

Writing: Part 1
***Understanding The Big
Picture of Writing***

December 18th, 2025
Session 3

WELCOME!

Name

Location

Literacy Success

Meet the Presenters...

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Housekeeping Items

- Link to today's slide deck:
[CB Session 3: Understanding The Big Picture of Writing.pptx](#)

[2025-2026 Literacy Capacity Builder Resources](#)
- All resources are available in our shared folder:
[Literacy Capacity Builder Participant Resources \(2025-2026\)](#)
- Resources are archived on ISBE's [Illinois Comprehensive Literacy Plan webpage](#) after each session.

Shared Norms

Empower

Stay future-focused, work toward solutions, and promote progress in every discussion.

Engage

Actively participate by sharing feedback and interacting in both the chat and small groups.

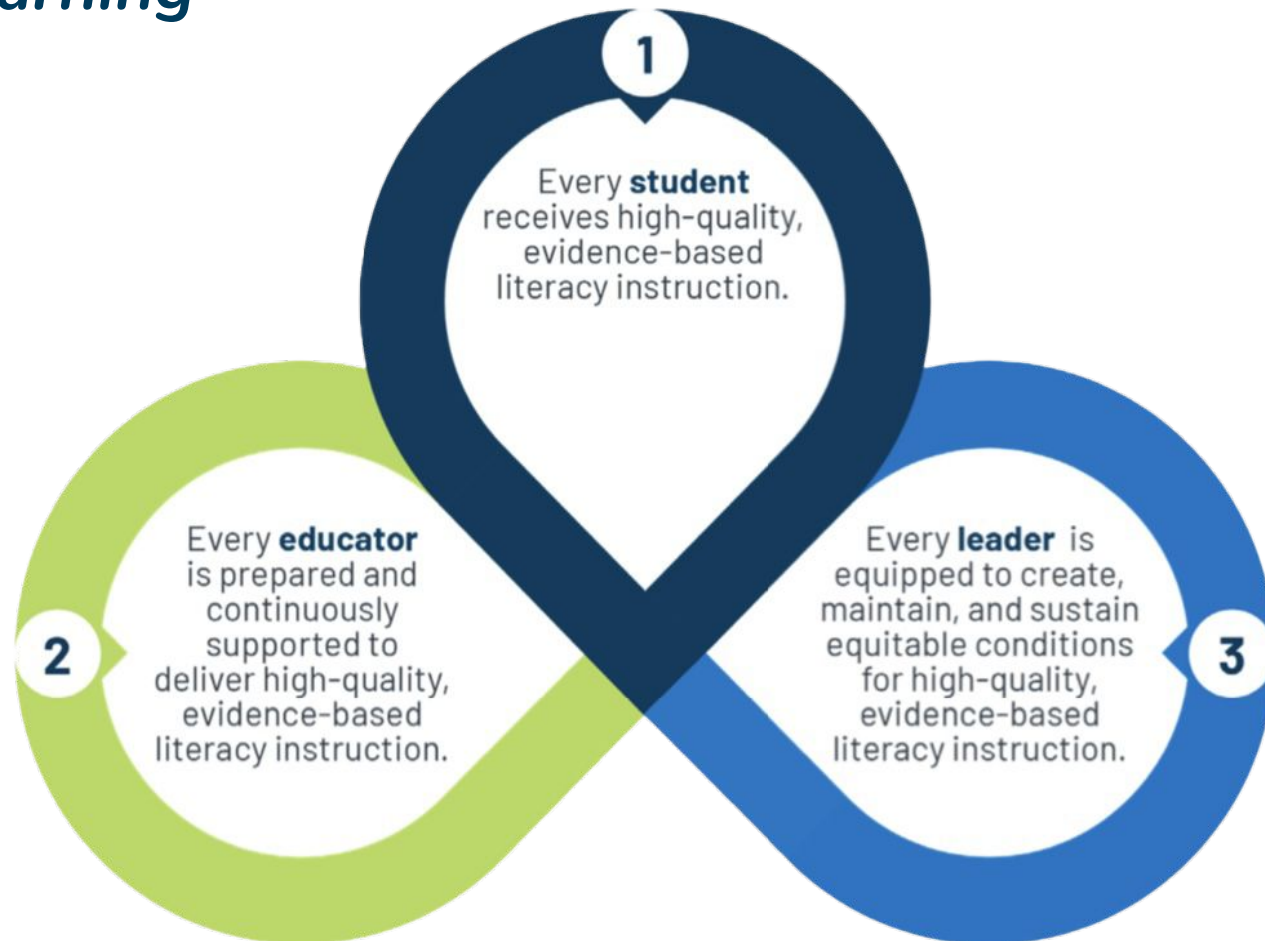
Uplift

Encourage diverse perspectives, provide space for everyone to share their ideas, and embrace discomfort to foster growth.

Unite

Foster a sense of togetherness and openness, ensuring full participation. Make your video available if possible.

