

Evidence-Based Writing Instruction

Course Enhancement Module

Facilitator's Guide



2014

Contents

Introduction to the Evidence-Based Writing Instruction Course Enhancement Module	2
Purpose.....	2
Audience	2
Facilitator’s Guide	2
Evidence Based.....	3
Resources	3
Materials	3
Handouts Included (to be provided to participants during the session).....	4
Articles.....	4
In This Guide	4

This Facilitator’s Guide is intended for use with the following resources:

- Presentation slides
- Participant handouts

These resources are available on the Course Enhancement Modules webpage of the CEEDAR Center website(www.ceedar.org).

Introduction to the Evidence-Based Writing Instruction Course Enhancement Module

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center developed this course enhancement module (CEM) on evidence-based writing instruction to assist faculty at institutions of higher education (IHEs) and professional development providers in the training and development of all educators. This CEM provides information and resources about how to prepare teacher and leader candidates or current practitioners to understand the importance of effective writing instruction, understand why some students struggle with writing, and how best to provide effective instruction for all students. This module describes ten evidence-based practices for writing instruction and connects the practices to the Common Core State Standards.

Purpose

This CEM is designed to build the knowledge and capacity of educators in the selected topic. The module can be adapted and is flexible to accommodate faculty and professional development provider needs. The anchor presentation and speaker notes can be used in their entirety to cover multiple course or professional development sessions. Alternatively, specific content, activities, and handouts can be used individually to enhance existing course and/or professional development content.

Audience

The audience is intended to be teacher and leader candidates within preservice programs at the undergraduate or graduate levels and/or district teachers and leaders participating in inservice professional learning opportunities. The facilitator's guide is designed as a blueprint to support faculty and professional development providers charged with providing teachers and leaders with training in a selected topic. The training can be conducted by faculty and by state and local professional development providers.

Facilitator's Guide

The facilitator's guide consists of anchor presentation slides with a script to support facilitators as they present the content and learning activities within the anchor presentation. Facilitator's notes and talking points are included. The speaker notes are intended as a guide for a facilitator who is using the PowerPoint slides and may be modified as needed. Reviewing the entire guide prior to facilitating the training is highly recommended.

Evidence Based

The information and resources included in the anchor presentation, *Write from the start: Evidence-based writing instruction*, were drawn from the Innovation Configuration developed by [Troia \(2014\)](#) for the CEEDAR Center. Additionally, resources represent professional development products developed by U.S. Department of Education–sponsored centers and projects and other well-established and reliable sources. These centers and projects used a rigorous process to directly link their professional development products to available research on writing instruction for students, including students with disabilities or who struggle.

Resources

The following resources are provided for use in delivering the anchor presentation:

- Facilitator’s guide (this document)
- Presentations
- Participant handouts, as needed

All of these materials may be used and adapted to fit the needs of the training context. To cite the content, please use the following statement: “These materials have been adapted in whole or in part with permission from the CEEDAR Center.”

Materials

The following materials are recommended for training and associated activities:

- Chart paper
- Sharpie markers for chart paper
- Regular markers at each table for name cards
- Post-it Notes
- Timer
- Pens at each table
- Internet connection for website links embedded in presentations

Needed materials will vary based on the content and activities selected, which will depend on the audience and the format of the course or professional development session.

Handouts Included (to be provided to participants during the session)

- Handout #1: Guided Notes
- Handout #2: Key Features of CCSS and ELA
- Handout #3: For activity on slides 57-58
- Handout #4: For activity on slides 57-58

Articles

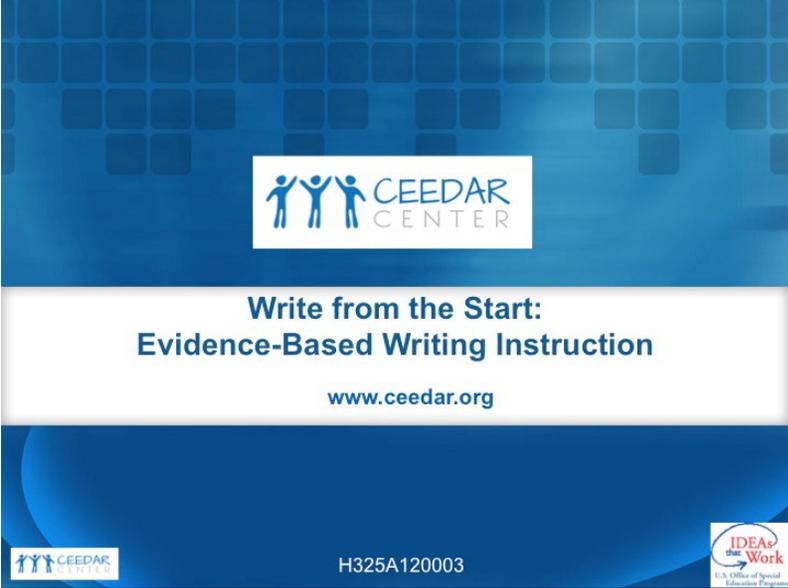
- To be read prior to the first session
 - **Article 1:** Graham, S., & Perin, D. (2007). Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report to Carnegie Corporation of New York. *Alliance for Excellent Education*.
 - " Note: This article is lengthy, but after page 28 it is made up of references and appendices. Participants could be alerted to this information.
- To be read prior to the second session
 - **Article 2:** Santangelo, T., & Olinghouse, N. G. (2009). Effective writing instruction for students who have writing difficulties. *Focus on exceptional children*, 42(4), 1-20.
 - **Article 3:** Saddler, B., & Asaro-Saddler, K. (2013). Response to Intervention in writing: A suggested framework for screening, intervention, and progress monitoring. *Reading & Writing Quarterly*, 29(1), 20-43.
 - " Note: This article is discussed in the presentation; so, assigning it for others to read depends on the choice of the instructor.

Participant Grouping

At the beginning of class, pair the participants. Label one member of the pair A and the other member B. If there is an odd number, form a triad and label the third person C. Throughout the session participants will be referred to as Partners A and B (C if needed).

In This Guide

The rest of the guide provides the speaker's notes to support facilitators as they present the content and learning activities included in this anchor presentation. Reviewing the entire guide prior to facilitating the training is highly recommended.

