

Common Core Standards



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Professional Development Opportunities
for Middle and High School teachers
of all content areas

Kentucky Writing Project
2013-2014

Middle and High School Professional Development Options



A variety of 3-session packages are available:

- The Standards: Overview and Planning Activities
- Assessment and the Common Core State Standards
- Argumentation and the Common Core State Standards
- Reading, Writing, and the Common Core State Standards
- Speaking/Listening and the Common Core State Standards
- The Teaching of Grammar in the New Common Core Standards
- Text Complexity and the Common Core State Standards
- Focus on English Learners
- Integrating Technology
- Plus...sessions on any other CCS topics tailored to your school's specific needs*

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Session 1: Introduction of a Standards-Based Practice (3-hour minimum)

- Understanding the standard: Deconstruction and discussion of the terms and expectations in the standard(s) relevant to the workshop
- Experiencing a classroom-ready practice
- Debriefing to understand the research behind the practice
- Preparing to apply the practice in our own contexts (classroom implementation)



Follow-up Sessions: Implementation Support

- Session 2: (3-hour minimum)
 - Classroom visits/coaching or classroom demonstration lesson
 - Professional Learning Community or teacher professional reading/discussion groups
- Session 3: (3-hour minimum)
 - Analysis of student work from classroom implementation and identification of next steps
 - Digging deeper: What else do we need to know about this practice so that our students

The Common Core State Standards: Overview and Planning Sessions

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Integrating Reading, Writing, Speaking/

Listening, & Language. The many correspondences between the four strands of the Common Core Standards allow us to address new skills more efficiently. Research shows that combining reading and writing instruction leads to improved student performance. How can we plan more purposefully so that we increase the connections between reading, writing, speaking/listening, and language? In this workshop, we will (1) examine a model of an integrated unit, (2) use a planning protocol to organize instructional units, and (3) initiate collaborative planning of a unit of study that strongly addresses the Common Core State Standards for a selected mode of writing (argumentation, informational/explanatory, or narrative). Teachers will be introduced to a web-based tool that eases the planning process in developing a unit of study. **Applicable to all strands of the Common Core Standards for Literacy (Reading, Writing, Speaking/Listening, Language in both English Language Arts and History/Social Studies, Science and Technical Subjects). For grades 5-12 teachers and instructional leaders, all contents.**

Facilitators: Amy Vujaklija, Louisville Writing Project; Jean Wolph, Kentucky Writing Projects Network Director.

Making the Connection: Standards-Based Literacy in the Content Areas.

The new standards emphasize the importance of comprehending and writing informational/explanatory texts. How can content area teachers incorporate reading and writing strategies in order to meet these expectations in their classrooms? In this workshop, teachers will (1) clarify the definition of literacy, considering especially the concept of disciplinary literacy; (2) examine the deconstructed Common Core Standards for reading informational/explanatory texts; (3) align strategies with reading standards to ensure the new standards are being met, and (4) integrate literacy strategies and activities to teach content. **Standards addressed: Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects, with special emphasis on Reading 1-7, 9, and 10; Writing 2. For grades 5-12 social studies and science teachers and instructional leaders.** Facilitators: Lisa Antoniou and Maggie Brewer, Kentucky Writing Project; Science and Social Studies Consultants.

How Do I Know I'm Teaching to the Standards?

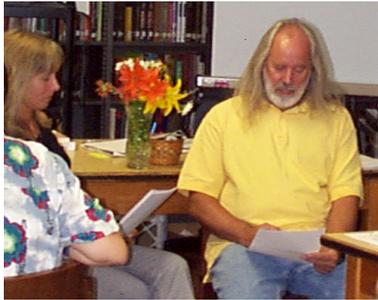
Learn how to meet the new standards for content literacy by using a planning tool that builds a unit of study around a literacy-rich summative assessment for your content area. The Literacy Design Collaborative system is a research-based tool for integrating Common Core Standards into instruction while providing supporting skills that ensure students actually meet the standards while learning content. In this workshop, participants will use their own classroom materials to

- develop a writing assignment that will serve as a summative assessment for a unit of study;
- quickly locate supporting reading materials for student use; and
- enhance their understanding of content area literacy strategies that support student success.