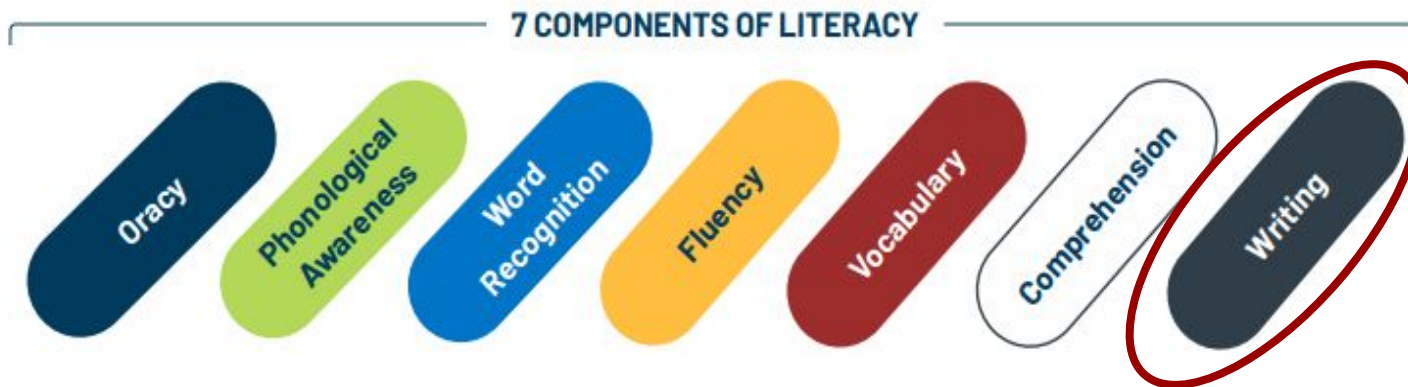
Effective & Equitable Literacy Teaching, Leadership, and Learning



The Seven Components of Literacy

Illinois has identified the importance of the Seven Components of Literacy detailed on the following pages. The components offer a comprehensive overview of developmentally appropriate practices. These practices align with the crucial components of literacy: **oracy**, **phonological awareness**, **word recognition**, **fluency**, **vocabulary**, **comprehension**, and **writing**. The instructional framework is not merely a theoretical construct; it is a practical tool for educators that is designed to enhance student literacy outcomes.

This comprehensive approach underscores the belief that literacy education transcends isolated skills. It encompasses a broader spectrum of communication and expression. Embracing this comprehensive literacy model – incorporating reading, oracy, and writing – ensures that students have equitable access to acquire multifaceted skills, which are vital for success across academic, professional, and personal domains.



The following pages take a closer look at each of the components, providing a deeper understanding of each at varying grade spans, considerations for specific student groups, considerations for assessment and intervention, and evidence-based core instructional practices.

[Illinois Comprehensive Literacy Plan: Writing.....58-61](#)

Agenda

1

Understanding the
Big Picture of Writing
(12/18/25)

2

Planning and Instruction
for Student Progress
(1/22/26)

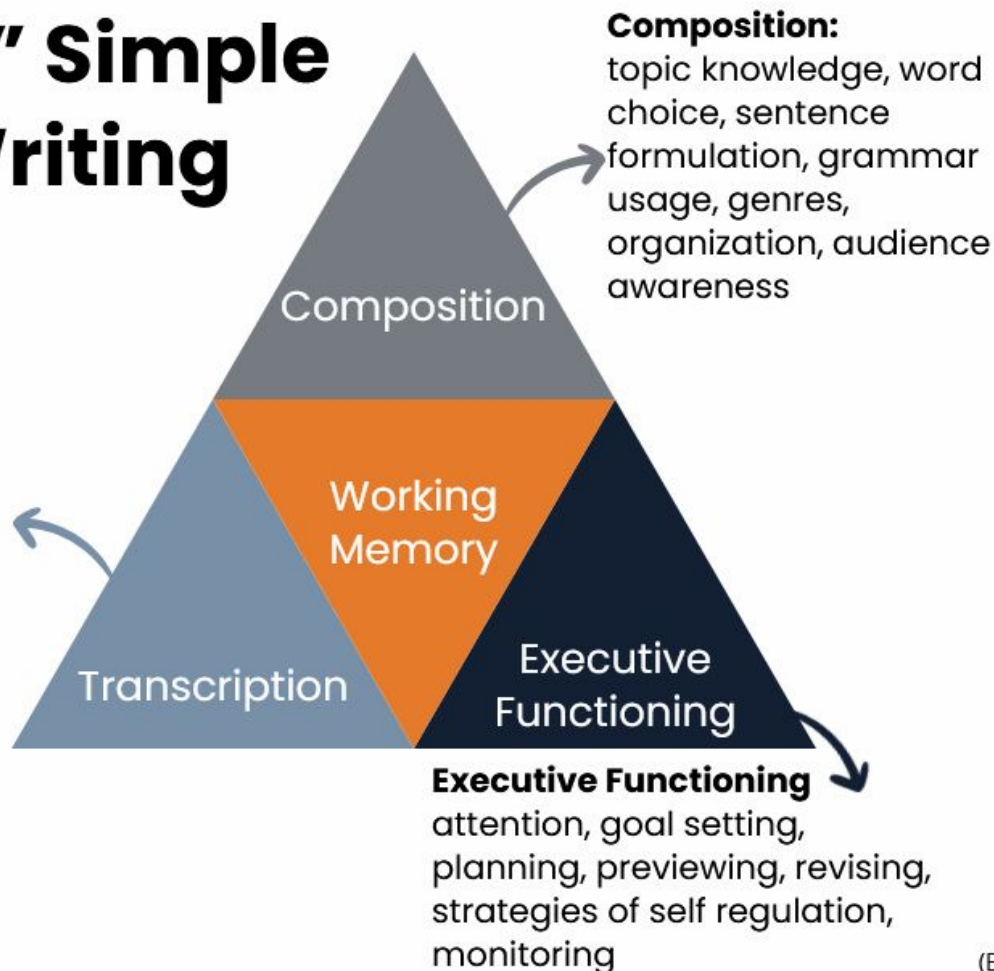
Big Picture Outcomes

- Writing is Complex!
- Strong writing instruction starts with clarity about what we are teaching
- Writing development is a progression NOT a checklist

The “Not So” Simple View of Writing

Transcription

letter formation, handwriting, typing, spelling, punctuation, spatial organization



(Berninger & Winn, 2006)

Step 1

I am going to put 20 seconds on the clock.
Please write the sentence "I am learning how
to write."





