



Writing: Curriculum Scope and Sequence

A Guide to Using the Writing Scope and Sequence

September 2016




Pennsylvania Training and Technical Assistance Network



Multi-Tiered System of Supports (MTSS) for "WRITING"

Special appreciation is extended to each of the following committee members who made significant contributions to the development of the MTSS WRITING training and technical assistance materials, in an effort to support dedicated educators across the Commonwealth in the advancement of systems, grade and student level writing outcomes.

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Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

CGI

Live Binder: MTSS Cohort Series

MTSS Writing Cohort Series 2016-2017

<http://www.livebinders.com/play/play?id=1734864>

Key: MTSS-W

Purpose of Session

- Provide professional learning in support of establishing and/or enhancing an effective written curriculum addressing Writing.
 - Overview only
 - Resources provide LEA teams structure and reflective activities for curriculum work by teams

Slide 5

CG1 Need to confirm this info is still correct for 16-17 SY cohort
CYNTHIA GOLDSWORTHY, 7/16/2016

A Scope and Sequence:
Definition & Purpose

- Describes skills and content to be mastered by the end of a specified time period (K-12)
- Indicates progressive order in which students should be instructed in those skills and content objectives

MTSS Writing Scope & Sequence

- Aligned to PA Core Standards
- Identifies macro & micro skills
- May serve as a foundation for LEAs in development/revision of Writing curriculum
- May serve as supplement to an LEA's Writing curriculum

SAS: Learning Progressions for Writing

- <http://static.pdesas.org/content/documents/Writing%20Learning%20Progressions%20112014.pdf>
- [http://static.pdesas.org/content/documents/Writing%20Learning%20Progressions%20112014\(Horizontal\).pdf](http://static.pdesas.org/content/documents/Writing%20Learning%20Progressions%20112014(Horizontal).pdf)

Establishes Targets



- Aligns to standards to provide targets at appropriate grade levels
 - For introduction of concept/skill
 - For reinforcement of concept/skill
 - For mastery of concept/skill (secure)

Does This Happen Too Often?



- 5th grade teacher: “ I thought students were taught this in 4th grade!”
- 4th grade teacher: “I don’t teach this. I thought students learned this in 5th grade!”

How Can I Use the Scope & Sequence ?

- Use for the development of unit maps and lesson plans
- Use to integrate writing skills across all subject areas
- Use in designing common formative and summative assessments

Differentiation of Instruction

- Use for differentiation of instruction
 - Re-teaching needed prerequisite skills
 - Accelerating for advanced students
 - Serve as “checklist” to determine individual students’ needs and progress

Extended Uses:

- Communication tool for students and parents as to expectations
- Tool for teachers in all subject areas to be cognizant of skills students are expected to be demonstrating in their work
 - Ex: Middle School Social Studies teacher

Reflecting on Our Practices

- Consider the following questions!
- Use the accompanying worksheet! (worksheet #1)



CURRICULUM	Response/Evidence (yes, no, to some extent & evidence) (NOTE: some questions will require more collaboration/examination time in order to answer question)	Action Plan/Needs:
Does our written curriculum align with the PA Writing Scope and Sequence?	<i>To some extent; K-4 curriculum is aligned, but there is mismatch in grades 5-12</i>	<i>A team is needed to further examine our written curriculum & align to Scope & Sequence</i>
Is there evidence that our instructional units include the introduction of targeted skills at appropriate grade level?		
Do lesson plans include specific focus on targeted skills/content?		
Do unit maps address skills to be reinforced at each		

Guiding Questions: Curriculum

- Does our written curriculum align with the Writing Scope and Sequence?
- Is there evidence that our instructional units include the introduction of targeted skills at appropriate grade level?
- Do lesson plans include specific focus on targeted skills/content?
- Do unit maps address skills to be reinforced at each grade level?

Guiding Questions: Instruction

- What evidence exists that grade level content and skills are introduced at the appropriate grade level?
- What evidence exists that skills are reinforced at the required grade levels?
- What evidence exists that skills already secured are expected to be demonstrated in daily work at the appropriate grade level?

Guiding Questions: More on Instruction

- What evidence exists that skills are reinforced across all subjects?
- How can we ensure that all students are receiving the intended instruction?
 - How can walk-throughs, peer coaching, collegial observations , PLCs, support this?

Guiding Questions: Assessment

- Do common benchmark assessments used at the school and classroom level align with the Scope & Sequence?
- How might the Writing Scope & Sequence be used in providing feedback to students?

Assessment, continued

- What evidence exists that skills/content are assessed appropriate to the grade level through common assessments?
- Are students held accountable across all subjects for those skills which are considered mastered? How?

Summary

- Sharing with colleagues
- Next Steps?



Contact Information

www.pattan.net



Commonwealth of Pennsylvania
Tom Wolf, Governor
