Keys to

Content Writing

# Level I Training Manual

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***Keys to Content Writing***

**Level I Training Manual**

Welcome to Level I Trainer professional development for *Keys to Content Writing!*

This manual is organized into the following sections:

**Trainer Guidelines and Logistics**, where you will find general information regarding how you present the workshops, reporting requirements, and product information;

**Level I Training Materials**, where you will find schedules for the various presentation formats, a supply list, and all the training materials you will need, from PowerPoint printouts to workshop handouts; and

**Administrator Training**, where you will find both general information as well as training materials to present a *Keys to Content* workshop designed specifically for administrators.

Please refer to the Table of Contents at the start of each section for more specific information.

Best of luck as you provide *Keys to Content Writing* training to your fellow educators! If you have any questions, please contact us at (978) 948-8511 or [info@keystoliteracy.com](mailto:info@keystoliteracy.com).

Sincerely,

Joan Sedita

Author

Founding Partner, Keys to Literacy

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**To access up-to-date Level I Trainer materials:**

Website: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

USERNAME: (your email address) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PASSWORD: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Trainer Guidelines and Logistics

## Table of Contents

***In this section, you will find:***

* Guidelines for Level I Trainers
* Obtaining and Maintaining Level I Trainer Licensure
* Updates of Training Material
* Keys to Literacy Support for Level I Trainers
* Initial Training Design
* The Online Course
* Technical Requirements
* Using the DASHBOARD to Monitor Online Use
* Ordering Training and Materials from Keys to Literacy
* Sample Level I Training Order Form
* Sample Pre-Training Information Form
* Developing a Professional Development Plan

**GUIDELINES FOR LEVEL I TRAINERS**

Keys to Literacy welcomes you as a Level I Trainer. At Keys to Literacy, we pride ourselves on the development and delivery of high-quality, research-based professional development. We believe that educators who participate in our professional development should expect trainers who have significant experience with literacy issues, experience in schools, and a passion for improving student literacy skills by improving teacher instructional methods.

A *Keys to Content Writing* **Licensed Level I Trainer** is approved to deliver initial professional development for the routine using a hybrid face-to-face and online course model. A Licensed Level I Trainer is also approved to conduct Administrator Training, follow up professional development to teachers (i.e., guided practice, small group share sessions, classroom observations), and support to individuals who have been trained as building-based coaches for the *Keys to Content Writing*.

Licensed Level I Trainers deliver this professional development under the auspices of their sponsoring organization, such as a school district, educational organization, or state department of education. Compensation for the trainer is provided by the sponsoring organization and not through participant fees for the training. Level I Trainers are not approved to deliver professional development for the routine as a “trainer for hire” or as an independent trainer. The sponsoring organization is required to provide Keys to Literacy a set fee of $100 for each teacher that is trained by a Licensed Level I Trainer. That fee covers the cost of a training book and the online course.

**Obtaining and Maintaining Level I Trainer Licensure**

Licensure Pre-Requisites

The first step towards becoming a Licensed Level I Trainer is to identify a sponsoring organization such as a school district or state department of education. You will deliver Keys to Literacy professional development as part of this organization.

In addition, prior to attending a Level I Trainer session, participants must have successfully completed initial teacher training and coach training for the *Keys to Content Writing.* You will also be required to complete the online course. You may complete these requirements by attending separate initial, coach, and Train-the-Trainer sessions, OR by taking the week-long Train-the-Trainer session that combines initial, coach, and Level I training.

Licensing

Once you have successfully completed Level I training, you will be granted a one-year license to be a Level I Trainer and can begin delivering professional development for the routine. The sponsoring education organization will also become licensed to sponsor professional development delivered by Level I Trainers.

Your license will be automatically renewed on an annual basis unless you or Keys to Literacy decides to terminate the license agreement under the terms stated in the licensing agreement.

**Updates of Training Material**

During Level I training, Keys to Literacy will provide you with copies of the training materials you will need to conduct initial, follow up, and administrator training. Keys to Literacy sometimes updates the training materials to reflect new research findings about effective comprehension instruction and as we receive feedback from training participants.

Level I Trainers must stay current with these training materials. When Keys to Literacy notifies you about updates in the materials, update your training material as soon as possible to incorporate the updates.

**Keys to Literacy Support for Level I Trainers**

In order to support your development as a Level 1 Trainer, Keys to Literacy will provide you a training mentor during your first year of training. Your mentor will be an experienced Keys to Literacy staff trainer, with the background and knowledge required to help you move rapidly down the learning curve. You should contact your mentor with any questions about how to best deliver training.

**Initial Training Design**

Level I initial training for the *Keys to Content Writing* combines face-to-face workshops and an online training course. Not counting break time, the workshop time totals approximately 9 hours and the online course time totals approximately 14 hours (although the time it takes each individual may vary).

The training content is organized into ten modules:

1. Introduction to Keys to Content Writing
2. The Writing Process
3. Quick Writes
4. The Three Types of Writing
5. Basic Text Structures
6. Writing From Sources
7. Keys to Literacy Writing Scaffolds
8. Models and Mentor Text
9. Feedback and Revision
10. Writing Assignment Guide (WAG)

During the workshop session, the Level I Trainer reviews activities that participants completed during the online course modules, and previews information about the online modules that participants will complete next. At certain points in the online modules there will be directions to save and print reflections and completed activities. Participants should save and bring these to workshop sessions.

The *Keys to Content Writing* training book will be used during workshops and the online course. Participants will also need sample student reading material from their classrooms to complete some of the activities related to writing from sources.

Three Training Schedule Options

Keys to Literacy designed three different schedules for delivering the Level I training. You can choose an option based on the availability of professional development time and the training needs of a particular cohort of participants. The options are:

* **Six, 90-minute face-to-face workshops** with time between each workshop to complete modules of the online course. With this option, participants take the online course at home or with colleagues at the time of their choosing.
* **Three, 3-hour face-to-face workshops** with time between each workshop to complete modules of the online course. With this option, participants take the online course at home or with colleagues at the time of their choosing.
* **Three full days of training** that includes face-to-face workshops and time to complete all the online modules with the trainer and other participants during the three days. For this option, the trainer must make arrangements to have Internet service available at the training site as well as computers for participants who are not able to bring their own laptop computer.

Details about timing and use of PowerPoint’s and activities for each of the above options are included in the Level I Training Materials section of this guide.

**The Online Course**

The online course is *asynchronous* which means participants can log on at any time to work on the course. A log will be created that shows their progress through course sessions, making it easy to end and restart at any point in the course.

The Level I Trainer chooses the start and end dates for the course. Participants will have access to the online course on the first day of training, and for three weeks after the last day of training. After the online course end date, participants will no longer be able to access the online training modules.

IF YOU HAVE QUESTIONS ABOUT THE ONLINE COURSE

If you or your participants have a general question about taking the course or have trouble logging in, please contact Linda Neuenhaus at Keys to Literacy ([Linda@keystoliteracy.com](file:///\\keys-dc\Vol1\Files%20for%20Trainers\LEVEL%20I%20TRAINING\Level%20I%20for%20Writing\CURRENT%202015%20Level%20I%20Writing\Writing%20Level%20I%20Trainer%20Manual\Binder%20Pages\Linda@keystoliteracy.com)).

