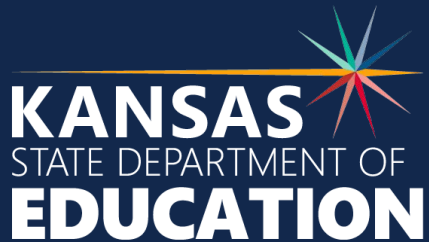


ELA Writing Standards

From Standards to Student Writing:
How to vertically align your writing standards



Kansas State Department of Education | www.ksde.gov

Kansas leads the world in the success of each student.

Introductions

Mary Lonker
KSDE ELA Program Manager
Teaching and Learning - Standards
(785) 296-2144
mary.lonker@ksde.gov

Effie Conway
Teacher Leader Consultant
ELA Team, KSDE
(785) 296-2144
effie.conway@ksde.gov

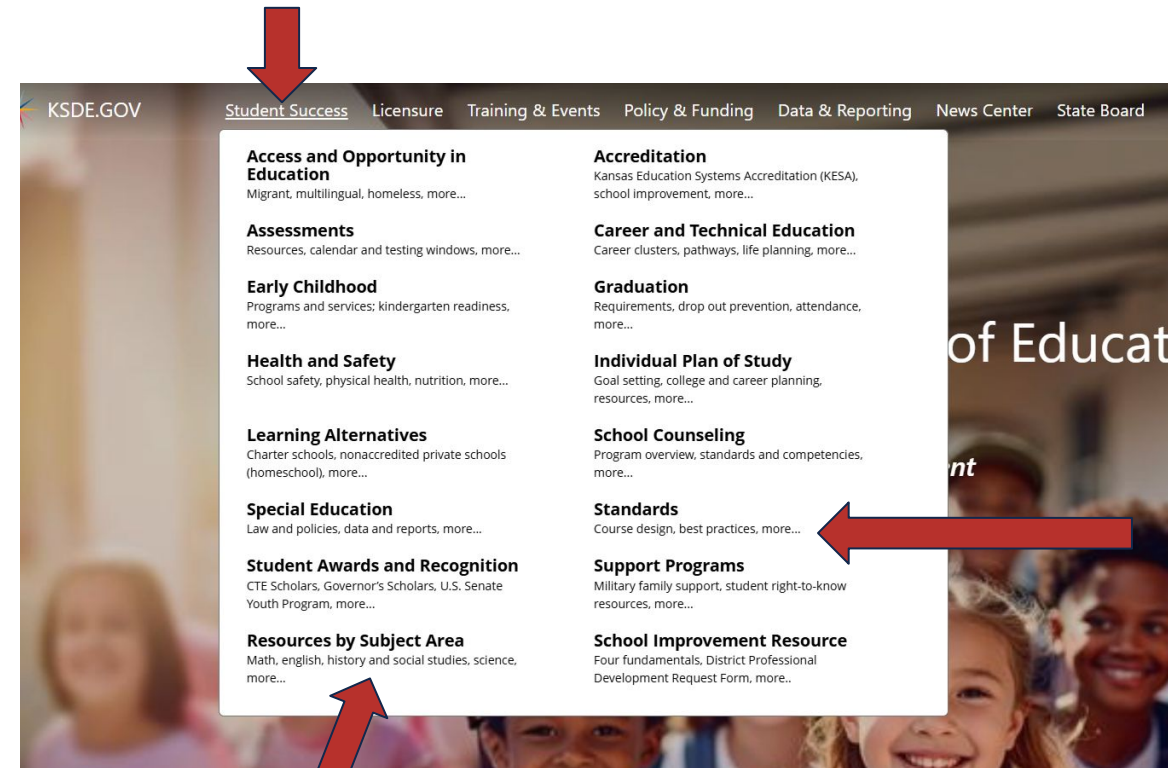
Objective

In this session, we will explore a practical process for vertically aligning the ELA Writing Standards in which we **identify the progression of skills** across grade levels in order to **align instruction and writing tasks** to **ensure students meet the intended rigor of the standards.**

Writing Standards: Where are they?

