



## LILIE, LLC Course Information

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*\*More detailed course curriculum can be provided upon request*

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

**Course Description:** Today's students are being called on to think, read and write at a higher level than ever before. This course will prepare teachers to use 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 teaching writing strategies. Beginning with sentence level strategies, teachers will expand their ability to guide students to better formulate and understand the higher-level language needed to be successful in school and life.

**Overall Course Objective and Expectation(s):**  
**Educators will:**

- Examine current issues and practices related to writing instruction
- Identify ways that explicit writing instruction can foster students' reading, speaking and thinking skills.
- Apply learning to create activities tailored to the specific needs of students and subject areas.
- Engage in multiple opportunities for discussion of the potential efficacy of various strategies discussed.

**Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

**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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

**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 reflection 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

### *Week 1*

Topic(s): Overview of Current State of Writing Instruction and the Components and Potential Benefits of Explicit Writing Instruction

#### Objectives:

- Compare and evaluate current writing practices to peer experiences and set goals for writing instruction
- Explore research about the current state of writing instruction on both large and small scales and contrast these to explicit writing instruction methods
- Identify 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.
- Discover the basic principles of effective writing instruction and determine appropriate application to meet the needs of their classrooms, contents and students.

#### Impact on Classroom Instruction:

Educators will be able to utilize new information to engage in meaningful discussions about possible starting points and justifications for implementation of the strategies discussed.

#### Learner Outcomes:

- Share experiences and current instructional techniques with the instructor and one another.
- Develop an understanding of the need for explicit writing instruction across grades and content areas in helping students become successful 21<sup>st</sup> Century learners and thinkers.



Topic(s): The Power of the Sentence

Objectives:

Educators will:

- Relate sentence level teaching strategies to current teaching practices and discuss efficacies of both.
- Identify the steps to engage students in learning and applying sentence level strategies
- 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
- Construct a lesson plan to promote thinking using sentence level strategies in individual content areas and grade levels.

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. Educators will also be able to use sentence level activities as an effective means of formative assessment.

Learner Outcomes:

Educators 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.



### Week III

Topic(s): Sentence Expansion, Note-Taking and Paragraph Planning

Objectives: Educators will:

- Identify and share methods to teach sentence expansion and note taking
- Evaluate the above activities as possible tools to foster and check students' comprehension
- 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.
- 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.

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.

Learner Outcomes:

- Educators will be able to share experiences and instructional techniques that promote success of all students with each other and the instructor
- Educators will 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
- Educators will 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.



## Week IV

Topic(s): Charting your own Course: Enhancing the Basics of Writing Instruction

Objectives: Educators will:

- Choose an additional topic (revision, compositions, or assessment) to study, share summaries of learning, and identify ways to impact classroom writing instruction.
- Evaluate a kinesthetic method to enhance writing instruction
- Compare components of writing strategies with regard to student need
- Craft a reflection/plan of action for writing instruction

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.

Learner Outcomes:

- Educators will be able to share with each other and the instructor experiences and instructional techniques that support the learning of all students
- Educators will 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