Speaker Notes	Slides
<p>Slide 1: Write from the Start: Evidence-Based Writing Instruction</p> <p>Today we will examine writing, which has become more and more a focus in America, as the Common Core has made it an integral part of the school reform movement in the U.S. (Graham, McKeown, Kiuahara, & Harris, 2012). As we learn more about how to teach students to write well, I will model instructional strategies that will actively engage students in writing and will enable you, the teacher, to teach writing well. Writing is challenging for many students, yet it is an essential skill for personal success and productive citizenship.</p>	

Slide 2: Part 1: Reflect

Distribute the Guided Notes (Handout#1). They can use this handout to fill in information they will learn during the presentation, and they will have designated spaces in the Guided Notes to stop and reflect/write as instructed by you. Please describe this to the participants. Take five minutes to write down your thoughts about these questions. You may focus on only one question if you wish. However, you must write the entire five minutes with no pause. Don't worry so much about grammar and punctuation, just write. After the five minutes—With one or two people sitting near you, discuss your thoughts.

Part 1: Reflect

- Do you consider yourself a writer? How comfortable do you feel writing?
- How comfortable do you feel teaching writing? How comfortable do you feel teaching writing at different levels of support?
- What do you know about the Common Core State Standards for writing?



Slide 3: Objectives

Ask the participants to read the objectives silently. Partner A, which of these objectives is most important to you? Share why with Partner B. Partner B, which of these objectives is most important to you? Share why with Partner A. Then, write an answer to this question that combines both answers into one sentence.

Objectives:

After studying this module, you will be able to...

- ① Explain why writing is important
- ② Understand why writing may be difficult for students with and without disabilities
- ③ Note how the CCSS address writing
- ④ Articulate what teachers and students need to know and be able to do to understand evidence-based practices for writing
- ⑤ Discern 10 evidence-based instruction and assessment practices
- ⑥ Select evidence-based practices for implementing writing in the classroom
- ⑦ Plan effective, evidence-based scaffolds for students with learning difficulties



Slide 4: CCSS Instructional Shifts

The Common Core State Standards require educators to make instructional shifts in five areas.

- 1) Writing is an emphasis throughout the grade levels, from Kindergarten to 12th grade.
- 2) With each grade level, students are expected to increase level of sophistication in writing skills and tasks.
- 3) Students must also learn to use evidence sources to inform or make an argument and not only their personal beliefs or experiences. This shift requires that students build knowledge about the world through TEXT (not the teacher, peers, or activities).
- 4) The emphasis in writing has moved from an emphasis on narrative and personal experiences to answering text-dependent questions and writing argumentative and analytical essays, relying on evidence found in the text.
- 5) Academic Vocabulary, both the general vocabulary required to negotiate secondary and college classrooms (sometimes referred to as transferable vocabulary) AND genre specific vocabulary (e.g., vocabulary used in various genres of writing, like poetry, expository, narrative, etc.) is essential for student success.

CCSS Instructional Shifts

- Emphasis on
 - ① Writing throughout the grade levels
 - ② Increased sophistication throughout the grade levels
 - ③ Use of evidence from sources to inform or make an argument
 - ④ Critical and analytical writing
 - ⑤ Academic vocabulary

(Adapted from (a) <http://www.corestandards.org/> English Language Arts Standards > Writing > Introduction, and (b) www.engageny.org, *Instructional Shifts for the Common Core*)



Slide 5: Activity

Let's get familiar with the **Key Takeaways from the Draft K-12 Common Core State Standards in English Language Arts**. We're going to review these now. *Note to instructor: The purpose of this activity is to have the participants gain a greater awareness of the teacher standards required by their state and/or professional organizations. Use **Handout #2**.*

Directions: Participants form pairs of partners labeled partner A & partner B (if they haven't done so already). Taking your handout (*or standards*) with you, all A's move to the right side of the room and find another A for a partner. All B's move to the left side of the room and find another B for a partner.

Activity

Get familiar with the key features of standards for English/Language Arts

- Form pairs of partners A and B
- A move to the right and partner with another A
- B move to the left and partner with another B
- Directions:
 - ① Answer the question: What are students expected to know about English/Language Arts?
 - ② Write 2-3 insights on chart paper and post within 3 minutes.



Slide 6: About the Standards for Writing

Now, let's learn more about the Common Core State Standards for Writing.

Slide 7: The Writing Standards

Read the slide.

Slide 8: Type of Standard, Standards, and What Each

Typed Addresses

In grades, K-2 actually there are only 6 standards, and in grade 3, the standards become more complex because there are more and they become more sophisticated. Basically, the four categories of writing standards can be broken down into (1) writing genres, (2) producing writing, (3) research, and (4) time frames for writing.

	Type of Standard	Standards	What Each Type Addresses
1	Text types and purposes	1-3	<ul style="list-style-type: none"> * Opinion writing * Expository writing * Narrative writing
2	Production and distribution of writing	4-6	<ul style="list-style-type: none"> * Guidance from peers and adults in planning, revising, editing, and publishing * Includes word processing at Grade 3
3	Research to build and present knowledge	7-9 *Starts in 3 rd grade	<ul style="list-style-type: none"> * Research * Drawing evidence * Support from literature * Support for claims made
4	Range of writing for 3-12	10 *Starts in 3 rd grade and doesn't change throughout the grades	<ul style="list-style-type: none"> * Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences * Extended times: Time for research, reflection, and revision * Shorter times: A single sitting or a day or two

Slide 9: How the Standards Change by Grade Level

Read the slide.

How the Standards Change by Grade Level

- * The standards change and increase in sophistication throughout the grade levels.
 - Vocabulary
 - Syntax
 - Development and organization of ideas
 - Address increasingly demanding content and sources
- Each year, students will meet standards and further develop skills and understandings mastered in preceding grades.



Slide 10: CCSS and Writing

Dr. Steven Graham is a prolific and esteemed writing researcher and teacher educator. We will watch a couple of more videos of him today. Let's see what he says about the Common Core State Standards and writing.

