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Teacher Writing Guide

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Research
Each genre has research that supports the instruction

Sample Scripts
Sample scripts to help teachers prepare for daily lessons

New Teacher Writing Guides

Unlock the academic performance of every student by providing them with the comprehensive, research-based *"Teacher Writing Guides."* These guides offer proven methods for engaging learners, differentiated instruction, and establishing a deep foundation for writing success based on the research-proven Gradual Release Model. Transform your school's curriculum and elevate the writing skills of your students today!

Prewrites
Every genre has a prewrite that helps students organize and hold their thoughts

1
NARRATIVE
Multiple Focus Lessons that support depth of writing

2
ARGUMENTATIVE
From Book Review to Argumentative writing citing and explaining text evidence

3
INFORMATIONAL
A unique way to synthesize multiple sources

Overview

Each grade-level guide directly builds upon the preceding year, providing depth, mastery, and automaticity for all strategies and genres.

A comprehensive writing instructional program encompasses a diverse range of resources and tools tailored to meet the unique needs of students and enhance the effectiveness of teaching lessons. The Teacher Writing Guide serves as the cornerstone, providing clear instructions, strategies, and a step-by-step approach to explicitly and systemically teaching each genre of writing. It includes sample scripts for educators to demonstrate effective instructional language and engagement. Incorporating research on each genre, the guide ensures the implementation of evidence-based practices that align with developmental milestones and cognitive processes. Graphic organizers are invaluable tools that support executive function, assisting students in planning, organizing, and structuring their ideas effectively. These organizers can be paired with pacing guides, which help teachers allocate time efficiently while ensuring that all necessary concepts and skills are covered. The program also includes assessments for all taught strategies, ranging from formative checks to summative evaluations, providing data to tailor instruction to individual needs. Lesson goals ensure that instruction is intentional and measurable, while cognitive procedures embedded in the lessons support metacognitive awareness, enabling students to reflect on and enhance their writing processes. All necessary texts, including those for both the teacher and the students, are included to facilitate the think-aloud, think-together, and guided and independent practice. Together, these components create a structured and supportive environment that fosters writing proficiency and confidence.

VIDEO SUPPORT LIBRARY (COMING SOON)

A subscription video library provides on-demand instructional support, offering a review of best practices and strategies for teaching writing effectively. These professional development opportunities deepen teachers' understanding of pedagogy and enhance their skills. These resources can be accessed at your own convenience, allowing educators to fit training into their busy schedules. For collaborative growth, these videos can be used during Professional Learning Communities (PLCs) creating spaces for teachers to share insights, strategies, and challenges, fostering a culture of continuous improvement.

What's Included in the Guide

❖ Overview of Purpose of each genre/strategy

❖ Research on Supporting **Executive Function** in Writing

❖ **Research** that Supports Each Genre

❖ Day-by-day **Pacing Guides** Based on Gradual Release

❖ **Sample Scripts** for each Genre and Strategy

❖ **Prewrites** for Every Genres and Strategy

❖ **Assessments** for Every Genre and Strategy

❖ **Cognitive Procedures** to Assist Executive Function

❖ **Conferring** with Students and **Record-Keeping**

❖ **Small Group Instruction** for remediation and acceleration

❖ **Holding Students Accountable** for quantity and quality

❖ Explicit **Grammar Instruction**

❖ **Lap Cards** for Strategy Teaching

❖ **Teacher tips** to teach each genre, skill, or strategy

❖ What Was **Taught in the Previous Year**

❖ **Explicit Concrete Teaching** of Editing and Revision

This research-based writing curriculum integrates explicit grammar instruction with writing process guidance, offering a comprehensive program that facilitates writing instruction for educators and captivates students. Sentence structure, complexity, and variety are explicitly taught over the course of the program, progressively increasing the complexity of students' writing.

Program Design

This program is structured in two-year increments, with each grade level introducing and reinforcing specific concepts. For instance, the introduction of adjectives for inference occurs in the second grade and is further developed in the third grade. This structured approach allows students to acquire and master the concepts at their own pace as they progress through the grades.

Each year is designed to explicitly build upon the previous year's learning. Common language and cognitive procedural charts serve as anchors, ensuring that student's knowledge and skills are consistently reinforced and mastered from year to year.

The Foundation of the Program

The Teacher's Writing Guides employs a sequential and systematic direct instructional model based on the research-proven *Gradual Release of Responsibility Model* (Pearson & Gallagher, 1993).

