Teaching Channel
With **Learners Edge**

Your Education Ally.

By Teachers, *For Teachers.*

Course Syllabus

Name:

Date:

Teaching Channel
With Learners Edge

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

Current University Partners (See a current list of academic partners on our website)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.
(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term	Summer Term	Fall Term
Registrations Accepted July 16-March 15 Coursework Due* April 15	Registrations Accepted December 16-July 15 Coursework Due* August 15	Registrations Accepted March 16-October 22 Coursework Due* November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details
The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:

Intention
Establish learning goals
& explore motivations

Awareness
Analyze prior knowledge
& experience related to the topic

Investigation
Examine relevant, research-based resources to build personal & professional connections to the topic

Application
Apply new learning through practical design, implementation, & collaboration

Reflection
Consider the impact of new learning to influence and transform future professional practice.

Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	Explicit Writing Instruction with the Science of Reading in Mind
Course Number	OL 5274
Course Credits	3

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Just as the Science of Reading describes the many complex components working together to result in skilled reading, the Science of Writing details the essential elements of a comprehensive writing curriculum. Teachers of all subject areas, in elementary or secondary classrooms, can support writing instruction through evidence-based, practical strategies. You'll explore everything from using phonics and orthography to inform spelling, to explicit routines to build sentence and paragraph composition, as well as the study of literary devices, writer's craft, and text structure. Learn to weave writing into the content areas like science, history/social studies and even math, with strategies to teach note-taking, summarizing, and writing about reading. Full of downloadable and ready-to-use resources, this course will help you build and broaden your writing instruction skills.

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules.

Goals and Objectives:

1. Use prompts about explicit writing instruction, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Design a learning task to support the writer's craft, focusing on higher-level skills of language and literary devices.
3. Create an activity for students to collaborate as they engage in writing various text types and with attention to the structure of each type.
4. Implement a routine to support transcription skills such as letter formation, phonics, spelling, morphology, or handwriting.
5. Challenge the status quo to develop explicit instructional strategies for teaching sentence and paragraph construction.

Required Reading:

Text: The course text, *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects* by Joan Sedita

All other readings and resources are linked within the online environment.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

Dean, D. (2021). *What Works in Writing Instruction: Research and Practice, 2nd Ed*. National Council of Teachers of English.

Graham, S., & Herbert, M. (2010). *Writing to Read: Evidence for How Writing Can Improve Reading*. Carnegie Corporation of New York. Retrieved April 6, 2023, from https://www.carnegie.org/publications/writing-to-read-evidence-for-how-writing-can-improve-reading/

Graham, S., & Perin, D. (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Carnegie Corporation of New York. Retrieved April 6, 2023, from https://www.carnegie.org/publications/writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-and-high-schools/

Harper, R. G. (2021). *Write Now & Write On, Grades 6-12: 37 Strategies for Authentic Daily Writing in Every Content Area*. Corwin.

Hennessy, N. (2020). *The Reading Comprehension Blueprint: Helping Students Make Meaning from Text*. Brookes Publishing.

Moats, L. C. (2020). *Speech to Print: Language Essentials for Teachers*. Paul H. Brookes Publishing Company.

National reading panel - teaching children to read: An ... (n.d.). Retrieved April 1, 2022, from https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf

Wexler, N. (2019). *The Knowledge Gap: The Hidden Cause of America's Broken Education System--and how to Fix it*. Penguin Publishing Group.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

This course format builds from module to module in a way that allows you to work through each of the essential ideas in smaller, more focused segments. You'll find the same great resources and applicable assignments, distributed over 10 modules. This means you will submit individual modules in sequential order for review by your course evaluator. We encourage you to proceed through the course at your own pace, completing segments when you have a few moments to spare. And as a reminder, there is no need to wait for feedback before beginning the next module. You may use the criteria provided in each assignment rubric to ensure your work is meeting target expectations.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Learners Edge, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about explicit writing instruction.
2. Summarize your previous knowledge or experience with teaching writing.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

Module 2

1. Tell us about yourself!

Provide a brief statement (1 sentence) about your role in education. Again, you will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Example: "I teach 4th grade, all subjects."

