Keys to Content Writing

Online Course
Facilitated Meetings

Handout Packet
Virtual or Face-to-Face Format

**This packet of handouts was developed to supplement
the professional development materials for *Keys to Content Writing.***

Keys to Content Writing **Facilitated Meetings**

This Handout Packet provides you with the list of the Response Notebooks that will be the focus of the small group conversations and the two column note provides space to record notes and ideas during the facilitated session.

If you click on the outline icon [icon], you will be able to navigate through the document with ease. For example, you will be able to click on "Session 1" and it will take you right to Session 1.

Please have the following available for facilitated meetings:
- **Response Notebook** from online course work
- **Training Manual:** *Keys to Content Writing* book
- **General Supplies:** paper, pen/pencil, highlighter, sticky notes

Session	Response Notebooks to be discussed
Session 1 Online Modules 1 & 2	**Response Notebook:** • 1.3 • 1.4 • 1.13 • 2.9 • 2.10
Session 2 Online Modules 3 & 4 (through 4.9)	**Response Notebook:** • 3.5 • 3.11 • 4.2 • 4.6
Session 3 Online Modules 4 (through 4.12) & 5	**Response Notebook:** • 4.11 • 4.12 • 5.2 • 5.5 • 5.8

Session 4 Online Modules 6 & 7	Response Notebook: • 6.4 • 6.6, 6.8, 6.9 & 6.11 • 7.5, Part 2 • 7.11
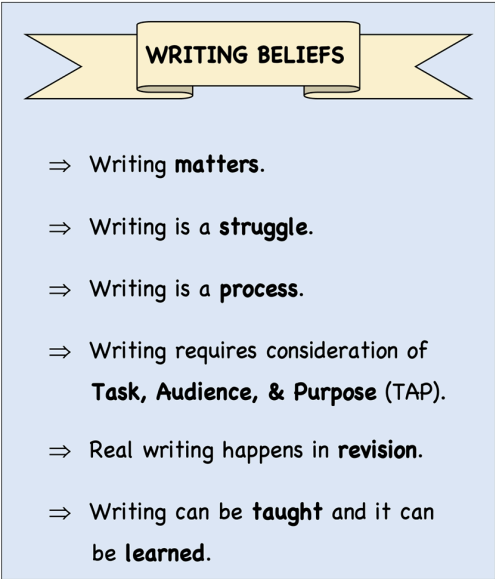
SESSION 1

Module 1: Introduction to the Course & Writing Basics

Module Highlights:

- Introduction to Keys to Content Writing instructional practices
- Why writing instruction is needed & how content writing promotes and deepens content learning
- Variables of motivation and how to improve engagement through the use of *Writing Beliefs*
- The Writing Rope instructional framework
- The role of transcription skills and executive function
- Teaching principles, including explicit instruction, I/We/You, using mentor models, and collaboration

Breakout Room: Response Notebook 1.3	
Share your Quick Write ideas. -What types of writing tasks do you regularly assign students? -Describe a recent writing task you have assigned students. Which of the three types of writing tasks best describes the task (i.e., *Quick Write, Content Learning Task, Formal Writing Task*)?	
Breakout Room: Response Notebook 1.4	

Share your ideas. Using the *Writing Beliefs* examples, respond to the following questions: 1. Which writing belief resonates the most with you? Why? 2. Can you see writing beliefs being useful with your students? Explain. 3. What writing beliefs would you add?	**WRITING BELIEFS** ⇒ Writing **matters**. ⇒ Writing is a **struggle**. ⇒ Writing is a **process**. ⇒ Writing requires consideration of **Task, Audience, & Purpose** (TAP). ⇒ Real writing happens in **revision**. ⇒ Writing can be **taught** and it can be **learned**.

Whole Group Share: Response Notebook 1.13

Share 1 thing from this reflection: -Something I learned that squares with my beliefs -A question going around in my head -Three points I will remember	

Module 2: Quick Writes

Module Highlights:

- Defining Quick Writes
- Explicitly explaining to students how writing helps us think
- Types of quick writes & sample templates
- Holding students accountable for quick writes
- Scaffolds for quick writes

Breakout Room: Response Notebook 2.9

*Share details about **1** of your Quick Writes.* Generate 3 Quick Write tasks you can use with your students. -Identify the unit of study or topic you can use with your students. -Describe the Quick Write task and at least one scaffold you can provide. -Explain how the Quick Write will be used, including what students will do after they complete the Quick Write.	