**Step
2**

I am going to put 20 seconds on the clock. Please write the sentence "I am learning how to write." using your non-dominant hand.





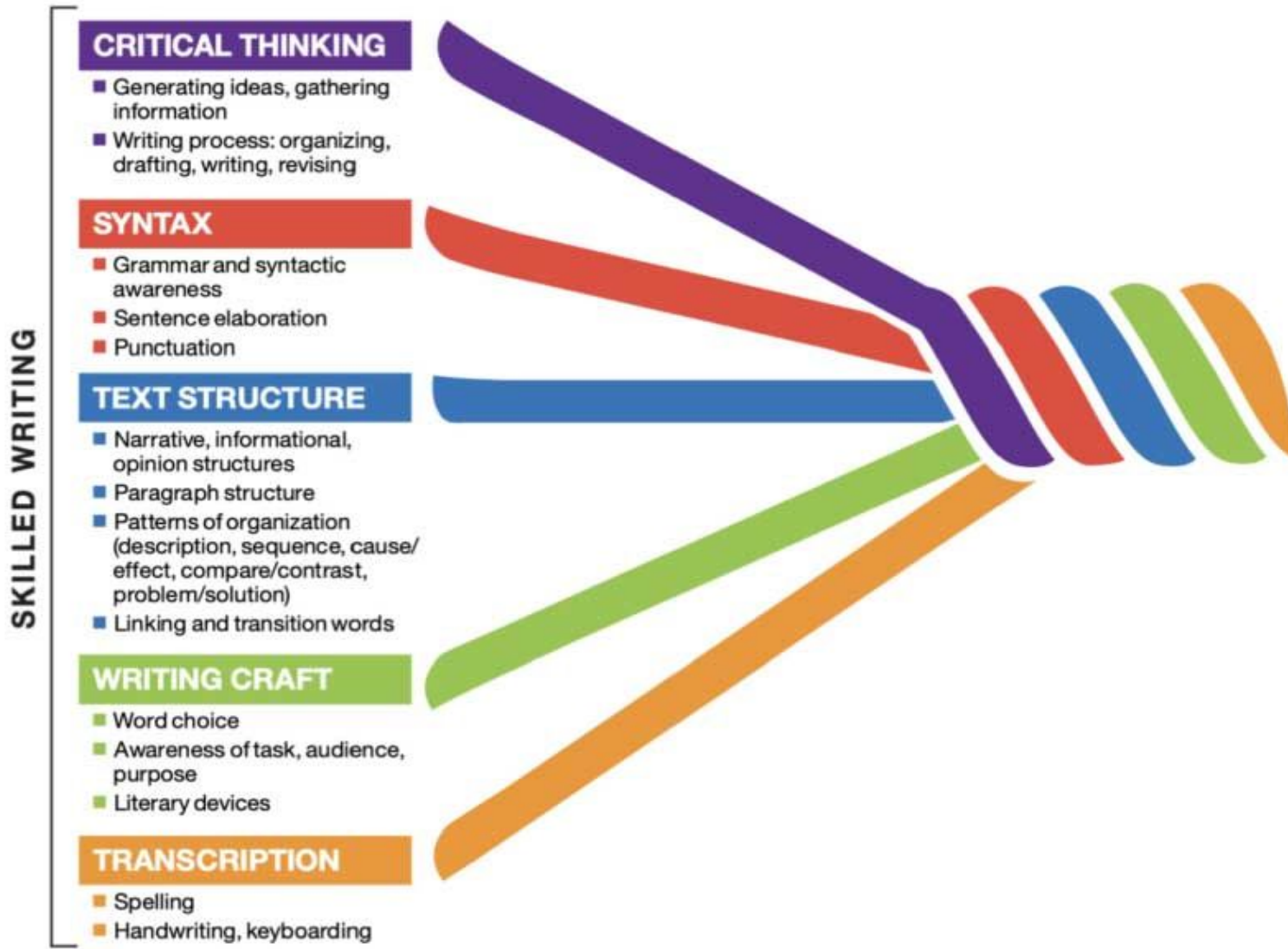
**Step
3** I am going to put 20 seconds on the clock. Please write the sentence "I am learning how to write." using your non-dominant hand while tapping.





Step 4

I am going to put 20 seconds on the clock. Please write a sentence about your favorite thing about teaching; however, you can only use words that a 5 year old would know.