Standards addressed: All. Recommended especially for grades 5, 6, 8 teachers and instructional leaders, all contents. Facilitators: Lisa Antoniou, Sabrina Back, Jon Bell, Lisa Cary, Missy Callaway, Suzanne Jackson, Peggy Otto, Amy Vujaklija, Jean Wolph,



Moving Toward Mastery through Formative Assessment. Research shows that frequent formative assessment supports student mastery of concepts and skills. How can we effectively use formative assessment to inform instruction and assess learning across the curriculum? This workshop will engage participants in exploring a range of formative assessments which can be used in all subjects. Participants will create assessments to use before, during, and after instruction, as well as analyze their own students' work to determine next-steps for instruction. **Applicable to all strands of the Common Core Standards for Literacy (Reading, Writing, Speaking/Listening, Language in both English Language Arts and History/Social Studies, Science and Technical Subjects. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Missy Callaway, _____, _____ Louisville Writing Project; Jean Wolph, KWP Director.



Where's the Evidence, Sherlock? It's Elementary, Dear Watson—it's in the Text! How can content teachers support passage-based On-Demand Writing for assessment by developing student competencies in citing textual evidence while also fostering mastery of the content standards? In this workshop, participants will explore strategies for

- analyzing a writing prompt;
- reading a passage to locate relevant textual evidence; and
- citing that evidence in a written response.

Standards addressed: Reading-Informational 1; Writing 2. Recommended especially for grades 5, 6, 8 teachers and instructional leaders, all contents. Facilitators: Jennifer Bernhard, Clark Co. Literacy Consultant.

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Using the LDC System to Plan Summative Assessments. Learn how to meet the _____ new standards for content literacy by using a planning tool that builds a unit of study around a literacy-rich summative assessment for your content area. The Literacy Design Collaborative system is a research-based tool for integrating Common Core Standards into instruction while providing supporting skills that ensure students actually meet the standards while learning content. In this workshop, participants will use their own classroom materials to

- develop a writing assignment that will serve as a summative assessment for a unit of study;
- quickly locate supporting reading materials for student use;
- enhance their understanding of content area literacy strategies that support student success.

Standards addressed: Applicable to all. Recommended especially for grades 5, 6, 8 teachers and instructional leaders, all contents. Facilitators: Lisa Antoniou, Sabrina Back, Lisa Cary, Missy Callaway, Suzanne Jackson, Amy Vujaklija, Jean Wolph,

Standards-Based Grading. Description. **Standards addressed: All. Recommended especially for grades 5, 6, 8 teachers and instructional leaders, all contents.** Facilitators: Tasha Bowlin, Eastern Kentucky University Writing Project; Missy Callaway, Tonie Weddle, Sarah Yost, Louisville Writing Project;

On-Demand Writing. Description. **Standards addressed: Writing 1, 2, 3, 10. Recommended especially for grades 5, 6, 8 teachers and instructional leaders, all contents.** Facilitators: Jennifer Bernhard, Eastern Kentucky University Writing Project; Jean Wolph, Louisville Writing Project; Amy Coulson, Purchase Area Writing Project.

How Do We Get There from Here? Providing a Way In and a Way Through Complex Texts and Ideas in Argumentative Readings.

Writing Standard 1 asks students to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. How can teachers help all students meet the overwhelming demands of this standard? What about students who are reading below grade level? If basic comprehension is an issue, how can we ask students to complete the more complex tasks of (1) effectively supporting claims; (2) utilizing valid reasoning; and (3) incorporating relevant and sufficient evidence? Participants in this workshop will

- Examine current research and professional readings on Text Complexity and Argumentation
- Investigate strategies that help students develop relevant and sufficient evidence
- Explore speaking and listening activities that support students' integration of multiple sources of information

Standards addressed: *Writing 1, Speaking/Listening 1 and 4; Reading-Informational 1, 2, 8. For grades 5-12 teachers and instructional leaders, all contents.* Facilitators: Sabrina Back, Gerald Brashear, Michael Combs, Mountain Writing Project

Teaching Argumentation: Is It Really “No Sweat”?

