

Keys to Content Writing: Instructional Routine

<i>Instructional Practice</i>	<i>Description</i>
Writing Assignment Guide (WAG)	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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. ○ Plan the scaffolds they will provide to differentiate their instruction. ○ Plan the writing models they will show students. ○ 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Teachers use <i>The Process Writing Routine</i> (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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Teachers use a consistent set of writing supports, including: <ul style="list-style-type: none"> ○ <i>Two-Column Notes</i> to gather evidence from sources before writing. ○ <i>Top-Down Topic Web</i> to provide a pre-writing scaffold to students. • This instructional practice supports Common Core Writing Standards #7, #8, #9 and Reading Standards #1, #2.