**Technical Requirements**

**Operating System:**

* Windows Vista SP2 or newer
* Mac OS 10.5 or higher
* Linux/Unix (any recent version)

**Hardware:**

* Video card
* Sound card and headphones or speakers (some assignments have audio components)

**Software:**

* Microsoft Office 97 (or newer) or comparable office suite such as OpenOffice or LibreOffice (free download available at [http://www.openoffice.org](http://www.openoffice.org/) and and [http://www.libreoffice.org](http://www.libreoffice.org/download/))
* The latest Adobe Flash Player (free download available at [http://www.adobe.com](http://get.adobe.com/flashplayer/))
* The latest Adobe Reader/Acrobat Reader (free download available at [http://www.adobe.com](http://get.adobe.com/reader/))

**Web Browser:**

* The last three versions of the major browers: Firefox, Chrome, Safari, or Internet Explorer
* Other web browsers may work, but may not render all features of the courses
* Cookies must be enabled
* JavaScript must be enabled

**Internet:**

* Reliable internet connection. Broadband cable or highspeed DSL is recommended for optimal experience
* E-mail account (to be able to register and to receive e-mail from the system regarding registration, course status, etc.)

**Using the DASHBOARD to Monitor Online Use**

A feature of the online course called the DASHBOARD, enables a Level I Trainer to monitor participant use of the course.

You can access the DASHBOARD by going to <http://apps.mindedgeonline.com/#/dashboard/login> Enter the username “level1” and the password “key3”. Check the box next to “Login in as a mentor?” Then enter your email address.

Once logged in, the Dashboard will display.



There are several ways to display online training information. A single cohort can be selected or a participant based on name or email address. If a cohort is selected, the participants assigned to that cohort will display. In this example, we are selecting all participants that were trained on 8/28/16 who are taking the Keys to Content Writing Online Course.



The Dashboard provides the following information about each participant: % Complete, Average Test Grade, Last Login Date and Total Login Time.



The report can be downloaded to an Excel spreadsheet by selecting Export as a CSV.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Last Name** | **First Name** | **% Complete** | **Avg Test Grade** | **Last Login** | **Total Login Time** |
| Dana | Lorien | 100% | 99 | 10/1/15 | 11 hours, 41 minutes |
| Skinner | Rebecca | 100% | 100 | 8/12/16 | 14 hours, 16 minutes |
| Stander | Ryan | 100% | 97.2 | 12/31/15 | 16 hours, 50 minutes |
| Whitaker | Nicole | 100% | 98.2 | 10/23/15 | 13 hours, 35 minutes |

**Ordering Training and Materials from Keys to Literacy**

In order to be sure that the online course has been turned on for participants, and that you have sufficient books for the start of your initial training, please give Keys to Literacy **AT LEAST 2 WEEKS NOTICE**. You will use two forms for communicating this information to Keys to Literacy:

* Level I Training Order Form: Use this form to let Keys to Literacy know how participants will be trained. The form also includes information about where books should be shipped. Information about payment must be provided, including a Purchase Order from the sponsoring organization. This form can be sent before you complete the Pre-Training Information Form or at the same time.
* Pre-Training Information Form: Use this form to let Keys to Literacy know the name of the trainer, name of the cohort, the training dates, and the names/emails of the participants.

Copies of these forms can be found at the end of this section. Send electronic versions via email to Linda Neuenhaus (Linda@keystoliteracy.com).

**Level I Training Order Form**

***Keys to Content Writing***

**LEVEL I TRAINER INFORMATION**

Name:       Phone Number:

Email:       Sponsoring Organization:

**DATE OF TRAINING:**

**SHIPPING INFORMATION**

**(for books)**

Name:

School/District/Organization:

Address:

City:       State:       Zip:

**BILLING INFORMATION**

Name:

School/District/Organization:

Address:

City:       State:       Zip:

Phone Number:       Email:

**PAYMENT INFORMATION**

**Check** (made payable to Keys to Literacy, LLC)

**Purchase Order No.**

***(Please attach signed PO.)***

**ORDER DETAILS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QUANTITY** | **ITEM #** | **DESCRIPTION** | **UNIT COST** | **ORDER TOTAL** |
|  | L1-W | Registration fee for *Keys to Content Writing* Level I training (includes training book and online course) | $ 100.00  (per person) |  |
| **TOTAL AMOUNT DUE:** | | | |  |

**MAIL** completed order form with check or Purchase Order to:

**Linda Neuenhaus**

**Keys to Literacy**

**319 Newburyport Turnpike, Suite 205**

**Rowley, MA 01969**

**OR**

**FAX** or **EMAIL** completed order form with Purchase Order to **(978) 948-8611**, ATTN: Linda Neuenhaus or [linda@keystoliteracy.com](mailto:linda@keystoliteracy.com)

***Please allow two weeks for deliver***

**Pre-Training Information Form**

***Keys to Content Writing***

***DIRECTIONS: Please complete and submit this form via email to Linda Neuenhaus (linda@keystoliteracy.com) AT LEAST 2 WEEKS BEFORE THE FIRST TRAINING SESSION.***

**LEVEL I TRAINER NAME:**

**PHONE:       EMAIL:**

***(This email address will be used to invite you to view the online DASHBOARD for this cohort.)***

**IF THERE IS A CO-TRAINER, PLEASE PROVIDE THE FOLLOWING INFORMATION.**

**NAME:**       **EMAIL:**

**TRAINING** **TYPE** (pick one)

6 sessions  3 half days  3 full days

**TRAINING START DATE**:      **TRAINING END DATE**:

**COHORT NAME:**

*(Add a descriptor such as Carter Elementary School, Scotland County, Region IV Cohort 4, etc.)*

**PARTICIPANT NAMES AND EMAILS**

*(The emails provided below will be used to invite participants to the online course, so be sure to enter each email accurately! Please also be sure the email addresses provided are the participants’* ***primary*** *email addresses.)*

***Add rows as needed.***

|  |  |
| --- | --- |
| **NAME** | **EMAIL ADDRESS** |
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**Developing a Professional Development Plan**

Successful professional development must be easily adaptable and relate directly to what teachers are doing in their classrooms. Research indicates that extensive follow-up training is necessary in order for teachers to successfully implement what they have learned. Follow-up should include opportunities for teachers to develop classroom lessons and to exchange ideas with their peers in small groups.

The professional development for *Keys to Content Writing* is organized around four essential PD components: initial training, the identification and training of building-based coaches, long-term follow up for teachers, and administrator training. A graphic organizer illustrating these components and descriptions of each type of training are included on the next page.

Level I Trainers should work with their sponsoring organization to develop a professional development plan that addresses each of these four components

* Initial Training: The Level I Trainer will provide initial training using the Level I hybrid-online model. There are three options for delivery: Six Sessions (90 min each); Three Sessions (3 hours each); Three Full Days. We recommended a 35 maximum number of participants per training cohort.
* Follow Up Training: The more follow up the better! Level I Trainers should arrange follow up sessions based on the needs of the teachers. These sessions can be scheduled on professional development days, during department or team meeting time, during faculty meetings, or any convenient time.
* Coach Training: Keys to Literacy recommends the identification and training of at least one person as a building coach for teachers in that building who have been trained in the routine. The Level I Trainer may also serve as a building coach. Keys to Literacy will offer coach training on an as needed basis based on the number of requests for coach training. Level I Trainers should therefore communicate with Keys to Literacy about the anticipated number of people who will need coach training.
* Administrator Training: Level I Trainers should encourage building administrators to attend initial training with their teachers. However, it is not always possible for administrators to find the time to attend full training. The half-day administrator training was designed to provide enough information about the routine so they will understand what the teachers have been trained to do and how their efforts can be supported. Level I Trainers should schedule an administrator training once there are at least 5 administrators who should be trained.

**Training Components**

**CORE TRAINING MODEL**

- small group share

- guided practice

-review workshops

-observations

-classroom modeling

- 2-day Coach training

- Follow up PD & consult

½ day training

**Initial Training** provides basic training, including how to teach the instructional components of the routine. Participants are instructed to bring their own content classroom reading material to practice generating activities during the training and online course so they are prepared to try the routine with students.