Reading Standard 7 requires students to evaluate argumentative texts while citing specific claims within the texts. Closely related to that is Writing Standard 1, which requires students to write arguments to support claims made after analyzing texts and to use sufficient evidence to do so. How can we teach students to develop substantial claims and provide the evidence required to support those claims? In this workshop, participants will experience activities that prepare students to read and cite evidence in argumentative texts and ultimately to write their own argumentative pieces. **Standards addressed:** *Reading 8 and Writing 1. For grades 5-12 teachers and instructional leaders, all contents.* Facilitator: Lisa Antoniou, Science Literacy Consultant, Kentucky Writing Project Network.

An Introduction to Argumentation.

How can we ease students into the kinds of practices that help them explore ideas, form opinions or take stances, use relevant supporting evidence, and argue their positions? In this hands-on workshop, participants will engage in four strategies that will do just that. Then we will adapt the workshop framework for content that you are teaching, as well as consider next steps for moving students ultimately to research and write their own argumentative pieces. **Standards addressed:** *Reading 8 and Writing 9, Speaking/Listening 1, 4. For grades 5-12 teachers and instructional leaders, all contents.* Facilitator: Jean Wolph, Kentucky Writing Projects Network Director, and ____



Visual Arguments: Teaching Critical Thinking Using Non-Print

Texts. How can we teach all students, regardless of their reading levels, the complex analytical thinking involved in close reading? Participants will experience protocols for analyzing visual texts, then apply the strategies to content-specific lessons for their own classrooms. **Standards addressed:** *Reading 7 and Writing 8. For grades 5-12 teachers and instructional leaders, all contents.* Facilitator: Jean Wolph, Kentucky Writing Projects Network Director. and

Engaging Students in Using Multiple, Credible Sources. Writing Standard 8 requires that students gather relevant information from multiple print and digital sources, assessing the credibility of each. How can we help students develop these crucial critical thinking skills so that they become habits of mind which inform the way students approach *all* reading and writing in every content area? In this workshop, teachers will experience a process for analyzing text that illuminates issues of credibility, accuracy, and attribution. A protocol will be demonstrated that students can use to assess websites, news articles, arguments, and even their own work. Students who regularly used this process in their science reading/writing scored significantly higher than students who did not. **Standards addressed: Reading-Informational 1; Writing 8; Speaking/Listening 1 and 4; For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Marsha Buerger, Louisville Writing Project; Jean Wolph, Kentucky Writing Projects Network Director.

Read Like a Writer. Reading and writing standards support one another. Reading-Literature 3, for example, asks students to analyze how and why individuals, events, and ideas develops and interact over the course of a text. Writing Standard 3 requires students to write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Noticing how characters interact helps us understand how to create stories in which characters interact. How can we guide students to analyze narrative texts and then use what they discover to develop their own narratives? In this workshop, teachers will experience the process of reading like writers and of applying the lessons from mentor texts or models to their own writing. Participants are invited to bring their own favorite classroom selections to plan "reading like a writer" lesson cycles as part of this workshop. **Standards addressed: Reading 3, Writing 3 & 10, Language 1 and 3, with applications to most reading, writing, and language standards. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Amy Vujaklija and Missy Galloway, Louisville Writing Project.

Literary Analysis. Description. **Standards addressed: Writing 9 and. For grades 5-12 English Language Arts teachers and instructional leaders.** Facilitators: Tasha Bowlin, Eastern Kentucky University Writing Project.

This I Believe. Description. **Standards addressed: Writing __. For grades 5-12 teachers and instructional leaders, all contents** Facilitators: Dr. Dottie Willis, Louisville Writing Project.

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Writing in the Disciplines and the Common Core Standards

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Tapping Students' Background Knowledge. The adoption of the new standards have us all scrambling to bridge the gaps in content understandings in every subject. How can we efficiently discover what students already know, while both engaging them in the topic at hand and motivating new inquiry? In this workshop, teachers will experience a process for activating students' background knowledge while introducing students to the skills in Writing Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. **Standards addressed: Writing 7, Reading 1, Speaking/Listening 4. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Jean Wolph, Kentucky Writing Projects Network Director.

Writing in the Disciplines: Integrating Data and Research. Description. **Standards addressed: Writing 2, 8, 9, 10. For grades 5-12 teachers and instructional leaders, all contents** Facilitators: Jon Bell, Purchase Areas Writing Project.

