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| **Topic-Specific Professional Development Description** |
| **Name of Entity:** Keys to Literacy |
| **Name of Product:** Keys to Early Writing |
| **Publication Year:** 2016 |
| **Contact Name**: Lisa Klein |
| **Phone Number:** 978-948-8511 x203 |
| **Email Address:** lisa@keystoliteracy.com  |
| **Website:** [**https://keystoliteracy.com/offering/keys-to-early-writing/**](https://keystoliteracy.com/offering/keys-to-early-writing/) |
| **Delivery Model:** Face-to-Face (in person or virtual-live, synchronous), Online (self-paced, asynchronous) |
| **Audience:** Coaches, Teachers, Paraprofessionals, Tutors  |
| **Description of Professional Development:***Keys to Early Writing* is available as a face-to-face option (either onsite at the district, or virtual-live) AND as an asynchronous online PD course. Either version takes approximately 15 hours to complete. Keys to Literacy will develop a customized PD delivery plan to fit each school or district’s needs. As a supplement to the course, we can also provide implementation coaching support to help teachers integrate the instructional practices learned in the training into their daily teaching. *Keys to Early Writing* is a science-of-writing professional development course that provides the backgroundknowledge needed to teach all of the components of beginning writing instruction. The audience for the course isall teachers of grades kindergarten through grade 2, and teachers who provide intervention support to students ingrades 3-4 who have difficulty with beginning writing skills.The course includes evidence-based instructional practices, including suggestions for teaching activities that easilytransfer to classroom lessons. The course is program-neutral. That is, the training is not tied to a particular writingprogram and the instructional practices can be used regardless of the writing curriculum or writing programalready in use at a school. The knowledge gained from the course enables participating educators to determine thestrengths and weaknesses of their current beginning writing practices and programs, and gives them the tools tomodify and expand their instruction to more effectively teach young children how to write.The online and live versions of the course are organized into nine modules that vary in length from 1.5 to 2.5 hourseach. The same 280-page training manual is used for both versions. Guidance is provided in every module for howthe skills and instructional practices should be addressed differently depending on the grade level of the students(i.e., kindergarten, grade 1, or grade 2). Evidence-based instructional practices, including suggestions fordifferentiation and scaffolds to meet the needs of all students are provided.**Keys to Early Writing: Topical Outline****Module 1: Writing Basics**• Instructional framework – multiple components• Connections to models of writing:o The “Writing Rope” - strands that are woven into skilled writingo Berninger’s “Not So Simple View of Writing”• Writing development in the primary grades• State literacy standards• Review of research-based instructional practices• Transcription skillso Teaching spellingo Teaching handwriting**Module 2: Teaching Principles**• Gradual release of responsibility, differentiation, scaffolding• Writing scaffolds• Oral language and literacy• Daily opportunities to write• Lesson writing routine: Launch, Explore, and Land• Celebrating young writers• Types of writing tasks• Response journals: Responding to narrative text• Using mentor text• Writers’ craft• Writing environment• Give students choice**Module 3: Engage a Community of Writers**• A community of writers• Teachers as model writers• Emphasize and teach collaboration• Conferencing: multiple types**Module 4: Stage of the Writing Process**• The writing process• The Process Writing Routine: Think, plan, and write• Revision in the primary grades• Teacher and peer feedback• Teacher checklists and rubrics• Spelling: Editing scaffolds• Peer conferencing and collaborative feedback for revision• Awareness of task, audience, purpose**Module 5: First Steps – Drawing, Labels, Lists**• Drawing as a form of composing• Oral rehearsal for writing• Drawing instruction, illustration study• Labels and lists• Spelling and word-writing development stages, invented spelling• Handwriting**Module 6: Syntax, Sentences**• The role of sentences within text• The academic language of written sentences• Syntactic awareness• Teaching sentences: Two sentence parts• Sentence basics: Four types of sentences• Sentence scaffolds: Sentence starters and frames• Activities to develop syntactic awareness: scrambles, elaboration, sentence combining**Module 7: Paragraph Writing**• Paragraph structure• Teaching paragraph writing, paragraph practice activities• Scaffolds for writing paragraphso Two-column noteso Top-down topic webso Paragraph templates• Types of paragraphs (description, sequence, cause/effect, compare/contrast, problem/solution) • Transition words and phrases**Module 8: Three Types of Writing**• Text structure• Topic webs to represent text structure: introduction, body, and conclusion• Teaching introductions and conclusions• Text features• Informational writing• Opinion writing• Narrative writing**Module 9: Writing from Sources****•** Research about writing about reading• Comprehension and writing combined• Writing from sources: Practice exampleso Gathering ideas, organizingo Notes to sentences• Writing to learn• Using writing prompts• Collaboration for longer research projects |

**Topic Areas**

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| **Fully Met** | Handwriting, Spelling and Written Expression |
| **Partially Met** |  |