

# Special Education Writing Teacher Guide



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# Special Education Writing

## Overview

The Common Core has laid out three main types of writing: *narrative, opinion/argumentative, and informational*. Writing needs to build upon the previous year's instruction if we are to rise to the high level of demand. *The Gradual Release of Responsibility Model* will be vital to the success of students. Students can no longer have a different daily-lesson thrown at them and be expected to understand, own, and apply it to their own writing. The number of focus lessons on particular skills or strategies is dependent upon the complexity of what is being presented.

The Standards require that we ratchet up our teaching and maintain a rigorous writing program that is aligned from grade level to grade level. Teaching writing can be a challenging task. Oral language is the key for all students. If it is not in a child's oral language, it will never be in their written language. Because of these needs, this program has a weekly focus instead of different focuses each day.

This enables:

- students to have enough demonstrations to yield an understanding of the process
- the teacher to clearly demonstrate principles of writing on a daily basis
- intentional integration of grammar
- the development of oral language that is paramount to successful writing
- a focus on parts of the writing process that the teacher determines are weak for students during one-to-one conference time



## ***The Foundation of the Program*** ***Gradual Release of Responsibility***

The foundation of all focus lessons, small group lessons, and one-to-one conferences is based upon the Gradual Release of Responsibility Model (Pearson & Gallagher, 1993). In this writing program, the same skill or strategy is often taught in continuous focus lessons over one, two, or three days, depending upon the *complexity level*. Daily, repetitive, intentional focus lessons will accelerate writing development during the school year. Materials are included to give 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 own writing. Assessment helps the teacher group students for future instruction.

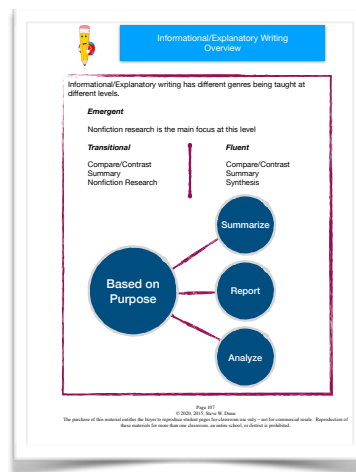


## What the Guide Includes

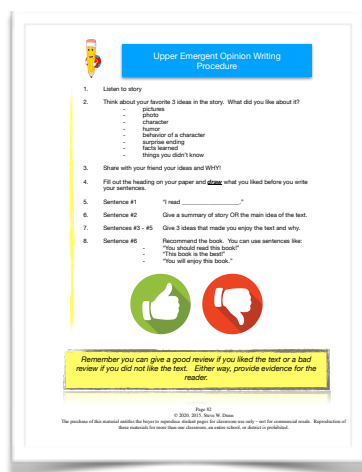
### Special Education

Each guide includes:

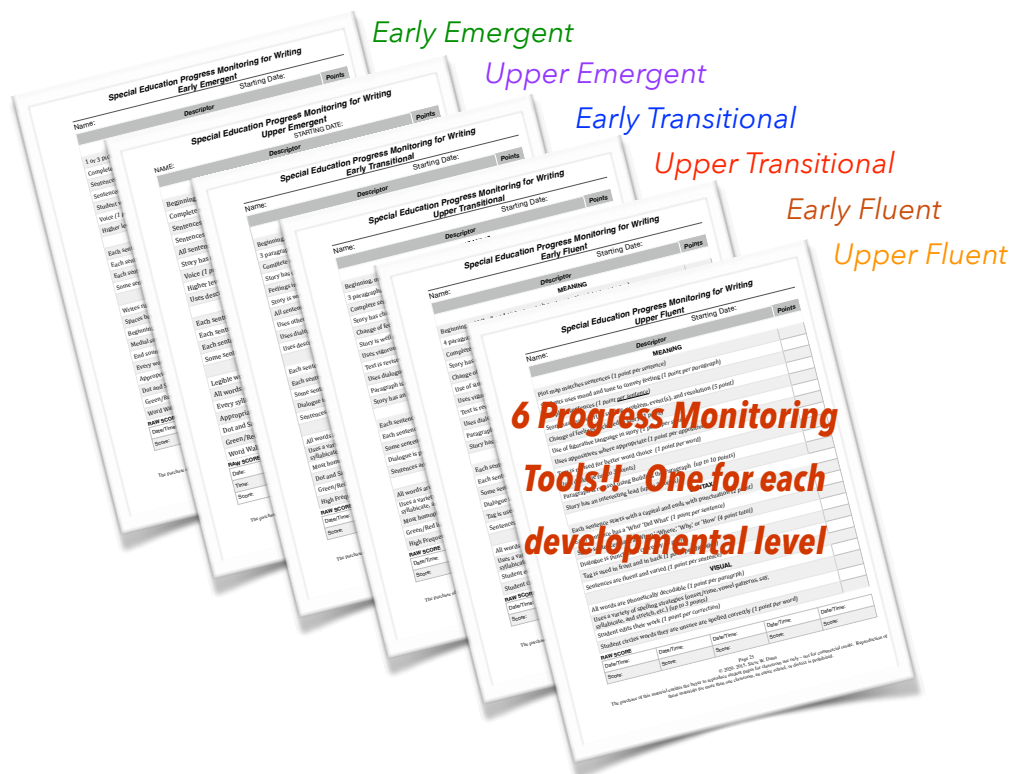
- Foundations of balanced writing instruction
- Units of writing genre that can be ordered according to the curriculum
- Introduction to each strategy



- Sample reading text to introduce different reading/writing genre
- Additional explanations to deepen teacher understanding
- Six levels of instruction/development for each genre/skill



- Tips for teaching the skill/strategy/genre
- Guide to conferencing using Praise & Prompt and potential conferencing focuses
- Graphic Organizers for each genre
- Progress Monitoring tools for each genre taught
- Progress Monitoring to inform reteaching and small group instruction



Additional Progress Monitoring Tools for other genres!