Navigating the new website

1. Go to new website: ksde.gov
2. Click on "Student Success" tab at the top
3. Can click on "resource by subject area" or "standards" link
4. Click on English Language Arts
5. Click on ELA Standards
6. Click on ELA Vertical Standards Document
 - a. Text, Types, and Purposes (28 - 35)
 - b. Language in Writing (39 - 43)



Value of Vertical Alignment

- Understand how standards change, progress, and increase complexity.
- Focus on progression of learning from grade level to the next.
- Identify and teach the variations and nuances between each grade level.
- Ensure standard(s) are taught to the appropriate Depth of Knowledge.
- Help develop research based strategies and practices to progress students through each skill and grade level.

Reminders

- Be careful to not confuse **Standard Alignment** with curriculum and curricular resources.
- **Standards define *what*** students should know and be able to do. **An HQIM provides *how*** teachers support students in reaching those standards.
- The reading and writing standards should be **incorporated together** and not seen as two different components or two different “class periods.”
- Teaching a writing standard should be recursive, and not a “one and done” check mark of being “taught.”

"About 70% of the variation in reading and writing abilities are shared" (Shanahan).

Depth of Knowledge

Webb's Depth of Knowledge:

Transference is in level 3 and 4

- We want to teach students to transfer skills from one class to another, and from one grade to another.
- Align the standards to have constant progression of skills at grade level or higher complexity.
- Writing must happen every day. every class. every year.

Webb's Depth of Knowledge



Cognitive Engagement: Depth of Knowledge Level

KSDE Aligned with Kansas Assessment for ELA and Math

DOK 1 Recall and Reproduction

Recall a fact, term, definition, principle, or concept; perform a single procedure.

DOK 2 Basic Application of Skills and Concepts

Apply conceptual knowledge; use provided information to select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.

DOK 3 Strategic Thinking

Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex, or nonroutine problems; interpret information and provide justification when more than one approach is possible.

DOK 4 Extended Thinking

Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources.

Learning Progression

Common Misconceptions:

- *The teacher before didn't teach ____, so I need to reteach this standard.*
- *Several of my students are below grade level, so I will have them read / write using below grade level standards or text complexity to help them.*
- *This is too hard for my students...*

**Ensure grade level progression by
aligning and teaching the grade level
standards at a strong DOK.**

INSANITY
IS DOING THE
SAME THING
OVER AND OVER
AGAIN AND
EXPECTING
DIFFERENT
RESULTS

Performance Level Descriptors

Performance Level Descriptors (PLDs) define the knowledge, skills, and processes that students likely demonstrate at different levels of proficiency within the reporting categories (1, 2, 3, 4).

Level 1: shows *limited* ability to demonstrate their knowledge and skills of grade-level (content area) standards.

Level 2: shows *basic* ability to demonstrate their knowledge and skills of grade-level (content area) standards.