2. Investigation: Review and Respond

Laying the Foundation with Research

In the Introduction to the course text, literacy expert Dr. Jan Hasbrouck summarizes the sentiment of many students when she says, "Writing is hard." Many teachers feel the same pain as they struggle to teach writing to students with varied motivations and diverse learning needs. It's no wonder it's challenging! Literacy research often focuses on the elements of skilled reading, with little attention paid to the other side of the literacy coin– writing. That's why we have designed this course to provide you with the knowledge and tools to effectively teach writing (in any content area) using the latest research in the field.
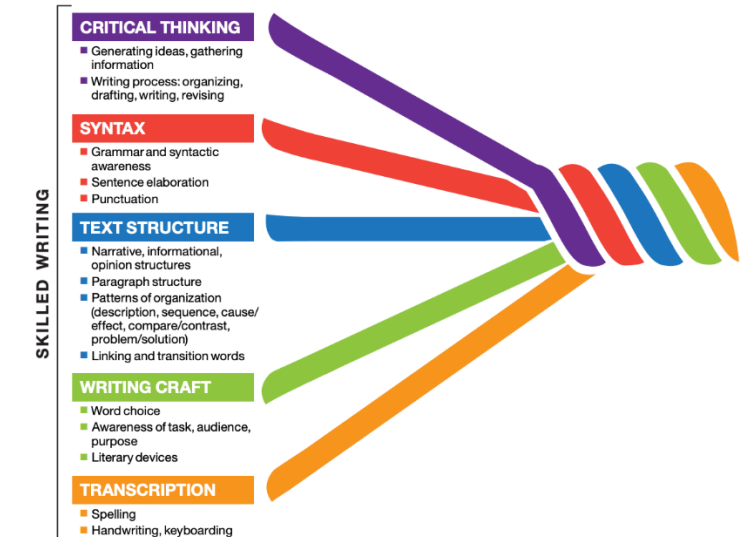
Let's start at the beginning, with the research on writing development. In Chapters 1 and 2, author Joan Sedita presents the 5 components of the Writing Rope framework and a comprehensive review of the research on effective writing instruction. Begin by reading these chapters to learn more about the cognitive processes involved in learning to write well.

Part 1: The Writing Rope

After reviewing the assigned chapters, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure each paragraph meets our length requirement of 5 sentences, or more.

1. Similar to the Writing Rope framework, Scarborough's Reading Rope model depicts the strands of language comprehension and word recognition that weave together to enable skilled reading. Sedita's Writing Rope (pictured below) mimics this analogy, using strands of a rope to represent the 5 elements that facilitate skilled writing. After reviewing the strand details in Chapter 1, reflect on which 2 strands are most visible in your teaching, and identify 1 you believe would have a big impact if implemented or enhanced.

The Writing Rope

From *The Writing Rope™: The strands that are woven into skilled writing* [online article]. (https://284ivp1abr6435y6t219n54e-wpengine.netdna-ssl.com/wp-content/uploads/2021/03/Article-The-Strands-That-Are-Woven-Into-Skilled-Writing.pdf); adapted by permission. © 2019 by Joan Sedita, www.keystoliteracy.com. All rights reserved. In *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects*, by Joan Sedita. (2023); Paul H. Brookes Publishing Co., Inc.)

2. Sedita emphasizes writing instruction must go beyond the English Language Arts/Reading block into all content areas, like Science, Social Studies and Math. Research proves writing is an effective tool that enhances students' learning in all subject areas. Think about the writing students are asked to do in your classroom in relation to the *Three Types of Content Writing*. For each type, describe one or more examples of a task you've assigned in your classroom (or would like to implement in the future).

Part 2: Seven Teaching Principles

3. The *Seven Teaching Principles* outlined in Chapter 2 provide a summary of the research related to writing and serve as a guide for instruction. Review the principles and their detailed descriptions, then identify which principles/descriptions are already part of your writing routine and the extent to which your instruction aligns.

