DEVELOPING STUDENT WRITING:

syllabus

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

Course Description

This course is open to all grades and subjects, 3 – 12, ELL, Special Ed

(Instructor profile, p. 8)

Good writing is an essential skill. Learn new strategies to help students best develop writing ability, and to learn to love writing!

Use student-selected visuals to free-write to develop writing fluency and idea development, and enjoy writing! Learn ways to turn writing development over to students, for them to develop metacognition on writing, and to lift the burden from teachers, and provide timely feedback. See online aids such as the "Ladder of Abstraction" to develop specific word choice, and "Shades of Meaning" for more precise words and to extend vocabulary. Expand your writing development by sharing ideas. Webquests are a good way to develop research ability and write up findings.

This course also helps guide teachers to Common Core MA ELA Writing Standards learning. Writing counts for half of the student's MCAS score. Explore and share use of Google Docs and other online resources to incorporate writing development into remote learning, as needed.

This course guides teachers grades 3 – 12 as we implement Writers' Workshop. We address topics of the writing process of preassessment, brainstorming, generating ideas on a topic, drafting, revision ("re-seeing"), and developing more effective peer editing for peer metacognition as well as guided effective feedback.

Online "Conventions" areas of grammar and usage, such as "NoRedInk," are provided, especially now that MCAS writing scoring includes more attention to spelling, usage, punctuation, sentencing. We also discuss teacher one-on-one writing conferencing, revision based on feedback, organization, and final editing for clarity, word choice, sentencing and conventions. We'll examine writing portfolios -- their value and varied means of implementing this important concept for student self-assessment, key to growth in writing. Portfolios help students value writing.

We focus on idea development, and also on the Standards writing expectations of the three main types of writing, on 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 peer editing guides tailored to student needs. Teachers share best practices Each course module includes modifications and differentiation appropriate for English language learners and students on IEPs. Final course project to assess learning is the development of a writing unit that incorporates course elements.

Required text: *Standards Matter:* The Why and What of Common Core Standards in Reading and Writing, NewSouth books, Katherine 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
language/literacy

Course Content/Outline:

1. **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?

2. **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

3. **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 sentencing 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.

4. **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) 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.

Massachusetts Common Core Writing Standards

Anchor Standards

Massachusetts Curriculum Framework English Language Arts Writing Standards

College and Career Readiness Anchor Standards for Writing

These standards define what students should understand and be able to do. 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 specifically – that together define the skills and understand 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, concepts, 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:

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

3. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.

Research to Build and Present Knowledge:

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understand of the subject under investigation.

2. Gather relevant information from multiple print and digital sources, assess the usefulness of each source; integrate information while avoiding plagiarism.

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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

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

Writing Course Rubric to Guide and Assess Course Participant work

	Excellent	Good	Needs Work	Let's talk!
Discussion Class 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, doesn't "Reply"
Writing Rubric for the writing project final writing	Final writing rubric includes course ideas	Rubric is limited in course ideas	Rubric limited standards	Rubric needs current ideas of the course
Peer Edit Guide 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 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

Conferencing 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

Profile

Katherine Scheidler, Ed.D.
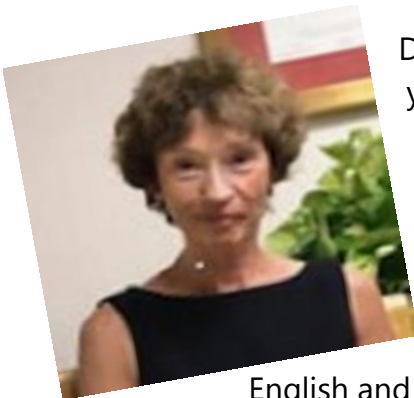
Dr. Katherine Scheidler taught English for over twenty-five years, and served as English Department Chair. Her doctoral degree is from the School of Education, Boston University. She has a graduate degree from the Harvard University Graduate School of Education. She holds a Master of Arts in Teaching 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 over fifteen years as both Massachusetts Assistant Superintendent for Curriculum, Instruction, Assessment, and Professional Development in Hopkinton and Canton, and also as Massachusetts 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.

<div align="center">Web site: www.kayscheidler.com</div>

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 from readings and discussions. Far exceeded 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.

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