

**Newburgh Teacher Center
In-service Course Proposal**

Page #1

Return by March 2, 2009 for Fall 2009

Title:	Let's Write! <i>Writing in Any Content Area</i>		
Curriculum Area:	Integration of ELA Curriculum and a Second Content Area Curriculum (determined by the teachers who are participating)		
Learning Standards:	ELA Standards 1, 2, 3, 4; Content Standards of Each Participating Teacher		
Presenter(s):	Pamela Krizek	Email:	pkrizek@newburgh.k12.ny.us or pamelakrizek@hotmail.com
Dates:	Thursdays: September 10 th , 17 th ; October 1, 8 th , 22 nd , 29 th , 2009		
Time:	6 sessions: 3:30 – 6:00 pm		
Location:	TBA		
Credit(s):	1		
Hours:	15		
Target Audience:	Teachers of any subject area with students in Grades 4 – 8		
Course Description:	<p>The Writing Process The Six Traits of Writing NYS ELA Rubrics revised into Student Friendly Analytical Rubrics, or Houghton Mifflin's Writing Rubrics for Expository Writing (Research/Informational) The Writing Domains, Different Types of Writing Student Work Analysis Implementing and Interacting with Word Walls Meta-cognition</p> <p><i>Instructional strategies (including CRISS) will be embedded in all of the sessions. Grammar lessons will be included in each session, focusing on District trend data areas of weakness, for example, subject-verb agreement in both spoken and written context, and saying, hearing and writing word endings.</i></p>		
Course Requirements:	<p>Teachers will be active participants: writing, sharing, and reflecting during workshop sessions. Teachers will design student friendly rubrics that integrate writing in the content area; components of writing (Six Traits, grammar, conventions) will be embedded in these rubrics, to be utilized with students. Teachers will bring current lessons and integrate writing into them, using the rubrics they developed as well as embedding instructional strategies (CRISS). Teachers will return with their students' writing from these implemented lessons, which they will score, grade, and analyze. Students' strengths and weaknesses will be discerned through an informal and formal process to inform teacher instruction. Teachers will develop Word Walls and utilize ABC Taxonomy (CRISS) for vocabulary development. Pre- and Post- Assessments, journaling with related writing prompts, 3*2*1 guided meta-cognitive reflections are also activities in this workshop.</p>		
Maximum	16		

Newburgh Teacher Center
In-service Course Proposal, p. #2
Credit and permission granted by Jay McTighe – UbD

Name of In-service Proposal: Let's Write! Writing in Any Content Area

Name of Instructor(s): Pamela Krizek, *NECSD Literacy Specialist, HVWP Writing Consultant*

Desired Results

Goal(s): Teachers will use writing to develop and assess students' level of content knowledge, vocabulary development and thinking, assist with developing writers, and use writing pieces to inform instructional planning. Through active participation, teachers will write during the workshop to develop personal writing skills and voice, to overcome any fear of writing or the teaching of writing, and to become knowledgeable with the Writing Process, Six Traits of Writing, and the different types of writing. Grammar, Word Walls, and instructional strategies (CRISS) will be embedded in the sessions with follow-up discussion and reflection on how to integrate these entities in daily instruction. After analyzing NYS ELA Rubrics or the Houghton Mifflin Writing Rubrics, teachers will develop their own student friendly rubrics to guide students towards greater achievement in written assignments. A level of comfort and expertise in scoring student writing with rubrics will emerge, with dialogue on how to assign equivalent grades. Teachers will develop and implement writing lessons with rubrics to use with their students. Journaling with writing prompts related to content themes will be explored and discussed.

Understanding(s):
 The Writing Process
 The Six Traits of Writing
 Different Types of Writing
 Grammar Conventions
 Word Walls
 Instructional Strategies
 NYS and Student-Friendly ELA Rubrics

Essential Question(s):
 How does a **writing rubric** guide my students to the highest level of achievement?
 How can we determine **grade level expectations** for each piece of writing?
 How do we discern the criteria for each **type of writing and written task**?
 How can **the Writing Process** and the **Six Traits of Writing** help students to develop writing pieces?
 How can I **analyze student work** to inform my instruction?
 How can I **transform student scores** into grades? What do **grades** mean?
 How can I develop meaningful **Word Walls** for vocabulary development?
As Teacher Action Researchers, we will learn, collect and analyze data, reflect and dialogue with these essential questions in mind.

Knowledge/Skills: How to develop and implement student friendly rubrics that integrate the components of writing, the Writing Process, Six Traits. How to unfold the rubrics to students. How to analyze student work for strengths and weaknesses that inform instructional planning. How to score student work with a rubric, and transform scores to grades. How to develop effective Word Walls, and review words with an ABC Taxonomy. How to embed instructional strategies (CRISS) in lessons. Speaking proper English, through learning the conventions of English, including grammar: in particular, subject-verb agreement, word endings. Different types of writing tasks...the modes or domains of writing (ie. expository, narrative, persuasive, etc.) and the various writing tasks (ie. compare and contrast), graphic organizers for these, and developing criteria for assignments.

Assessment Evidence

Direct Evidence: Informal observation, group discussion, teacher writing, rubrics created, student work analysis, journaling, lesson planning, portfolio development, pre and post assessments, 3*2*1 reflections

Learning Plan

Learning Activities: Each session will begin with journal writing from intermediate or middle school content-related prompts, through a variety of journaling experiences that can be used with students. A community of writers will develop as teachers share writing pieces and hear their voices; fear of writing will dissipate. After analyzing the NYS ELA Rubric teachers will begin to design student friendly rubrics that integrate writing in the content area, or choose to use the Houghton Mifflin Writing Rubric. Components of writing (Writing Process, Six Traits, grammar, conventions) and instructional strategies (CRISS) will be embedded and scaffolded within workshop sessions, and taught through modeling, think alouds, and direct instruction mini lessons. Teachers will practice and work with partners, independently and in small groups, integrating writing components and instructional strategies (CRISS) into their lesson plans. From their lesson plans, they will be guided in the development of student friendly rubrics for writing assignments. Teachers will bring student writing, which they will score, grade, and analyze. Students' strengths and weaknesses will be discerned through an informal and formal process to inform teacher instruction. Teachers will develop Word Walls and utilize ABC Taxonomy (CRISS) for vocabulary development. Pre- and Post- Assessments, journaling with related writing prompts, 3*2*1 guided meta-cognitive reflections are also activities in this workshop. Teachers will work in a risk-free environment with sensitivity to past writing experiences or discomfort, building a comfort level for the teaching of writing. Participants will be encouraged to ask questions and be reflective.