**Follow-Up Support for Teachers** provide teachers time and assistance to generate lesson plans and classroom activities using our routine. There are several types of follow-up that the Level I trainer can provide: guided practice sessions where teachers create lessons using the KTL routine; small-group share sessions where teachers share lessons and student work using the KTL routine; review workshops; classroom observations of teachers using the KTL routine; classroom modeling when the Level I trainer models a lesson using the KTL routine with students.

**Coach Training** is a two-day, advanced training to develop on-site support for implementation of the routine by training building-based coach facilitators. Coach training provides an in-depth review of the routine, along with time to practice generating lessons/activities in all subject areas. Because building-based coaches will be assisting others, the training also addresses peer coaching techniques. A coach can be any staff member with good communication and facilitation skills, a desire to coach peers, and a strong desire to support the routine in the school. *Coach training is conducted by Keys to Literacy senior trainers, not Level I Trainers.*

**Administrator Training** is ahalf-day session that presents an overview of the routine as well as recommendations for how building and district administrators can support implementation in their schools.

## Level I Training Materials

## Table of Contents

***In this section, you will find:***

* Supply List, Planning for Training
* Module Time Schedules
* Estimated Training Time
* Training Schedules
  + 6 sessions (90 minutes each)
  + 3 half days (approx. 3 hours each)
  + 3 full days
* Attendance List
* Training Evaluation Form
* Trainer Copies of Online Course Module Quizzes (with answers)
* Training Materials by Module (see tabs):
  + PowerPoint slides and speaker notes for Preview and Review workshops (first section)
  + Workshop handouts and online course activity downloads and printouts (second section)

**Keys to Content Writing**

**Level I Training Supply List**

**Books**

* One training book

**PowerPoints**

* *Preview* and *Review* PowerPoints for Modules 1-10

**Training Handouts**

**Module 1**

1A Admit Slips for Activity

1B About Hybrid Online Training (3 Days Training)

1C About Hybrid Online Training (multi-sessions)

1D Professional Development Plan (6 sessions) copy.doc

1E Professional Development Plan (3 sessions) copy.doc

1F Professional Development Plan (3 days) copy.doc

1G Online Activities and Downloads

**Module 2**

No Handouts

**Module 3**

3A Cell Phone Quick Write

**Module 4**

4A How to Make Wall Cards

**Module 5**

No Handouts

**Module 6**

6A Practice Activity WAG

6B Source A

6C Source B

**Module 7**

7A Sample WAGs

7B 3 – 2 – 1 Quick Write.docx

**Module 8**

8A Model Text Activity

**Module 9**

No Handouts

**Module 10**

10A Sample WAG Argument Grade 6

10B Sample WAG Argument Grade 9

10C Four Square Quick Write

10D Action Plan

10E Exit Ticket

**Forms**

* Attendance List (use at **each** training session)
* Training Evaluation (use at end of last training session)

**Training and Activity Materials**

* Trainer’s copy of *Keys to Content Writing* book
* List of participant names and emails for online invite
* Poster of Writing Process (THINK, PLAN, WRITE, REVISE)
* Poster of the five instruction components
* 3 Differentiation Pictures of Students
* Set of wall size Writing Component Cards
* Trainer Copy of Source A (marked)
* Trainer Copy of Source B (marked)
* Trainer copies of module quizzes with answers

**A.V. Equipment**

* Laptop Computer
* LCD Projector

**General Supplies**

* Name tags or cards
* Blank paper
* Markers
* Blackboard or flip chart
* Post-It Notes

Hello, teachers!

On [date], I will be providing professional development for *Keys to Content Writing.* During this training, you will have an opportunity to complete activities using your own curriculum materials.

To make the most of the training, please bring content reading material from your classroom that might be used for a writing assignment that is based on writing from sources.

Thank you in advance for bringing these materials, and I look forward to working with you!

Sincerely,

[trainer name]

**Planning for Training**

You can use the checklist below when you conduct initial training. On the next page, there is a sample note you should send participants before they attend the first training session reminding them to bring sample classroom material for activities.

Prior to delivery of an initial training, a Level I Trainer should do the following:

\_\_\_\_ Develop a PD plan that includes initial and follow up PD for teachers, coach training, and administrator training

\_\_\_\_ Arrange a training location (seating arranged at tables with sufficient room to assign mixed small groups for activities)

\_\_\_\_ Arrange A.V. equipment (LCD projector, computer, document camera)

\_\_\_\_ Collect participant names and email addresses for the online course

\_\_\_\_ At least 2 weeks prior to the first training session, complete and send to Keys to Literacy:

* Level I Training Order Form (with purchase order # or payment)
* Pre-Training Information Sheet (with training dates and participant names/emails for online course)

\_\_\_\_ Send participants a note reminding them to bring sample classroom reading material

\_\_\_\_ Check to be sure training books have been received

\_\_\_\_ Make copies of training handouts, attendance sheets, and training evaluations

\_\_\_\_ Check to be sure the online course has been turned on and that participants have received invites

\_\_\_\_ Get password for Dashboard (from Linda Neuenhaus)

During initial training, a Level I Trainer should do the following:

\_\_\_\_ Take attendance at each session

\_\_\_\_ Ask participants to complete the training evaluation at the end of the last session

\_\_\_\_ Monitor the online course DASHBOARD for participant use

***Keys to Content Writing***

**Level 1 Training Modules**

**Total Professional Development Hours: 23**

*9 hours face-to-face workshop format*

*14 hours\* online course*

**Times are approximate.**

**Module 1** Introduction to Keys to Content Writing

* Preview (33 min.)
* Review (18 min.)
* Online Course (75 min.)

**Module 2** The Writing Process

* Preview (5 min.)
* Review (8 min.)
* Online Course (40 min.)

**Module 3** Quick Writes

* Preview (17 min.)
* Review (16 min)
* Online Course (75 min.)

**Module 4** The Three Types of Writing

* Preview (34 min.)
* Review (8 min.)
* Online Course (72 min.)

**Module 5** Basic Text Structures

* Preview (46 min.)
* Review (15 min.)
* Online Course (115 min.)

**Module 6** Writing From Sources

* Preview (67 min.)
* Review (13 min.)
* Online Course (130 min.)

**Module 7** Keys to Literacy Writing Scaffolds

* Preview (59 min.)
* Review (8 min.)
* Online Course (47 min.)

**Module 8** Models and Mentor Text

* Preview (18 min.)
* Review (12 min.)
* Online Course (48 min.)

**Module 9** Feedback and Revision

*\*Online course time is approximate and will vary by individual.*

* Preview (11 min.)
* Review (8 min.)
* Online Course (53 min.)

**Module 10** Writing Assignment Guide (WAG)

* Preview (70 min.)
* Review (70 min.)
* Online Course (196 min.)

**Estimated Training Time By Module**

|  |  |
| --- | --- |
| **Module 1: Introduction to *Keys to Content Writing*** | |
| **Preview: 33 minutes** | | |
| Activity: Admit Ticket | 6 | |
| ABOUT THIS HYBRID ONLINE MODEL | | |
| Hybrid Online Training, Training Schedules | 5 | |
| Module Topics |
| SAMPLE SCREEN SHOTS FROM THE ONLINE COURSE   * Online Course Login * Select Course * Course Introduction * Sample Course Page * Sample Page With Video * Sample Quiz Page | 4 | |
| Online Activities & Downloads, Questions About Course? | 4 | |
| MODULE 1: INTRODUCTION TO KEYS TO CONTENT WRITING | | |
| What is Keys to Content Writing? | 3 | |
| Vertical Articulation |
| Instruction Routine |
| A Different Focus | 2 | |
| Content Writing = Writing to Learn |
| Thinking On Paper |
| Turn and Talk | 5 | |
| Differentiated Instruction | 3 | |
| In the online course you will… | 1 | |
| **Review of Online Activities: 18 minutes** | | |
| Online Review: Activity 1.4a | 6 | |
| Online Review: Activity 1.5 (3 reflection activities); Online Review Activity 1.4 | 12 | |
| **Online Course: 75 minutes** | | |

