**Keys to Content Writing Reflection**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have been trained in (check all that apply):

\_\_\_\_ Quick writes

\_\_\_\_ Stages in writing process (Think, Plan, Write, Revise)

\_\_\_\_ Basic text structures for argument, informational, and narrative writing

\_\_\_\_ Writing from sources

\_\_\_\_ Writing assignment guide (WAG)

\_\_\_\_ Writing scaffolds (word lists, writing templates, topic webs, two-column notes, annotated text)

I have used the following with students (check all that apply):

Quick writes: I have students complete a variety of quick writes on a regular basis:

\_\_\_\_ to support learning content

\_\_\_\_ to practice specific writing skills

Writing process

\_\_\_\_ I have explicitly taught the stages of the writing process

\_\_\_\_ I frequently remind students to follow all stages when writing

Basic text structures

\_\_\_\_ I have taught the difference in text structure between argument, informational, and narrative writing

\_\_\_\_ I have practiced deconstructing sample text with students

\_\_\_\_ I have taught students how to write introductions and conclusions

\_\_\_\_ I expect students to write introductions and conclusions

\_\_\_\_ I have taught students to use transitions

\_\_\_\_ I expect students to use transitions

\_\_\_\_ I have modeled how to use a topic web to plan before writing

\_\_\_\_ My students use a topic web to plan before writing

Writing from sources

\_\_\_\_ I have modeled how to annotate text sources to identify relevant information for a writing prompt

\_\_\_\_ I have modeled how to gather relevant information from sources in to two-column notes

\_\_\_\_ I have modeled note taking sub-skills including paraphrasing and writing concisely

\_\_\_\_ My students gather information from sources into two-column notes

\_\_\_\_ I have modeled how to track and cite sources

\_\_\_\_ My students track and cite sources

Writing assignment guide (WAG)

\_\_\_\_ I use a WAG to plan a writing assignment

\_\_\_\_ I provide students detailed requirements from a WAG

\_\_\_\_ I plan to provide mentor models of text

\_\_\_\_ I plan to provide writing scaffolds to some or all of my students

\_\_\_\_ I plan to provide opportunities for feedback and revision

\_\_\_\_ I plan opportunities for students to collaborate at the Think, Plan, Write, or Revise stages of the writing process