



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Writing as a Tool to Promote Advanced Thinking in All Students

Course Description: Today's students are being called on to think, read and write at a higher level than ever before. According to the Next Generation Learning Standards, today's students must develop "advanced literacies," or the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences. The strategies and ideas discussed in this course will prepare teachers to enable students to utilize writing as a tool for thinking and learning. Teachers of all subjects and grades will be able to engage in meaningful discussions of current practices and possible applications of the teaching of writing strategies in the content areas. Beginning with sentence level strategies, teachers will expand their ability to guide students to better understand and express language at the levels needed to be successful in school and life. Teachers will have the opportunity to explore research-based practices and tools to provide appropriate interventions and accommodations to address student challenges relating to spelling, handwriting, and dual language learning, allowing all students access to the power that effective writing holds. Further, participants will discuss how to appropriately integrate critical consciousness into writing instruction and activities. examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture. Educators identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this. Additionally, grouping and instructional practices regarding cultural responsiveness will be discussed as well.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Educators will:</p> <ul style="list-style-type: none"> ● compare and evaluate current writing practices to peer experiences and set goals for writing instruction (NYS VII) ● explore research about the current state of writing instruction on both large and small scales and contrast these to explicit writing instruction methods (Danielson 1a) describe how factors such as disabilities and bilingualism affect the equity of writing instruction. ● become aware of the relationship between explicit writing instruction and student success in reading, speaking and thinking and create a personal justification statement for the teaching of writing in both traditional ELA instruction as well as content area instruction. (Danielson 4e) ● identify basic principles of effective writing instruction and determine appropriate application to meet the needs of their classrooms, contents and students. (NYS II) ● examine how equitable practices address the needs of students who have been historically marginalized and underserved. <p>discuss and research remote learning and blended learning tools and techniques. These include, but are not limited to Flipgrid, Schoology, Google Classroom, Canva, Remind, Nearpod, SpeakPipe, Zoom, and local and global webinars.</p>
<p>Topics</p>	<ol style="list-style-type: none"> 1. Overview of Current State of Writing Instruction 2. Current Writing Needs of Students 3. Potential Benefits, Principles and Components of Explicit Writing Instruction
<p>Application to Instruction & Student Learning</p>	<p>Learner Outcomes:</p> <ul style="list-style-type: none"> ● be able to share experiences and current instructional techniques with the instructor and one another. ● demonstrate an understanding of the need for explicit writing instruction across grades and content areas in helping students become successful 21st Century learners and thinkers. ● Exposure and discussion of contemporary sources, websites and social media platforms include but are not limited to, Zoom, webinars, LICEE, Teaching in Room 6, We Are Teachers, Clever Classroom, LIASCD, APPR Think Tank, and Teacher Ready Mentor Blog. ● Engage in meaningful discussions about possible starting points for the implementation of the strategies discussed. be prepared to both justify writing instruction and build motivation for writing instruction as a direct result of the clearer understanding of the potential benefits of improved writing skills. devise plans to help their students develop an appreciation of the power of effective writing. Exposure and discussion of contemporary blended and remote learning tools such as Sway, Microsoft Forms, Google Classroom, Schoology Conferences, Polls, and Discussion Threads, and Prezi.

Session II

<p>Objectives</p>	<ul style="list-style-type: none"> ● relate TWR sentence level teaching strategies to current teaching practices and discuss efficacies of both. (Danielson 4e) ● identify the steps to engage students in learning and applying sentence level strategies (Danielson 3c)
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	<ul style="list-style-type: none"> ● implement a plan to modify a current unit for the teaching of the various methods that students can use to build higher-level sentences including the four sentence types, appositives, and subordinating conjunctions based on needs of current courses and students (Danielson 3e) ● construct a lesson plan to promote thinking using sentence level strategies in individual content areas and grade levels. (NYS Teaching Standard II) ● discuss and research remote learning and blended learning tools and techniques. These include, but are not limited to Flipgrid, Schoology, Google Classroom, Canva, Remind, Nearpod, SpeakPipe, Zoom, and local and global webinars. ● identify and question underlying personal and institutional beliefs and practices contributing to inequity.
Topics	The Power of the Sentence: Learning and Creating Sentence Level Strategies and Activities
Application to Instruction & Student Learning	<p>Impact on Classroom Instruction: Classroom instruction and the learning environment will be enhanced as a result of the teacher’s better understanding of the importance of sentence level activities as a building block for writing. also be able to use sentence level activities as an effective means of formative assessment and as a tool for student engagement.</p> <p>Learner Outcomes: Learners will have a more thorough understanding of the importance of sentence level instruction and activities to promote students’ writing, reading, speaking and thinking abilities. Students of all ages and grade levels will benefit from the new focus on quality sentence level writing instruction, rather than the current focus on quantity with limited direction. engage in exposure and discussion of contemporary sources, websites and social media platforms include but are not limited to, Zoom, webinars, LICEE, Teaching in Room 6, We Are Teachers, Clever Classroom, LIASCD, APPR Think Tank, and Teacher Ready Mentor Blog</p> <p>Learners will engage in meaningful discussions about possible starting points for the implementation of the strategies discussed. be prepared to both justify writing instruction and build motivation for writing instruction as a direct result of the clearer understanding of the potential benefits of improved writing skills. devise plans to help their students develop an appreciation of the power of effective writing. Exposure and discussion of contemporary blended and remote learning tools such as Sway, Microsoft Forms, Google Classroom, Schoology Conferences, Polls, and Discussion Threads, and Prezi.</p>