|  |  |
| --- | --- |
| **Module 2: The Writing Process** | |
| **Preview: 5 minutes** | |
| CC Connection | 5 |
| A Recursive Process |
| In the online course you will… |
| **Review of Online Activities: 8 minutes** | |
| Online Review: Activity 2.3 | 7 |
| Online Review: Activity 2.7 (2 reflection activities) | 1 |
| **Online Course: 40 minutes** | |

|  |  |
| --- | --- |
| **Module 3: Quick Writes** | |
| **Preview: 17 minutes** | |
| Quick Writes | 6 |
| Cell Phone Quick Write |
| Examples |
| Turn and Talk | 4 |
| Sentence Combining Examples | 6 |
| Practice Activity |
| In the online course you will… | 1 |
| **Review of Online Activities: 16 minutes** | |
| Online Review: Activity 3.4a | 7 |
| Online Review: Activity 3.6 | 7 |
| Online Review: Activity 3.7 (2 reflection activities) | 2 |
| **Online Course: 75 minutes** | |

|  |  |
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| **Module 4: The Three Types of Writing** | |
| **Preview: 34 minutes** | |
| Types of Writing | 3 |
| CC Connection |
| Informational Writing | 5 |
| Top-Down Topic Webs, 3 Examples |
| Argument Writing | 4 |
| Persuasion vs. Argument, Example |
| Argument Components | 5 |
| Simply Put |
| Argument Topic Webs, 2 Examples |
| Claim, Reason, Evidence, Examples | 3 |
| Activity | 10 |
| Narrative Writing | 3 |
| Suggested Distribution |
| In this course you will… | 1 |
| **Review of Online Activities: 8 minutes** | |
| Online Review: Activity 4.7 (3 reflection activities) | 8 |
| **Online Course: 72 minutes** | |

|  |  |
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| **Module 5: Basic Text Structures** | |
| **Preview: 46 minutes** | |
| Basic Text Structures | 6 |
| Text Features, Text Structures |
| Introductions | 6 |
| Nonfiction Leads |
| Sample Introduction – Grade 6 Informational | 6 |
| Sample Introduction - Grade 7 Argument | 6 |
| About the Body | 7 |
| Transitions |
| Conclusions |
| Sample Conclusion – Grade 7 Informational | 7 |
| Sample Conclusion – Grade 5 Argument | 7 |
| In the online course you will… | 1 |
| **Review of Online Activities: 15 minutes** | |
| Review of Writing Components Cards | 14 |
| Online Review: Activity 5.7 (2 reflection activities) | 1 |
| **Online Course: 115 minutes** | |

|  |  |
| --- | --- |
| **Module 6: Writing From Sources** | |
| **Preview: 67 minutes** | |
| About Research Reports | 3 |
| Background Knowledge |
| Modeling Writing From Sources | 10 |
| Information Writing: Set of Steps |
| Gathering Information Into Notes |
| Two-Column Notes |
| Practice Assignment | 5 |
| Notes |
| Practice Marking Text | 12 |
| First Section of Notes | 4 |
| Second Section of Notes |
| Third Section of Notes |
| Source B | 12 |
| First Section of Notes (2nd time) | 4 |
| Second Section of Notes (2nd time) |
| Third Section of Notes (2nd time) |
| Using Notes to Write Paragraphs | 10 |
| Practice Assignment |
| First Section of Notes (color) |
| First Body Paragraph |
| Second Section of Notes (color) |
| Second Body Paragraph |
| Activity Debrief | 2 |
| How might you differentiate? | 4 |
| In the online course you will… | 1 |
| **Review of Online Activities: 13 minutes** | |
| Online Review: Activity 6.5g | 6 |
| Online Review: Activity 6.8 (3 reflection activities) | 7 |
| **Online Course: 130 minutes** | |

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| --- | --- |
| **Module 7: Keys to Literacy Writing Scaffolds** | |
| **Preview: 59 minutes** | |
| Scaffolds | 3 |
| Top-Down Topic Webs |
| Argument Practice Example | 4 |
| Grade 8 Example |
| More Scaffolding |
| Grade 4 ELA, Example | 7 |
| Grade 7 Social Studies, Example |
| Grade 6-8 Health, Example |
| High School, Example |
| Activity | 12 |
| Set of Steps, Examples | 8 |
| Activity | 6 |
| Writing Templates, Examples | 10 |
| Which students would benefit from using scaffolds? | 8 |
| 3-2-1 Quick Write |
| In the online course you will… | 1 |
| **Review of Online Activities: 8 minutes** | |
| Online Review: Activity 7.7 (2 reflection activities) | 8 |
| **Online Course: 47 minutes** | |

|  |  |
| --- | --- |
| **Module 8: Models and Mentor Text** | |
| **Preview: 18 minutes** | |
| Discussion Questions | 5 |
| Show Models | 4 |
| An Instructional Routine for Analyzing Mentor Text |
| Activity | 8 |
| In the online course you will… | 1 |
| **Review of Online Activities: 12 minutes** | |
| Online Review: Activity 8.1a | 6 |
| Online Review: Activity 8.2 (2 reflection activities) | 6 |
| **Online Course: 48 minutes** | |

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| **Module 9: Feedback and Revision** | |
| **Preview: 11 minutes** | | |
| Feedback and Revision | 10 | |
| Review Checklists and Rubrics |
| In the online course you will… | 1 | |
| **Review of Online Activities: 8 minutes** | | |
| Online Review: Activity 9.4 (2 reflection activities) | 8 | |
| **Online Course: 53 minutes** | | |

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| **Module 10: Writing Assignment Guide** | |
| **Preview: 70 minutes** | | |
| Most Effective Instructional Practices | 6 | |
| Content Teachers Needed |
| Writing Assignment Guide (WAG) | 15 | |
| Differentiating Instruction | 6 | |
| Activity |
| Preview: Setting Goals | 8 | |
| Preview Authentic Audience |
| Audience, Examples |
| Activity | 8 | |
| Preview: Content & Text Structure Requirements | 10 | |
| CC Connections |
| About Content & Text Structure Requirements |
| Start With Content Requirements |
| Organize Around Text Structures |
| Activity | 8 | |
| Four Square Quick Write | 8 | |
| In the online course you will… | 1 | |
| **Review of Online Activities: 70 minutes** | | |
| Online Review: Activity 10.1 | 23 | |
| Online Review: Activity 10.4b & 10.4c | 10 | |
| Online Review: Activity 10.8 (2 reflection activities) | 1 | |
| COURSE WRAP UP | | |
| Instructional Routine and Group Discussion | 12 | |
| Action Planning Activity | 17 | |
| Activity: Exit Ticket | 5 | |
| Complete Course Evaluation | 2 | |
| **Online Course: 196 minutes** | | |

**TRAINING SCHEDULE: 6 SESSIONS**

**(90 minutes each)**

***(Online Course modules are completed between sessions.)***

**The face-to-face professional development in this training format for *Keys to Content Writing* is delivered over six, 90-minute workshops. Between each workshop, participants complete modules of the online course.** The face-to-face workshop training time totals approximately 9 hours, and the online course time is approximately 14 hours\* (for a total of 23 professional development hours).

**Scheduling Recommendations**

We recommend scheduling the workshops every two weeks. This provides sufficient time between sessions for participants to complete the online modules and practice using activities from the routine with students. However, the workshops can be scheduled closer together as long as participants have sufficient time to take the online modules between each workshop. They can also be scheduled over a longer period of time (e.g., once per month).

**Online Course**

The online course is asynchronous, meaning that participants may log in and complete the module activities at their own pace. Participants are expected to complete online modules and to print and save activities to share in follow-up workshops. They will have access to the online course for three weeks after the last workshop.

