



The Council of the Great City Schools

Presents:

Building a Shared Understanding of the Writing Demands of the
Common Core State Standards in English Language Arts and
Literacy

Writing and the Common Core:

What Do We Need to Know to Support All Students?

Presenters: Joey Hawkins and Diana Leddy,

Vermont Writing Collaborative

March 21-22, 2013

Arlington, VA



Building a Shared Understanding of the Writing Demands of the Common Core State Standards in English Language Arts and Literacy

Conference Overview

This conference will focus on the Common Core Writing Standards and how teachers can successfully implement these standards with students at all grade levels, K-12.

Participants will examine the three types of writing in the CCSS – argument /opinion, informative, and narrative - and how they develop across the grades.

Using the principles of backward design, and working with student samples, we will pay particular attention to the relationship among successful close reading of complex text, clear structures at the paragraph and essay level, and thoughtful, effective writing for all students. Participants will work with carefully planned, guided sequences of instruction which are designed to build strong content knowledge and strong writing, so that students demonstrate understanding of content and composition in both short and extended pieces of writing.



DAY ONE

Thursday, March 21st

7:30- 8:00	Breakfast
8:00-8:15	Welcome and Overview of Writing Conference <ul style="list-style-type: none"> ➤ Purpose and Goals of the Conference ➤ Targeted Outcomes Ricki Price-Baugh and Robin Hall, Council of the Great City Schools
8:15-8:45	Shared Discussion Activity: Reflecting on “The Book Report” <ul style="list-style-type: none"> ➤ What are some of the problems and challenges inherent in English language arts instruction? ➤ How do the "instructional shifts” in the Common Core address them?
8:45-9:15	Common Core Writing Standards <ul style="list-style-type: none"> ➤ What types of writing does the Common Core require? ➤ What does the developmental projection look like? ➤ How do these standards reflect the shifts? *with a partner, read over CC Writing Anchor Standards
9:15-9:30	Addressing the Instructional Shifts <ul style="list-style-type: none"> ➤ One approach: content focused, integrated reading and writing instruction
9:30-10:15	Common Core in the Classroom: Sample Lesson Sequence <ul style="list-style-type: none"> ➤ A science based short focused research project for primary grades
10:15-10:30	Break
10:30- 12:15	Common Core in the Classroom: Sample Lesson Sequence <ul style="list-style-type: none"> ➤ A literary analysis in the elementary classroom
12:15-1:00	Lunch
1:00-2:30	Common Core in the Classroom: Sample Lesson Sequence, Part 1 <ul style="list-style-type: none"> ➤ social studies in the middle school
2:30-2:45	Break
2:45-4:15	Common Core in the Classroom: Sample Lesson Sequence, Part 2 social studies in the middle school
4:15-4:30	Debrief: Questions/Observations
Adjournment	Evening on Your Own



DAY TWO

Friday, March 22nd

7:30- 8:00	Breakfast
8:00-9:00	Shared Read and discussion
9:00-10:15	Common Core in the Classroom: Sample Lesson Sequence <ul style="list-style-type: none"> ➤ integrating reading, writing and social studies at the high school level
10:15-10:30	Break
10:30-11:30	What can strong independent Common Core writing look like? <ul style="list-style-type: none"> ➤ What did you notice in the student writing? ➤ How do these pieces reflect the Common Core writing standards? ➤ What questions do you have?
11:30-12:15	Try It! <ul style="list-style-type: none"> ➤ Choose a short text and plan a writing sequence
12:15-1:00	Lunch
1:00-1:30	Implications for selecting instructional materials in writing to support instruction
1:30-2:00	Reflection and closure: <ul style="list-style-type: none"> ➤ Where do we go from here? ➤ How do we bring this to scale? ➤ What will successful implementation look like? ➤ How will we measure it?