Session III

Objectives	<ul style="list-style-type: none"> ● identify and share methods to teach sentence expansion and note taking (NYS Standard III and Danielson 4a) ● evaluate the above activities as possible tools to foster and check students’ comprehension (Danielson 1e) ● Evaluate the need for breaking down the writing process into a series of steps based on developed understandings of the working memory and executive function demands of writing. (NYS Standard I) ● Explain how you would guide students in the creation of an SPO (Single Paragraph Outline) and identify areas of your curriculum that would be enhanced by the use of paragraph level strategies. (Danielson 1a) ● discuss and research remote learning and blended learning tools and techniques. These include, but are not limited to Flipgrid, Schoology, Google Classroom, Canva, Remind, Nearpod, SpeakPipe, Zoom, and local and global webinars. ● take actions to be mindful of the diverse population of their school, and thereby learning environment.
Topics	Sentence Expansion, Note-Taking and Paragraph Planning

<p>Application to Instruction & Student Learning</p>	<p>Impact on Classroom Instruction: Classroom instruction and the learning environment will be enhanced as a result of the teacher’s better understanding of the importance of sentence expansion, note-taking and paragraph planning activities. Teachers will be better equipped to guide their students to plan and then convert to drafts paragraphs with topic sentences, details in categories or logical sequence and a concluding sentence.</p> <p>Learner Outcomes:</p> <ul style="list-style-type: none"> ● be able to share experiences and instructional techniques that promote success of all students with each other and the instructor ● have a more thorough understanding of the importance of sentence expansion, note-taking and planning activities in fostering student success with higher level reading, writing, speaking and thinking ● develop their understandings of the heavy demands that writing places on the aspects of cognition known as executive functions and working memory. This understanding will help teachers to better support and guide their students during writing tasks. ● have exposure and discussion of contemporary sources, websites and social media platforms include but are not limited to, Zoom, webinars, LICEE, Teaching in Room 6, We Are Teachers, Clever Classroom, LIASCD, APPR Think Tank, and Teacher Ready Mentor Blog ● engage in meaningful discussions about possible starting points for the implementation of the strategies discussed. be prepared to both justify writing instruction and build motivation for writing instruction as a direct result of the clearer understanding of the potential benefits of improved writing skills. devise plans to help their students develop an appreciation of the power of effective writing. Exposure and discussion of contemporary blended and remote learning tools such as Sway, Microsoft Forms, Google Classroom, Schoology Conferences, Polls, and Discussion Threads, and Prezi.
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Session IV

<p>Objectives</p>	<ul style="list-style-type: none"> ● Choose an additional topic (revision, compositions, or assessment) to study, share summaries of learning, and identify ways to impact classroom writing instruction. (Danielson 4e) ● Evaluate a kinesthetic method to enhance writing instruction (Danielson 3e) ● Compare components of writing strategies with regard to student need (NYS Teaching Standard II) ● Craft a reflection/plan of action for writing instruction (NYS Teaching Standard VII) ● Discuss and research remote learning and blended learning tools and techniques. These include, but are not limited to Flipgrid, Schoology, Google Classroom, Canva, Remind, Nearpod, SpeakPipe, Zoom, and local and global webinars. ● Reflect upon implicit bias in the classroom and its impact on optimal learning environments.
<p>Topics</p>	<p>Charting your own Course: Enhancing the Basics of Writing Instruction</p>
<p>Application to Instruction & Student Learning</p>	<p>Impact on Classroom Instruction: Classroom instruction and the learning environment will be enhanced as a result of the teacher’s self-directed learning. Teachers may be better equipped to help their students revise, summarize, compose or justify, and teachers may improve their ability to assess their students’ writing. Teachers will be able to apply multi-sensory and differentiated learning based on the needs of their students.</p> <p>Learner Outcomes:</p> <ul style="list-style-type: none"> ● be able to share with each other and the instructor experiences and instructional techniques that support the learning of all students ● have the opportunity to study areas and identify techniques that relate best to the demands of their current classroom settings and apply learning to enhance instruction for all students ● understand how an understanding and awareness of one’s own implicit biases serve to improve the learning environment. ● have exposure and discussion of contemporary sources, websites and social media platforms include but are not limited to, Zoom, webinars, LICEE, Teaching in Room 6, We Are Teachers, Clever Classroom, LIASCD, APPR Think Tank, and Teacher Ready Mentor Blog

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