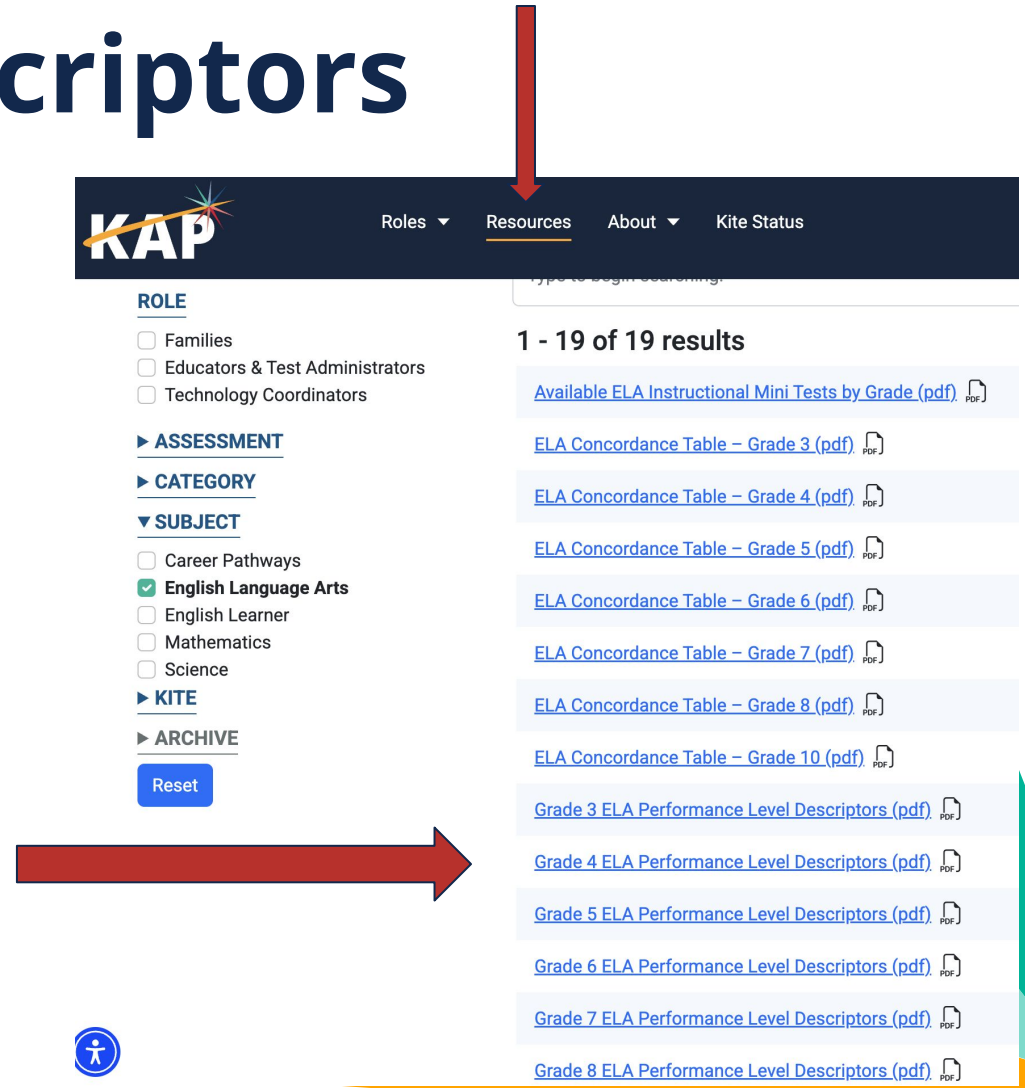
Level 3: shows *proficient* ability to demonstrate their knowledge and skills of grade-level (content area) standards.

Level 4: shows *advanced* ability to demonstrate their knowledge and skills of grade-level (content area) standards.

Performance Level Descriptors

Where do I find these?

1. Go to KAP website: ksassessments.org
2. Click on Resources Tab (top of page)
3. Filter by Subject (left side of page)
4. Scroll down to grade level PLD's
5. Click on your grade level
6. Find the standard you are breaking down
7. Identify the D.O.K level this standard should be taught at grade level being taught, grade level above, and the "end game" level of instruction (grade 11-12)



The screenshot shows the KAP website interface. At the top, there is a dark blue navigation bar with the KAP logo on the left and links for Roles, Resources (highlighted with a red arrow), About, and Kite Status on the right. Below the navigation bar, there is a search bar with the placeholder text "Type to begin searching". On the left side, there is a filter panel with the following sections: **ROLE** (with checkboxes for Families, Educators & Test Administrators, and Technology Coordinators), **ASSESSMENT**, **CATEGORY**, **SUBJECT** (with checkboxes for Career Pathways, English Language Arts (checked with a green checkmark), English Learner, Mathematics, and Science), **KITE**, and **ARCHIVE**. A blue "Reset" button is located at the bottom of the filter panel. A large red arrow points from the "Resources" tab in the navigation bar to the filter panel. On the right side, there is a list of results titled "1 - 19 of 19 results". The list includes links to "Available ELA Instructional Mini Tests by Grade (pdf)", "ELA Concordance Table - Grade 3 (pdf)", "ELA Concordance Table - Grade 4 (pdf)", "ELA Concordance Table - Grade 5 (pdf)", "ELA Concordance Table - Grade 6 (pdf)", "ELA Concordance Table - Grade 7 (pdf)", "ELA Concordance Table - Grade 8 (pdf)", "ELA Concordance Table - Grade 10 (pdf)", "Grade 3 ELA Performance Level Descriptors (pdf)", "Grade 4 ELA Performance Level Descriptors (pdf)", "Grade 5 ELA Performance Level Descriptors (pdf)", "Grade 6 ELA Performance Level Descriptors (pdf)", "Grade 7 ELA Performance Level Descriptors (pdf)", and "Grade 8 ELA Performance Level Descriptors (pdf)". A large red arrow points from the filter panel to the list of results. At the bottom of the filter panel, there is a blue circular icon with a white figure inside.