CCSS and Writing

- What does Dr. Steve Graham say about CCSS and writing? Let's view this quick [video](#).
- *Dr. Steve Graham is a prolific and esteemed writing researcher.



Slide 11: What is Writing?

We have established that writing has become an emphasis in the Common Core and learned a little about the Common Core State Standards for Writing. Now, let's discuss what writing is and is not. Then, we will go over some evidence--□ based instruction and assessment practices for writing as well as practices for implementing writing in the classroom. Think about any experiences you have had writing. What challenged you during the writing process? What was exciting? What did you learn about yourself as writer? What role did your social context play in the process of writing? Were you given an opportunity to revise at least a few times before you completed your writing piece or were you expected to produce only a "product"? Was dialogue with others involved? Did you set writing goals? What supports do you think you could have received to make your writing piece more developed or sophisticated? It is important to be aware that the process of writing takes place within us as well as within a social context, and that political leaders, journalists, advertisers, and prominent authors, poet, songwriters, and playwrights have all used the written word to shape the community within which they write.

What is writing?

- Using multiple, coordinated processes and skills in a certain context to create written products
- Writing skills include proper use of phonology, morphology, orthography/spelling, syntax, handwriting, and vocabulary
- Historians, scientists mathematicians, poets, musicians, artists—all approach writing from unique perspectives
- The social context of the classroom and motivation of the students can be capitalized to enhance the platform from which students practice these processes and skills



Slide 12: Refuting the Untruths of Writing

The following 2 slides entail some untruths of writing. The statements themselves are NOT true and are refuted with statements from research. *Read what's on the slide.*

Refuting the Untruths of Writing

- Writing is creating a final product for an assignment
 - The writing *process* matters
 - Revision and dialogue matter
- Using technology to write can be as beneficial as writing by hand
 - Research has shown that handwriting can work to improve spelling as well as competency in written expression (Cahill, 2009)
 - *Although technology can be helpful to those who often struggle with text production



Slide 13: Refuting the Untruths of Writing

Read what's on the slide. Although much more needs to be learned about the complex relationships between reading and writing, they are correlated. Language “teams up with the sensory (auditory and visual) and motor systems (mouth/oral--□motor and hand/grapho--□motor) to make contact with the environment” (Lieberman, 1999, as discussed in Berninger et al., 2006, p. 62).

Refuting the Untruths of Writing

- Editing is the same as revising
 - Revision occurs throughout the writing process, whereas editing refers to the final step—a final “clean up” of conventions, spelling, etc.
- Writing can be isolated from reading
 - Reading and writing are reciprocal processes (Berninger, Abbott, Abbott, Graham, & Richards, 2002; Elbow, 1993)
 - Listening, speaking, reading, and writing are correlated (Berninger et al., 2006)



Slide 14: Importance of Writing

Writing is so important. It matters for success in school and in the future workplace. In fact, it can reduce mental and physical stress (Harris, 2004) and be emotionally liberating (King, 2002). Daiute and Buteau (2002) noted that even though most research on writing and its health benefits is conducted with adult participants, writing has been found to improve the well-being of children in urban areas. These authors found the integration of the social--cognitive--emotional life in narration can serve as a healing function. In a study of 79 third- and fifth-graders, the more that children included resolution strategies in fictional narratives, the more their problem behaviors decreased.

Importance of Writing

- Writing skills positively impact...
 - Success in school (e.g., testing, use to support learning in content areas, potential for college acceptance; Coker & Lewis, 2008; Schumaker & Deshler, 2009)
 - Completion of a college degree (National Commission on Writing [NCW], 2004)
 - Reduction of mental and physical distress (Harris, 2004)



Slide 15: Importance of Writing

Further, writing can be used to transform the world. The National Commission on Writing (2003) stated that, “Revolutions have been started by it. Oppression has been toppled by it. And it has enlightened the human condition” (p. 10). Through meaningful writing, teachers can empower students to become active listeners, advocates, and activists (Singer & Shagoury, 2008). English teachers (and teacher educators), then, have the power to disrupt the status quo and challenge current norms in education and communities at large (Comber, Thomson, & Wells, 2001), working to counter racial and socioeconomic inequality in America’s schools (Boyd et al., 2006).

Importance of Writing

- Success in the future workplace (NCW, 2004)
 - Obtaining a salaried vs. hourly job
 - Keeping or maintaining a career/job
 - Gateway for promotion
- The power to disrupt and challenge current norms in education and communities at large (Comber, Thomson, & Wells, 2001)



Slide 16: Why is Writing Difficult for Students?

As a teacher, you may wonder whether a student or students in your class(es) might have a learning disability, writing disability, or struggle with writing. During writing, does your student have trouble getting started and work slowly? Are the passages particularly short? Are there many careless errors? Does s/he have an awkward pencil grip? Is there poor letter formation? Does s/he have difficulty with sentence structure and word order? Does s/he have difficulty developing, organizing, and elaborating on ideas? These ideas alone do not encompass a writing disability, but these can be clues to whether a student in your class is struggling with writing. When you begin to plan for a student with varied needs in writing, it is important to begin with a particular student's needs in mind. What is it about writing and/or the writing process has difficulty with? Then, choose effective instructional strategies that will address the student's needs as well as promote self-regulation so the student can not only develop the writing skill sets necessary to become a better writer, but also learn how to become aware of their own metacognitive processes while they are writing.

