

Writing: Part 2
Planning for Writing
Instruction

January 22, 2025
Session 4

WELCOME!
Name
Location
Literacy Success

Meet the Presenters...

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Professional Learning Director
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Housekeeping Items

- Link to today's slide deck:
[CB Session 4: Planning for Writing Instruction .pptx](#)
- All Resources for the Session can be found here:
[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.

Statewide Literacy Capacity Builder Resources Overview Page

- Register here for the FY 25 Sessions: [Illinois Comprehensive Literacy Plan](#)
-  State-Wide Literacy Capacity Builder Sessions FY25 Flyer.pdf
- You may also view last year's recordings and presentations [here](#).
- [Illinois Comprehensive Literacy Plan](#) (ISBE Overview Page)
- [Illinois Comprehensive Literacy Plan](#) 
- [Local Literacy Plan Template](#):  Framework for districts to develop tailored literacy strategies.

Professional Growth Opportunities: Literacy Modules

What the Research Says: Effective Reading Instruction for All Students

We are excited to announce that all 16 modules of this free, 12-15-hour course are now available!

Overview

Session 1: October 30th

Session 2: November 13th

Session 3: December 18th

Session 4: January 22nd

Session 5: February 19th

Session 6: March 19th


Session 7: April 16th

Session 8: May 21st

Session 4 Resources

Writing: Planning Instruction for Student Program

Thursday, January 22nd (3:30 - 4:30pm)

Session 4 NoteCatcher:  Session 4 Note Catcher (Writing)

Writing Process Resources

-  Nonfiction Text Structure.pdf

Depths of Knowledge (DOK)

- [DOK Question Stems](#)
- [DOK Word Wheel.pdf](#)

Online Resources

- [Cascade Reading](#)
- [Handwriting Repeater](#)
- [Freebies - Little Minds at Work](#)
- [wewillwrite.com](#)
- [myshortanswer.com](#)
- [www.boomwriter.com](#)
- [commonlit.com](#)
- [readworks.org](#)
- [simplifywriting.com](#)

All Resources for Session 4
can be found here:
[2025-2026 Literacy Capacity
Builder Resources](#)

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.