Writing in Science: The SciJourn Project. How can we efficiently meet the expectations of the new standards over the course of the school year while making significant progress as science learners? In this workshop, teachers will be introduced to a process for engaging students in researching and writing science articles for a national publication aimed at increasing teens' science literacy. **Standards addressed: Writing 2, 4, 5, 6, 7, 8, 9, 10. For grades 5-12 science teachers and instructional leaders,; English teachers interested in journalistic writing.** Facilitators: Marsha Buerger and Jean Wolph, Louisville Writing Project. Lisa Antoniou, Eastern Kentucky University Writing Project.

iBook Authors: Wormology Books in Science. Description. **Standards addressed: Reading 6 and. For grades 5-12 teachers and instructional leaders, all contents.** Facilitator: Lisa Cary, Western Kentucky University Writing Project.

Analyzing Student Work to Propel Instruction. Description . **Standards addressed: Writing 4, 5. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Jean Wolph, Kentucky Writing Project Director.

Revising and Reflecting. Description. **Standards addressed: Writing __. For grades 5-12 teachers and instructional leaders, all contents** Facilitators: Kim Barrett, Purchase Area Writing Project.

Publishing Student Writing. Description with RealeBooks, StoryBird, Hyperlinking in Prezi (Where I'm From w/sound bytes & images). **Standards addressed: Writing 6 and __. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Susan Cintra, Markita Mink, Eastern Kentucky University Writing Project. And ?

Writing and the Common Core Standards, cont.

Taking Students Down the “Yellow Brick Road” of the Writing Process. Description to come. **Standards addressed: Writing 4, 5. For grades 5-12 English Language Arts teachers and literacy leaders.** Facilitators: Dr. Debbie Bell, Purchase Area Writing Project.

Peer and Teacher Conferencing. Description Peter Elbow & Belanoff, pointing . **Standards addressed: Writing 4, 5. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Stephanie Stobaugh, Eastern Kentucky University Writing Project.

Revising and Reflecting. Description. **Standards addressed: Writing __. For grades 5-12 teachers and instructional leaders, all contents** Facilitators: Kim Barrett, Purchase Area Writing Project.



“Read Like a Writer” Unit of Study. In this workshop, teachers will adapt a unit framework for a genre or mode of writing. Students will experience the process of reading like writers and of applying the lessons from mentor texts or models to their own writing. Participants are invited to bring their own favorite classroom selections to plan “reading like a writer” lesson cycles as part of this workshop. **Standards addressed: Reading 3, Writing 3, Language 1 and 3, with applications to most reading, writing, and language standards. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Jean Wolph, KWP Director; _____, Louisville Writing Project.

Min-Lessons for a Year-Round Approach to Improving Student Writing. We know how important it is to confer with students in order to lift the quality of their work, but preparing mini-lessons and managing conferences effectively can be challenging. Experience a system for introducing and reinforcing elements of craft as well as expectations for correctness. Make and take workshop—leave with your own craft lesson tool box! , **Standards addressed: Writing 4, 5; Language 2. For English-Language Arts teachers and instructional leaders, K-12.** Facilitator: Jean Wolph, Kentucky Writing Project Network Director.

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Inquiry through I-Search. The new standards emphasize research, but does that really mean having students write a traditional research paper? Such papers are no longer the focus of college writing, although engaging students in original research IS an increasingly valued skill for college and career readiness. Writing Standard 7 requires students to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. How can we help students meet this standard while capitalizing on new technologies and engaging forms of research? In this workshop, teachers will explore how to keep inquiry at the center of research using Ken Macrorie's "I-Search" methodology, which engages students in pursuing their own topics, encourages the use of multiple resources, and offers a creative alternative to the standard research paper. Participants will also consider how such research experiences can prepare students to move from informational writing to argumentation. **Standards addressed: Writing 2, 7. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Amy Vujaklija, Louisville Writing Project.

Research: Finding, Evaluating, and Citing Sources. Description. **Standards addressed: Writing 7. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: _____ Writing Project.

Web Cred: Tools for Analyzing Digital Sources. Description. **Standards addressed: Writing 8. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: _____ Writing Project.

Multi-Genre Research Description. **Standards addressed: Writing 7. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: _____ Writing Project.

