

## SYLLABUS

*An Online Overview to Writing Workshop, Using the Units of Study for Teaching Narrative, Informational, Opinion & Argument Writing (K-5)*

CVEDC, July 1 - September 30, 2019 - asynchronous

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### Course Description and Rationale:

This course is designed to help teachers in grades K-5 establish writing workshop. This course will include the study of methods of teaching writing including writing workshop, minilessons, conferring, small group work, shared writing, and interactive writing. This course will use a combination of video clips, readings, samples of student work, creating practical lesson plans, and other engaging online resources to provide a very practical overview for teachers, especially those new to teaching writing workshop, or new to their grade level. Although this class is geared toward classroom teachers, all educators and school administrators are welcome.

The work in this course will highlight the power of teaching with engaging mentor texts, including published trade-books, student-written examples, and teacher's own original writing.

In this course, participants will also practice their own writing, drafting three main types of writing highlighted in the Common Core Standards: narrative, informational, and opinion/argument.

Each participant will leave this course with an understanding of how to tailor their teaching, through conferring, small group work, and adaptations to the unit plan itself, to meet the needs of a wide range of learners, working at their own pace across the year.

### Course Objectives (Aligned to Vermont Core Teaching Standards)

Standard #3 Learning Environments: The teacher works with others to create environments that support individual and collaborative learning.

Standard #4 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7 Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8 Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Required Readings and Materials:

Please note that due to the nature of this course, the books for this course are not included and must be purchased separately prior to beginning the course. Each participant will be required to select one complete grade level boxed set from the series *Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum* by Lucy Calkins et al (2013, Heinemann), including the accompanying trade book pack.

Participants will be required to read the accompanying Trade Book Pack of mentor texts to match the selected *Units of Study* boxed set.

Participants will need access to internet service that allows for streaming video, as well as uploading and downloading documents.

Participants will need to be able to log in to CVEDC's EDU2.0 online platform.

It is not required, but it is recommended that students have access to a device for videotaping and/or photographing work for some assignments.

Recommended Readings:

The following texts are supplemental. They are not required.

Anderson, C. (2018). *A Teacher's Guide to Writing Conferences*. Heinemann.

Martinelli, M. & Mraz, K. (2013). *Smarter Charts K-2*. Heinemann.

Ray, K.W. & Glover, M. (2008) *Already Ready: Nurturing Writers in Preschool and Kindergarten*. Heinemann.

Serravallo, J. (2017). *The Writing Strategies Book*. Heinemann.

### Course Expectations

Participants are expected to come with a can-do attitude and a readiness to try out new instructional strategies in their classrooms. Questions and sharing of experiences are encouraged via the discussion platform provided by EDU2.0; the course will serve partly as a forum for problem-solving and celebrating successes.

The course is designed to be self-paced, allowing participants to work on sessions as schedules allow across the summer. Informal, formative assessments are embedded into each session. Most are ungraded and will count toward a final participation grade at the end of the course. See below for expectations for ungraded work.

### Course Outline

A tentative outline follows, subject to minor changes and adjustments:

Welcome, Introductions, and Professional Goal Setting (30 min)	30 min
Video Overview of the Units of Study for Narrative, Informational, and Opinion/Argument Writing	90 min
Underlying Philosophy & Research Base for Writing Workshop' (60 min)	60 min
Necessities of Writing Instruction	90 min
Mentor Texts	90 min
Practice Narrative Writing	90 min
Architecture of a Minilesson	90 min
Yearlong Curriculum Calendars for Writing Workshop	90 min
Conferring	60 min
Assessing & Analyzing Student Work	90 min
Student Self-Assessment, Reflection, and Goal Setting	60 min
Small Group Work: Strategy Lessons	60 min
Systems for Managing Student Goals	90 min

Practice Informational Writing	90 min
Word Study, Grammar, and Mechanics to Support Reading Workshop	90 min
Research-Based Writing	60 min
Practice Opinion/Argument Writing	90 min
On-Demand Assessments	90 min
Learning Progressions	60 min
Writing Workshop Celebrations	30 min

Total of 25 hours.

Course Requirements:

Rubrics and/or checklists for Minilesson Plan, Practice Writing, and Final Reflection will be provided in class. Expectations for ungraded assignments are outlined below

Assignment	% of Final Grade
Participation (includes all ungraded assignments)	25%
Minilesson Plan	15%
Practice Writing (includes Narrative, Informational, and Opinion/Argument Writing)	25%
Final Reflection	10%

Expectations for Ungraded Assignments

- 1) All work is submitted according to the deadlines of the course
- 2) Work reflects the objectives of the assignment
- 3) Incorporates the readings from this course
- 4) Is grammatically and mechanically correct, makes sense, and is easy to read