

Area 3 Writing Project

ISAW

Improving Student Analytical Writing

Sacramento City Unified School District

Dates: August 1-3, 2012

Time: 8:30 am - 3:30 pm

Location: TBA

Stipend: \$100 for each day of attendance + an additional \$200 upon completion of school year follow-up meetings

Commitment: 3 day summer institute + nine 2-hour after-school meetings during the 2012-13 year. Rather than meeting at individual sites, participating teachers will meet together (site will rotate). Participation in the summer institute + the school-year meetings is required. In addition to the stipend above, the regular hourly rate will be paid for the school-year meetings.

Focus: Improving Students Analytical Writing (ISAW)
See back for content detail.

3 CEUs from UC Davis will be available for purchase for approximately \$150.
(If CEUs are purchased and submitted for district credit, you are NOT eligible to receive the stipend.)

REGISTRATION

Please go to: <http://cressgroups.ucdavis.edu/>

No password required.

Click on “Register Here” and fill in form.
You will need your PSL/ID # to complete registration.

Improving Student Analytic Writing (ISAW)

ISAW focuses on these goals:

- Demystifying the teaching and learning of analytical writing and critical reading
- Examining how teachers can make academic writing an integral component of a high school curriculum by focusing on student improvement
- Accelerating the academic writing improvement of all students—the college-bound, English learners, and struggling writers—and preparing more of these students for college-going
- Fostering collaboration to move students along a pathway of academic preparation that leads to success in and beyond high school

Link to Common Core State Standards

- Determining the rigor of reading and writing tasks in relation to CCSS
- Developing lessons and assignments for argumentative and informational text types

The ISAW program addresses the following:

- Investigating through workshops, teacher writing and revision, discussions, inquiry, and assessment, the nature and purpose of analytical writing
- Learning to use key components of the California Writing Project's (CWP) Analytic Writing Improvement Continuum to help students to recognize and document specific improvements in academic writing, demystify what to work on next, and write with an eye toward practice and improvement
- Exploring strategies that help students develop and organize their analytic essays—
 - Deconstructing and analyzing texts, non-fiction and fiction
 - Responding to and interacting with a text
 - Developing a claim
 - Building strong examples
 - Evaluating and selecting evidence
 - Structuring the essay
 - Creating coherence between parts of an essay
 - Revising and editing purposefully
 - Revising sentences for logic and completeness
 - Writing effectively on-demand or in-depth
 - Experimenting with analytical forms, not formulas
- Enlarging the classroom base for reading: augmenting the reading of novels, stories, plays, poems, and textbooks required in the high school curriculum to include more of the analytical essays, academic articles, informational and journalistic pieces students will read in college
- Developing, with the support of school and grade-level colleagues, resources, assignments, and assignment sequences that help students understand the task and demands of issue-based writing
- Providing students a challenging, culturally responsive writing program along with specific support for the needs of individual writers
- Developing ways for school teams to share students' achievement and progress as they transition to the next grade

