



InquiryByDesign

Writing in the Era of the Common Core

Workshop Agenda

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| 8:30 AM to 8:45 AM | Welcome & Goals <ul style="list-style-type: none">- Introductions- Goals for today's session |
| 8:45 AM to 9:30 AM | Read and Discuss excerpts from the Standards, Appendix A, Revised Publishers' Criteria, and Sample Performance Task <ul style="list-style-type: none">- What's new and different about the CCSS's expectation for writing and writing instruction?- What does the CCSS value? What does the CCSS leave out or marginalize?- What are the implications for instruction and instructional materials? |
| 9:30 AM to 10:00 AM | Study Research Findings <ul style="list-style-type: none">- What's the state of writing instruction?- What supports high quality student work?- What do students say helps them write? |
| 10:00 AM to 11:45 AM | Engage in and Reflect on CCSS-aligned Lessons that Incorporate Research-based Components of Effective Writing Instruction <ul style="list-style-type: none">- Read a complex text, write to learn, and discuss your ideas with others.- Reflect as learners and educators. |
| 11:45 AM to 12:45 PM | Lunch |
| 12:45 PM to 2:45 PM | Continue to Engage in and Reflect on Lessons that Incorporate Research-based Components of Effective Writing Instruction <ul style="list-style-type: none">- Reread and work collaboratively to plan and draft a text-based paper.- Revise draft using models and feedback. |
| 2:45 PM to 3:15 PM | Analyze Lessons and Connect to Your Own Work <ul style="list-style-type: none">- What supported you to compose your text-based paper? How does that compare to what research says produces high-quality student work?- What did you notice about your role as learners? What did you notice about the role of the facilitator?- What are some rules of thumb for creating assignments and designing instruction that meet the demands of the CCSS and supports students to write about texts? |
| 3:15 PM – 3:30 PM | Closing & Takeaways: How will you use what you learned in your work? |