<u>Visual Supports</u> <ul style="list-style-type: none"> <li>Organizing templates</li> </ul> <u>Scaffolds</u> <ul style="list-style-type: none"> <li>Checklist for building and organizing argument components</li> <li>Paragraph frame with sentence starters</li> </ul> <u>Technology</u> <ul style="list-style-type: none"> <li>Adaptive keyboards</li> <li>Touchscreen tablets</li> </ul>	<u>Visual Supports</u> <ul style="list-style-type: none"> <li>Modeled example with color coded claims, counterclaims and evidence</li> </ul> <u>Scaffolds</u> <ul style="list-style-type: none"> <li>Peer reviewer checklists to evaluate claim precision, evidence sufficiency and reasoning.</li> <li>Rubric</li> </ul> <u>Technology</u> <ul style="list-style-type: none"> <li>Use of speech-to-text or text-to-speech</li> <li>Word processing software with spelling and grammar check</li> <li>Digital citation tool</li> </ul>	