The Three Types of Writing

Text, Types, and Purposes (W.1, W.2, W.3)

Writing Standard .1 - Opinion / Argument

Writing Standard .2 - Informative / Explanatory

Writing Standard .3 - Narrative

Important things to notice:

- Reading and writing connection begins in kindergarten: *"Introduce a topic or name the book they are writing about..."*
- Process begins in grade 1: *"Introduce the topic, supply a reason, provide sense of closure..."*
- Write often. Write using all text, types, and purposes. Writing shouldn't be a "one and done" process. And not all writing needs to be brought to publish step.

The Writing Balance Shift



Narrative

Informational

Argument

“For students in elementary grades, writing should be distributed equally across three types, with more informational and argument incorporated in science, history and other content areas to balance out the common emphasis on narrative writing in ELA classes. **Between middle and high school, however, it is expected that this balance will shift to 40% informational and 40% argument, and 20% narrative (Sedita, 2026).**

This means by middle and high school almost 80% of writing should be based on informational and argumentative texts.

Argument Writing

Everything's An Argument

- Focus on argument writing from the beginning of the year.
- Start teaching opinion writing in kindergarten.
- Use text you are teaching from: Social Studies, Math, Science, ELA, Music, Art, PE, etc.
- Have students always prove with a *because but so statement* (Hochman, Wexler)

Deep Dive into a Writing Standard

Let's look at W.1 - W.1.a-b (Opinion and Argument)

1. Choose a grade level you are most comfortable in knowing or understanding.
2. Read that grade level standard.
 - a. Circle the verb identifying the D.O.K
 - b. Underline the specific topic
 - c. Note and circle if a conjunction is used (and, or)
3. Read the grade level above, and the grade level below.
 - a. Note changes between grade level verbs, language, and expectations.
 - b. Read 11-12th grade standard (if not the original grade level chosen.
 - c. Note the complexity of the substandards: *a, b, c, d, e*
4. Place an asterisk or star by standards you feel have a shift or change in D.O.K

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.K.1	Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.3.1.a	Know the difference between fact and opinion
W.4.1.a	Know the difference between fact and opinion.
W.5.1.a	Know the difference between fact and opinion.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.
W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
W.9-10.1.a	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

Dive into the Details: Grade Progression

Let's Pair and Share

- When a standard is repeated verbatim, what change still occurs based on grade level? text complexity
- In what grade level(s) do you notice a large shift or “jump”? Gr. 1, Gr. 3, Gr. 6, Gr 7, Gr. 9-10, Gr.11-12
- In what grade is the opposing claim introduced? W.7.1.a
- In what grade does the counterclaim need to be organized by relationship? W.9-10.1.a
- In what grade must students start using sources as evidence to support their claim? W.6.1.b
- In what grade must students be aware of bias or writer and audience? W.9.10.1.b
- How do we teach these at the appropriate D.O.K. level?
- Why are these conversations imperative in vertical teams?

Vertical Alignment Discussions

Importance teacher-led discussions

- Academic Vocabulary Matters
 - Do we use claim and thesis interchangeably?
 - How do we shift from the use of opinion to argument?
 - How to we discuss “reasons” vs. “explanations” vs. “commentary”
 - How do we shift from “opposing claims” to “counterclaims”
- How are teachers saying these words? More importantly, has the academic vocabulary been effectively taught to students so they know and understand the differences?
- Know and understand the writing standards to a strong DOK level.
- Identify key strategies that are used collectively to help students know.

Writing Standards: 10 and 11

Best Practices for the “grammar standards”

1. Know and understand the vertical progression.
2. Use appropriate language with students starting in elementary school.
 - a. Yes, we should say, use, and apply the word subordinate conjunction and dependent clause
3. Do not teach in isolation. *Please*, do not use “hunt and find” worksheets or computer programs or Teachers Pay Teachers.
4. Always teach the function.
 - a. Focus on the function of how and why it is used in sentences.
 - b. Shift from “what is it?” to “what does it do?”
5. Syntax matters.
6. Use strong mentor text.
7. Teach during the revision step of writing.

