

Writing Process Toolkit

Professional Learning Community Guide

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Recommended Readings:	
<p>Wolbers, K. (2008). Using balanced and interactive writing instruction to improve the higher order and lower order writing skills of deaf students. <i>Journal of Deaf Studies and Deaf Education</i>, 13(2), 255-277. https://pdfs.semanticscholar.org/906d/198cfabf2c147fed6f0b28e3407c97abaaba.pdf?_ga=2.186603497.137614742.1560713537-1673564133.1554134918</p>	
<p>Wolbers, K., Dostal, H. M., Graham, S., Cihak, D., Kilpatrick, J. R., & Saulsbury, R. (2015). The writing performance of elementary students receiving strategic and interactive writing instruction. <i>Journal of Deaf Studies and Deaf Education</i>, 20(4), 385-398. https://academic.oup.com/jdsde/article/20/4/385/2392063</p>	

PLC Agenda

Materials: Professional Learning Community Guide; Webinar Viewing Guide; Webinar PowerPoint and Resource Packet

(1) Discuss Research and Webinar

What are Some “Lessons Learned” from the Webinar? What other resources can you share that relate to this topic? (Discuss highlights from webinar and other relevant resources; 15-20 minutes)

- 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?
- Why is explicit writing instruction essential for teaching writing to students who are deaf or hard of hearing?
- Why is it important to include visual scaffolds when teaching writing? (See Slide #30)
- What are some “getting ready to write” ideas presented in the webinar? Why is it important to include “getting ready to write” activities in writing instruction? (Hint: See Slide 32)
- Why is it important to define the stages of the writing process?

(2) Collaboratively Plan Take-Away Application (See Planning Template; 20 minutes)

2a. Discuss how you can “take away” and implement an instructional idea presented in this webinar (or that you learned from the research-based reading). You may use the Collaborative Planning Template on the next page to collectively discuss/plan instructional content with your PLC.

2b. Discuss how you can develop a family outreach activity aligned with content presented in this webinar. For example, what family outreach activity can you create that aligns with the “take away” that you plan to implement in your classroom?

(3) Summarize Next Steps – Application Assignment (5 minutes) – Think about/discuss when and how you will implement the instruction and family outreach “take-aways” you discussed during collaborative planning.

Planning Template – Defining the Writing Process

How will you define the stages of writing for your students? What steps will you teach in the writing process?

Stage	Notes on How You Will Define/Teach Each Stage

How will you visually display the stages of the writing process in your classroom? Also consider how the stages of the writing process could become a “Good Writers’ Checklist” for students. . . (e.g., *Planning*: Good writers keep lists of possible writing topics. . .use drawing as a pre-writing strategy., etc.)

Action Plan

Classroom Implementation

What instructional strategies or techniques will I implement for the Application Assignment?:

How will I use these strategies or techniques? (How? When? Where?. . .):

Family Outreach

What tools, resources, or instructional strategies will be included in my family outreach?:

How will I implement family outreach? (How? When? Where?. . .):

Implementation Checklist

Consider the following when teaching the writing process:

Getting Ready to Write

- Touchstone and/or mentor texts are used to highlight critical features of narrative, informative/explanatory, opinion/argumentative writing.
- Examples and non-examples are presented when introducing narrative, informative/explanatory, opinion/argumentative writing.
- Students are explicitly taught to identify the critical features of narrative, informative/explanatory, opinion/argumentative writing.
- Key vocabulary/phrases are highlighted to help students learn what narrative, informative/explanatory, opinion/argumentative writing “looks like.”

Explicit Writing Instruction

- All stages of the writing process are clearly defined.
- Stages of the writing process are outlined for students and visually displayed in the classroom.
- All stages of the writing process are explicitly taught (with an “I do-We do-You do” approach).
- A structured, sequential, and cumulative approach is used to teach writing.
- Think Sheets are strategically used to teach the planning and organizing phases of the writing process (e.g., only a couple graphic organizers are used with focus and purpose).
- Edit/Revise Sheets are used to teach the editing and revision phases of the writing process.
- All materials, including Think Sheets and Edit/Revise Sheets, align with instructional goals and the critical features used to define narrative, informative/explanatory, opinion/argumentative writing.
- When teaching the writing process, all phases are explicitly taught, but not all writing samples are developed through each phase of the writing process.
- Organizational frames are used, when needed, to help scaffold the writing process.
- All materials (e.g., Think Sheets, Edit/Revise Sheets) and organizational frames are considered temporary instructional support as students transition from assisted to independent writing.

Planning and Organizing

- Think Sheets are strategically used to teach the planning and organizing phases of the writing process (e.g., only a couple graphic organizers are used with focus and purpose).
- When planning, students are taught to generate ideas, brainstorm, obtain information (if needed) and consider other sources of information (if applicable).
- When organizing, students are taught to review their ideas and organize their thinking (e.g., cross out, connect ideas, number ideas in sequence).

Writing

- Draft paper is used for writing (e.g., colored paper, special draft paper, drafting notebook).
- Writing a rough draft is emphasized (e.g., “Flash Drafts,” “Sloppy Copies”).

Editing and Revising

- Instruction emphasizes that “editing is part of revision.” For example, editing occurs at content and structure levels and there is proofreading at the mechanics, spelling and convention levels.
- Achievable goals are set for student revision. For example, “find something irrelevant you can cross out,” or “look for wording that you can change.”
- Teacher conferencing and feedback is provided to all students individually.
- Peer collaboration is incorporated into the editing and revision process.
- Lots of editing and revision practice is provided!

Rewriting

- Students rewrite drafts (. . .sometimes multiple times).
- A strategy for final proofreading is explicitly taught.
- Final proofreading is kept simple when rewriting a final copy. For example, only glaring errors are corrected to help give writing its polish and correctness.

Publishing

- Not all work is published.
- When publishing, other media is considered –technology, art, music, drama, etc.