Module 3

1. Tell us yourself!
Provide a brief statement (1 sentence) about your role in education.

2. Application: Implement
Transcription
I'll bet you can think of a student who struggles with the physical act of writing words on paper or holding their thoughts together as they hunt for the right letters on the keyboard. Transcription is an often neglected skill that is foundational to skilled writing. Automatic letter formation, phonics, spelling, handwriting, and eventually typing become necessary to writing with ease.

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Chapter 3 focuses on instructional strategies to implement in the early grades (or through intervention) so all students can build facility with composition. After reading Chapter 3, review the following resources for additional guidance on the critical connection between speech and print:

Foundational Knowledge	Deeper Dive
In this Phonics Primer from Literacy How, learn about how "spelling, also referred to as encoding, is reciprocal to decoding." Review the embedded videos and activity examples to see what it looks and sounds like in the classroom.	• Review the phonics sequence provided in the text on pp. 26-28 • Watch this overview of the Word Chain routine for decoding and encoding from UFLI. • Read, "Teaching Grapheme-Phoneme Correspondences, from fivefromfive.
Wondering if weekly spelling tests support better spelling proficiency? Read the Spelling Primer from Literacy How to understand the research-based approaches to teaching and assessing spelling.	• Read about how spelling rules may hinder learning to read, from fivefromfive. • Incorporate the teaching of high frequency words into your spelling routine with information from, "A New Model for Teaching High-Frequency Words," by Linda Farrell, Michael Hunter, and Tina Osenga.
For older or more advanced students, morphology, or the study of meaningful units of language, can help with the spelling of common prefixes, suffixes, Latin and Greek roots. Bonus! Students can also build vocabulary knowledge at the same time. Read the Morphology Primer from Literacy How for all the details.	• For more on morphology research and specific instructional strategies, read "Morphemes," by fivefromfive. • "How to Make Morphology Instruction Multisensory," by Casey Harrison

Now with this new perspective on transcription, think about how you could modify your daily or weekly writing routine.

Describe, in two paragraphs or more, a routine that you would like to implement, related to the skills underlying transcription. You may choose from the topics of letter formation, phonics, spelling, morphology, or handwriting (links below).

Include the following in your routine description:
- Skill area focus
- Explanation of the routine you'd like to implement, including sequence steps (e.g., first...second... then...)
- Explanation of how the newly designed routine aligns with the research and better supports writing

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Module 4

1. Tell us about yourself!
Provide a brief statement (1 sentence) about your role in education.

2. Application: Innovate
Writing Craft
Once students become fluent and automatic with handwriting and spelling they can focus their attention on higher-level skills often referred to as the art of writing, or writer's craft. The techniques that make up the writer's craft focus on the language and literary devices used to affect the reader. Read Chapter 4 to learn about the TAP acronym, common literary devices, and the role mentor texts play in building confident writers.

For this application, you'll select either TAP or mentor text models as a focus for lesson design. Once you've determined your preference, review the additional resources provided below, to assist in planning your lesson.

Option 1: Task, Audience, Purpose (TAP)
Writing for different purposes often means writing for different audiences. To help students understand the role of audience in writing, it is important to design writing activities that naturally lend themselves to different audiences. Otherwise, students may view writing in school as writing only for their teacher.

Teaching Elementary School Students to Be Effective Writers (Graham, Bollinger, et al., 2012)

You may be familiar with other acronyms for teaching writing, such as RAFT (Role, Audience, Format, Topic) or PIE (Persuade, Inform, Entertain), but the author suggests using TAP as a way to help teachers identify an authentic audience and for students to write with appropriate tone and language.

Review the following for additional inspiration:
- "5 Authentic Audiences to Ramp Up Students' Interest in Writing," by Lorraine Padilla
- "Using Reviews as Authentic Experiences in Persuasive Writing," by Dian Smith

Now reflect on your current writing curriculum or your future curriculum plans, to design or modify a writing task focusing on audience. Describe the writing task, including the following details:
- General writing topic and grade level
- Student goals or objectives
- Task, Audience, Purpose (Use the TAP Questions in Figure 4.1 to assist)
- A rationale for choosing the Task, Audience, Purpose you did
- An explanation, in one paragraph or more, detailing how this writing task will help students produce a clear and coherent writing product

Option 2: Mentor Text Models

One of the *Seven Principles for Effective Writing* highlights the importance of mentor texts as models for writing. Just as we provide athletes, cooks, or musicians an opportunity to learn from peers and professionals, model texts can show what good writing looks, sounds, and even feels like. Students can emulate (or remix) the language, structure, and style. P.S. It's not copying!

