

# Common Core State Standards in Writing: Writers' Workshop, Teaching Students to Internalize and Apply Writing Strategies for High Quality Student Writing

**Graduate Credits:** 1 credit Online Professional Development course

PRDV.71326COA

**Class dates and times:** Four week course. New modules begin Mondays

**Instructor:** Dr. Katherine Scheidler

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*See Instructor Profile, last page*

## Course Description

This course helps guide teachers to Common Core MA ELA Writing Standards learning, which incorporate the Writers' Workshop writing model into the new required and tested areas of the new MCAS 2.0 state test.

**Learn to shift the burden of developing student writing from the teacher to the student to create great writers!**



This one-credit course will guide teachers grades 3 – 12 as they implement Writers' Workshop for the first time or refine Writers' Workshop in their classrooms. We will address topics of the writing process, including preassessment, brainstorming, generating ideas on a topic, drafting, revision (“re-seeing”), and developing effective peer editing for peer metacognition as well as guided effective feedback. We also read about and discuss teacher one-on-one writing conferencing with each student, revision based on feedback, organization, and final editing for clarity, word choice, sentencings and conventions. We'll examine writing portfolios -- their value and varied means of implementing this important concept. We'll focus on idea development in writing; Standards writing expectations of the three main types of writing, varied writing for varied purposes and varied audiences;

incorporating research into writing; development of writing rubrics tailored to student needs and writing expectations, and developing tailored peer editing guides. Each course module will include modifications and differentiation appropriate for English language learners and students on IEPs. Final course project to assess learning is development of a writing unit incorporating course elements (Final Course and Project Rubric, Syllabus, p. 6). Required text: [The Why and What of Common Core Standards in Reading and Writing](#), NewSouth books, 2015, Scheidler

## Course Objectives:

*Teachers will:*

- Understand the structure and steps and their rationale of Writers' Workshop.
- Understand the expectations and basic concepts of Common Core Writing Standards.
- Understand the value of developing students' ability to peer edit to learn how to learn, apply writing understandings to their own work, and assist and learn from peers.
- Learn how to deliver focus lessons based on assessed student need, with a clear teaching point, active engagement, classroom link, and alternative learning activities for mastery.
- Use Writing Conferences to analyze students writing and make instructional decisions.
- Meet the needs of English language learners and special-education students in various language/literacy language/literacy contexts. Use writing conferences with all students to draw out ideas on topics students “know about and care about” (Lucy Calkins, literacy and student writing development expert)

**Course Expectations:**

- Course participants will complete readings and assigned work within the one module
- Course participants will complete and post on Discussion Board the required response
- Course participants will “reply” to at least two other postings on the Discussion Board for course interaction and sharing of ideas for a professional learning community
- Final project is due first to the instructor and then posted for other course participants to review and comment on as well as learn from and to generate new teaching ideas

**Course Content/Outline:****I. Week One, Module One: Developing the writing process, Discussion of Common Core Writing Expectations**

- Course Overview & Requirements
- Course participant introductions, including district teaching in, grade level, experience with Writers’ Workshop, post on Discussion Board for course participants to view
- What is Writers’ Workshop?

Read posted articles:

1. Writing Part I: Re-Inventing the Writing Process
2. Writing Part II: Common Core Writing Standards (Discussion of the basic concepts underlying the Standards and each Common Core Writing Standard)

**Discussion Board question:** What in these articles is new information to you, or what facets do you find especially challenging to teach, or what facet(s) would you like more information on?

**II. Week Two: Module Two: Writing Rubrics to Guide and Assess Writing, Tailoring Rubrics to student needs, Developing Peer Edit Guidelines in kid-friendly language**

Course participants review varied instructor-posted writing rubrics  
Course participants review varied peer editing guidelines

**Discussion Board:** Course participants develop and post one writing rubric appropriate for one’s own current students and develop and post one peer edit set of guidelines appropriate for one’s class. Course participants “reply” to at least two other postings with comments or question. Course participant-developed rubrics and guidelines must follow the ideas presented in Module One readings and Common Core Standards expectations, with the basic concept of following the writing process as opposed for formulaic writing

**III. Week Three: Module Three Understanding and developing Focus Lessons on specific needed writing areas**

Read posted article on Focus Lessons

Review examples of Focus Lessons including instructor-developed Focus Lessons on one aspect of writing Focus lessons are on such areas as facets of the writing process and conventions such as spelling, punctuation, and sentencings Course participants will generate a writing area that one’s current students need to work on that is in keeping with the readings of Module One. Each course participant will create a focus lesson on one aspect of student writing that one’s own students need to focus on.

With Focus Lessons, once the particular skill or understanding is taught at the student mastery level, students are expected to use the skill correctly or appropriately in further writing work.

**Discussion Board:** Assess your students' writing for one commonly needed writing facet that needs direct instruction, practice and application. Develop a lesson and describe types of practice exercises that students will learn from to learn this particular skill or understanding. Develop also alternative means of teaching the skill and varied types of learning methods to help the student master this skill for students who don't attain mastery of this skill, including ELL and Special Education students.

#### **IV. Week Four: Module Four: Final Writing Unit: Developing High Quality Student Writing**

Course participants develop a writing unit for one's current students for one writing development lesson on a topic one is teaching or will teach. Course participants may use one of the three types of Common Core writing types, or the idea of varied types of writing for varied audiences and purposes.

Please see rubric below for areas to include in your learning plan.

Second, develop a peer editing guide that your students will use to peer edit.