**Workshop Length:** 4-5 days throughout the year

**Overview:** Theory, in classroom demonstrations of strategies being learned, specific skills and strategies, and practice/ planning time are the focus of each workshop. In addition, coaching days can be added to help administration and coaches identify fidelity to this evidence-based program. Many E.L.L. strategies are identified to help second language students transition to English.

**Content Covered:**

Overview of the writing genre (Narrative, Informational/Explanatory, and Opinion)

Defining the teaching of writing

Direct instruction on grammar and sentence complexity/variety

Constructing focus lessons using gradual release

Using a different graphic organizer to teach compare/contrast to complex level

Breaking down Opinion writing including crafting the claim and using five devices to explain text evidence

Using reading strategies to build vocabulary

Overt teaching of Summarizing and Synthesizing for research and opinion writing

How to paraphrase and sort information

The teaching of Personal Narrative

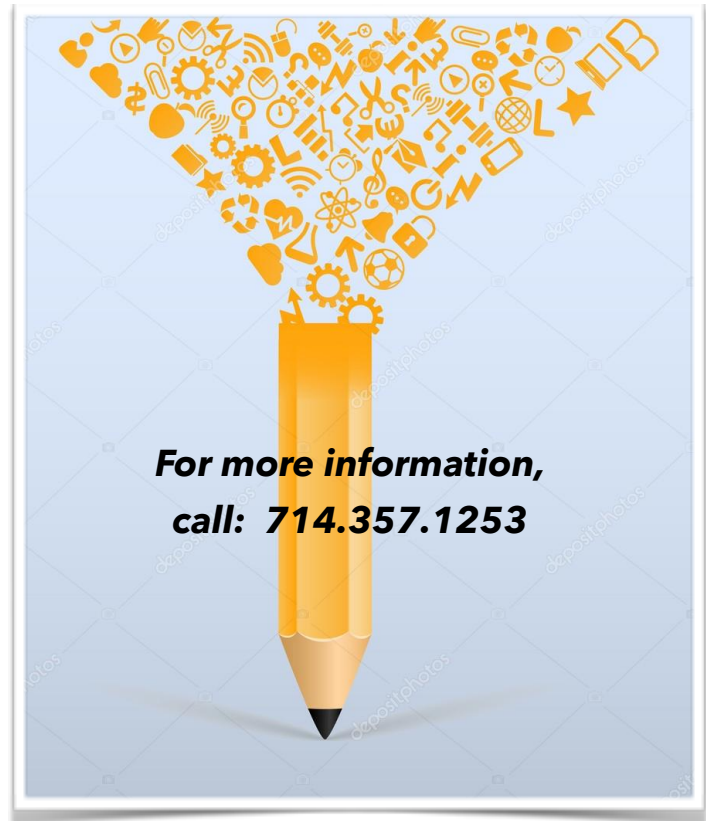
Overt reproducible strategies using cognitive procedures

Extending spelling strategies

Teaching skills and strategies

Several explicit editing and revising strategies

Progress Student Monitoring that drives instruction



## Scope & Sequence

	Early Emergent	Upper Emergent	Early Transitional	Upper Transitional	Early Fluent	Upper Fluent
Grammar & Journal/ Narrative	x	x	x	x	x	x
Concepts of Print	x	x	x			
High Frequency Words	x	x	x	x	x	
Sentence Fluency	x	x	x	x	x	x
Dot & Say	x	x	x	x	x	x
Green Light Red Light	x	x	x	x	x	
Word Wall Words	x	x	x	x	x	
Bottom to Top Editing			x	x	x	x
Every Word has a vowel	x	x				
Conferring & Small Group	x	x	x	x	x	x
Writing Process	x	x	x	x	x	x
Concepts of Literature	x	x	x	x	x	x
Other words for 'went'			x	x		
Other words for 'said'			x	x		
Tag & Quote			x	x	x	x
Adding Adjectives			x	x		
Building the Paragraph					x	x
Sentence Variety	x	x	x	x	x	x

	Early Emergent	Upper Emergent	Early Transitional	Upper Transitional	Early Fluent	Upper Fluent
Vigorous Verbs					x	x
Interesting Leads					x	x
Genre: Opinion	x	x	x	x	x	x
Book Review	x	x				
Character Traits			x	x		
Citing Text Evidence			x	x	x	x
Crafting the Claim					x	x
Explaining and Extending Text Evidence					x	x
Genre: Informational/ Explanatory	x	x	x	x	x	x
Emergent Research	x	x				
Transitional Research			x	x		
Synthesizing for Research					x	x
Compare/ Contrast			x	x	x	x
Summarizing		x	x	x	x	x

*In order to fully implement this curriculum, purchase of teacher manuals needs to accompany all professional development.*