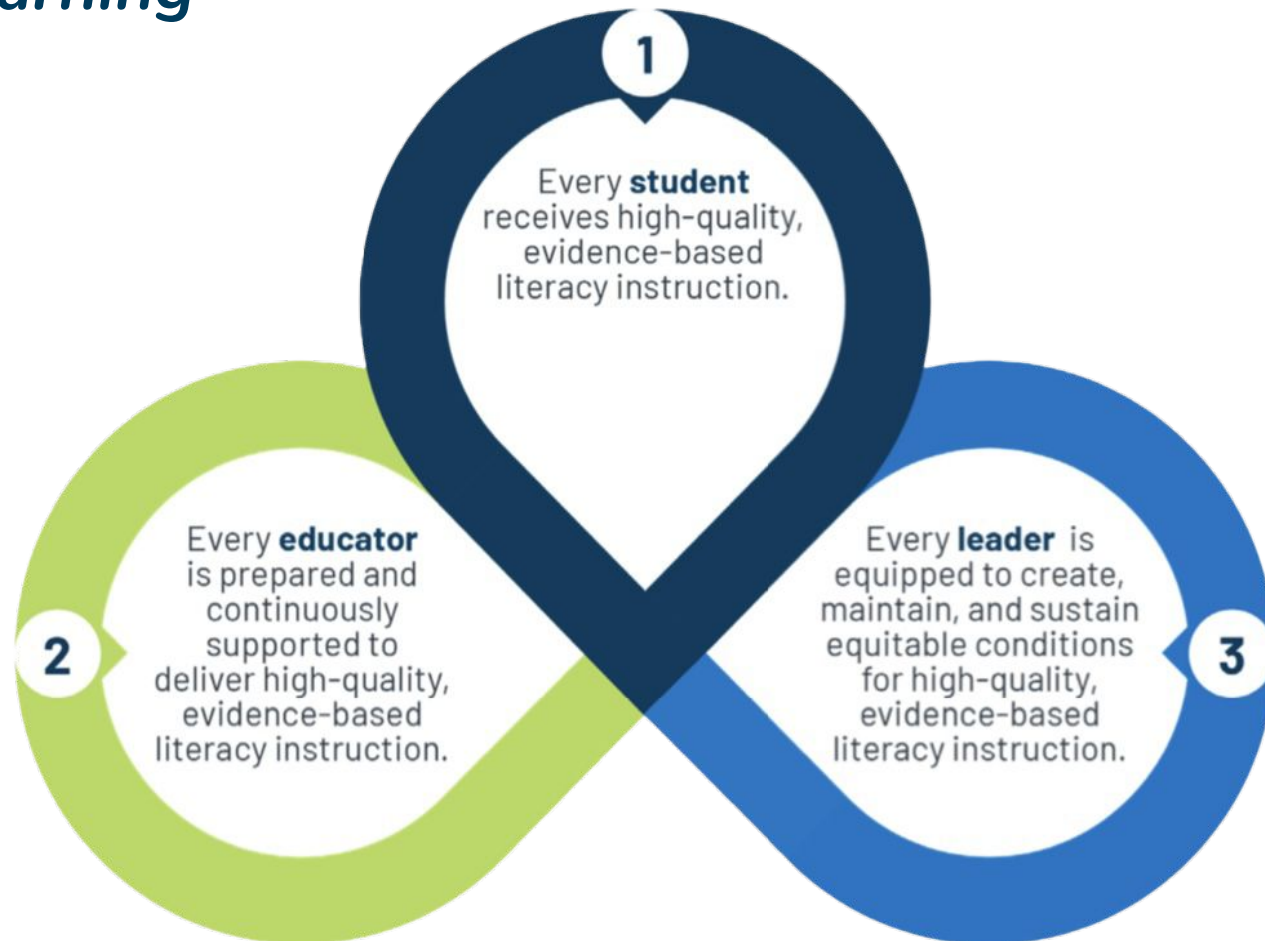
Uplift

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.

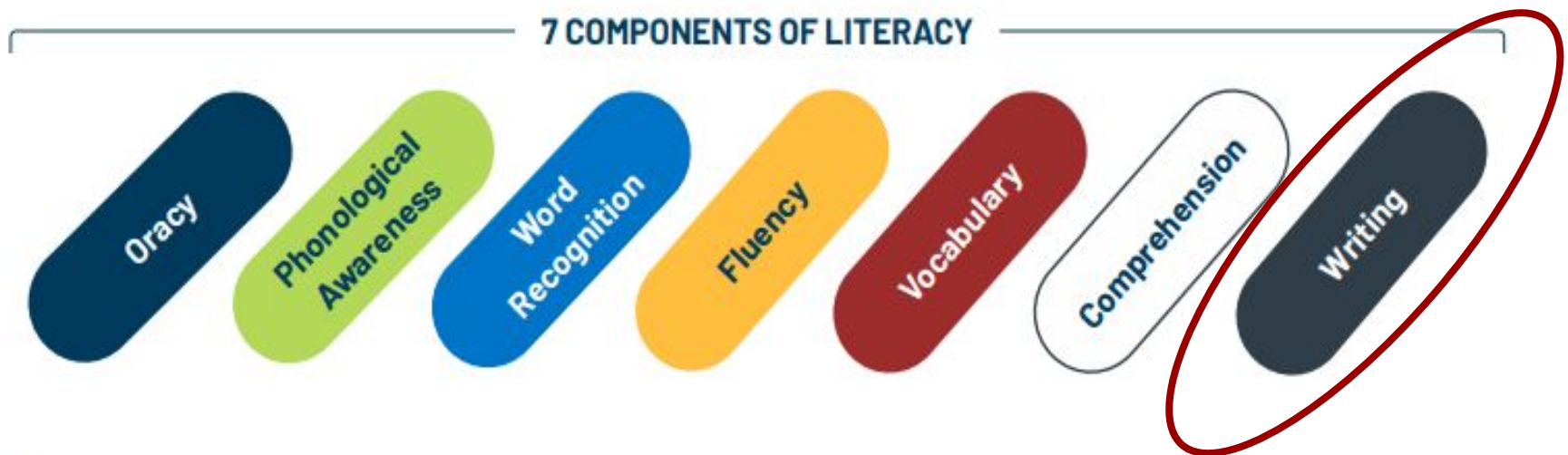
Effective & Equitable Literacy Teaching, Leadership, and Learning



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.