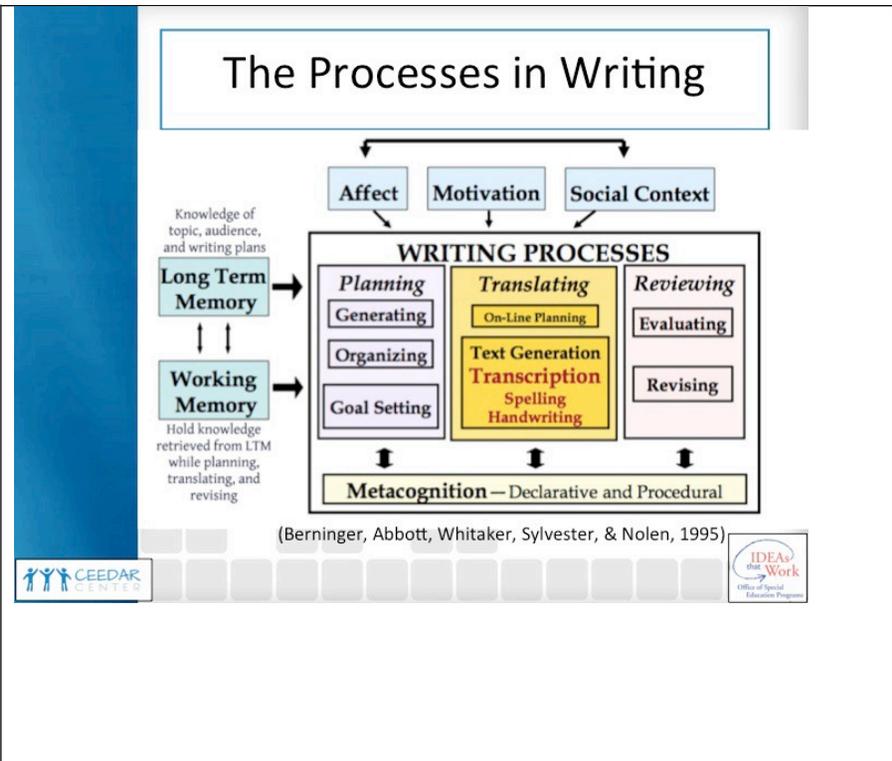
Why is Writing Difficult for Students?

- Students may lack...
 - Coordinated cognitive processes and strategies leading to deficiencies in planning, organizing, and revising (Graham & Harris, 2005; Monroe & Troia, 2006; Reid & Lienemman, 2006)
 - Requisite foundational skills (e.g., handwriting, spelling, orthography, syntax)



Slide 17: The Processes in Writing

In 1980, Hayes and Flower developed a model for the cognitive writing process upon which Berninger et al. (1995) built. This model is represented here. Let's take a look at its various elements. It is important to keep in mind that text generation/transcription and revision occurs at the word level, sentence level, and discourse level (Berninger et al., 1995; Berninger, 1999). Additionally, it is important to keep in mind that students with disabilities will likely need support in more than one element of the writing process. Take a few minutes to summarize the writing process. *(Instruct participants to view the graphic and summarize in on their Guided Notes.)*



Slide 18: Writing for Students with Writing Disabilities

(Instruct participants take notes from the webpage and video in on their Guided Notes.)

Writing for Students with Writing Disabilities

- Let's take a look at this [webpage](#) from PBS Parents. Now that we have reviewed the writing process, let's take a look at 7 categories of developmental functions that in which students with writing disabilities may need support.
- Then, let's see what [Dr. Graham](#) says about writing for students with learning disabilities (This video is one part of a much longer video from Reading Rockets with Drs. Susan Neuman and Louisa Moats).



Slide 19: Rethinking Writing Instruction

Read what's on the slide.

Rethinking Writing Instruction

- “A major goal of education reform is to incorporate the findings from clear, consistent, and convincing scientific research as much as possible into the day-to-day operations of schools—to help create a culture of evidence-based educational practices to promote instruction and, as a result, improved student outcomes.”

(Troia, 2014)



Slide 20: Teachers Expected to Know

CAEP, the Council for Accreditation of Educator Preparation, accredits most of the teacher education programs in the country. CEC, the Council for Exceptional Children, has created standards for special education teachers. There are other sets of standards for teachers from many professional organizations, such as the International Reading Association, the International Dyslexia Association, and from organizations in each of your content areas. This slide illustrates how the standards align, from what students need to know and be able to do to what teachers need to know and be able to teach.

(Feel free to share this with the participants.) Additional CEC standards for writing (from **Initial Special Education Teachers of Individuals With Exceptional Learning Needs in Individualized General Education Curricula (IGC)**)

- Teach individuals with exceptional learning needs to monitor for errors in oral and written language
- Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language
- Teachers must use verbal, nonverbal, and written language effectively

Teachers Expected to Know

- CAEP (Council for Accreditation of Educator Preparation)
1.1: Teacher candidates and completers know subject matter (including pedagogical content knowledge) and pedagogy
- CEC (Council for Exceptional Children)
IGC4S15: Teach strategies for organizing and composing written products
- CCSS (Common Core State Standards)
Grades 3-12 Standard 10: Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

CEEDAR CENTER

IDEA's that Work
Office of Special Education Programs

Slide 21: Evidence-Based Instruction and Assessment

Practices for Writing

Let's take a look at 10 evidence-based instruction and assessment practices for writing. Read these 5 silently, choose 1 you feel comfortable implementing, then take about 2 minutes to write your thoughts about the one you chose. (*Allow about 5 minutes total.*)

Evidence-Based Instruction and Assessment Practices for Writing

- ① Writing should be an essential part of the school experience
- ② Recognize there are a variety of approaches to teaching written expression
- ③ Instruction to focus on helping students understand and deftly execute the elements of the writing process
- ④ Instruction to focus on helping students understand and use elements that appear in the text and that make the text pleasurable, informative, and/or provocative for the reader
- ⑤ Take advantage of available technological tools and modes



Slide 22: Evidence-Based Instruction and Assessment

Practices for Writing

Let's take a look at these 5. Choose one that you feel you may need more preparation in before teaching to a group of students. Turn to your partner and discuss with each other possible steps forward or strategies for teaching the one you chose. (*Read aloud these 5 practices before participants choose one to discuss with their partners.*)

Allow up to 5 minutes for discussion.)

Evidence-Based Instruction and Assessment Practices for Writing

- ⑥ Offer feedback on deeper features of writing (e.g., content, organization, form)
- ⑦ Explicit, systematic, and sustained instruction in basic writing skills to reach automaticity
- ⑧ Capitalize on informational source text about people, places, and things
- ⑨ Teach students to set concrete goals for composing, monitor their progress toward these goals, and evaluate text according to goals
- ⑩ Create a supportive environment to promote the value of writing and student motivation



Slide 23: Selected Evidence-Based Practices for Implementing Writing in the Classroom

The last two slides included practices for instruction and assessment. Now, let's take a look at evidence-based practices for implementation of those practices. For example, conferencing with students can be a great way to offer feedback. This can include teacher to student conferencing or student to student conferencing. Additionally, teaching revising and editing can aid students in understanding and executing the elements of the writing process.

