**Writing Matters Facilitator Guide for K-12**

PARTICPANT OUTCOMES:

* **I can explain the philosophy of the ISBE Writing Matters Website.**
* **I can articulate the Writing Best Practice materials used in the Writing Matters website development and their importance.**
* **I can define and describe the attributes of the 10 writing standards.**
* **I can explain how standards #4- #10 support the three types of writing.**
* **I can locate resources such as strategies, background information, graphic organizers, and progression documents to assist with writing standards implementation as needed.**
* **I can identify mentor texts as a key resource for teachers to model the 3 types of writing in the classroom.**
* **I can recognize the differences between PARCC writing tasks and the three writing types.**

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| **Slide** | **Procedure** | **Materials** | **Time** |
| 1 | Hidden slide - materials list needed for the presentation. |  |  |
| 2 | Welcome and Introductions |  | 5 |
| 3 | Use slide 3 if prefer to use dress analogy |  | 5 |
| 4 | Slide 4 shows connections to last year’s foundational services. |  | 5 |
| 5-6 | Follow slide notes |  | 5 |
| 7 | Follow slide notes | Progression cards | 10 |
| 8 | Visit [www.ilwritingmatters.org](http://www.ilwritingmatters.org) website | Make sure participants have had ample time to view the website | 30 |
| 9-69 | Follow presentation and slide notes visiting website resources as time permits. |  | 45 |
| 70 | Lunch slide may be deleted or moved based on length of workshop |  | 30 |
| 71 | Flip Chart Activity: Play video on slide 71 or provide demonstration. | If using the video clip in presentation – make sure sound is on. | 5 |
| 72-82 | Follow presentation and slide notes. |  | 10-15 |
| 83- 93 | Writing Task Activity: Follow presentation and slide notes | Guidance for Scope and Sequence Development Document – each participant need their grade level. | 30-45 |
| 94-95 | Follow presentation and slide notes |  | 10 |
| **The purpose of the following slides is to provide area coordinators with additional components that can be used in the training. This is up to the discretion of the trainer and the needs in their area.**  **Outcomes for the Pre-Posttest If Including the Additional Components**   * **I can locate and identify the key criteria regarding the use of the Teacher Guides for the PARCC Model Content Frameworks.** * **I can identify the connections between Writing and The PARCC Model Content Frameworks, the ELA Implementation Guide and the EQuIP Rubrics.** | | | |
| Slide | Procedure | Materials | Time |
| 96 | Hidden Slide |  |  |
| 97-98 | These 2 slides list additional components trainers can access. | Mentor Texts, EQuIP Rubrics, ELA Implementation Guide, PARCC Model Content Framework Handouts | TBD |
| 99-100 | Thank you slide and contact information |  |  |