Agenda

1

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

2

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

Agenda

1

Broad
considerations
for teaching
writing

2

Teaching
writing

3

Additional
considerations

1

Broad
considerations
for teaching
writing

Writing is *taught*
NOT
caught!

Jago, 2014





**Kindergarten: 30 minutes
PER DAY**

**1st Grade and UP: 60
minutes PER DAY**

Graham, 2018



45 Minute Increase Per Week

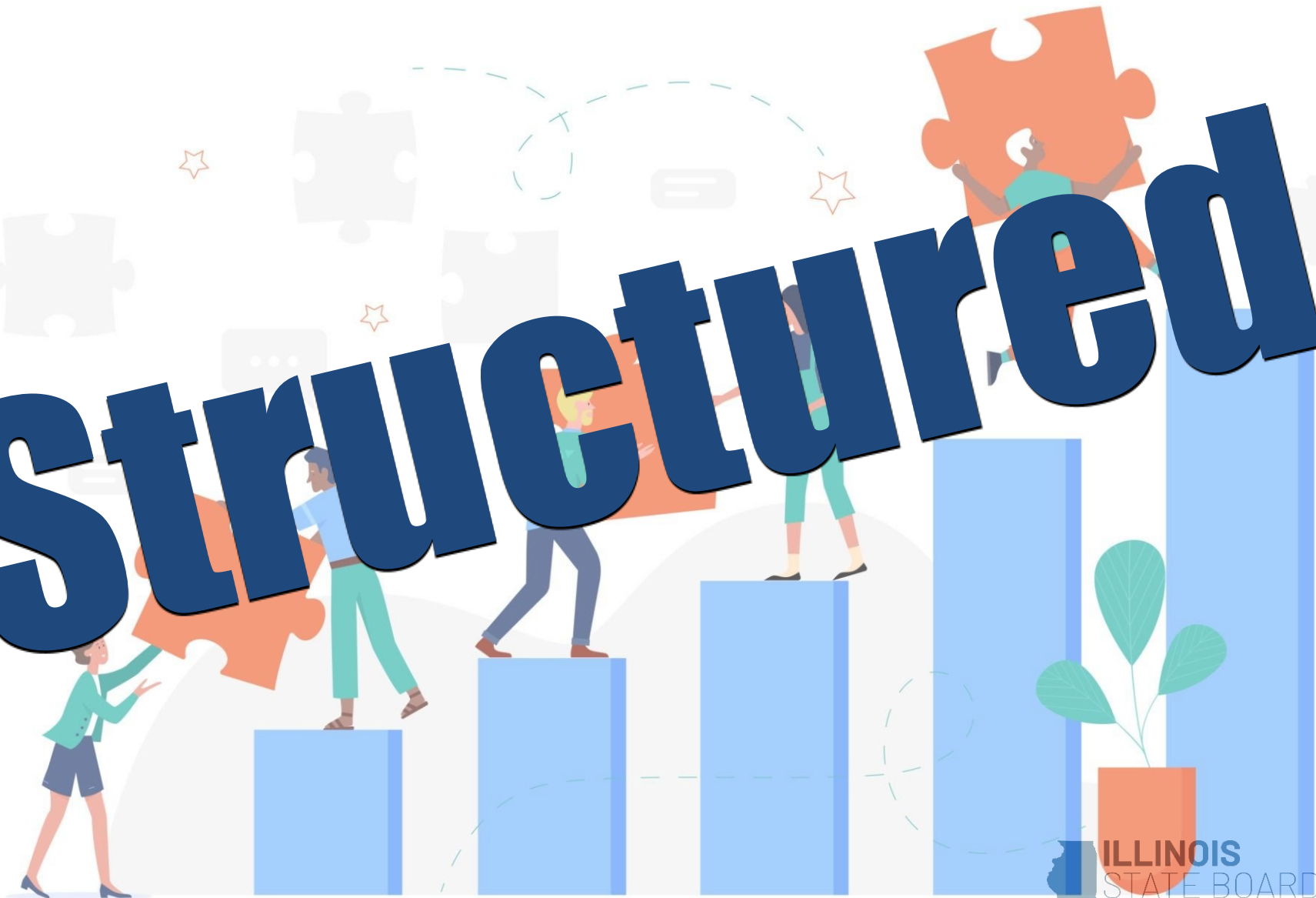
Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
			1	2	3	4
5	6	7 15	8 15	9 15	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