The foundation of all focus lessons, small group lessons, and one-to-one conferences is based upon the Gradual Release of Responsibility Model. In this writing program, the same skill or strategy is often taught in continuous focus lessons over one, two, or three weeks, depending upon the complexity level. Daily, repetitive, intentional focus lessons will accelerate writing development during the elementary years. Materials are included to provide adequate demonstration and practice for teachers and students.

- As instruction begins, the teacher thinks aloud the thinking process and creates an anchor chart to guide further release. Students partner up throughout the demonstration as the teacher listens in on the private responses of partners.
- Think together occurs as students begin to offer their thinking after the pair/share is finished.
- Guided practice is used as teachers turn the process over to pairs. The teacher listens in, recording the names of students who will need small-group instruction.
- An assessment is given before students are released and required to use the skill or strategy in their writing. Assessment helps the teacher group students for future instruction.

Think Aloud

Think Together

Guided Practice

Independent Practice

Assessment/Expectancy in Writing

The revised Teacher's Writing Guides have been carefully crafted to explicitly instruct educators on all the essential writing proficiencies required to adhere to state standards. These comprehensive strategies not only encompass the three primary text types (informative/explanatory, opinion/argumentative, and narrative) but also meet numerous standards within the domains of reading comprehension, speaking and listening, language and literacy, and specific standards within history, social studies, and science.

The Teacher Writing Guides offer instructional strategies to assist students in comprehending the significance of each phase in the writing process. Initially, beginning writers explicitly acquire and practice each phase of the process. Consistent expectations and language for writing across all grade levels foster confidence as students progress into more proficient writers, and the process becomes fluid and automatic.

What is Executive Function?

Executive function refers to a set of cognitive skills that help students plan, organize, manage time, and control impulses, all of which are critical for learning and academic success. These skills include working memory, cognitive flexibility, and inhibitory control, which allow students to set goals, stay focused, and adapt to changing tasks and challenges. Research highlights that executive function plays a foundational role in students' ability to perform complex academic tasks, such as problem-solving, writing, and critical thinking (Diamond, 2013). This makes executive function an essential component for navigating the demands of the classroom, as students are often required to juggle multiple assignments and adapt to varying instructions.

Executive function is especially influential in helping students stay organized and manage their time effectively. For example, students with strong executive functioning skills are better able to break down large projects into smaller, manageable tasks, which aids in completing assignments on time and reduces feelings of being overwhelmed. Educators can support these skills by providing structure and tools, such as checklists and graphic organizers, that assist students in planning and prioritizing tasks (Best, Miller, & Naglieri, 2011). In contrast, students with underdeveloped executive function skills may struggle with organization and time management, leading to challenges in completing assignments and keeping up with class expectations.

Furthermore, executive function has been linked to social and emotional development, which impacts classroom behavior and interpersonal skills. Students with strong executive functioning are often better at self-regulating their emotions, enabling them to handle frustration or setbacks more effectively and maintain positive interactions with peers and teachers. Conversely, executive function deficits can contribute to impulsive behavior, difficulty following directions, and emotional outbursts, which may disrupt learning (Blair & Raver, 2015). As a result, many educators incorporate strategies that enhance executive function, such as teaching mindfulness, providing regular feedback, and offering practice in self-reflection, all of which can help students build these critical skills over time.

Genre Composition
Genre Style & Text Structure
Idea Generation
Planning/Prewriting
Word Choice
Writing Craft
Revision

$\times$

Syntax
Sentence Structure
Sentence Variety
Genre Transitions
Capitalization
Punctuation

$\times$

Transcription
Encoding
Handwriting
Keyboarding

$=$

Writing Proficiency

Executive Function and Writing

Executive function plays a critical role in the writing process, encompassing skills essential for planning, organizing, and effectively completing writing tasks. Defined as the mental processes that allow individuals to manage thoughts and actions to achieve goals, executive function includes planning, working memory, cognitive flexibility, and self-monitoring. These skills are essential for students to generate and structure ideas, manage time, and revise their work effectively. Researchers have found that students with strong executive functioning skills are better able to navigate complex tasks, like writing assignments, which require them to think critically and systematically plan their approach (Graham & Harris, 2021).