Field Trip! Description. **Standards addressed: __. For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Suzanne Jackson & Amy Vujaklija, Louisville Writing Project.

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Reading and the Common Core Standards, cont.

Summarization. Description. **Standards addressed:** _____ *For grades 5-12 teachers and instructional leaders, all contents* Facilitators: Maggie Brewer and Sally Martin, Content Area Task Force, Eastern Kentucky University Writing Project.

Context Clues. Description. **Standards addressed:** **Language 4.** *For grades 5-12 teachers and instructional leaders, all contents* Facilitators: Maggie Brewer and Sally Martin, Eastern Kentucky University Writing Project.

TBA (NEWSLETTER STRATEGIES). Description. **Standards addressed:** **Language 4 and 6.** *For grades 5-12 teachers and instructional leaders, all contents* Facilitators: Maggie Brewer, Lisa Antoniou, Trisha McKenny, and Sally Martin, Eastern Kentucky University Writing Project.

TBA (Language 5). Description. **Standards addressed:** **Language 5.** *For grades 5-12 teachers and instructional leaders, all contents* Facilitators: Trisha McKenny and Jarred Winebarger, Eastern Kentucky University Writing Project.

TBA (Language 4). Description focus on Confusing Words. **Standards addressed:** **Language 4.** *For grades 5-12 teachers and instructional leaders, all contents.* Facilitators: Bobbie Caranna?, Louisville Writing Project;

Text-Dependent Questions and Beyond. Description. Add Jeff Wilhelm's twist. **Standards addressed:** **Reading 1. 5.** *For grades 5-12 teachers and instructional leaders, all contents* Facilitators: Dr. Sally Martin, Eastern Kentucky University Writing Project Director.

Reciprocal Reading Description focused on research. **Standards addressed:** **Reading 1, 2, 4; Language 4.** *Recommended especially for grades 5, 6, 8 teachers and instructional leaders, all contents.* Facilitators: Tasha Bowlin, Eastern Kentucky University Writing Project; Missy Callaway, Tonie Weddle, Sarah Yost, Louisville Writing Project;

Annotating Texts. Description. **Standards addressed:** **Reading 6 and.** *For grades 5-12 teachers and instructional leaders, all contents.* Facilitators: _____ Writing Project.

Text Structure in Reading and Writing. Description . **Standards addressed:** **Reading 5, Writing 4.** *For grades 5-12 teachers and instructional leaders, all contents.* Facilitators: Jean Wolph, Kentucky Writing Project Director.

Close Reading Strategies. Description . **Standards addressed:** **Reading 1, 10.** *For grades 5-12 teachers and instructional leaders, all contents.* Facilitators: Laura Beavers, Western Kentucky University Writing Project; Jean Wolph, Kentucky Writing Project Director.

Creating a School-wide Culture of Comprehension and Collaboration through Speaking and Listening.

Many educators are struggling to implement the six Speaking and Listening standards. Particular challenges include (1) how to structure a classroom environment and school-wide culture that promotes diversity in partnership and media choice; (2) how to help students evaluate and utilize multiple sources of media; and (3) how to teach students to build upon the ideas of others to create effective presentations uniquely their own. This workshop will offer research-based practices and easily available technology resources to address these challenges in any content area classroom. Teachers will learn more purposeful ways to incorporate speaking and listening into strategies they are already using, with a special focus on ways to strategically use speaking and listening to learn content.

Introductory workshop components include (1) deconstructing the speaking/listening standards to enhance our understanding of the terminology and of their purpose; (2) analysis of excerpts from Chapter 10 of *Pathways to the Common Core* (Calkins et al); (3) practical applications in the classroom. Follow-up sessions will include (1) guided implementation of strategies; (2) analysis of student work resulting from speaking/listening activities; (3) introduction of additional strategies; (4) investigation of venues for research and publication of student presentations. **Standards addressed: Speaking/Listening, 1-6. For grades 5-12 teachers and instructional leaders, contents.** Facilitators: Sabrina Back, NBCT; J. Michael Combs; Gerald Brashear, Lisa Maggard, Mountain Writing Project Director.

