



Supporting Writing Instruction in Wyoming June 2015

Tuesday-Wednesday, June 9-10	Cheyenne
Thursday-Friday, June 11-12	Riverton
Monday-Tuesday, June 15-16	Cody
Wednesday-Thursday, June 17-18	Casper

Objectives:

- To gain a thorough understanding of the statewide scoring guides (narrative, informative, response to text, and argumentative);
- To develop a cohesive set of exemplars for teachers in Wyoming;
- To understand the continuum of writing expectations for grades 2-8;
- To develop instructional strategies that may be applied in the classroom immediately;
- To improve writing instruction and writing assessment.

Materials/Resources:

- 2012 WyCPS writing standards;
- 2014 Wyoming writing prompts and released student exemplars;
- 2015 Wyoming writing prompts and student writing samples from across the state;
- Scoring guides and additional scoring notes;
- From Achieve the Core: *In Common: Effective Writing for All Students*.

Day One

8:40 a.m. – Coffee/Tea served

9:00 a.m. – Welcome and Introductions

9:15 a.m. – The session begins with an informative and interactive presentation focusing on the following topics: on-demand writing, the writing process, essential skills, effective prompts, and quality writing assessments.

10:30-10:45 a.m. - Break (refreshments served)

10:45 a.m. – Grade-band groups will discuss and analyze student samples in relation to the scoring guides. Teachers will determine a score for each sample through consensus. Discussions should render teacher scoring notes along the way. (Notes will overview students’ writing strengths and shortcomings; it will outline teacher responses, concerns, and expectations for that particular grade band, and brainstorm areas that may need instructional focus.)

12:00-12:30 p.m. – Working Lunch; Grade-band groups continue work with student samples.

12:30 p.m. – Grade-band groups continue work with student samples.

2:30-2:45 p.m. – Break (refreshments served)

2:45 p.m. – Grade-band groups continue work with student samples.

4:30 p.m. – Session Debrief and Questions

5:00 p.m. – Session Concludes

Day Two

8:40 a.m. – Coffee/Tea served

9:00 a.m. – Grade-band groups continue their work with student samples.

10:30-10:45 a.m. – Break (refreshments served)

10:45 a.m. – Grade-band groups continue their work with student samples.

12:00-12:30 p.m. – Working Lunch; Grade-band groups will continue work with student samples.

12:30 p.m. – When working groups have addressed all writing samples, they will create a presentation for the large group. This work will be comprised of: exemplars from across the scoring continuum, teacher expectations, and proposed areas of focus.

1:00 p.m. – As a large group, the discussion should then turn to instructional intent. What strategies might we use to combat poor writing habits? What can we do to nurture essential writing skills? How do we create sound, fair, and consistent writing assessments? How do we use writing assessments to guide our instruction forward?

2:30-2:45 p.m. - Break (refreshments served)

2:45 p.m. - Continue large-group discussions

4:00 p.m. – Session Concludes