Writing Standards: 10 and 11

The “grammar” Standards

What grade should we teach how verbs change meaning in writing? W.1.10.e

What grade should we teach active and passive voice? W.8.10.e

What grade should be using subordinate conjunctions to write complex sentences? W.3.10.e

Why are these conversations necessary?

What is missed if vertical team conversations only focus on titles of stories or books being taught vs standards?

- W.K.10.e Produce and expand complete sentences in shared language activities.
- W.1.10.e Use verbs to convey a sense of past, present and future when writing. **Function**
- W.2.10.e Use adjectives and adverbs and choose between them, depending on what is to be modified.
- W.3.10.e Ensure subject-verb and pronoun-antecedent agreement when writing.
- W.4.10.e Order adjectives within sentences according to conventional patterns.
- W.5.10.e Recognize and correct inappropriate shifts in verb tense.
- W.6.10.e Recognize and correct vague pronouns.
- W.8.10.e Recognize and correct inappropriate shifts in verb voice and mood. **Function**
- W.1.10.f Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
- W.2.10.f Produce, expand and rearrange complete simple and compound sentences.
- W.3.10.f Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- W.4.10.f Form and use prepositional phrases.
- W.5.10.f Use correlative conjunctions. (e.g., either/or)
- W.6.10.f Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in conventional language.
- W.1.10.g Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
- W.3.10.g Use coordinating and subordinating conjunctions. **Function of the conjunctions**
- W.4.10.g Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- W.3.10.h Produce simple, compound and complex sentences.
- W.4.10.h Correctly use frequently confused words (e.g., to, too, two)
- W.4.10.i Choose punctuation for effect.

Putting it all together

Students' reading comprehension improves when they write about what they read—including writing summaries, analyses, personal responses, notes, and answering questions in writing. Writing about text produces greater gains in comprehension than reading alone or rereading (Graham & Hebert, 2011).

What to do next:

1. Allow time for vertical teaming conversations.
2. START SMALL. Not every standard - Not all at once.
3. Based on data - choose a standard your district needs to strengthen
4. Deep dive into the standard.
5. Discuss the progression of the standard between grade levels.
6. Review the Performance Level Descriptors for the standard to know and understand the D.O.K level for transference.
7. Discuss the academic vocabulary we use to teach the standards.
8. Outline strategies to teach the writing standard throughout the school year!

Documents Available Now

Essential Criteria	KANSAS STATE DEPARTMENT OF EDUCATION	Standards Progression	Notices between grade levels	What will students do? (verbs/skills)	With what knowledge or concepts? (nouns)	Identify instructional strategies to move students through learning (ie: explain, analyze, synthesis)	Academic vocabulary that must be taught
Readiness Endurance Assessed Leverage		appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure. Production and Distribution of Writing W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.					
		W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					

Bloom's Taxonomy and Webb's Depth of Knowledge

Verb	Bloom's Definition	Webb's DOK Level	Webb's Definition
Define	State the meaning of a word, concept, or term accurately.	DOK 1	Recall or reproduce a definition or basic fact without interpretation.
Recall	Retrieve relevant knowledge from memory.	DOK 1	Simple retrieval of a fact, definition, or procedure. No reasoning required.
Recognize	Identify information when presented with examples, visuals, or options.	DOK 1	Basic recognition or matching of information; minimal cognitive demand.
Identify	Locate or name specific information, features, or examples.	DOK 1	Recall or recognition task requiring little to no processing.
Describe	Provide characteristics, features, or details to convey understanding of an idea, event, or process.	DOK 1-2*	At DOK 1, list facts; at DOK 2, explain or organize details to show understanding.
Explain	Make an idea or concept clear by describing relationships, causes, or reasoning.	DOK 2-3*	Requires understanding and reasoning—connecting ideas, showing cause/effect, or justifying reasoning.

- ELA Standards Guidance Document: *shareable spreadsheet with all ELA standards from k-12*
- ELA Performance Level Descriptors for D.O.K
- Webb's Depth of Knowledge with coordinating verbs between Bloom's Taxonomy and Webb's D.O.K.

