

Regie Routman In Residence: THE PRINCIPAL'S COMPANION

FOR IMPLEMENTING CCSS AND DESIGNING/IMPLEMENTING AN RTI MODEL

Transforming our Teaching through *Writing for Audience and Purpose*

by Regie Routman with Sandra Figueroa

SESSION/Videos		IMPLEMENTING CCSS	DESIGNING/IMPLEMENTING RTI MODEL
1	Welcome to Regie Routman in Residence <u>31 minute video:</u> <ul style="list-style-type: none"> Overview of the Professional Development project Core Beliefs About Teaching and Learning 	<ul style="list-style-type: none"> Establishes <u>how to</u> organize and run Professional Learning Communities (PLCs) that compare student products relative to the expected rigor of the Common Core State Standards (CCSS) 	<ul style="list-style-type: none"> Establishes and runs PLCs that examine student products relative to expected performance
2	Applying the Optimal Learning Model to Your Teaching <u>11 minute video:</u> <ul style="list-style-type: none"> Understanding the Optimal Learning Model 	<ul style="list-style-type: none"> Shows how the Optimal Learning Model (OLM-- "I do it", "We do it", "You do it"), a gradual release of responsibility model, assisted by ongoing formative assessment, guarantees mastery of CCSS 	<ul style="list-style-type: none"> Uses the Optimal Learning Model (OLM), assisted by ongoing formative assessment Organizes structure for, and means of. Communication between the classroom and intervention teachers Creates an intervention tier within the classroom that is seamless with universal instruction (Tier 1)
3	Examining Our Beliefs About Writing	<ul style="list-style-type: none"> Unveils the "why" behind the CCSS Measures degree to which a staff is ready to implement CCSS 	<ul style="list-style-type: none"> Unifies the staff around the "why" of instruction and assessment; staff more readily creates the structure for and selects the interventions that best match students and school culture
4	Teacher as Writer	<ul style="list-style-type: none"> Deepens teachers' understanding of the teaching of writing and <u>how to</u> teach the CCSS in a meaningful context Observes an adult thinking and writing aloud before being expected to try writing on own Demonstrates the writing process and decision making behind the CCSS 	<ul style="list-style-type: none"> Provides a framework for teaching writing through applying the OLM. Provides high support through explicit modeling before releasing responsibility to writers. Full teacher control through modeling; <i>I think and write as you watch me</i> (Tier 1)
5	Planning for Genre Writing <u>22 minute video:</u> <ul style="list-style-type: none"> Explanation of Plan Immersion in the Genre Expectations for Writing Audience and Purpose Definition of the Genre Expansion of the Genre Connections Between Genres (Memoir and Fiction) 	<ul style="list-style-type: none"> Models <u>how to</u> teach Text Types and Purpose- CCSS #2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly <ul style="list-style-type: none"> a. Introduces a topic and logically provides a general observation, clear focus, and related information 	<ul style="list-style-type: none"> Demonstrates how to assume full control, publicly demonstrating a cognitive process before releasing the responsibility of the writing to all students (Tier 1)