(Sedita, 2021)

**Writing is
COMPLEX!**

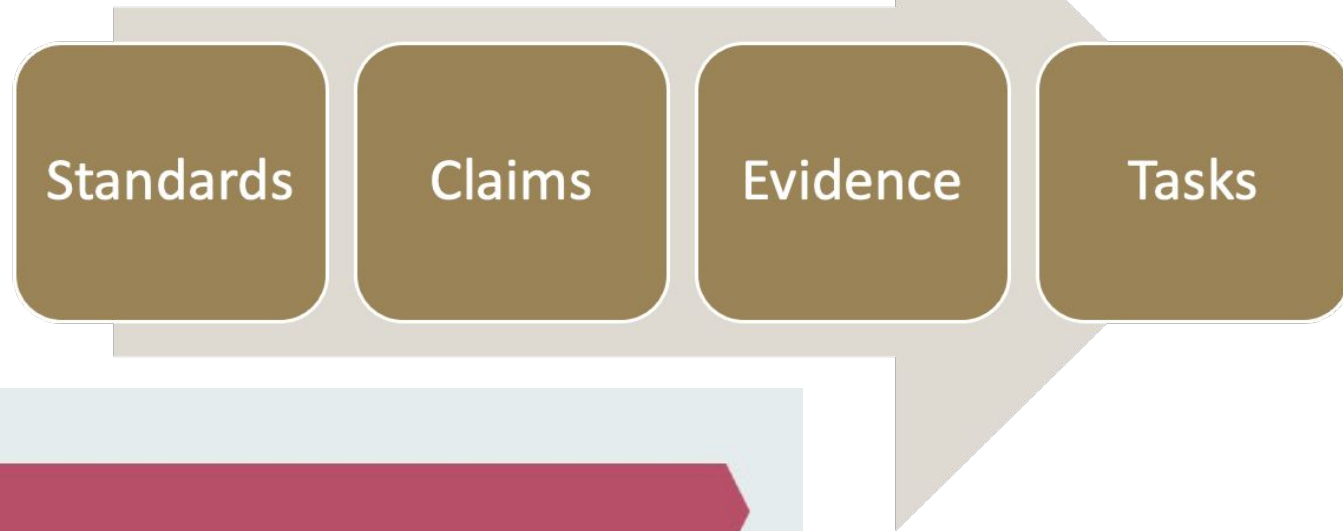
Why is Writing Important?

- Improves thinking
- Supports reading development
- Boosts learning across content areas
- Builds communication skills
- Helps to develop executive function skills
- Increases student independence
- Bridges oral language and literacy
- Plays a significant role on state and national assessments
- IS A LIFE SKILL

Big Picture Outcomes

- **Writing is Complex!**
- Strong writing instruction starts with clarity about what we are teaching
- Writing development is a progression NOT a checklist

Evidence-Centered Design



College and Career Readiness Anchor Standards for Writing

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progression of Writing Standards (K-12)

Writing Standards K-5



The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

Grade Level Expectations

Domains

Kindergartners:**Grade 1 students:****Grade 2 students:****Text Types and Purposes**

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Grade 3 students:**Grade 4 students:****Grade 5 students:****Text Types and Purposes**

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - d. Provide a concluding statement or section.

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.

Grade 6 students:**Grade 7 students:****Grade 8 students:****Text Types and Purposes**

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 9–10 students:**Grades 11–12 students:****Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Progression
of Writing
Standards
(K-12)

Complexity
of Writing
Standards:
How do the
skills build?

Breakout Discussion #1

Session 3 Note Catcher

Standard Analysis:

- Task: Read Writing Standard #1 - Starting with K progressing through Grade 12.
- Reflect upon & discuss the questions on your note catcher.
- (7 minutes)



[K-12 Writing Standards.pdf](#)