One key executive function skill in writing is _planning_, which involves generating and organizing ideas before beginning to write. Writers must conceptualize their main points and consider how to support them with evidence or examples. Studies show that students who engage in pre-writing planning perform better in terms of both the structure and content of their writing (Troia, 2020). However, planning can be challenging for students with underdeveloped executive function skills, who may struggle to organize their ideas effectively or feel overwhelmed by the writing task. Teaching students to use graphic organizers or outlining strategies can improve their planning abilities, enabling them to approach writing with a clear direction (Saddler, 2021).

Working memory, another component of executive function, is also crucial for effective writing. During the writing process, students must hold multiple ideas in mind while simultaneously considering grammar, sentence structure, and overall coherence. For instance, a writer crafting a paragraph must remember the main topic while developing each supporting sentence, balancing ideas and mechanics to create a cohesive piece. Researchers have found that students with strong working memory skills are better able to maintain focus and produce longer, more complex texts, while those with weaker working memory may struggle to sustain and develop their ideas throughout a piece (Swanson & Berninger, 2018).

Self-monitoring, the ability to evaluate one's own work and make adjustments as needed, is another executive function skill essential for revising and editing in writing. Writers use self-monitoring to assess the clarity, coherence, and accuracy of their text, catching errors or inconsistencies. For students who struggle with self-monitoring, the revision process can be difficult, as they may lack the awareness to identify mistakes or gaps in their writing. Research suggests that explicitly teaching revision strategies and encouraging students to review their work multiple times can strengthen self-monitoring abilities, leading to better overall writing quality (Harris & Graham, 2022).

Ultimately, supporting students' executive functioning in writing can enhance their ability to plan, execute, and refine their work. By incorporating strategies that bolster planning, working memory, and self-monitoring, educators can help students build strong writing skills that are vital for academic success. Understanding the role of executive function in writing can also inform interventions for students who may experience difficulties in this area, ensuring that they receive the support necessary to become confident, effective writers (Troia, 2020). As students develop these executive function skills, they not only improve their writing but also gain valuable abilities that contribute to overall learning and problem-solving capabilities.

Scope and Sequence

	Kinder	First	Second	Third	Fourth	Fifth
Genre Narrative	x	x	x	x	x	x
Concepts of Print Focus	x	x	x			
High Frequency Words	x	x	x			
Sentence Construction and Structure	x	x	x	x	x	x
Sentence Variety	x	x	x	x	x	x
Sentence Fluency	x	x	x	x	x	x
Subject/Predicate	x	x	x	x	x	x
Pronouns	x	x	x	x	x	x
Common Nouns	x	x	x	x	x	x
Proper Nouns	x	x	x	x	x	x
Action Verbs	x	x	x	x	x	x
To Be Verbs	x	x	x	x	x	x
Dot and Say (proofreading)	x	x	x	x	x	x
Green/Red Light (Capitals/Puntuation	x	x	x	x	x	x
Word Wall Words	x	x	x			
Bottom to Top (Spelling Proof)			x	x	x	x
Every word has at least one vowel	x	x				
Every word has at least one vowel	x	x				
Every Syllable has at least one vowel		x	x			

Scope and Sequence Continued

	Kinder	First	Second	Third	Fourth	Fifth
One to One Confer	x	x	x	x	x	x
Small Group Differentiation	x	x	x	x	x	x
Writing Process	x	x	x	x	x	x
Prewriting	x	x	x	x	x	x
Drafting/Sentence Construction	x	x	x	x	x	x
Publishing	x	x	x	x	x	x
Other words for Said			x	x		
Using Correct Homophones			x	x		
Concepts of Literature	x	x	x	x	x	x
Dialogue and Punctuation			x	x	x	x
Adding Adjectives		x	x	x		
Vigorous Verbs			x	x	x	
Building the Paragraph				x	x	x
Mood & Tone						x
Similies					x	x
Show Versus Tell						x
Appositives						x
Compare & Contrast Writing						
Objects	x	x	x			
Using Text			x	x	x	x

Scope and Sequence Continued

	Kinder	First	Second	Third	Fourth	Fifth
Opinion/Argumentative						
Book Review	x	x				
Character Traits			x	x		
Text-Based Evidence				x	x	x
Informational Text						
Summarizing	x	x	x	x	x	x
Synthesizing				x	x	x
Research	x	x	x	x	x	x
Descriptive Writing						
Riddle Writing		x				

For more information on the Teacher Writing Guides and Professional Development, please call 714.357.1253