

## Strategic Writing Instruction and Assessment Focused on Common Core State Standards

### Goals of the Program:

CCWP leaders will collaborate with teachers to work toward the following goals:

- (1) increase and deepen understanding of critical reading and analytical writing, using the inquiry model and the CCSS as a framework for instruction and assessment;
- (2) increase teachers' understandings of the CCSS to effectively teach all students, particularly English learners;
- (3) increase articulation of strategies and curriculum across grade levels to teach CCSS skills and content knowledge;
- (4) develop a collaborative learning community that values the knowledge and experience of teachers and builds teacher leadership capacity at school sites.

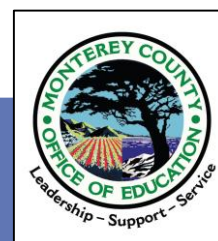
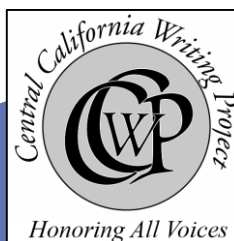
**May 15 & July 29: Secondary Content Teachers**  
**May 17 & July 31: Elementary Teachers**  
**May 20 & July 30: Secondary English Teachers**

All sessions run from 8:30am-3:00pm  
 Location will be at MCOE, Room A/B

**Cost \$150 per participant**

Register on OMS: <http://monterey.k12oms.org>

Please contact Cathy Cranson at 831-784-4155 for content information or Jonathan Schneider for registration information at 831-755-0833.



# CENTRAL CALIFORNIA WRITING PROJECT

### Day One Full-Day Workshop

**CCSS Focus: Reading Informational and Literary Text; Writing Narrative and Informative/Explanatory Texts**

Teachers will participate in the following activities/tasks:

#### **Reading and Discussion:**

- defining "narrative" and "informative text"
- articulating CCSS Reading and Writing Standards and the new CA ELD Standards vertically/horizontally
- using current curriculum, designing new units and choosing texts (text sets)
- articulating, building, and scaffolding writing instruction that is embedded in curriculum units
- setting goals for gathering student models and mentor texts

**Literacy Tasks based on CCSS content, skills, and academic language: Teachers will**

- deconstruct texts: informative and narrative.
- use writing strategies: informal and formal.
- use a rubric to assess student work, using a protocol that focuses on student achievement and next steps in instruction.

### Day Two Full-Day Workshop

**CCSS Focus: Language, Reading Informational Text and Writing Opinion/Argument**

Teachers will participate in the following activities/tasks:

#### **Reading and Discussion:**

- defining "opinion" and "argument"
- articulating CCSS Reading and Writing Standards and the new CA ELD Standards vertically/horizontally
- using current curriculum, designing new units, choosing texts (text sets) and writing prompts
- articulating, building, and scaffolding writing instruction that is embedded in curriculum units
- setting goals for gathering student models and mentor texts

**Literacy Tasks based on CCSS content, skills, and academic language: Teachers will**

- deconstruct and annotate a text and prompt.
- use writing strategies and a system for teaching language conventions: informal and formal.
- use a rubric to assess student work, using a protocol that focuses on student achievement and next steps in instruction.
- begin drafting a writing prompt.

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