



## Keys to Writing: Additional Training Topics

*Keys to Literacy can help you develop a writing professional development plan that meets your needs.*

### A Deeper Dive with Basic Text Structures for the 3 Types of Writing: Grades 6-12

- Alignment to state writing standards WS#1 Argument, WS#2 Informational, WS#3 Narrative
- Text structure similarities and difference among the 3 types
- Introductions, conclusions, and body organization for each type
- Using transitions
- Using models and mentor texts to deconstruct and construct text

### Collaboration, Feedback, Revision: Grades 3-6 or 6-12

- Suggestions for teacher and peer collaboration
- Purpose of feedback
- Keys to Literacy tools: feedback checklists and rubrics
- Tie feedback and grading tools to writing task requirements
- Suggestions for revision and targeted revision

### Sentence and Paragraph Skill Development for Struggling Writers: Grades 6-12

- The role of syntactic awareness in comprehending and writing sentences
- Sentence writing activities (sentence combining, sentence elaboration)
- Providing word lists
- Paragraph structure
- Patterns of organization, related transitions
- Writing templates (paragraph and multi-paragraph)

### Argument Text Structure: Grades 6-12

- Text structure unique to argument writing
- How to write a claim, reason, evidence, counter-claim, rebuttal
- Transitions and bridging language used in arguments
- Planning an argument writing assignment

### Creating a Practice WAG to Plan Formal Writing Assignments: Grades 3-6 or 6-12

- Detailed review of sections of a WAG: Set Goals, Models, Scaffolds, Feedback Process, Opportunities for Revision, Opportunities for Collaboration
- Review multiple examples of WAGs
- Practice generating a WAG

### Looking at Student Work: Data Driven Writing Instruction: Grades 3-6 or 6-12

- Developing a common protocol for teachers to collaboratively review student writing
- Keys to Literacy checklists and rubrics, and their alignment to standards
- Customizing rubrics and checklists based on assignment requirements
- Calibration of scoring across grade levels, buildings, and district
- How to use a rubric as a guideline of what to look for in student writing samples
- Analyzing student work to determine instructional implications (for individuals and whole class)
- Identifying student exemplars