



# Writing Across Multiple Texts: The Role of Intertextual Studies within CCSS

<b>Workshop Agenda</b>	
8:00 – 8:30 a.m.	<b>Registration: Check-in &amp; coffee</b>
8:30 – 9:00 a.m.	<b>Welcome, goals, and introductions</b>
9:00 – 9:30 a.m.	<b>Reviewing the Common Core State Standards (CCSS)</b> <ul style="list-style-type: none"> <li>• Examine the key shifts in CCSS for Language Arts/Literacy</li> <li>• What does a classroom implementing these shifts look and feel like? What would teachers be saying and doing? What would students be saying and doing?</li> <li>• What are the implications for the content area I teach?</li> </ul>
9:30 – 10:30 a.m.	<b>Engage in CCSS-aligned close reading lessons with a primary source text: Comprehension</b> <ul style="list-style-type: none"> <li>• Engage in multiple rounds of close reading tasks for Text #1               <ul style="list-style-type: none"> <li>◦ Read and identify difficulties, 2) Identify difficulty and conduct research</li> <li>3) What did we learn by reading this text? 4) Discussion fueled writing</li> </ul> </li> </ul> <b>Break</b>
10:30-11:45	<b>Engage in CCSS-aligned close reading lessons with a primary source text: Analysis</b> <ul style="list-style-type: none"> <li>• 5) Identify, discuss, and explain central ideas</li> </ul>
11:45 - noon	<b>Reflect as learners and educators</b> <ul style="list-style-type: none"> <li>• Step back to consider design and pedagogy</li> </ul>
Noon- 12:50 p.m.	<b>Lunch</b> (provided)
12:50 – 2:30 p.m.	<b>Close reading and scaffolding</b> Working with text #2: 1) The role of scaffolding with complex texts 2) What more did we learn about this event by reading Text 2? 3) Bridging the texts: Comparing perspectives across authors 4) Analyzing authors craft
2:30 – 3:15 p.m.	<b>Putting it all Together: Analyze and reflect</b> <ul style="list-style-type: none"> <li>• Text selection, task sequences, and text-dependent questions?</li> <li>• What is the role of the teacher in an inquiry-based learning environment?</li> <li>• How does the teacher's role support higher-level thinking?</li> <li>• What components of the lessons you experienced today support all learners to access complex texts?</li> <li>• What should we see and hear in classrooms that engage students in high-level thinking about texts? What shouldn't we see and hear?</li> </ul>
3:15 – 3:30 p.m.	<b>Takeaways and closing</b>