Kansas Performance Level Descriptors

5th Grade English Language Arts

Documents Coming Soon

Writing Tenet Four: Planning and Revising

Ratiocination is a revising process for students to break down something they wrote or someone else wrote and look at the passage or text logically. It allows them to look at a passage or text one step at a time and assess each component separately.

This process can vary in a multitude of ways in any curriculum or age. Teachers can use it to break down a primary document, a textbook passage, directions from a manual, or to revise a peer's work.

Prior to passing out to students, the teacher would need to develop the directions or steps depending on how they wanted students to logically look at each passage and what deduction they want students to reach through the logical steps.

Elementary example:

Ratiocination Directions:

1. BOX the first word or phrase in each sentence.
2. Reread the draft. For each boxed word, decide whether to keep it or replace it with a sophisticated transition word.
3. UNDERLINE simple (Tier 1) words.
4. Reread the draft. For each underlined word, decide whether to keep it or change it to a more sophisticated (Tier 2) word.

Leveling Up Your Writing

Revision Moves Grades 6-8

Purpose of Checklist

According to Hochman and Wexler, writing may be the hardest task we ask students to do because it imposes a heavy burden on working memory, the part of our consciousness that takes in and tries to make sense of new information. Scientists refer to this kind of burden as cognitive load. This is why it is essential for students to have explicit writing instruction and to have a clear plan in order to reduce the cognitive overload. Using graphic organizers, outlines, mentor text, and detailed step-by-step instruction allows students to find success in the writing process. However, the revision process is where the best learning takes place and should be given the "lions share" of time. Providing students with a revision checklist helps students with their working memory and clearly sets out the minimum necessary steps and makes them explicit (Gawande 2009).

How to Use in Your Classroom Steps.

Valuable Resource Documents

Bulleted links to resource documents

- How to write a solid thesis statement or claim.
- Subordinate Conjunctions
- Organization Outline Examples: Quote Sandwich guidelines
- Checklist how to highlight or color code paragraph components
- Transition sheet or lists
- Introduction and Conclusion funnel document
- "How to" for formal style: appropriate pronouns to use and to avoid
- Sentence chart explaining different types of sentence structure and examples
- Sentence expansion examples

KSDE ELA Instructional Writing Rubric

Argument Grade 3-5

Writing Category and KSDE Standard	Performance Level Descriptors			
	Limited	Basic / Developing	Proficient	Advanced
Opinion Statement (W.1.a)	Opinion statement is missing. No clear position on a topic is understood.	Opinion is stated but position may not be easily supported with reasons or evidence.	Opinion is clearly stated and identifies a clear position on a topic.	Opinion is clearly stated; the position is reasonable and easily supported with evidence and reasons.
Evidence and Reasoning (W.1.b, W.1.c)	Provides little or no evidence to support the opinion statement. Reasoning is missing or makes little connection	Identifies evidence but reasoning may be unclear, confusing, or doesn't match the topic.	Determines relevant and supporting evidence; reasoning is supported by facts and details.	Evaluates evidence to find best supporting information; reasoning is logical and supported by facts and details.
Organization (W.1.a, W.1.c, W.1.e, W.4)	Organization is difficult to follow. Transitions are missing. Introductory and concluding statements may be missing or weak.	Organization is present but inconsistent. Transitions are present but may not accurately connect ideas. Introductory and concluding statements are used.	Organization is logical. Transitions clearly connect reasons and evidence. Introduction shows the topic and opinion; conclusion supports the argument.	Organization is logical and reasons build on one another. Transitions clarify the relationship between reasons. The introduction is clear and the conclusion supports the argument.