Breakout Discussion #1

Debrief

Session 3 Note Catcher

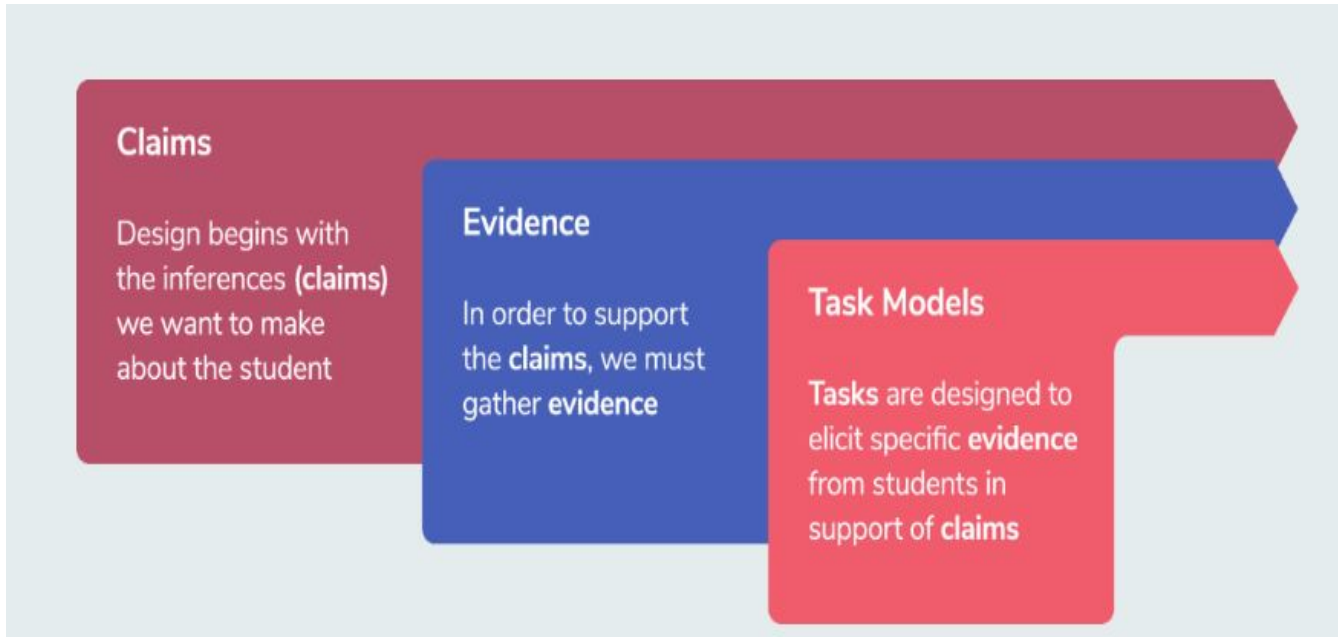
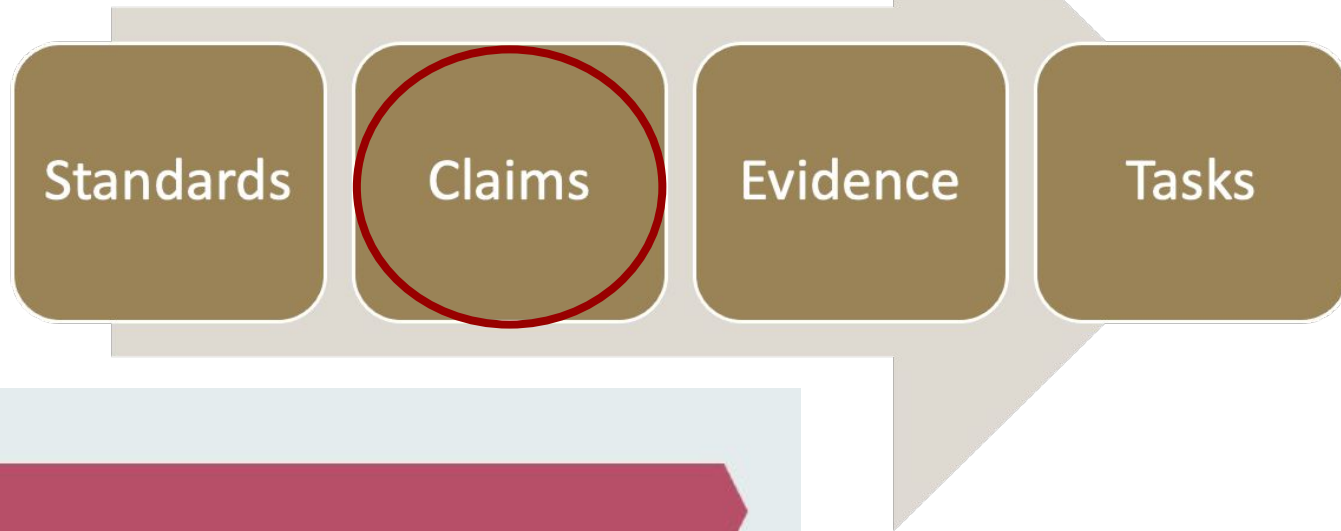
Standard Analysis:

- Task: Read Writing Standard #1 - Starting with K progressing through Grade 12.
- Reflect upon & discuss the questions on your note catcher.
- (5 minutes)



Writing Standards

Evidence Centered Design



Writing Standards

Reading and Writing are Connected!

ELA/Literacy for Grades 3-8

Master Claim/Reporting Category:

Students are “on track” to college and career readiness in ELA/Literacy

Major Claim: Reading Complex Text

Students read and comprehend a range of sufficiently complex texts independently.

Major Claim: Writing

Students write effectively when using and/or analyzing sources.

SC: Vocab. Interpretation and Use

(RL/RI.X.4 and L.X.4-6)

Students use context to determine the meaning of words and phrases.

SC: reading Literature (RL.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

SC: Reading Informational Text (RL.X.1-10)

Students demonstrate comprehension and draw evidence from reading of grade-level, complex informational texts.

SC: Written Expression (W.X.1-10)

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

SC: Conventions and Knowledge of Language (L.X.1-3)

Students demonstrate knowledge of conventions and other important elements of language.

SC: Research

(data taken from Research Simulation Task)

Student build and present knowledge through integration, comparison, and synthesis of ideas.

[IAR ELA Task Generation Models](#)



What do you notice about the writing percentage?

Illinois Assessment of Readiness Grade 3 ELA/L Blueprint: Literary Analysis Task Form					
Sub-Claim / Reporting Category ¹	Standards	Illinois Learning Standards Strand			
	Evidence Statements	Reading Literature	Reading Informational Text	Writing	Language
Reading: Literary Text 20% points	Standards	RL 3.1; RL 3.2; RL 3.3; RL 3.7; RL 3.9	---	---	---
	Evidence Statements	RL 3.1.1; RL 3.2.1; RL 3.2.2; RL 3.2.3; RL 3.3.1; RL 3.3.2; RL 3.7.1; RL 3.9.1; RL 3.9.2; RL 3.9.3			
Reading: Informational Text 20% points	Standards	---	RI 3.1; RI 3.2; RI 3.3; RI 3.5; RI 3.7; RI 3.8; RI 3.9	---	---
	Evidence Statements		RI 3.1.1; RI 3.2.1; RI 3.2.2; RI 3.2.3; RI 3.3.1; RI 3.3.2; RI 3.3.3; RI 3.5.1; RI 3.5.2; RI 3.7.1; RI 3.8.1; RI 3.9.1		
Reading: Vocabulary 15% points	Standards	RL 3.4	RI 3.4	---	L 3.4; L 3.5; L 3.6
	Evidence Statements	RL 3.4.1	RI 3.4.1		L 3.4.1; L 3.5.1; L 3.5.2; L 3.6.1
Writing: Written Expression 33% points	Standards	---	---	W 3.1; W 3.2; W 3.4; W 3.5; W 3.6; W 3.7; W 3.8; W 3.10	---
	Evidence Statements			W 3.1	
Writing: Knowledge of Language and Conventions 11% points	Standards	---	---	---	L 3.1; L 3.2; L 3.3; L 3.6
	Evidence Statements				W 3.1