Selected Evidence-Based Practices for Implementing Writing in the Classroom

- ① Freewriting
- ② Strategy instruction
- ③ Teaching revising and editing
- ④ Vocabulary instruction
- ⑤ Text models
- ⑥ Assistive technology
- ⑦ Utilizing rubrics
- ⑧ Sentence-combining instruction
- ⑨ Summarization instruction
- ⑩ Write in response to text
- 11 Setting product goals
- 12 Adaptations
- 13 Conferencing



Slide 24: What Works in Teaching Writing

Here's another video with Dr. Graham.

Read the slide.

What Works in Teaching Writing

- Let's watch this final two-minute [video](#) to see what Dr. Graham says about what works in teaching writing.
 - You will notice overlap between what he says and the information in the three preceding slides.



Slide 25: To be continued...

Note to the instructor: This is a good place to stop. If you do stop here, be sure to...

(1) Ask participants to summarize what they have learned today. Do an activity called “3-2-1 Blastoff!” Have them write 3 questions they have, 2 things they learned, and one thing they’ll use. You can use these comments to guide your instruction at the next session. (2) Assign homework:

Article 2 and Article 3.

If you do not stop here, you may still choose to use the activity to review the materials already discussed. Have the participants complete the exit card and while they take a break, the instructor can review the comments and decide which ones to address at this time and which to address later. Depending upon your time, you may assign the reading at this time or have the participants read it and discuss it at this time.

To be continued...

Before you go, take a moment to jot down...

- 3 questions you have
- 2 things you learned
- 1 thing you’ll use

- Remember, *I am modeling activities you can use with your students. This is an exit card activity.*



Slide 26: Refresh Activity

Note to Instructor: Have students pair up and decide who is designated as Partner A and Partner B.

At our last session we discussed writing and its importance, and you made notes throughout the presentation.

Take a minute to review your notes. With your partner, discuss the most important points you want to remember.

Allow 2 minutes for this review.

You also completed an exit ticket, noting 3 questions you had, 2 things you learned, and 1 thing you'll use. Let me address the questions first. *Review selected questions with the participants.*

Part 2: Refresh Activity

- ① What new information did you learn that is beneficial to you?
- ② What do you want to remember to use with your students?
- ③ What other skills might struggling readers need to learn?



Slide 27: CCSS and Students with Disabilities

The CCSS appear daunting for all students, particularly for students who struggle with literacy, including students with disabilities. The CCSS expect students with disabilities to participate and learn rigorous skills but provide no recommendations about how this is to be accomplished.

Remember, the standards are about WHAT to teach; teachers must decide HOW to teach.

Explicit instruction and modeling of strategies is essential for many students. For some, the explicit modeling and ample practice opportunities may be sufficient for them to master the skills. For others, however, more systematic and intensive instruction may be required.

CCSS and Students with Disabilities

- “The Standards allow for the widest possible range of students to participate fully from the outset and with appropriate accommodations to ensure maximum participation of students with special education needs” (CCSS, pg. 9).



Slide 28: Differentiated Instruction

A typical teacher's class contains students representing diverse social, economic, and ethnic backgrounds. Many are learning English; some may have had scant educational opportunities, others are low performers, some are not motivated, and some have significant disabilities. As teachers, we must ensure each student has access to the information to be learned, opportunities to practice, and multiple ways to demonstrate what they know. Universal Design, the architectural principles that brought us curb cuts and ramps, to name a few of the now-common modifications, forms the basis for Universal Design for Learning (UDL) (<http://www.udlcenter.org/>). Let's talk about UDL and ways we can teach students who need different supports in order to learn.

Differentiated Instruction

- Students who are heterogeneous & require individualized planning
 - Students with writing difficulties or disabilities
 - English Language Learners
 - Others
- Consider...
 - Access to learn the material
 - Opportunities to practice
 - Multiple ways to demonstrate new knowledge



Slide 29: Differentiated Instruction

Take a look at this quotation from a prominent organization that promotes effective instruction of reading for all students. This quotation, while about reading, can be utilized for writing as well.

Differentiated Instruction

- “In teaching reading, one size does not fit all. Today’s schools serve children from a variety of families and backgrounds, with a variety of learning strengths and needs. Differentiated instruction is a flexible and individual approach to instruction. When a teacher reaches out to an individual or small group and varies her teaching to create the best learning experience possible, that teacher is differentiating instruction. It’s not easy, but it is critical for success” (Reading Rockets).
- The same is true for writing



Slide 30: Differentiated Instruction

Read the slide, and then instruct participants take notes from the video in on their Guided Notes.

Differentiated Instruction

- Let's view this [video](#) on getting started with differentiated instruction with Dr. Carol Tomlinson.
- Her final words from the video: "Starting is what really matters."



Slide 31: Universal Design for Learning

There are three areas to consider when designing instruction using the UDL framework:

1. Provide multiple means of representation 2. Provide multiple means of action and expression 3. Provide multiple means of engagement (CAST, 2011, *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author). Keep these principles in mind as we continue this discussion.

Take 2 minutes and brainstorm with your partner. Partner B, please scribe. All of you in this area (indicate *1/3 of the participants*) brainstorm ideas to represent new information, #1. This group (indicate *another 1/3*) brainstorm multiple ways students can express what they know. Think of your discipline as you come up with some ideas. And finally, the rest of you think about #3, how can you engage all students so that they are actively involved in the class. You have two minutes. *After two minutes, do quick dueling chart activity. The directions are provided in Appendix. Select two students to scribe participant ideas about the three areas, using one chart paper for each.*

Universal Design for Learning

- ① Provide multiple means of representation
- ② Provide multiple means of action and expression
- ③ Provide multiple means of engagement

Brainstorm!!!

from <http://www.udlcenter.org/>



Slide 32: Three Areas of Universal Design for Learning

This slide contains a graphic representing the major elements of UDL, including multiple means of representation (the what of learning), multiple means of expression (the how of learning), and multiple means of engagement (the why of learning). Note each element and the area of the brain that is stimulated.