We can look to the research for guidance on how to use mentor texts in the writing classroom:

Teachers should either read exemplary texts out loud or direct students to read and reread selected exemplary texts, paying close attention to the author's word choice, overall structure, or other style elements. Teachers should explain and students should discuss how each text demonstrates characteristics of effective writing in that particular genre. Students will then be prepared to emulate characteristics of exemplary texts at the word, sentence and/or text level, or they can use the text as a springboard for writing.

Teaching Elementary School Students to Be Effective Writers (Graham, Bollinger, et al., 2012)

Review the articles below to learn about two innovative approaches— fan fiction and micro mentor texts to inspire writing in your classroom:
- "How Fan Fiction Can Do Wonders for Student Writing," by Hoa P. Nguyen
- "Teaching the Writer's Craft With Micro Mentor Texts," by Penny Kittle

Now, reflect on your current writing curriculum or your future curriculum plans, and identify a skill, strategy, or technique you can support with a mentor text. The following resources from the text may guide your selection:
- Figure 2.8: Examples of Focus Areas for Using Mentor Text
- Figure 4.2: Point of View
- Figure 4.3: Specific and General Words
- Figure 4.4: Sensory Words
- Figure 4.5: Literary Devices

Next, select two or more samples of mentor text that depict the skill, strategy, or technique you've chosen. Remember, "texts" may be books, articles, class textbooks, literature, newspaper or magazine articles, websites, video scripts, poems, sentences, short stories, or a section from a novel. You may even consider using authentic student examples or Artificial Intelligence (AI) crafted writing! Check out the Extra Edge below for more on using AI tools to generate writing samples.

Now, develop a lesson plan where students analyze the 2 or more text samples you've chosen. The lesson should include an opportunity for students to practice application of the skill, strategy, or technique with peers. Ensure the following is visible in your lesson plan:
- Writing skill, strategy, or technique
- Grade level
- Student goals or objectives
- Title and author of each mentor text (2 or more)
- A bulleted list of lesson steps (What will the teacher do/say? What will students do/say?)

- An explanation, in one paragraph or more, detailing how the use of mentor texts will better support student understanding and application of the skill/strategy/technique

Module 5

1. Tell us about yourself!
Provide a brief statement (1 sentence) about your role in education.

2. Application: Critical Thinking– The Stages of the Writing Process
These memes underscore the feelings of writing teachers everywhere– leading students through the writing process can be challenging! The stages often take many days with multiple sub-stages, contributing to a feeling of overwhelm and sometimes avoidance. How many students have you had that tried to skip right to the final draft? While the process can be laborious for some students, research tells us that the steps are impactful and have a dramatic effect on writing quality.

Read Chapter 5 to understand The Process Writing Routine developed by Sedita and see what explicit instruction looks like at each stage.
Resources on the Writing Process:
- In the article, "Writing: In Practice," from Reading Rockets ("The Writing Process" section), you'll find a variation of Sedita's writing process with suggestions for facilitating each stage.
- Read "The Role of Working Memory in the Writing Process," by Anne M. Fein to learn how you can structure your process to account for complex demands on the brain when writing.
- Watch this short webinar which outlines easy digital tools to Engage Students in the Online Writing Process from the WRITE Center.