Grade-level Blueprints for Three Types of Tasks

Pulled directly from our standards!

Task Generation Models (TGM)

Task Models require students to analyze complex texts, synthesize ideas, and write to demonstrate their understanding. Task Models provide a framework for assessment units. Students read passage 1 and answer questions based on the passage. Then, students read a second passage and answer questions based on the second passage. Next, they'll answer questions which require them to synthesize information from both passages and produce an analytic written response. The task models are designed to elicit specific information about a student's ability to analyze complex texts, synthesize information, and write effectively to demonstrate their understanding.

There are three types of tasks:

- A. **Literary Analysis Tasks**—The Literary Analysis Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study, engage with the text by answering a series of questions, and then composing an analytic response to a prompt.
- B. **Research Simulation Task**—The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the college-and-career readiness skills of observation, deduction, and proper use and evaluation of evidence across text types. In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Multimedia as well as print texts can serve as the anchor text in RST tasks. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write an argumentative or informative/explanatory response to a prompt.
- C. **Narrative Writing Task**—The Narrative Task requires students to respond to a literary text in a variety of creative ways not limited to extending a story or telling the story from another character's point of view. The Narrative Writing Task includes prompts designed to elicit narrative stories.

- [Grade 3 Task Form Blueprint - ELA](#)
- [Grade 4 Task Form Blueprint - ELA](#)
- [Grade 5 Task Form Blueprint - ELA](#)

- [Grade 6 Task Form Blueprint - ELA](#)
- [Grade 7 Task Form Blueprint - ELA](#)
- [Grade 8 Task Form Blueprint - ELA](#)



ELA Unit Times & Blueprints

GRADE 3 FORM A

Unit 1	Literary Analysis Task	75 min
Unit 2	Research Simulation Task	75 min
		2.5 HRS Total

GRADE 3 FORM B

Unit 1	Narrative Writing Task	75 min
	Short Passage	
Unit 2	Research Simulation Task	75 min
		2.5 HRS Total

GRADES 4 – 8 FORM A

Unit 1	Literary Analysis Task	90 min
	Short Passage	
Unit 2	Research Simulation Task	90 min
		3 HRS Total

GRADES 4 – 8 FORM B

Unit 1	Narrative Writing Task	90 min
	Long or Paired Passage	
Unit 2	Research Simulation Task	90 min
		3 HRS Total

Students are assigned either Form A or Form B at random

[IAR ELA Testing Times and Task Models](#)

What do you notice about the writing percentage?

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Reading: Literary Text 20% points	Standards	RL 3.1; RL 3.2; RL 3.3; RL 3.7; RL 3.9	---	---	---
	Evidence Statements	RL 3.1.1; RL 3.2.1; RL 3.2.2; RL 3.2.3; RL 3.3.1; RL 3.3.2; RL 3.7.1; RL 3.9.1; RL 3.9.2; RL 3.9.3			
Reading: Informational Text 20% points	Standards	---	RI 3.1; RI 3.2; RI 3.3; RI 3.5; RI 3.7; RI 3.8; RI 3.9	---	---
	Evidence Statements		RI 3.1.1; RI 3.2.1; RI 3.2.2; RI 3.2.3; RI 3.3.1; RI 3.3.2; RI 3.3.3; RI 3.5.1; RI 3.5.2; RI 3.7.1; RI 3.8.1; RI 3.9.1		
Reading: Vocabulary 15% points	Standards	RL 3.4	RI 3.4	---	L 3.4; L 3.5; L 3.6
	Evidence Statements	RL 3.4.1	RI 3.4.1		L 3.4.1; L 3.5.1; L 3.5.2; L 3.6.1
Writing: Written Expression 33% points	Standards	---	---	W 3.1; W 3.2; W 3.4; W 3.5; W 3.6; W 3.7; W 3.8; W 3.10	---
	Evidence Statements			W 3.1	
Writing: Knowledge of Language and Conventions 11% points	Standards	---	---	---	L 3.1; L 3.2; L 3.3; L 3.6
	Evidence Statements				W 3.1

Table 3.2. Specification Ranges by Reporting Category for English

Reporting category	Number of items	Percentage of test (%)
Production of Writing	22–24	29–32
Knowledge of Language	11–13	15–17
Conventions of Standard English	39–41	52–55
Total number of items	75	100

Table 3.6. Specification Ranges by Reporting Category for Reading

Reporting category	Number of items	Percentage of test (%)
Key Ideas & Details	21–24	53–60
Craft & Structure	10–12	25–30
Integration of Knowledge & Ideas	6–9	15–23
Total number of items	40	100