**Using Drama to Enhance Listening and Speaking Across the Curriculum.**

The new standards require students to engage effectively in a range of collaborative discussions about grade-level topics. Research demonstrates that active engagement enhances comprehension. How can we use drama, which students often find intrinsically motivating, so that students have opportunities to effectively demonstrate listening and speaking skills in all subject areas? In this workshop, participants will engage in a series of activities that (1) demonstrate how to motivate students to listen actively and practice accountable talk; and (2) inspire connections to reading and writing in all subject areas. **Standards addressed: Speaking/Listening, 1-6; Writing 1-4; Reading 1-4; For grades 5-12 teachers and instructional leaders, all contents.** Facilitators: Dr. Elizabeth Best, Mary Kenzer, and Sandra Jordan, Louisville Writing Project.

Socratic Circle. Description. **Standards addressed: Speaking/Listening 1. For grades 5-12 teachers and instructional leaders, all contents** Facilitators: Lauren Coffey, Western Kentucky University Writing Project.

Accountable Talk. Description. **Standards addressed: Speaking/Listening 1, 4. For grades 5-12 teachers and instructional leaders, all contents** Facilitators: Marsha Buerger, Amy Vujaklija, Louisville Writing Project.

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Contextualizing Grammar Instruction: Using the Reading & Writing You ALREADY Teach to Meet the New Standards. The new standards require that students demonstrate a command of language conventions in their writing and speaking and apply knowledge of language in making effective writing choices as well as comprehending more fully when reading or listening. How can teachers incorporate research-based strategies to help students develop language grammar, and usage skills in their reading, writing, and speaking in all content areas...and in life? In this workshop, teachers will begin developing their own process of integrating language and grammar instruction using mentor texts from the reading and writing they already employ in their classrooms. Teachers should bring at least two resources for use during the workshop (a text, pieces of literature, articles, and/or student writing). **Standards addressed: Language 1, 2, 3. For grades 5-12 English Language Arts teachers and instructional leaders.** Facilitator: Patti Slagle, Louisville Writing Project.



Syntax: Sentence Composing, Sentence Combining, Sentence Chunking, Sentence Manipulating. Description. Include Jeff Anderson's stretchy sentence exercise. **Standards addressed: Language 3. For grades 5-12 English Language Arts teachers and instructional leaders.** Facilitator: Patti Slagle, Louisville Writing Project; Sabrina Back, Mountain Writing Project; Sally Martin, Eastern Kentucky University Writing Project Director.

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Title. Description. **Standards addressed: Writing 6 and. *For grades 5-12 teachers and instructional leaders, all contents.*** Facilitators: Susan Cintra, markita Mink, Eastern Kentucky University Writing Project.

Publishing Student Writing. Description with RealeBooks, StoryBird, Hyperlinking in Prezi (Where I'm From w/sound bytes & images). **Standards addressed: Writing 6 and. *For grades 5-12 teachers and instructional leaders, all contents.*** Facilitators: Susan Cintra, markita Mink, Eastern Kentucky University Writing Project.

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Text Complexity and the Common Core Standards

Managing Text Complexity to Support Student Learning. Reading Standard 10 requires students to read and comprehend complex informational texts INDEPENDENTLY and PROFICIENTLY. How do we prepare students to do this? How can we incorporate effective, research-based literacy strategies into our teaching that will empower students to navigate complex texts in our classrooms? In this workshop, teachers will (1) examine texts from their own classrooms to explore issues of text complexity; (2) identify before-, during-, and after-reading strategies that are appropriate for informational texts; (3) discover effective vocabulary study approaches; and (4) learn ways to support students as they maneuver through challenging language to unpack meaning.



Standards addressed: Reading 1, 4, and 10; Language 3 and 6. For grades 5-12 teachers and instructional leaders, all contents. Facilitators: Missy Callaway, Suzanne Jackson, Patti Slagle, Amy Vujaklija, Louisville Writing Project.

In development:

Sessions focused on supporting English Learners;

Technology integration to support literacy skills

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Costs vary according to services selected. 12-hour packages available at the estimated prices below:

1 consultant, whole-school PD plus classroom follow-up: \$2400 plus travel expenses

2 consultants, whole-school PD plus classroom follow-up: \$3600 plus travel expenses

To arrange for professional development
through the Kentucky Writing Projects Network,
please contact Jean Wolph, Director:

jean.wolph@louisville.edu;

502-852-4544

Fax: 502-852-4634