**Writing To Read Facilitator Guide for K-12**

Participant Outcomes:

* Articulate the three recommended writing practices to enhance students’ reading.
* Identify strategies aligned with each recommended practice.
* Identify components of the recommended practices that match PARCC writing tasks and use this information to design classroom tasks. (These work well for the SAT Assessment as well classroom tasks.)
* Compose a classroom task that aligns with the Writing to Read research, Standards and PARCC/SAT expectations.
* Locate resources to help with implementation of “writing to read” practices.

Learning Forward Standards:

* Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
* Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**Changes on the FG from the original are in red.**

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| **Slide** | **Procedure** | **Materials/Notes** | **Time** |
| 1-2  (Hidden) | Decide on Audience and materials needed for presentation. HIDE any slides that may not be applicable to grade levels you may be presenting to or optional activities you do not want to do.  *Check all links to verify they are working.* | The following handouts can be provided at the beginning:   * Writing to Read Research (Full or synopsis) * Determine how to distribute handouts: * Place in folder * Picked up by participants * Combination of both | All times are estimates. |
| 3 | Welcome and Introductions |  | 5 |
| 4-6 | 4- Discuss Agenda  5- Outcomes (Pre Test)  6- Learning Forward Standards | Determine agenda and workshop length based on time constraints (Half-day, full day, after school, etc.)  Hand out Pretest for participants to fill out. | 3 |
| 7 | Make connection to prior Foundation Services Trainings |  | 2 |
| 8 | Cause for Concern | *Literacy Is Critical* is an optional handout—see slide 8 notes | 5 |
| 9-16 | Share Writing to Read Research  **Optional Activity**  Slide 11 – Review synopsis – see notes | Show video clip  Synopsis of Writing to Read Report | 8 |
| 17-19 | **Slide 17** - Share writing recommendations  **Slide 18** – Share recommendations and practices  **Slide 19** - Ask participants to get a writing utensil for the activity that will show the effect sizes of the recommended practices. | Highlighters or writing utensil participants can use to draw colored lines | 5 |
| 20 | **Before the 2nd click**, ask participants to mark on their slide the effect sizes:   * heavy line for most effective, * mildly heavy line for mostly effective and * a thin line to show effective.   Click to reveal the answers when complete. | Handouts referred to:   * Slides 18 & 20 | 5 |

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| **Slide** | **Procedure** | **Materials** | **Time** |
| 21-81 | See notes on each slide.  **Suggested Activities:**  **Slide 56**—Text Structures Handout—review and discuss  **Slide 61—**Sentence construction on slides 62 **OR** 63  **Optional activities**  **Slide 27** – Activity with Explicit Instruct/Scaffold Handout  **Slide 31 -** Turn and Talk- summarizing skills  **Slide 33** – Activity with Summarizing/Note taking Booklet  **Slide 40—**Turn and Talk about note taking.  **Slide 44** – Kinesthetic Note Taking Tools Basket Idea  **Slide 49** – Activity with “Modeling Creating Questions” handout.  **Slide 59** – Activity with website resource in notes.  **Slide 73** – Activity with “Why Teach Spelling” – see notes.  **Slide 77**– Activity with “Instructional Writing Time” Pamphlet  **Slide 80** – Mike Schmoker/ Kelly Gallagher grading writing– see notes. | Handouts referred to:   * Explicit Instruct./Scaffolding Guide (Slide 26) * Summarize/Note Taking Strategies (Slide 32) * Tulare Grade Level Standards (Slide 47) * Guide to Creating Text Dependent Questions (Slide 47) * “Modeling Creating Questions” Handout (Slide 49) * Tools for Learning Handout (Text Structure – Sue Beers) (Slide 56) * Why Teach Spelling—(Slide 72)   •Checklist for Evaluating a Spelling  program pgs. 36-38 **and/or**  •Table of CCSS linked to Spelling pg. 41-49  (K- 12).   * Toolbox for Routine Writing Handout (Slide 76) * Instructional Writing Time Pamphlet (Slide 76) | 90 |
| 82-91 | Connections to PARCC - follow notes.  **Suggested Activities:**  **Slide 86**-As group or pairs, determine skills needed for synthesizing.  **Slide 88** – Introduce video that will show on slide 89 – see notes.  **Optional Activity**  **Slide 91 –** Activity with **Guidance for Literacy Task Design** [www.illinoisliteracyinaction.org](http://www.illinoisliteracyinaction.org) **–** see notes. | **These documents were previously titled “Guidance for Writing Scope and Sequence”.** | 15 |
| 92-95 | This section introduces the culminating activity. Follow slide and notes for procedure. | Handouts to have available:   * Task/Lesson Planning Template (K-2 available as well) * Task Activity Focus Handout * Grade level texts appropriate to audience’s needs: [www.readworks.org](http://www.readworks.org), [www.newsela.com](http://www.newsela.com), etc..   Handouts to re-reference from earlier:   * Tulare Grade Level Standards * Guide to Creating Text Dependent Questions * Slide 18 handout * Summarizing/Note Taking * Toolbox for Routine Writing Handouts | 75 |
| **96** | **Hidden Slide – See notes** | **This slide is to make presenters aware of the changes the PARCC resources are currently undergoing.** |  |
| 97-99 | Share resources and visit website if time permits | Handouts referred to: PRC Access Handout **(Do not use the PRC handout as it is not accurate anymore).** | 10 |
| 100-103 | Share quote and give post text. | * Posttest/CPDUs | 5 |