Writing Test Scoring Rubric

Reporting Category (Rubric Domain)	Number of Points	Percentage of Test
Ideas and Analysis	2–12	25%
Development and Support	2–12	25%
Organization	2–12	25%
Language Use and Convention	2–12	25%

ACT Resources:

[ACT Test Scores: Understanding Your Scores](#)

[ACT® Technical Manual February 2025](#)

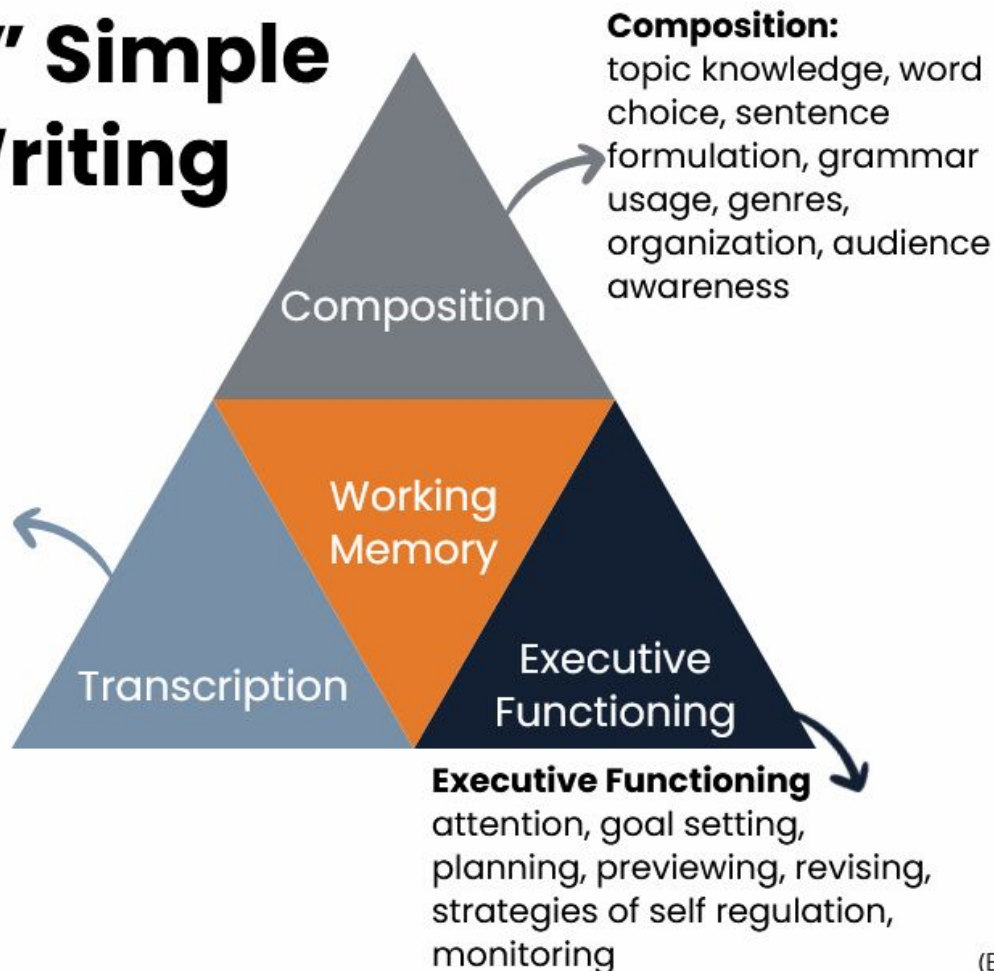
[IL-ACT-Standards-Crosswalk.pdf](#)