The graphic is titled "Universal Design for Learning" and is organized into three columns. Each column features a brain diagram with a specific area highlighted in color, a descriptive text block, and a corresponding implementation strategy box. The first column, "Recognition Networks" (purple), describes gathering facts and categorizing information. The second, "Strategic Networks" (blue), describes planning and performing tasks. The third, "Affective Networks" (green), describes learner engagement and motivation. Below each description is a box with a checkmark icon and a link to "More ways to provide" that specific UDL principle. A blue vertical bar is on the left side of the graphic. A callout box on the right contains a link to guidelines. Logos for CEEDAR Center and IDEA's that Work are at the bottom.

Recognition Networks
The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Present information and content in different ways

[More ways to provide Multiple Means of Representation](#)

Strategic Networks
The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Differentiate the ways that students can express what they know

[More ways to provide Multiple Means of Action and Expression](#)

Affective Networks
The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Stimulate interest and motivation for learning

[More ways to provide Multiple Means of Engagement](#)

Click [here](#) to see guidelines for what can be done to provide options within the three areas of the framework.

from <http://www.cast.org/udl/>

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Slide 33: DI, UDL, and Writing

These are various strategies that can be utilized using a DI or UDL model in the classroom. Although not all are specific to writing, they all matter for strong writing instruction. Take a minute to note how some of these might enhance the writing instruction in your (future) classroom. What can you add to this? (*Allow up to 5 minutes for participants to write down their thoughts, then click on the words that are underlined. This will lead you to a definition of the word. In order to continue to model implementation practices, have participants use the word in a sentence with their partners.*) Take a look at the underlined words. Let's view their definitions and use them in sentences that discuss writing instruction. For example, "My students use different media during writing to enhance motivation for writing."



Slide 34: Response to Intervention

Now that we've talked a little bit about the Common Core for Writing, what writing is, its importance, and DI and UDL, it's important to think about the ability level of your students because you won't be able to interpret the same standard for each student in the same way.

At this point, let's discuss Response to Intervention (RTI) and its benefits for providing instruction that best fits your students' needs.

Response To Intervention (RTI)

Tier 3
Students lag 1 or more years behind peers and require intensive individualized intervention. 1-5% of students.

Tier 2
Students lag well behind their peers and require some form of additional intervention. Strategic intervention with smaller groups of students needed. 5-15% of students.

Tier 1
Students learn at roughly grade level or above. Classroom instructions based on research based strategies. 80-90% of students.

Response to Intervention

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Slide 35: Important Note

RTI is a multitiered intervention approach that uses a problem-solving approach to intervention (Fuchs & Fuchs, 2006). Typically, there are three or four tiers, whereas “the nature of the academic intervention changes at each tier, becoming more intensive as a student moves across the tiers. Increasing intensity is achieved by (a) using more teacher-centered, systematic, and explicit (e.g., scripted) instruction; (b) conducting it more frequently; (c) adding to its duration; (d) creating smaller and more homogeneous grouping; (e) relying on instructors with greater expertise” (Fuchs & Fuchs, 2006, p. 94). RTI has risen in popularity for a few reasons: (1) It reduces costs to special education by providing appropriate support to students who need it without labeling them, and (2) it uses a problem solving approach to intervention versus labeling students using an IQ-achievement discrepancy model, which critics say represents a wait-to-fail model and most often represents poor teaching and not true disability (Fuchs & Fuchs, 2006).

Important Note

- So, not only do you have to know how to provide instruction per **standard** per **grade level**, you also need to consider the needs of your students.
- RTI and its **3 tiers** can help you to conceptualize what your students may need.



Slide 36: Three Tiers

Typically, within a three-tier model, Tier 1 would represent a general education model (remember that DI and UDL are still appropriate here), Tier 2 would include services that would provide more intensive instruction to students who demonstrate weak academic progress, and Tier 3 would typically “include specially designed programmatic education delivered by special education and related personnel” (Saddler & Saddler, 2012).

Three Tiers

(Saddler & Asaro-Saddler, 2013)

- **Tier 1:** General education in whole group
- **Tier 2:** More intense intervention for students demonstrating weak progress
- **Tier 3:** More intensive intervention delivered by a special education teacher for students who fail to progress in Tier 2



Slide 37: Progress Monitoring is Important

Systematic progress monitoring would occur in each tier (Saddler & Saddler, 2012). Here are screening measures that could be used in an RTI framework during writing instruction (Saddler & Saddler, 2012).

Progress Monitoring Is Important

- Systematic progress monitoring is an important element of RTI.
- Screening measures could include:
 - ① Accurate-legible letter writing
 - ② Spelling inventories
 - ③ Holistic scoring
 - ④ Primary trait/Analytic scoring (ideas, organization, voice, word choice, sentence fluency, and convention)
 - ⑤ Curriculum-based measures (CBMs)



Slide 38: RTI and Writing

The next two slides offer a sort of timeline that represents how to approach an RTI framework for writing. This timeline is not an exact model for how to design your instruction because ultimately your instruction will depend on the CCSS for your grade level and your students' needs. In fact, there is a lack of research that identifies which writing interventions work best for which students at any tier (Saddler & Saddler, 2012). *Read what's on the slide.*

RTI and Writing

(Saddler & Asaro-Saddler, 2013)

- ① Initial screening to identify students' abilities and areas of need
- ② Tier 1: General instruction
 - 1 Schedule time for writing
 - 2 Spelling
 - 3 Sentence construction
 - 4 Classroom environment
 - 5 Modeling
- ③ After continuous, systematic progress monitoring, locate students who need more support



Slide 39: RTI and Writing

Read what's on the slide.

RTI and Writing

(Saddler & Asaro-Saddler, 2013)

- ④ Tier 2: Small group, adult-led instruction using empirically validated interventions to provide a more tailored, individualized educational program.
 - 1 Identifying non-responders
- ⑤ Continued progress monitoring
- ⑥ Tier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the students' grade level.
 - 1 Possible necessary in-service training
 - 2 Handwriting instruction
 - 3 Computer-assisted instruction
 - 4 Strategy instruction
 - 5 Cognitive strategy instruction
 - 6 Self-regulated strategy instruction



Slide 41: Activity: Let's Talk about Strategies for Teaching

Standard 2

Let's try an activity.