Include also the guiding rubric of your expectations for this particular writing piece, written in student-friendly terms appropriate for your students.

**Discussion Board:** E-mail to instructor ([kscheidler@framingham.edu](mailto:kscheidler@framingham.edu)) your Writing Rubric to guide and assess student writing, the steps of your project, and peer editing guidelines no fewer than three days before the end of this course, for instructor approval. Please make any needed revisions and then post on Discussions area for course participants to view and comment on.

**SEE Below Common Core Standards in Writing  
Anchor Standards**

# Massachusetts Curriculum Framework English Language Arts Writing Standards

## College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## **Recommended**

Anderson, C., *Strategic Writing Conferences: Smart Conversations that Move Young Writers Forward*, Portsmouth, NH: Heinemann, 2008

Anderson, C., *How's It Going? A Practical Guide to Conferring with Student Writers*, Portsmouth, NH: Heinemann, 2000

Calkins, L., Ehrenworth, M., & Lehman, C. *Pathways to the Common Core: Accelerating Achievement*, Portsmouth, NH. Heinemann, 2012

Ippolito, J., Lawrence, J., & Zaller, C., Editors, *Adolescent Literacy in the Era of the Common Core: From Research into Practice* Cambridge: Harvard Education Press, 2013

## **Course Requirements:**

**Applying what you have learned in the course, plan, implement, and reflect on each of the following:**

1. **Course Readings:** Course readings include posted readings. Reference to these course readings will be expected in course participant Discussion Board postings.
2. **Course final project** is a compilation of all the information in course postings and writings and Discussion Board posting class discussions.

## **Grading Criteria:**

Your final grade for the course will be based on these percentages:

**40 points** Participation in class discussions via our Discussion Board including responses to other course participants' postings

**60 points Final Project** incorporating all aspects of the learning modules on the topics of the writing process, Common Core Writing Standards, peer editing, focus lessons, teacher conferences, and guiding and assessing student writing using rubrics to guide the work

*What the letter grades mean:*

**A:** All work is excellent, is presented on the due date, and is of high quality (to include being well organized and proofread). Written work includes (and skillfully integrates)

information gained from the class readings, and your interactions with instructor and your fellow students during online discussion sessions. Far exceeds minimum expectations.

**A-**: All work exceeds minimum expectations, is complete, is presented on time and is of high quality.

**B+**: Work meets expectations, is of high quality, is complete, and is presented on time.

**B**: Work meets expectations, is complete, and is presented either on time or late with the instructor's approval.

**B-**: Work meets minimum expectations.

**Lower than B-**: Work does not meet expectations.

### Writing Course Rubric to Guide and Assess Course Participant work

		Fine	Needs Work	Let's talk!
	Excellent			
<b>Discussion Board</b> participation and ideas with instructor and peers	Makes insightful comments and participates fully and frequently	Makes good comments; participates well	Appropriate comments; needs more participation	Not current with postings; postings need development of ideas, does not "Reply"
<b>Writing Rubric</b> for the writing project final writing	Final writing rubric includes course ideas	Rubric is limited in course ideas	Rubric is limited in writing standards	Rubric needs current ideas of the course
<b>Peer Edit Guide</b> for students to use in reviewing a peer's writing for a guide for peer comments	Student-appropriate writing, kid-friendly ideas and language; insight into writing development	Weak in course ideas of good writing development; needs student-friendly ideas and language	Weak in course ideas, lacks kid-friendly ideas and word choice	Limited in scope and course ideas
<b>Conferencing</b> for teacher to confer with individuals on one's writing in one-on-one conference	Teacher conference is included in the writing project steps. Includes individual assessment.	Limited teacher conferencing within the writing project	Lacks teacher conferencing within the writing project. Lacks individualized assessment	No teacher conferencing with individual students on one's writing weaknesses

## Academic Honesty Policy:

### ***Framingham State University Academic Honesty Policy:***

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work; and observing the policies regarding the use of technical facilities.”

FSU Graduate Catalog, Student Conduct section, page 7 at:

<http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf>

## Instructor Profile

### *Profile*

*Katherine Scheidler, Ed.D.*

**Dr. Katherine Scheidler** taught English for over twenty-five years in Providence, RI, and served as English Department Chair. Her doctoral degree is from the School of Education, Boston University. She



has a graduate degree from the Harvard University Graduate School of Education. She holds a Master of Arts in Teaching English degree from Brown University. Her undergraduate degree is from The American University, School of International Service, Washington, DC majoring in English and International Relations.

Dr. Scheidler served as clinical professor, Brown University Education Department, for eight years, teaching Methods of Teaching English and supervising all Brown seniors and graduate program Master of Arts in Teaching English student teachers, concurrent with her teaching in an urban school.

Dr. Scheidler has also served for fifteen years as both Massachusetts Assistant Superintendent for Curriculum, Instruction, Assessment, and Professional Development in Hopkinton and Canton, and also as central office Curriculum Director in districts of varied demographics and needs including K - 12 English Language Arts Curriculum in Marblehead, and Curriculum Director, Hamilton-Wenham Regional District. She was most recently K - 12 ELA Director with the Everett Public Schools, adjacent to Boston.

Katherine has taught courses in curriculum, assessment and instruction as a National Faculty member in the Elementary Masters in Literacy program, Lesley University, Cambridge, and The Education Collaborative, Dedham. She is Instructor, Framingham State University, teaching understanding of Common Core State Standards and integration into curriculum and instruction.

**Web site: [www.kayscheidler.com](http://www.kayscheidler.com)**