



Part 1

The Writing Standards

- * There are _____ types of standards and _____ standards total
 1. Text Types and _____
 2. Production and Distribution of Writing
 3. Research to _____ and Present Knowledge
 4. Range of Writing for 3-12

Type of Standard, Standards, and What Each Type Addresses

	Type of Standard	Standards	What Each Type Addresses
1	Text types and purposes	1-3	<ul style="list-style-type: none"> * Opinion writing * _____ writing * Narrative writing
2	Production and distribution of writing	4-6	<ul style="list-style-type: none"> * Guidance from peers and adults in planning, _____, editing, and _____ * 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 _____ * Support from literature * _____ 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 * _____ times: Time for research, reflection, and revision * _____ times: A single sitting or a day or two

Refuting the Untruths of Writing

What are the four untruths of writing?

The Processes in Writing

Summarize the processes in writing.

Writing for Students with Writing Disabilities

Take notes on the webpage from PBS Parents and video with Dr. Steven Graham.

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 _____ and deftly _____ 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 _____, _____, and/or _____ for the reader
5. Take advantage of available technological tools and modes
6. Offer _____ on deeper features of writing (e.g., content, organization, form)
7. Explicit, systematic, and sustained instruction in basic writing skills to reach _____
8. Capitalize on informational source text about people, places, and things
9. Teach students to set concrete _____ for composing, monitor their progress toward these goals, and evaluate text according to goals

- 10. Create a _____ environment to promote the value of writing and student motivation

Selected Evidence-Based Practices for Implementing Writing in the Classroom

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

Part 2

Differentiated Instruction

Take notes on video with Dr. Tomlinson.

What are the three areas to consider when designing instruction using the UDL framework?

- 1. _____
- 2. _____
- 3. _____

Important Note

* So, not only do you have to know how to provide instruction per _____ per grade level, you also need to consider the _____ of your students.

* RTI and its _____ can help you to conceptualize what your students may need.

Three Tiers (Saddler & Asaro-Saddler, 2013)

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

Progress Monitoring Is Important


What are five different ways to screen students writing?

1. _____
2. _____
3. _____
4. _____
5. _____

RTI and Writing

1. Initial _____ to identify students' abilities and areas of need
2. Tier 1: _____
3. Continuous systematic progress monitoring to identify _____
4. Tier 2: _____
5. Tier 3: _____

Teaching Writing by Tiers

	Tier 1	Tier 2	Tier 3
Grouping	Whole group	Small group	_____ instruction
Timing	2x per _____	3x per week	Daily
Who provides instruction	<ul style="list-style-type: none"> * General education teacher * Peer in _____ group 	<ul style="list-style-type: none"> * General education or special education teacher * Peer in _____ group 	<ul style="list-style-type: none"> * Special education teacher
Writing-specific	<p style="text-align: center;">Process writing approach</p> <p style="text-align: center;">Collaborative writing Writing _____</p>  <p style="text-align: center;">Inquiry activities Sentence-combining</p> <p style="text-align: center;">Specific product</p>		