KSDE ELA Instructional Writing Rubric

Argument Grade 9-10

Writing Category and KSDE Standard	Performance Level Descriptors			
	Level 1: Limited	Level 2: Basic / Developing	Level 3: Proficient	Level 4: Advanced
Claim & Focus (W.9-10.1.a)	Claim is missing, or if present, it may be unclear, too broad, or off-topic. No clear argumentative position is established.	Claim is general, predictable, or inconsistently maintained. Position may shift or lack clarity.	Claim is clear, focused, and establishes a consistent position on the topic throughout most of the essay.	Claim is precise, insightful, and strategically framed. The position is sustained consistently and guides the argument effectively.
Evidence, Sources, and Citation (W.9-10.1.b, W.9-10.8)	Provides little, or irrelevant evidence. Evidence may be poorly integrated or simply listed. Sources are missing, unclear, unreliable, or not used. Citations are absent or mostly incorrect.	Uses limited, repetitive, or partially relevant evidence. Evidence may be awkwardly inserted or weakly connected to the argument. Sources are generally credible but may lack variety. Some citations may be missing or inaccurate.	Analyzes relevant and sufficient evidence to support the claim and reasons. Evidence is integrated into the writing and supports the argument effectively. Sources are appropriate and generally credible. Citations are mostly accurate with minor errors.	Synthesizes relevant, credible, and well-selected evidence that deepens the argument. Evidence is smoothly integrated and clearly connected to the writer's reasoning from varied sources. Citations are accurate and consistent.
Reasoning & Explanation (W.9-10.1.b)	Reasoning is limited or unclear. Explanations of evidence are weak, missing, or illogical. Counterargument may be absent, unclear, or unrelated to the argument.	Explanations may be uneven, repetitive, or weak in places. Counterargument is addressed but may not be fully developed.	Analyzes how and why evidence supports the claim using clear reasoning. Counterargument is addressed and integrated in various parts of the argument.	Provides strong commentary that analyzes how and why evidence supports the claim. Counterargument is fairly represented, and effectively integrated.

- ELA Instructional Writing Rubrics: Argument Writing for 3-12
- Student-Driven Revising Checklists
- ELA Writing Strategies Examples

To Sum Up

"If you want better reading scores, the science of reading says do not neglect writing... When you feel especially pressured to improve reading achievement, that is the time to embrace more tightly the combination of reading and writing" (Shanahan).

"Students' reading comprehension improves when they write about what they read—including writing summaries, analyses, personal responses, notes, and answering questions in writing. Writing about text produces greater gains in comprehension than reading alone or rereading" (Graham, 2011).

"Writing provides insight about literacy tools: Writing enables students to understand how an author's choices about type of writing, vocabulary use, and text structure help make text understandable" (Sedita).

Objective

In this session, we will explore a practical process for vertically aligning the ELA Writing Standards in which we **identify the progression of skills** across grade levels in order to **align instruction and writing tasks** to **ensure students meet the intended rigor of the standards.**

Join Us!

KSDE Extended Learning Opportunity

- The ELA and Early Literacy Team will be offering an online learning opportunity once a week starting September 14th.
- We will be reading and reviewing Joan Sedita's *Essentials of Adolescent Literacy*.

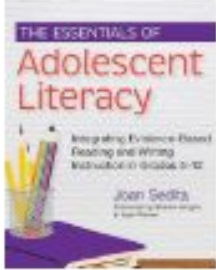
Use the QR Code below to access the flyer:



KANSAS STATE DEPARTMENT OF EDUCATION

SAVE THE DATE

Essentials of Adolescent Literacy



KSDE Extended Learning Opportunity:

Once again, The KSDE ELA team will be partnering with the Early Literacy team to offer a text based learning opportunity with Joan Sedita's new book, *Adolescent Literacy Integrating Evidence-Based Reading and Writing Instruction in Grades 5-12*.

This will be a free professional development for you and any one in your school. All you will need is a copy of Joan Sedita's book by September!

Registration Details:

When: Starting **next fall** through Zoom.

- We will begin **Monday, September 14th - Monday, November 2nd**
- From 5:00 - 6:00 PM

Who: Any educators in grades 4-12, including classroom teachers, special education/intervention educators, literacy coaches, and administrators.

What To Expect: This book helps secondary educators understand the unique aspects of adolescent literacy. We will cover the practical suggestions for integrating reading and writing instruction into content area classrooms and providing data driven intervention for older struggling students.

How: [Click on the registration link](#). Registration will be open until August 28, 2026.

- Earn PDC points to submit to your district!
- You will receive 1 hour of professional development credit for each Monday night meeting you can attend. A certificate will be sent out the following day for you to collect and submit to your district.
- Once registration is closed in August, you will receive a confirmation email, a zoom link, and an outline for each date.



Mary Lonker
ELA Program Manager
Teaching and Learning - Standards
Mary.Lonker@ksde.gov

Effie Conway
KSDE Teacher Leader Consultant
Writing Curriculum Specialist - USD 259
Effie.Conway@ksde.gov

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

