### Keys to Content Writing: Instructional Routine

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<th>Instructional Practice</th>
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| **Writing Assignment Guide (WAG)**             | • Teachers use the Keys to Literacy WAG to incorporate research-based practices as they plan formal writing assignments.  
  • Teachers use the WAG as a common planning tool to:  
    o Develop content writing assignments that set specific goals about: audience and purpose, length & format, due dates, content and text structure requirements, source requirements, connections to subject and literacy state standards.  
    o Plan the scaffolds they will provide to differentiate their instruction.  
    o Plan the writing models they will show students.  
    o Identify and plan the opportunities they will provide for students to work collaboratively, receive feedback, and revise their writing pieces.  
  • Teachers use the WAG as the basis for a student writing assignment guide.  
  • This instructional practice supports Common Core Writing Standards #4, #5, and #10. |
| **Quick Writes**                                | • Teachers use common terminology and short writing tasks to consistently incorporate informal writing to help students learn content.  
  • Teachers use a consistent set of quick write activities.  
  • Teachers routinely ask students to write about what they are reading, including summarizing, generating questions, taking two-column notes.  
  • This instructional practice supports Common Core Writing Standard #10 and Reading Standard #2. |
| **Writing Process**                             | • Teachers use *The Process Writing Routine* (THINK, PLAN, WRITE, REVISE) to encourage students to follow all stages of the writing process.  
  • Teachers display the writing process stages in their classrooms using a common visual (e.g., poster, reproducible handout).  
  • This instructional practice supports Common Core Writing Standard #5. |
| **Basic Text Structures for the Three Types of Writing** | • Teachers use consistent terminology to teach the similarities and differences among the three types of writing: argument, informational, narrative.  
  • Teachers explicitly teach basic text structures (introductions, conclusions, body paragraphs, transitions) and the specific text components for argument and informational writing.  
  • This instructional practice supports Common Core Writing Standards #1, #2, #3 and Reading Standard #5. |
| **Two-Column Notes and Top-Down Topic Webs**    | • Teachers use a consistent set of writing supports, including:  
    o *Two-Column Notes* to gather evidence from sources before writing.  
    o *Top-Down Topic Web* to provide a pre-writing scaffold to students.  
  • This instructional practice supports Common Core Writing Standards #7, #8, #9 and Reading Standards #1, #2. |