Whole Group Share: Response Notebook 2.10

Share 1 thing from this reflection: -Something I learned that squares with my beliefs -A question going around in my head -Three points I will remember	

SESSION 2

Module 3: Sentences & Paragraphs

Module Highlights:

- Introduction to syntactic awareness and sentence basics
- Using sentence scrambles, sentence combining, and sentence elaboration activities to build sentence skills
- Activities to teach paragraph structure
- Patterns of organization, transitions, and paragraph templates

Breakout Room: Response Notebook 3.5

Share your sentence combining example. Using your content and related reading material, create a sentence-combining activity you can use with students. Record the simple sentences and an example of a combined sentence.	*Share your:* -Grade Level, subject area -Kernel sentences *-How would you scaffold & structure this for students?*

Whole Group Share: Response Notebook 3.11	
Share 1 thing from this reflection: -Something I learned that squares with my beliefs -A question going around in my head -Three points I will remember	

Module 4 (through 4.9): The Writing Process

Module Highlights:

- Stages of the Writing Process: THINK, PLAN, WRITE, REVISE
- Task, Audience, and Purpose
- Explicit instruction of consistent writing process strategies
- Feedback & collaboration
- Writing Assignment Guide (WAG) for communicating clear goals

Breakout Room: Response Notebook 4.2	
Share your responses. Do you explicitly teach students to follow the stages of the writing process? If yes, briefly explain how you describe the stages and encourage students to follow them. If you do not, describe how you might introduce the stages using the *Think, Plan, Write, Revise* framework.	

Breakout Room: Response Notebook 4.6	
Share your responses.	

Describe any pre-writing scaffolds or activities you use with students to help them prepare before writing. Do you think your students would find two-column notes and top-down topic webs helpful? Explain why or why not.	

SESSION 3

Module 4 (4.10 through 4.12): The Writing Process

Module Highlights:

- Stages of the Writing Process: THINK, PLAN, WRITE, REVISE
- Task, Audience, and Purpose
- Explicit instruction of consistent writing process strategies
- Feedback & collaboration
- Writing Assignment Guide (WAG) for communicating clear goals

Breakout Room: Response Notebook 4.11	
Share an overview of your WAG. Based on the informational writing assignment you generated using a WAG, add the following information: -Describe the **task**, **audience**, and **purpose**. -List at least 3 bullets from the **directions and requirements** section of your WAG. -List at least 1 bullet from the **writing supports** section of your WAG. -Write a 150 to 200 word summary of how you think your students might react to this writing task and associated scaffolds (two-column notes, top-down topic web, writing template, feedback checklist).	
Whole Group Share: Response Notebook 4.12	
Share 1 thing from this reflection: -Something I learned that squares with my beliefs -A question going around in my head -Three points I will remember	

Module 5: Three Types of Writing

Module Highlights:

- Overview of the 3 types of Writing
- Text structures, text features, forms of writing
- Use of text versus non-text sources
- Introduction, body, conclusion organizational structure and the use of top-down topic webs to plan
- Use of mentor text to teach structure
- Writing templates
- Rubrics and checklists that include feedback about organization

Breakout Room: Response Notebook 5.2	
Share your responses. Consider the types of writing tasks you assign your students. Estimate the percentages of each type of writing you assign during a typical school year. -Opinion/ Argument -Informational -Narrative	
Breakout Room: Response Notebook 5.5	
Share your responses. Do you think using top-down topic webs should be helpful to analyze sample text with students or to help them plan the structure of a writing piece before they start writing? Explain why or why not.	
Whole Group Share: Response Notebook 5.8	
Share 1 thing from this reflection: -Something I learned that squares with my beliefs -A question going around in my head -Three points I will remember	

SESSION 4

Module 6: Summary Writing

Module Highlights:

- Why teaching summarizing, research supporting
- Challenges of summary writing
- Use of text and non-text sources
- Using a Writing Assignment Guide (WAG) to plan and set clear goals for summary writing
- Scaffolds to support summary writing (e.g., set of steps, two column notes, transition words, template)

Breakout Room: Response Notebook 6.4	
Share your responses. Using the classroom examples as a resource, make a list of 3 summary tasks you can assign to students.	
Breakout Room: Response Notebook 6.6, 6.8, 6.9, 6.11	
Share the summary task you created based on details from the WAG. Reflect on the experience of creating this type of task using a WAG. For Response Notebooks 6.6, 6.8, 6.9 & 6.11, you were asked to create a summary writing task using the WAG as a guide. Use what you created to engage in the small group discussion.	

Module 7: Writing from Sources

Module Highlights:

- Overview of using writing to learn and how writing about texts supports reading comprehension
- Using multiple and varied sources; citing sources
- Suggestions for writing personal responses to narrative text
- Generating writing prompts/ tasks related to content-based sources
- ANSWER Routine for strategic, independent application of the writing process stages

Breakout Room: Response Notebook 7.5, Part 2	
Share your responses. Generate **two writing prompts related to your classroom instruction** that required students to write a response <u>based on more than one source</u>. Add the prompts to your Response Notebook and describe the sources students will use.	
Breakout Room: Response Notebook 7.11	
Discuss if you think using two-column notes will help your students respond to a prompt. How about the other steps in the ANSWER routine? The notes for the next two sections are included in the document. Use these notes to write a paragraph for each section in your response notebook.	