Resources to support The Process Writing Routine:
    Think (aka, Pre-writing)
- "11 Pre writing Strategies (and how to use them)," from Just Add Students
- "Prewriting- Teach with Tech," from PowerUp WHAT WORKS
    Plan (aka, Drafting)
- "Drafting - Teach with Tech," from PowerUp WHAT WORKS
- Informational Writing for Second Grade Students (Video)
    Write
- "Using Scaffolds to Support Students in the Writing Process," from Teaching Channel
    Revise (aka, Editing and Revising)
- "Reviewing - Teach with Tech," from PowerUp WHAT WORKS
- "Revising Hard! Changing Our Classroom Writing Culture," By Michael Friermood

Now that you've built background knowledge, we invite you to consider a writing process sequence that aligns with your writing curriculum, student needs, and the research presented in the chapter.
1. Identify a writing process you'd like to implement with your students. You may use the Think-Plan-Write-Revise sequence introduced by Sedita or develop a version of your own.
2. Design a visual representation of the process you will use. This could take the form of a digital graphic, anchor chart, slide deck or other form. Designs must be original work. Be sure your original graphic includes:
   - Each of the stages in your writing process
   - A brief description and/or guiding questions for each step

    All coursework is to be completed in the Teaching Channel online environment.

      o   Design elements to make the visual appealing (color, icons/images, etc.)

Please insert/paste this visual into the document you'll submit for this module or as a separate file uploaded to the Assignment Submission page.
3. In addition to your visual representation of the writing process, please identify one new strategy you'll implement for each of the stages of your identified process, similar to the example below.

EXAMPLE: If you've designed a process that includes the following stages: Think About It, Make a Plan, Write it Down, Revise to Improve, and Publish and Celebrate, you would describe a strategy that you'd like to add or modify that would support each stage.

For the "Revise and Improve" stage, you might say, "I would like to explicitly teach specific types of revision so my 3rd grade students are better prepared to move through this overwhelming step. I would use a sample piece of student text [created by AI] to demonstrate how to remove something, add details, change an ending, smooth out bumps, choose a different word, etc. We would use the gradual release model to first try the revision strategies together, then in pairs, then independently through the revision of their own work. I'll provide a checklist to act as a guide through this stage of the writing process and leave it open-ended so students can suggest additions as they work to revise."

Please submit Steps 2 and 3 above.

Module 6
1. Tell us about yourself!
Provide a brief statement (1 sentence) about your role in education.

2. Application: Challenging the Status Quo
Sentence and Paragraph Skills
Sentence and paragraph skills are the building blocks of writing. Just like builders, skilled writers start with a strong foundation, crafting ideas into complete sentences, then grouping those ideas into paragraphs. Learn more about each below.

Syntax and Sentence Skills
Syntax, also known as the rules of grammar, refers to the way words, phrases, and clauses are arranged to make up a sentence. When students are exposed to oral language (like read alouds) and increasingly complex written texts, they build syntactic awareness and are able to apply it to their writing. Teachers can help students build "sentence sense" with quick routines focused on manipulating sentences.

Read Chapter 6 to understand the evidence-based sentence writing routines recommended by Sedita. Then, to see some sentence-attuned teachers in action, review any of the 13 syntax videos from Literacy How.

Paragraph skills

Along with sentence writing skills, teaching paragraph structure and organization can help to strengthen the ability to compose quality text. As Sedita outlines explicit instructional moves, she also cautions against formulaic paragraph writing. For example, she stresses that main ideas may appear anywhere in a paragraph (or not at all!) and that some paragraphs don't need to end with a concluding sentence... 😵 Read Chapter 7 for all the details, then review the additional links shared below.

These resources offer strategies to consider as you think about shifts in your sentence and paragraph instructional routines.

- Watch– 3 Different Ways to Combine Sentences, from Breaking English (12 min)
- Read– "Sentence Expanding Example for Elementary," from Iowa Reading Research Center (Middle School Example)
- Save– Syntax Posters from Pennington Publishing
- Watch (optional)– Syntax Matters: : The Link Between Sentence Writing & Sentence Comprehending with William Van Cleve (70 min)
    o Slides to accompany webinar: Van Cleve_Syntax_Matters.pdf
- Read– "Cohesive Ties," from fivefromfive

After getting familiar with the foundations of sentence and paragraph composition, challenge the status quo by developing or enhancing a routine you could implement in your classroom that includes:

- Title
- Goals or objectives (related to either sentences, paragraphs or both!)
- Sequence of steps
- Materials needed

Additionally, in one paragraph or more, explain how you plan to embed additional opportunities for sentence and/or paragraph writing in your instruction going forward.