**Training Books**

The *Keys to Content Writing* training book, face-to-face workshops, and online course modules are aligned. Page numbers, PowerPoint slides, and online activities are correlated so that participants can make connections and use the book to review information presented in workshops and online.

**Classroom Reading Material**

Training for *Keys to Content Writing* includes opportunities for participants to practice application of the skills and strategies to content information and text sources from their own classrooms. Participants should have sample classroom text sources on hand for the face-to-face and online portions of the training.

*\* Online course module time is approximate and will vary by individual. Participants may also revisit or complete activities in the online course after the face-to-face training is completed.*

**TRAINING DELIVERY PLAN - 6 Sessions/90 minutes each**

|  |  |  |
| --- | --- | --- |
| ***SESSION*** | ***TRAINING TO BE DELIVERED*** | ***ESTIMATED TIME*** |

|  |  |  |
| --- | --- | --- |
| **SESSION 1**  (89min.) | **Module 1** Introduction to Keys to Content Writing  **PREVIEW** | 33 min. |
| **Module 2** The Writing Process  **PREVIEW** | 5 min. |
| **Module 3** Quick Writes  **PREVIEW** | 17 min. |
| **Module 4** The Three Types of Writing  **PREVIEW** | 34 min. |
| **ONLINE**  **HOMEWORK** | **Complete online course modules 1, 2, 3** | 75 + 40 + 75 = 190 min  (approx. 3 hours) |

|  |  |  |
| --- | --- | --- |
| **SESSION 2**  (88 min.) | **Module 1** Introduction to Keys to Content Writing  **REVIEW** | 18 min. |
| **Module 2** The Writing Process  **REVIEW** | 8 min. |
| **Module 3** Quick Writes  **REVIEW** | 16 min |
| **Module 5** Basic Text Structures  **PREVIEW** | 46 min. |
| **ONLINE**  **HOMEWORK** | **Complete online course modules 4, 5** | 72 + 115 = 187 min. (approx. 3 hours) |

|  |  |  |
| --- | --- | --- |
| **SESSION 3**  (90 min.) | **Module 4** The Three Types of Writing  **REVIEW** | 8 min. |
| **Module 5** Basic Text Structures  **REVIEW** | 15 min. |
| **Module 6** Writing From Sources  **PREVIEW** | 67 min. |
| **ONLINE**  **HOMEWORK** | **Complete online course module 6** | 130 min.  (approx. 2 hours) |

|  |  |  |
| --- | --- | --- |
| **SESSION 4**  (90 min.) | **Module 6** Writing From Sources  **REVIEW** | 13 min. |
| **Module 7** Keys to Literacy Writing Scaffolds  **PREVIEW** | 59 min. |
|  | **Module 8** Models and Mentor Text  **PREVIEW** | 18 min. |
| **ONLINE HOMEWORK** | **Complete online course modules 7,8, 9** | 47 + 48 + 53 = 148 min.  (approx. 2.5 hours) |

|  |  |  |
| --- | --- | --- |
| **SESSION 5**  (89 min.) | **Module 7** Keys to Literacy Writing Scaffolds  **REVIEW** | 8 min. |
| **Module 9** Feedback and Revision  **PREVIEW** | 11 min. |
|  | **Module 10** Writing Assignment Guide (WAG)  **PREVIEW** | 70 min. |
| **ONLINE HOMEWORK** | **Complete online course modules 10** | 196 min  (approx. 3.5 hours) |

|  |  |  |
| --- | --- | --- |
| **SESSION 6**  (90 min.) | **Module 8** Models and Mentor Text  **REVIEW** | 12 min |
| **Module 9** Feedback and Revision  **REVIEW** | 8 min. |
| **Module 10** Writing Assignment Guide (WAG)  **REVIEW** | 70 min |

**TRAINING SCHEDULE: 3 SESSIONS**

**(3 hours each)**

***(Online Course modules are completed between sessions.)***

**The face-to-face professional development in this training format for *Keys to Content Writing* is delivered over three, 3-hour workshops (not including break time). Between each workshop, participants complete modules of the online course.** The face-to-face workshop training time totals approximately 9 hours, and the online course time is approximately 14 hours\* (for a total of 23 professional development hours).

**Scheduling Recommendations**

We recommend scheduling the workshops every three weeks. This provides sufficient time between sessions for participants to complete the online modules and practice using activities from the routine with students. However, the workshops can be scheduled closer together as long as participants have sufficient time to take the online modules between each workshop. They can also be scheduled over a longer period of time (e.g., once per month).

***SAMPLE SCHEDULE***

*Start time: 8:30*

*Morning break: 15 minutes*

*End time: 11:45*

**Online Course**

The online course is asynchronous, meaning that participants may log in and complete the module activities at their own pace. Participants are expected to complete online modules and to print and save activities to share in follow-up workshops. They will have access to the online course for three weeks after the last workshop.

**Training Books**

The *Keys to Content Writing* training book, face-to-face workshops, and online course modules are aligned. Page numbers, PowerPoint slides, and online activities are correlated so that participants can make connections and use the book to review information presented in workshops and online.

**Classroom Reading Material**

Training for *Keys to Content Writing* includes opportunities for participants to practice application of the skills and strategies to content information and text sources from their own classrooms. Participants should have sample classroom text sources on hand for the face-to-face and online portions of the training.

*\* Online course module time is approximate and will vary by individual. Participants may also revisit or complete activities in the online course after the face-to-face training is completed.*

**TRAINING DELIVERY PLAN - 3 Sessions/3 Hours each**

|  |  |  |
| --- | --- | --- |
| ***SESSION*** | ***TRAINING TO BE DELIVERED*** | ***ESTIMATED TIME*** |

|  |  |  |
| --- | --- | --- |
| **SESSION 1**  (177 min.) | **Module 1** Introduction to Keys to Content Writing  **PREVIEW** | 33 min. |
| **Module 2** The Writing Process  **PREVIEW** | 5 min. |
| **Module 3** Quick Writes  **PREVIEW** | 17 min. |
| **Module 4** The Three Types of Writing  **PREVIEW** | 34 min. |
| **Module 5** Basic Text Structures  **PREVIEW** | 46 min. |
| **Module 8** Models and Mentor Text  **PREVIEW** | 18 min. |
| **Module 9** Feedback and Revision  **PREVIEW** | 11 min. |
| **Module 6** Writing From Sources (first several slides)  **Begin to PREVIEW** | 13 min. |
| **ONLINE**  **HOMEWORK** | **Take online course modules 1, 2, 3, 4, 5** | 75 + 40 + 75 + 72 + 115 = 377 min.  (approx. 6.25 hours) |

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| --- | --- | --- |
| **SESSION 2**  (183 min.) | **Module 6** Writing From Sources (remaining slides  **Finish PREVIEW** | 54 min. |
| **Module 7** Keys to Literacy Writing Scaffolds  **PREVIEW** | 59 min. |
| **Module 10** Writing Assignment Guide (WAG)  **PREVIEW** | 70 min. |
| **ONLINE HOMEWORK** | **Take online course module 6, 7, 8, 9, 10** | 130 + 47 + 48 + 53 + 196 = 474 min.  (approx. 8 hours) |

|  |  |  |
| --- | --- | --- |
| **SESSION 3**  (176 min.) | **Module 1** Introduction to Keys to Content Writing  **REVIEW** | 18 min. |
| **Module 2** The Writing Process  **REVIEW** | 8 min. |
| **Module 3** Quick Writes  **REVIEW** | 16 min. |
| **Module 4** The Three Types of Writing  **REVIEW** | 8 min. |
| **Module 5** Basic Text Structures  **REVIEW** | 15 min. |
| **Module 8** Models and Mentor Text  **REVIEW** | 12 min. |
| **Module 9** Feedback and Revision  **REVIEW** | 8 min. |
| **Module 6** Writing From Sources  **REVIEW** | 13 min. |
| **Module 7** Keys to Literacy Writing Scaffolds  **REVIEW** | 8 |
| **Module 10** Writing Assignment Guide (WAG)  **REVIEW** | 70 min. |

**3-DAY TRAINING SCHEDULE**

**(6 hours, 45 minutes per day)**

***(Online Course modules are completed during the training.)***

**This training format combines face-to-face professional development for *Keys to Content Writing* with the completion of the online course modules during three days of professional development*.***The face-to-face workshop training time totals approximately 9 hours, and the total time provided during the training day for the online course is approximately 11.5 hours\* (for a total of 20.5 professional development hours). Note that the time to complete the online modules is two hours less than the multiple session delivery models. This time difference is addressed in several ways:

* During this 3-day delivery model, you will skip some of the videos because their content is redundant with information you present during the PREVIEWS of modules. Skipping these videos shortens the time required to complete the online modules.
* Times for completing online modules are just estimates – some teachers may require less or more time to complete them. If teachers finish the online in less time than you provide during training, they can use the extra time to review their activity responses or review the information in related chapters of the training book. If they do not complete a module during training, they can go back to the online course after your 3-day training is completed.