**Activity: Let's Talk about Strategies
for Teaching Standard 2**

STRATEGY



Slide 42: What We Will Do

The goal of this activity will be to design writing instruction at different tiers.

Read the slide.

What We Will Do

- First, let's take a quick look at Standard 2 to see how it changes across grade levels (as grade levels rise, specific emphasis will be given to Standard 2.c)
- Then, you will practice designing activities for a standard at different tiers.
- Finally, we will share as a whole group what you have developed.



Slide 43: Standard 2 (About Expository Writing)

This set of instructions applies to Slides 40–51. Some of the slides we will go through rather quickly, but feel free to pause and ask participants if they have any questions. Let’s take a look to see how Standard 2, which emphasizes expository writing, changes throughout the grade levels. Beginning with Grade 3, we can look specifically to Standard 2 and its substandard 2c. You will have the opportunity to see how Standard 2 grows and matures throughout the grade levels, but we will focus in on substandard 2c to get a clearer view how just one substandard changes throughout the grade levels.

The slide features a blue vertical bar on the left side. At the top, a white box with a blue border contains the text "Standard 2 (About Expository Writing)". Below this, a blue pen is shown drawing a blue squiggle. The background consists of a grid of grey squares of varying sizes. In the bottom left corner, there is a logo for "CEEDAR CENTER" with three stylized figures. In the bottom right corner, there is a logo for "IDEA's that Work" with the text "Office of Special Education Programs" below it.

Slide 44: Kindergarten

In the next three slides, you can see that Standard 2 is just one sentence, with no substandards.

Kindergarten

- [CCSS.ELA-Literacy.W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.



Slide 45: Grade 1

Just pause so participants can take a look at what's on the slide.

Grade 1

- [CCSS.ELA-Literacy.W.1.2](#) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



Slide 46: Grade 2

Just pause so participants can take a look at what's on the slide.

Grade 2

- [CCSS.ELA-Literacy.W.2.2](#) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section



Slide 47: Grade 3

Now you can see that Standard 2 has expanded and has 4 substandards. By the 12th grade, there will be 6 substandards. Not only do the substandards increase in number, but they also increase in sophistication. (*Read Standard 2c.*) This standard is about connecting ideas within categories.

Grade 3

- [CCSS.ELA-Literacy.W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - [CCSS.ELA-Literacy.W.3.2a](#) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.W.3.2b](#) Develop the topic with facts, definitions, and details.
 - [CCSS.ELA-Literacy.W.3.2c](#) **Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**
 - [CCSS.ELA-Literacy.W.3.2d](#) Provide a concluding statement or section.



Slide 48: Grade 4

In Grade 3, substandard 2a is about introducing a topic, 2b is about developing the topic, 2c is about using transitions, and 2d is about developing conclusions. Let's focus in on 2c now. *Read Standard 2c.*

Grade 4

- [CCSS.ELA-Literacy.W.4.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - [CCSS.ELA-Literacy.W.4.2a](#) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.W.4.2b](#) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - [CCSS.ELA-Literacy.W.4.2c](#) **Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).**
 - [CCSS.ELA-Literacy.W.4.2d](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - [CCSS.ELA-Literacy.W.4.2e](#) Provide a concluding statement or section related to the information or explanation presented.



Slide 49: Grade 5

Read Standard 2c. In Grade 5, we are connecting ideas within and across categories.

Grade 5

- [CCSS.ELA-Literacy.W.5.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - [CCSS.ELA-Literacy.W.5.2a](#) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.W.5.2b](#) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - [CCSS.ELA-Literacy.W.5.2c](#) **Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).**
 - [CCSS.ELA-Literacy.W.5.2d](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - [CCSS.ELA-Literacy.W.5.2e](#) Provide a concluding statement or section related to the information or explanation presented.



Slide 50: Grade 6

Read Standard 2c.

Grade 6

- [CCSS.ELA-Literacy.W.6.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - [CCSS.ELA-Literacy.W.6.2a](#) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.W.6.2b](#) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - [CCSS.ELA-Literacy.W.6.2c](#) **Use appropriate transitions to clarify the relationships among ideas and concepts.**
 - [CCSS.ELA-Literacy.W.6.2d](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - [CCSS.ELA-Literacy.W.6.2e](#) Establish and maintain a formal style.
 - [CCSS.ELA-Literacy.W.6.2f](#) Provide a concluding statement or section that follows from the information or explanation presented.



Slide 51: Grade 7

Read Standard 2c.

Grade 7

- [CCSS.ELA-Literacy.W.7.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - [CCSS.ELA-Literacy.W.7.2a](#) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.W.7.2b](#) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - [CCSS.ELA-Literacy.W.7.2c](#) **Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**
 - [CCSS.ELA-Literacy.W.7.2d](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - [CCSS.ELA-Literacy.W.7.2e](#) Establish and maintain a formal style.
 - [CCSS.ELA-Literacy.W.7.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented.



Slide 52: Grade 8

Read Standard 2c. In Grade 8, we are connecting to create cohesion clarify relationships among ideas and concepts.

Grade 8

- [CCSS.ELA-Literacy.W.8.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - [CCSS.ELA-Literacy.W.8.2a](#) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.W.8.2b](#) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - [CCSS.ELA-Literacy.W.8.2c](#) **Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**
 - [CCSS.ELA-Literacy.W.8.2d](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - [CCSS.ELA-Literacy.W.8.2e](#) Establish and maintain a formal style.
 - [CCSS.ELA-Literacy.W.8.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented.



Slide 53: Grades 9-10

Read Standard 2c.

Grades 9-10

- [CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - [CCSS.ELA-Literacy.W.9-10.2a](#) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.W.9-10.2b](#) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - [CCSS.ELA-Literacy.W.9-10.2c](#) **Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
 - [CCSS.ELA-Literacy.W.9-10.2d](#) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - [CCSS.ELA-Literacy.W.9-10.2e](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - [CCSS.ELA-Literacy.W.9-10.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



Slide 54: Grades 11-12

Read Standard 2c. By the 11th and 12th grade, we are using transitions and syntax and linking major sections of text.