The “Not So” Simple View of Writing

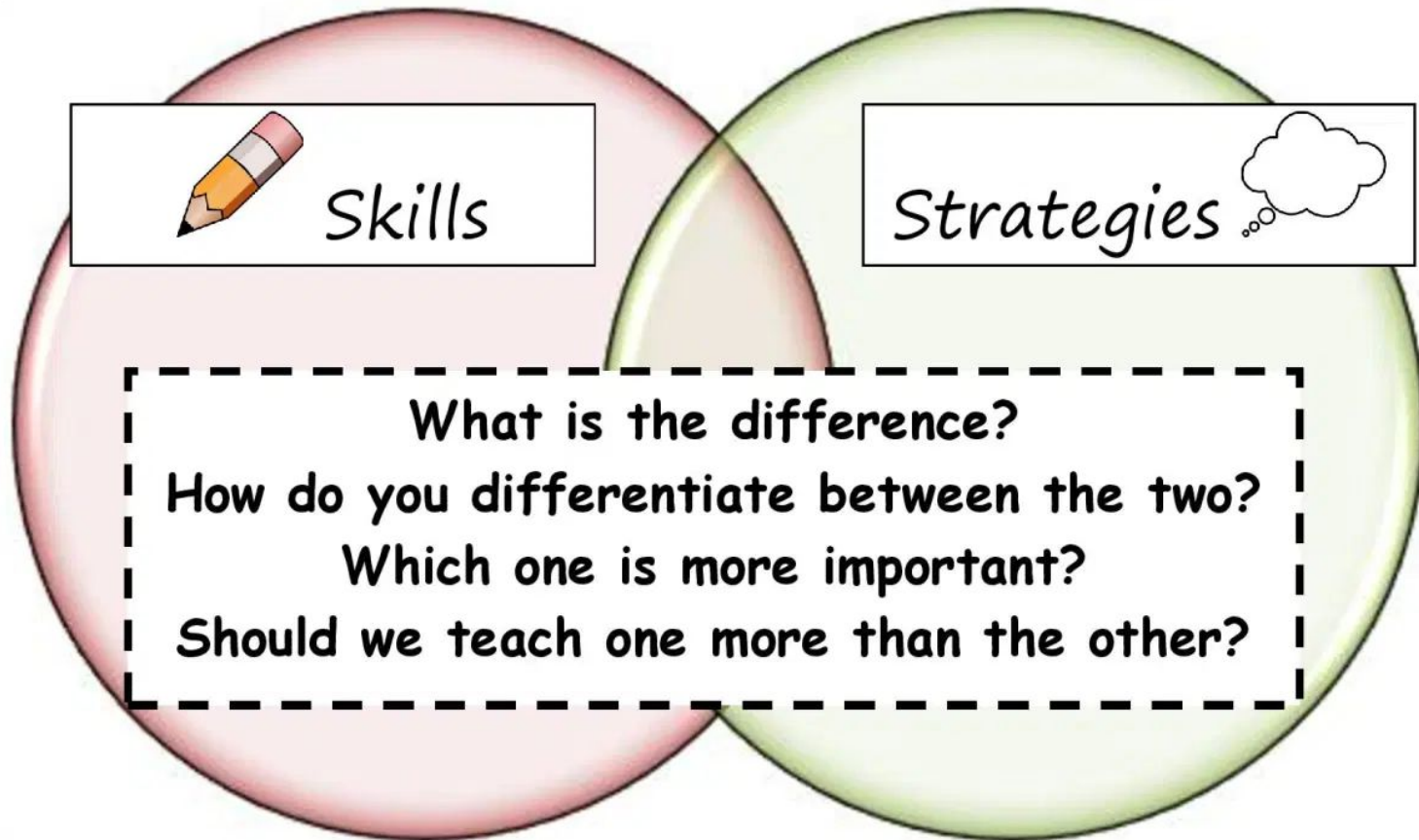
Transcription

letter formation, handwriting, typing, spelling, punctuation, spatial organization



(Berninger & Winn, 2006)

Skills VS. Strategies





Skills: The performance outcome(s) or measurable objectives that we want our students to be able to accomplish from each standard.

Examples for Writing: Use capital letters, use correct punctuation, write a sentence with a subject & predicate, write a topic sentence.

Can we measure what we identify as skills?



Cognitive Strategies : The internal processes that we teach students in how to accomplish the measurable skill.

Examples: Analyze, Visualize, Brainstorm, Reflect, Synthesize, Evaluate, Generalize

***We cannot measure if they evaluating or analyzing as these are **processes taking place in their minds** to make sense of the skills.



Instructional Strategy – A structured way to teach or encourage the use of the cognitive processes to ultimately accomplish the skill.

A strategy is a plan of action for achieving a purpose.

It is HOW students learn to do the internal processes

Examples: Charting, Graphic Organizers, Coding, RACE Writing, T Charts, etc

**Skill = The What
Strategy = The How**

T CHART	



When Planning

...will enhance content knowledge.

...can be generalized to multiple content areas.

Plan for activities that...

...are easy for students to create.

...do not assume background knowledge.

Questions for Planning

1. What skill am I actually teaching?

- Sentence construction
- Organization
- Language conventions
- Idea development

2. What cognitive demands does this place on students?

- Working memory
- Transcription load
- Language demands

3. What evidence will show me growth?

- Student writing samples
- Not just completion — quality and clarity

Good writing instruction starts with clarity, not just more strategies.

Breakout Discussion #2

Note Catcher



Writing Strategy Discussion

- Create a list of writing strategies that you currently use
- Discuss and reflect on what makes them effective
- Discuss and reflect on what could be changed to make them more effective

Breakout Discussion #2

Note Catcher

Debrief



Writing Strategy Discussion

- Create a list of writing strategies that you currently use
- Discuss and reflect on what makes them effective
- Discuss and reflect on what could be changed to make them more effective

Big Picture Outcomes

- Writing is Complex!
- Strong writing instruction starts with clarity about what we are teaching
- Writing development is a progression NOT a checklist

In the Chat

- 1 thing that affirmed your practice
- 1 “ah-ha” moment
- 1 thing that you would like to try

[2025-2026 Literacy Capacity Builder Resources](#)

Mark Your Calendars: 2025-2026 Capacity Builders

- 10/30/25 Session 1: Overview of the Series and Illinois Comprehensive Literacy Plan
- 11/13/25 Session 2: Evidence-Based Instructional Practices
- 12/18/25 Session 3: Writing Instruction: Understanding the Big Picture of Writing
- 1/22/26 Session 4: [Writing Instruction - Planning and Instruction for Student Progress](#)
- 2/19/26 Session 5: Vocabulary Instruction
- 3/19/26 Session 6: Vocabulary and Disciplinary Literacy
- 4/16/26 Session 7: Adolescent and Disciplinary Literacy
- 5/21/25 Session 8: Assessment and Instructional Decision-Making



Evaluation

[Evaluation | Session 3: Writing: Part 1- Understanding The Big Picture of Writing – Fill out form](#)

Evaluation | Session 3: Writing:
Part 1- Understanding The Big
Picture of Writing



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Questions



Thank you