**Scheduling Recommendations**

We recommend scheduling the training days to allow for at least 6 hours and 45 minutes each day (approx. 405 min.) of face-to-face delivery time and time for online modules each day.

***SAMPLE SCHEDULE***

*Start time: 8:00*

*Morning break: 15 minutes*

*Lunch break: 30 minutes*

*Afternoon break: 15 minutes*

*End time: 4:00*

**Online Course**

Because this format combines the face-to-face workshops with time to complete online modules at the training site, **it is essential that computers and access to the internet be available for participants during all three training days.** Access to a printer is also necessary because participants must print activities from the online course to share during the face-to-face portions of the training. The online course is asynchronous, meaning that participants complete the module activities at their own pace. However, one of the advantages of providing time during the three-day training to complete the online course is that participants can work in small groups to complete the modules if they choose. Participants will have access to the online course for three weeks after the training, enabling them to review or complete activities that they may not have finished during the three days of training.

**Training Books**

The *Keys to Content Writing* training book, face-to-face workshops, and online course modules are synchronized. Page numbers, PowerPoint slides, and online activities are correlated so that participants can make connections and use the book to review information presented in workshops and online.

**Classroom Reading Material**

Training for *Keys to Content Writing* includes opportunities for participants to practice application of the skills and strategies to content information and text sources from their own classrooms. Participants should have sample classroom text sources on hand for the face-to-face and online portions of the training.

\* *Online course module time is approximate and will vary by individual.*

**TRAINING DELIVERY PLAN – 3 Day**

|  |  |  |
| --- | --- | --- |
| ***SESSION*** | ***TRAINING TO BE DELIVERED*** | ***ESTIMATED TIME*** |

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| --- | --- | --- |
| **DAY 1**  (405 min.) | **Module 1** Introduction to Keys to Content Writing  **PREVIEW** | 33 min. |
| ***Participants complete online course Module 1***  ***Skip Video 1.1a*** | ***55 min.*** |
| **Module 1** Introduction to Keys to Content Writing  **REVIEW** | 18 min. |
| **Module 2** The Writing Process  **PREVIEW** | 5 min. |
| ***Participants complete online course Module 2*** | ***25 min.*** |
| **Module 2** The Writing Process  **REVIEW** | 8 min. |
| **Module 3** Quick Writes  **PREVIEW** | 17 min. |
| ***Participants complete online course Module 3*** | ***55 min.*** |
| **Module 3** Quick Writes  **REVIEW** | 16 min. |
| **Module 4** The Three Types of Writing  **PREVIEW** | 34 min. |
| ***Participants complete online course Module 4***  ***Skip Video 4.6b*** | ***70 min.*** |
| **Module 4** The Three Types of Writing  **REVIEW** | 8 min. |
| **Module 5** Basic Text Structures  **PREVIEW** | 46 min. |
| ***Participants start online course Module 5***  ***Skip Video 5.4a (first video, deconstructing text)***  ***Skip Video 5.4b*** | 15 min. |

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| **Day 2**  (405 min.) | ***Participants finish online course Module 5*** | ***75 min.*** |
| **Module 5** Basic Text Structures  **REVIEW** | 15 min. |
| **Module 6** Writing From Sources  **PREVIEW** | 67 min |
| ***Participants complete online course Module 6***  ***Skip Video 6.5b***  ***Skip video 6.5f***  ***Skip video 6.7d*** | ***90 min.*** |
| **Module 6** Writing From Sources  **REVIEW** | 13 min. |
| **Module 7** Keys to Literacy Writing Scaffolds  **PREVIEW** | 59 min. |
| ***Participants complete online course Module 7***  ***Skip Video 7.6*** | ***40 min.*** |
| **Module 7** Keys to Literacy Writing Scaffolds  **REVIEW** | 8 min. |
| **Module 8** Models and Mentor Text  **PREVIEW** | 18 min. |
| ***Participants start online course Module 8***  ***Skip Video 8.3*** | 20 min. |

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| **Day 3**  (406 min.) | ***Participants finish online course Module 8*** | ***15 min.*** |
| **Module 8** Models and Mentor Text  **REVIEW** | 12 min. |
| **Module 9** Feedback and Revision  **PREVIEW** | 11 min. |
| ***Participants complete online course Module 9***  ***Skip Video 9.2b***  ***Skip Video 9.2e*** | ***50 min.*** |
| **Module 9** Feedback and Revision  **REVIEW** | 8 min. |
| **Module 10** Writing Assignment Guide  **PREVIEW** | 70 min***.*** |
| ***Participants complete online course Module 10***  ***Skip Video 10.1a*** | ***170 min.*** |
| **Module 10** Writing Assignment Guide  **REVIEW**  (skip group discussion activity at end of PowerPoint) | 70 min. |

**Attendance List**

**Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trainer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
| **Name** | **Grade/ Subject** | **School** | **Email** |
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Keys to Literacy

Professional Development Evaluation

Trainer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Was the level of the training ( ) just right? ( )too low? ( )too high?

*Rate the following using this scale:*

**1 (Poor) 2 (Below Average) 3 (Average) 4 (Good) 5 (Excellent)**

The overall training content was 1 2 3 4 5

The quality of the face-to-face workshop material was: 1 2 3 4 5

The quality of the online course was: 1 2 3 4 5

The overall performance of the instructor was: 1 2 3 4 5

The instructor’s knowledge of the topic was: 1 2 3 4 5

The instructor’s presentation was clear and well organized: 1 2 3 4 5

The instructor’s ability to encourage and respond to

issues and questions raised was: 1 2 3 4 5

***If you need more room, use the back of the page to answer the following:***

1. Did the session confirm or support something you already do in your teaching?

\_\_\_\_ yes \_\_\_\_ no

*Comments:*

2. Did you learn something from this training that you will use in your teaching?

\_\_\_\_ yes \_\_\_\_ no

*Comments:*

3. What further training or practice do you need?

Additional comments:

**Module Quizzes**

*(correct answers are in bold print)*

**Module 1 Introduction to Keys to Content Writing**

1. *Writing to learn* includes learning how to spell and use a keyboard. True or **False**

2. Which item is NOT one of the five components that make up the instructional routine for Keys to Content Writing?

1. Writing Assignment Guide (WAG)
2. **Creative writing**
3. Writing Process
4. Quick Writes
5. Two-Column Notes and Top-Down Topic Webs
6. Basic Text Structures for the Three Types of Writing

3. The *I, We, You* model of instruction is another way of describing this model attributed to Pearson and Gallagher:

1. Teacher to Student
2. Guided Instruction
3. **Gradual Release of Responsibility**
4. Scaffolding and Differentiating

4. Common Core anchor standards related to writing can be found in these categories of literacy standards:

1. Just the 10 writing standards
2. Reading and writing standards
3. Reading, writing, and language standards
4. **Reading, writing, language, and speaking/listening standards**