Module 7

1. Tell us about yourself!
Provide a brief statement (1 sentence) about your role in education.

2. Application: Three Types of Writing
The Common Core State Standards (CCSS) identify 3 major genres of writing with recommendations for time spent on each in elementary and secondary school. The standards also specify the sub-genres and specific requirements for each type such as introductions, body development, and conclusions.

In Chapter 8 Sedita talks about each of these requirements and strategies for explicit instruction. Read the chapter, then watch the explanation to solidify your understanding.

Session 4: Text Structure: Paragraph Skills and Three Types of Writing

Now, design a lesson plan that focuses on writing an introduction, conclusion, or body (select one). You may look back to Module 4 (Option 2: Mentor Texts) and use the same mentor text as an anchor here (if Option 2 was completed). You are encouraged to weave opportunities for collaboration between peers as you complete your design. Include the following in your lesson plan:

- Type of Writing– informational, narrative, or opinion/argument
- Writing component– introduction, conclusion, or body development
- Grade level
- Student goals or objectives
- Mentor text and author, (if applicable)
- A bulleted list of lesson steps (What will the teacher do/say? What will students do/say?)
- An explanation of how the use of templates/checklists/organizers will better support student understanding and application of the skill/strategy/technique.

Module 8

1. Tell us about yourself!
Provide a brief statement (1 sentence) about your role in education.

2. Investigation: Resource Review
To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

All coursework is to be completed in the Teaching Channel online environment.
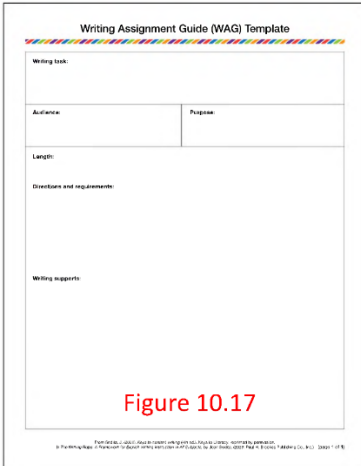
Module 9

1. Tell us about yourself!
Provide a brief statement (1 sentence) about your role in education.

2. Application: Summarizing and Responding to Sources
Writing about reading is an integral part of the ELA and content-area classroom. Whether students are summarizing information from an article, comparing primary resources, or writing from non-text sources like videos and podcasts, they are thinking about ideas in the text, which help improve reading comprehension and critical thinking. Read Chapters 9 and 10 for specific strategies to teach content-specific writing. Focus your attention on Sedita's *Writing Assignment Guide*, or WAG, as you'll be asked to create your own assignment below.

Teacher Planning: WAG
(Writing Assignment Guide)

- Planning tool for the teacher; simple, but transformative

- Sets clear expectations for students

- Clarity for interventionists, parents/caretakers

- Streamlines communication between teachers, across depts.

Writing Assignment Guide (WAG) Template

Writing task:

Audience: | Purpose:

Length:

Directions and requirements:

Writing supports:

Figure 10.17

Image credit: Keys to Literacy

After reading the chapters, focus your attention on the example writing assignments beginning on p.150. As you look through them, consider how you might use the WAG template to design a content-aligned writing task, then follow the steps below:

Step 1: Select a content area to focus your writing task. (e.g. Science, English Language Arts, Math, History, etc)
Step 2: Use the questions provided in Figure 10.18 to guide your completion of the WAG template with your writing task in mind. You may recreate the template as a table in your module document or simply use the section headers to ensure each section is represented.
Step 3: Submit your completed *Writing Assignment Guide* (WAG) with your responses to the following prompts in one paragraph or more for each letter:
   a. Describe how you'll utilize one of the response skills/strategies shared throughout the chapters (e.g. summarization scaffolds, annotation, paraphrasing, two-column notes, etc) to support student responses.
   b. Explain how you might incorporate opportunities for students to respond to sources in your classroom routine, and highlight 2 benefits of this practice.

All coursework is to be completed in the Teaching Channel online environment.

Module 10

1. Tell us about yourself!
Provide a brief statement (1 sentence) about your role in education.

2. Reflection
In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.