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	<ul style="list-style-type: none"> Other Possibilities 	b. Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	
6	Immersing Your Students in a Genre <u>14 minute video:</u> <ul style="list-style-type: none"> Working as a Writer and Reader Learning About the Genre 	<ul style="list-style-type: none"> Models <u>how to</u> immerse students in writing in a genre (memoir) <i>Text Types and Purpose-</i> <i>CCSS #3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> 	<ul style="list-style-type: none"> Assesses student knowledge of a genre before writing Summarizes and charts key feature of a genre Assists students to apply new learning, in writing Promotes thinking at high levels; increases student engagement (Tier 1)
7	<ul style="list-style-type: none"> Demonstrating Writing <u>29 minute video:</u> Setting the Stage for Writing: Getting Ready to Write Demonstration Writing: Writing Aloud Setting Expectations Supporting the Not-So-Ready Writer 	<ul style="list-style-type: none"> Models <i>Production and Distribution of Writing</i> <i>CCSS #4- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</i> 	<ul style="list-style-type: none"> Shows the crucial impact of demonstration writing for teaching in any writing genre or form. Makes visible the cognitive process where students listen, think, turn and talk, and observe the teacher think aloud Gives all students a clear and workable model of how to approach writing
8	<ul style="list-style-type: none"> Public Content Conferences <u>32 minute video:</u> Valuing Revision: Revisiting the Writing Introducing Public Content Conferences: Whole-Class Share Conferring with Sara Conferring with Donna Conferring with Darion Conferring with Katherine 	<ul style="list-style-type: none"> Models <i>Production and Distribution of Writing</i> <i>CCSS #5- With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach</i> 	<ul style="list-style-type: none"> Demonstrates whole class Public Content Conferences as a highly effective vehicle for celebration, teaching, assessing, and supporting all writers (Tier 1 & Tier 2)
9	<ul style="list-style-type: none"> Negotiating Editing Expectations <u>19 minute video:</u> Raising Expectations Editing for Spelling Editing for Punctuation Editing for Paragraphing Summarizing Expectations 	<ul style="list-style-type: none"> Models <i>Production and Distribution of Writing</i> <i>CCSS #5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</i> 	<ul style="list-style-type: none"> Learns, as a teacher, how to assess what students know and understand about editing (spelling, punctuation, paragraphing, grammar, and so on) Establishes editing expectations with students
10	<ul style="list-style-type: none"> Editing Conferences <u>33 minute video:</u> Establishing Editing Guidelines Conferring with Individual Students Debriefing/Final Thoughts 	<ul style="list-style-type: none"> Models <i>Production and Distribution of Writing</i> <i>CCSS #5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> 	<ul style="list-style-type: none"> Reviews editing guidelines; confers, assesses, teaches, and meets individual student needs Builds and extends knowledge of editing skills and strategies Establishes student accountability for editing expectations

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11	<ul style="list-style-type: none"> • Application of Learning: • A Teacher's Changing Beliefs and Practices • <u>24 minute video:</u> <u>Part 1</u> • Editing: Who Does the Work? • Negotiating with Students: Setting Expectations for Editing • Instruction: Whole-Part-Whole • Making Changes and Taking Risks • <u>Part 2</u> • The Assignment: A Thanksgiving Letter to Someone Special • The Editing Expectations Chart • Editing Conferences • Student Choice: Making Publishing Special 	<ul style="list-style-type: none"> • Interviews a teacher making changes and taking risks over time. • Models <i>Production and Distribution of Writing</i> • <i>CCSS #5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5)</i> 	<ul style="list-style-type: none"> • Ensures high quality writing instruction, differentiation, and intervention for all students (Tier 1 and Tier 2)
12	<ul style="list-style-type: none"> • Changing Beliefs and Practices: A Conversation with a Student • <u>16 minute video</u> • Katherine: A Fifth Grade Writer • From Poetry to Memoir: Writing from the Heart • Katherine Reflects 	<ul style="list-style-type: none"> • Interviews a fifth grade student who reflects on her writing, over time. • <i>CCSS # 2- Examines and conveys complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</i> 	<ul style="list-style-type: none"> • Supports students who struggle with high quality instruction, differentiation, and intervention (Tier 1 & Tier 2)
13	<ul style="list-style-type: none"> • Celebration of Learning 	<ul style="list-style-type: none"> • Reflects and celebrates writing accomplishments of students and teachers. Students and teachers discuss the application of: • <i>CCSS #3-Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequence.</i> • <i>CCSS #4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</i> • <i>CCSS#5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> 	<ul style="list-style-type: none"> • Celebrates and notes how peer collaboration and application of learning are essential component of a gradual release of responsibility model-- the Optimal Learning Model (Tier 1 & Tier 2)