5. The Common Core Writing Standards apply only to English and English language arts teachers. True or **False**

6. Which item is NOT one of the eleven instructional elements identified in *Writing Next* as most effective for students in grades 4 through 12:

1. **Keeping a journal**
2. Summarizing
3. Collaborative writing
4. Study of models

7. The Writing to Read report summarizes the research about how writing improves comprehension. **True** or False

8. Collaborative Writing is helpful at all stages of the writing process. **True** or False

9. Which of the following practices is NOT identified as a way to motivate and engage students to write:

1. Writing for a real purpose and audience
2. Teaching students writing strategies so they feel competent about writing
3. Providing actionable, user-friendly feedback
4. **Grading everything students write to hold them accountable**

10. *Disciplinary Writing* refers to:

1. A writing task assigned to help students understand why they have broken a school rule
2. Note taking
3. **A writing task specific to a subject area**
4. Writing that is completed at home

**Module 2 The Writing Process**

1. Which Common Core Writing Standard addresses the stages in the writing process?

1. Anchor standard #1
2. **Anchor standard #5**
3. Anchor standard #6
4. Anchor standard #10

2. The four stages in *The Process Writing Routine* are:

1. Think, Practice, Write, Revise
2. Take notes, Plan, Write, Review
3. Take notes, Practice, Write, Review
4. **Think, Plan, Write, Revise**

3. The WRITE stage of the writing process includes these two sub-steps: (1) follow the guide, (2) translate ideas into sentences and paragraphs. **True** or False

4. The REVISE stage of the writing process includes these four sub-steps: (1) review the content, (2) share with a peer, (3) proofread for conventions, (4) rewrite. True or **False**

5. The arrow in the visual that represents *The Process Writing Routine* reminds students that there is a beginning and end to every piece of writing. True or **False**

6. Teachers can assume that good writers are already aware of the stages in the writing process. True or **False**

7. The writing formula suggested in this module for middle and high school grades is:

1. **40% THINK and PLAN, 20% WRITE, 40% REVISE**
2. 20% THINK, 10% PLAN, 40% WRITE, 30% REVISE
3. 40% THINK and PLAN, 40% WRITE, 20% REVISE
4. 40% THINK, 10% PLAN, 30% WRITE, 20% REVISE

8. Student collaboration is only helpful at the THINK and REVISE stages of the writing process. True or **False**

**Module 3 Quick Writes**

1. Common Core Writing Standard #10 expects students at all grades to write routinely in all subjects over shorter time frames. **True** or False

2. Which of the following is NOT true about quick writes?

1. They help students remember, organize and manage information.
2. They help students practice specific writing skills.
3. They can be done collaboratively.
4. **They should always be graded.**

3. Quick writes are best used in English or English language arts classes. True or **False**

4. Which of the following is NOT an example of a quick write task:

1. **Research report**
2. Text message
3. Journal entry
4. Filling in a graphic organizer

5. Which of the following is the correct set of stages in Bloom’s Taxonomy:

1. Copying, Understanding, Writing, Analyzing, Evaluating, Creating
2. Copying, Understanding, Applying, Sorting, Synthesizing, Creating
3. **Remembering, Understanding, Applying, Analyzing, Evaluating, Creating**
4. Remembering, Describing, Applying, Sorting, Evaluating, Creating

6. Which of the following is NOT true about sentence combining?

1. Research consistently finds that sentence combining is an effective writing instruction practice for students in elementary through college levels.
2. Sentence combining helps students develop more grammatically sophisticated sentences.
3. A good source of practice sentences for sentence combining is content-based reading material.
4. **A sentence-combining activity should limit the number of sentences to be combined to two.**

7. Letting students work in pairs to write a quick write or read each other’s quick writes is one way to increase student participation. **True** or False

8. What are the three shapes that make up the reflection quick write used at the end of each module?

1. **Square, Circle, Triangle**
2. Star, Circle, Triangle
3. Heart, Circle, Triangle
4. Square, Circle, Diamond

**Module 4 The Three Types of Writing**

1. The first three writing standards of the Common Core are:

1. Narrative, poetry, short story
2. Persuasive, argument, opinion
3. **Argument, informational, narrative**
4. Argument, research, story

2. Diary, biography, autobiography, memoir, and eyewitness accounts are examples of narrative writing. **True** or False

3. Speeches, instructions, directions, job application, and a resume are examples of informational writing. **True** or False

4. More than one type of writing may be combined to complete a writing assignment. **True** or False

5. What distribution is recommended in the Common Core State Standards for the amount of argument, informational, and narrative writing that students should do in high school?

1. **40% argument, 40% informational, 20% narrative**
2. 33% argument, 33% informational, 33% narrative
3. 30% argument, 50% informational, 20% narrative

6. Argument and informational writing are examples of *forms* of writing. True or **False**

7. Information in expository text is typically organized by topics and subtopics. **True** or False

8. Information in argument text is typically organized by claim, reasons, evidence, counterclaim and rebuttal. **True** or False

9. The Common Core switches from the label *Opinion Writing* to *Argument Writing* at this grade level:

1. 4
2. **6**
3. 8
4. 9

10. The Common Core does not require students to acknowledge counterclaims until this grade level:

1. 6
2. **7**
3. 8
4. 9

11. Informational and argument writing are similar because they both include information. **True** or False

12. Persuasive writing and opinion writing are similar because the goal of both is “to convince”. **True** or False

**Module 5 Basic Text Structures**

1. Which of the following statements are true about the first three Common Core Writing Standards?

1. All 3 standards have sub-standards for introductions and conclusions, but only 2 for transitions.
2. **All 3 standards have sub-standards for introductions, conclusions, and transitions.**
3. All 3 standards have sub-standards for introductions and transitions, but only 2 for conclusions.
4. All 3 standards have sub-standards for introductions, but only 2 for transitions and conclusions.

2. *Linking words* is another way to describe transitions. **True** or False

3. Which of the following is a text feature, not a text structure?

1. Paragraph
2. Introduction
3. **Title**
4. Body

4. Which of the following was NOT a suggestion for how top-down topic webs can be used?

1. **To help students use correct English grammar.**
2. To represent the structure of informational and argument text.
3. To help deconstruct a sample piece of writing.
4. To construct a new piece of writing.

5. Which of the following is NOT an element that can be included in an introduction?

1. Lead
2. Topic
3. Background information
4. **A final impression**

6. The introduction for an opinion/argument piece must state the claim. **True** or False

7. Which of the following was NOT one of the common types of nonfiction leads presented?

1. Start with a quote
2. Pose a question
3. **Present the topic**
4. Present fascinating facts or details

8. Introductions and conclusions can range in length from one sentence to multiple paragraphs. **True** or False

9. *although, but, however, nevertheless, on the contrary, on the other hand, unlike*: These are examples of transitions that can be used:

1. To repeat or stress a point
2. To summarize or show conclusion
3. To indicate spatial placement
4. **To show contrast**

10. For argument writing, bridging language is used to:

1. **Explain how a reason supports a claim and how evidence supports a reason.**
2. Explain how a counterclaim refutes a rebuttal.
3. Explain how a claim supports a counterclaim and rebuttal.
4. Explain how a claim supports reasons.

