

## Writing Process Toolkit Webinar Viewing Guide

**1. Why is it important to strategically “balance” lower-order and higher-order (micro- and macro-level) writing skills for deaf and hard of hearing students?**

**2. The following is an important instructional mantra: “\_\_\_\_\_ writing often, not \_\_\_\_\_ writing seldom.”**

**3. Why is explicit writing instruction essential for teaching writing to students who are deaf or hard of hearing?**

**4. List the “Getting Ready to Write” ideas presented on the webinar.**

**5. How do you (or will you) define the steps of the writing process for your students?**

**6. List one instructional idea and/or strategy you can “take away” and use to teach writing.**