Grades 11-12

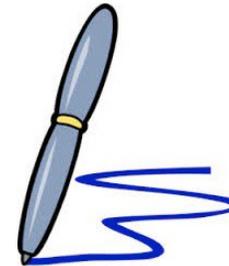
- [CCSS.ELA-Literacy.W.11-12.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - [CCSS.ELA-Literacy.W.11-12.2a](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.W.11-12.2b](#) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - [CCSS.ELA-Literacy.W.11-12.2c](#) **Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
 - [CCSS.ELA-Literacy.W.11-12.2d](#) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - [CCSS.ELA-Literacy.W.11-12.2e](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - [CCSS.ELA-Literacy.W.11-12.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



Slide 55: Your Turn

Your turn.

Your Turn



Slide 56: CCSS.ELA-Literacy.W.3.2

Here is an example of what you will do. This is an example for Grade 3.

[CCSS.ELA-Literacy.W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Standard	Tier 1	Tier 2	Tier 3
CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	In whole group, model writing an introduction paragraph on a topic, then have peers practice writing one together.		
CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.			Meet daily to teach, model, and practice elaboration using a specific writing strategy.
CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		In small group, students will highlight transitions in text, select transitions for text, and write sentences using transitions.	
CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.			

Slide 57: CCSS.ELA-Literacy.W.4.2

With your partner, fill in this organizer with ideas for how to design instruction for a certain Common Core State Standard at a certain grade level at either Tier 1, Tier 2, or Tier 3. Half of you will receive an organizer for Grade 4, and half for Grade 5. (*Distribute the handouts for this activity. Half of the class receives **Handout #3**, and the other half receives **Handout #4**. Students may want to view Slide 53 as well as their Guided Notes to help guide their thinking.*) First, let's take a quick look at how these standards differ from Grades 4 to 5.

[CCSS.ELA-Literacy.W.4.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Standard	Tier 1	Tier 2	Tier 3
CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).			
CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.			
CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.			

Slide 58: CCSS.ELA-Literacy.W.5.2

[CCSS.ELA-Literacy.W.5.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Standard	Tier 1	Tier 2	Tier 3
CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).			
CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.			
CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented			

Slide 59: Activity Wrap Up

Let’s share with each other what you have developed for your students. *(Remember to praise the participants’ effort and offer suggestions when necessary. As an extension activity, you can have students extend on this activity by having them build on what they have done by adding elements UDL elements and elements and practices for differentiated instruction. This can be done in--□class or for homework.)*

Activity Wrap Up

- Let’s share what we developed.

The slide features a blue vertical bar on the left side. At the bottom, there are logos for CEEDAR Center and IDEA's the Work Office of Special Education Programs, along with a decorative pattern of grey squares.

Slide 60: Desired Outcomes

Keeping everything you learned about writing and writing instruction, you will be able to encourage positive outcomes for all students in your (future) classroom. It is important that with all the standards, practices, and guidelines for instruction, that the learning of your students is the goal. Writing matters for school and future outcomes and each student has his/her own needs, strengths, weaknesses, and interests in regards to writing instruction. Use evidence-based practices, create time for writing, motivate to inspire enthusiasm for writing, and keep the focus on your students.

The slide is titled "Desired Outcomes" in a blue-bordered box at the top. Below the title, on the left, is a cartoon of a boy with a speech bubble that says "I USED TO HATE WRITING ASSIGNMENTS, BUT NOW I ENJOY THEM." He is sitting at a desk writing. To his right is a large orange grade card with a yellow star, a red "A+", and blue wavy lines representing text. The background of the slide is a light gray laptop keyboard. In the bottom left corner is the CEEDAR CENTER logo, and in the bottom right corner is the IDEAS that Work logo, which includes the text "Office of Special Education Programs".

Slide 61: Exit Card

Finally, think about how you might define writing now and as well as the most useful thing you feel you learned about meeting the needs of students with disabilities from this presentation. Do you have any remaining questions? Take a moment to write down your answer on your Guided Notes. *(Allow up to 5 minutes.)*

Exit Card

- What is writing? Write a definition of writing, as you interpret it now.
- What was the most useful thing you learned about teaching writing to students with disabilities?
- What burning questions do you still have?



Slide 62: Additional Resources

Here are some additional resources for your benefit.

Additional Resources

- Books
 - Graham, S., & Harris, K. (2005). *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*. Baltimore, MD: Brookes Publishing Company.
 - Graham, S., MacArthur, C. A., & Fitzgerald, J. (Eds.). (2013). *Best practices in writing instruction*. New York, NY: Guilford Press.
 - Reid, R., Lienemann, T. O., & Hagan, J. L. (2006). *Strategy instruction for students with learning disabilities*. New York, NY: Guilford Publications.
- Software
 - Inspiration <http://www.inspiration.com/>



Slide 63: Additional Resources

Here are some resources to use with tablets as well as one resource you could use to streamline your writing instruction.

Additional Resources

- Website links to apps for the classroom
 - <http://www.readwritethink.org/classroom-resources/mobile-apps/?popular#top-tabs>
 - <http://www.edutopia.org/blog/ipad-apps-all-content-areas-andrew-marcinek>
 - <https://www.applearning.com/>
 - <http://web2012.discoveryeducation.com/web20tools.cfm>
 - <http://thejournal.com/Articles/2013/06/30/The-Top-10-iPad-Apps-for-Special-Education.aspx?Page=1>
 - <http://blogs.kqed.org/mindshift/2013/07/potential-and-reality-the-ipad-as-a-tool-for-creation/>
 - <http://plpnetwork.com/2013/09/09/give-students-frequent-feedback-google-drive/>
 - <http://plpnetwork.com/2013/10/08/google-drive-leave-tire-marks-lesson-plans/>
- Google Classroom
 - <http://www.google.com/intl/en/edu/classroom/#classroom-walkthrough>



Slide 64: Course Enhancement Modules

NA

Course Enhancement Modules

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Course Enhancement Modules

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Slide 65: Disclaimer

NA

Disclaimer

- The contents of this webinar were developed under a cooperative agreement from the U.S. Department of Education, H325A120003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.

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