**Module 6 Writing From Sources**

1. Common Core Writing Standard #7 requires students in grades 3-8 to “conduct short research projects” and grades 9-12 to only “conduct more sustained research projects” . True or **False**

2. Both informational and argument writing require students to have or develop background knowledge. **True** or False

3. Which one of the following is NOT a sourced citation requirement found in the Common Core Writing Standards:

1. **Grades 11 and 12: use APA or MLA citation formats**
2. Grades 7-12: use formal citation formats
3. Grade 6: provide a bibliography
4. Grades 4 and 5: provide a list of sources

4. Which of the following is NOT a way of using in-text citation:

1. Parenthetical citation
2. Numbers in text referring to footnotes or endnotes
3. Reference to source directly in the text
4. **Bibliography**

5. Which of the following is NOT a skill needed to take notes:

1. Writing concisely
2. Using abbreviations
3. **Writing in full sentences**
4. Paraphrasing

6. Which of the following is true about the two-column note format:

1. The left column is as wide as the right column
2. The left column is wider than the right column
3. **Main ideas go in the left column and details go in the right column**
4. Details go in the left column and main ideas go in the right column

7. Which of the following are NOT techniques that can be used to paraphrase:

1. Use semantic paraphrasing.
2. **Use the same number of words.**
3. Use syntactic paraphrasing.
4. Explain difficult concepts and abstract ideas.

8. Being able to paraphrase helps students avoid plagiarism. **True** or False

9. A top-down topic web is best used at the THINK stage to gather information. True or **False**

10. Which of the following is NOT something students need to do as they use notes to write a first draft:

1. Decide if they will use all of the details from the right column.
2. Decide the order that they will present the details from the right column.
3. **Summarize the details before writing the first draft.**
4. Use the main ideas in the left column to generate topic sentences.

**Module 7Keys to Literacy Writing Scaffolds**

1. Which of the following is NOT an example of an instructional scaffold:

1. Providing prompts, tips, questions, or cue cards
2. Breaking a writing task into smaller, more manageable parts
3. Modeling use of a writing skill by using think aloud to verbalize a thinking process
4. **Asking students to practice a skill for homework.**

2. Scaffolding is an essential practice to support differentiated instruction. **True** or False

3. The Common Core State Standards provide specific suggestions for how to teach students with advanced writing skills and students who struggle to write. True or **False**

4. Which of the following is NOT an example of explicit instruction:

1. Providing significant support when introducing a new strategy.
2. **Suggesting that students look at examples of other students’ writing.**
3. Using think aloud to model how to use a strategy.
4. Providing sufficient opportunities for guided practice of a strategy.

5. Which of the following is NOT and example of scaffolding for two-column notes:

1. Provide opportunities for students to work collaboratively with peers to practice taking notes.
2. Provide some details in the right column of notes.
3. Provide explicit instruction for note taking sub-skills such as paraphrasing, writing concisely, and abbreviating.
4. **Asking students to take notes from sources before they write.**

6. A top-down topic web can be used as a scaffold in the following way:

1. **As a planning tool to remind the students about specific content and text structure requirements.**
2. To remind students about number of sources and source citation requirements.
3. To remind students to use transitions words.
4. As a planning tool to give students specific details to include in a writing piece.

7. A *set of steps* reminds students to follow the stages in various writing processes. **True** or False

8. A list of a set of steps should be taken away once students internalize the related writing process. **True** or False

9. Which of the following is NOT typically included in a writing template?

1. Reminders of content requirements.
2. Suggestions for transitions.
3. Space to write introductions and conclusions.
4. Space to take notes.
5. **Space to add in-text citations.**

10. Paragraph templates provide space for students to write introductions and conclusions, and sentence starters for body sentences. **True** or False

**Module 8 Models and Mentor Text**

1. *Study of models* refers to providing students with opportunities to read, analyze and emulate good writing, and is one of the eleven effective instructional practices identified in the *Writing Next* report. **True** of False

2. Emulating a writer’s text is the same as copying text. True or **False**

3. Which of the following is NOT an example of mentor text?

1. Classroom textbook
2. Newspaper
3. Internet article
4. **Sample student outline**

4. Which of the following is NOT an example of a suggested focus area for studying model text:

1. How to organize the body
2. How to write introductions or conclusions
3. **How to use cursive or print when writing**
4. How to incorporate graphics, charts, maps, and other visuals
5. How to use quotes and dialogue

5. *Thinking aloud* is sometimes described as “eavesdropping on someone’s thinking”. **True** or False?

6. When analyzing mentor text with students, it is best to focus on just 1 or 2 elements in the piece. **True** or False?

**Module 9 Feedback and Revision**

1. Which of the following is NOT one of the guidelines based on effective feedback research:

1. **Feedback is best provided by the teacher.**
2. Provide feedback about the final product AND the process.
3. Provide user-friendly feedback that is specific, concrete, and manageable.
4. Make the desired outcomes clearer by using criterion-referenced feedback (i.e., checklists, rubrics).
5. Make the feedback actionable by providing opportunities for students to revise their writing.

2. Which of the following is NOT a major finding from the large-scale review of the research on writing feedback noted in this module?

1. All students make gains in writing development in response to feedback.
2. Students with lower proficiency levels make greater gains in writing development in response to feedback than students with high proficiency.
3. **Feedback focused purely on form is more effective than feedback focused on content plus form.**
4. Larger gains in writing development result from feedback that is expressed through written comments than from locating/correcting grammatical errors.

3. It is better to provide feedback about a whole writing piece than to target specific writing skills. True or **False**

4. The criterion-referenced checklists and rubrics provided by Keys to Literacy are designed to be modified by teachers. **True** or False

5. Which of the following is NOT one of the points made about peer feedback:

1. Students from the same class make good peer editors because they know the parameters of an assignment and face the same tasks and concerns.
2. Studies show that both the student writer and the peer reviewer benefit from peer feedback sessions.
3. Peer revising is most effective when it is combined with instruction based on evaluation criteria or revising strategies.
4. **Peer feedback is most effective when it is presented orally.**

6. Many students assume that revision is simply editing for surface errors such as spelling and grammar. **True** or False

7. Which of the following is NOT one of the sub-steps in the REVISE stage of The Process Writing Routine:

1. Review the content
2. Proofread for conventions
3. Rewrite
4. **Brainstorm the main topic and subtopics**

**Module 10 Writing Assignment Guide (WAG)**

1. Which of the following instructional practices is NOT identified in research as most effective for teaching and using writing:

1. **Teach students the five-paragraph essay format.**
2. Set specific product goals
3. Provide scaffolds for students who struggle to write
4. Provide opportunities for collaboration

2. Which of the following is NOT a section of the WAG:

1. Models
2. Set Goals for the Writing Assignment
3. Opportunities for Revision
4. **Grading rubric**

3. Feedback can be provided by student peers or the teacher. **True** or False

4. Which of the following is NOT an item found in the Set Goals section of the WAG:

1. Audience and purpose
2. Length
3. **Feedback Checklist**
4. Type of form of writing
5. Content and text structure requirements

5. A content classroom writing assignment can be informational, argument, narrative, or a combination of writing types. **True** or False

6. All of the following are examples of forms for classroom writing assignments: *brochure, letter, speech, research report, blog entry*. **True** or False

7. An authentic audience is an individual or group to whom the writing is addresses, not just the teacher. True or **False**

8. The purpose is often connected to the audience. **True** or False

9. For length requirement, it is best for teachers to give a suggested range in terms of number of words, sentences, paragraphs or pages. **True** or False

10. Which of the following is NOT a good example of a content requirement?

1. Include an introduction that states the claim and previews reasons supporting the claim.
2. Use at least 4 transition words or phrases.
3. Make sure to include these content vocabulary terms in the writing piece: drought, famine, economy.
4. Include a conclusion that reviews the subtopics and gives a sense of closure to the piece.
5. **Type the piece using one inch margins and size 12 font.**

11. The content and source requirements items on a WAG should be the same for all students regardless of writing ability. True or **False**

12. The letters S.W.A.G. stand for:

1. Self Writing Assignment Guide
2. **Student Writing Assignment Guide**
3. Seven Stages Writing Assignment Guide
4. Simplified Writing Assignment Guide