(Graham & Harris, 2016)

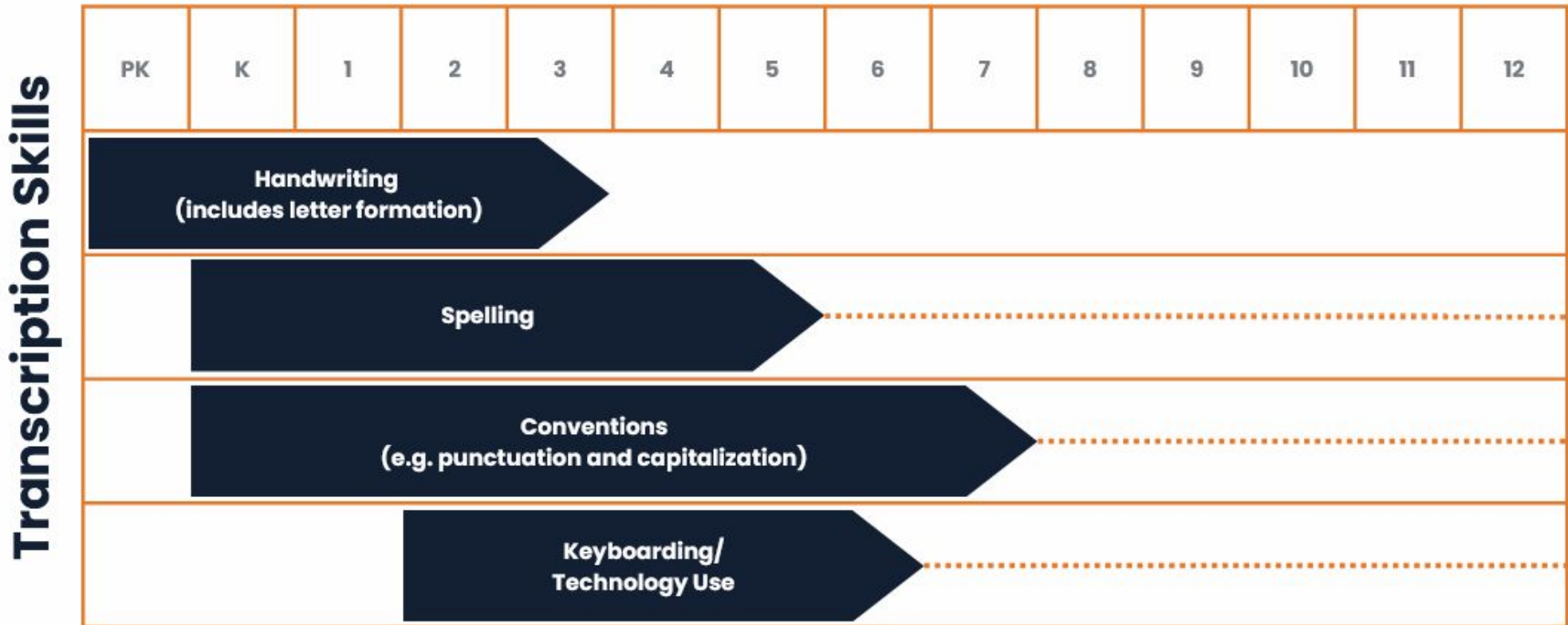


Structured



Learning Progression for Developing Skilled Writers

Novice Writer  Skilled Writer

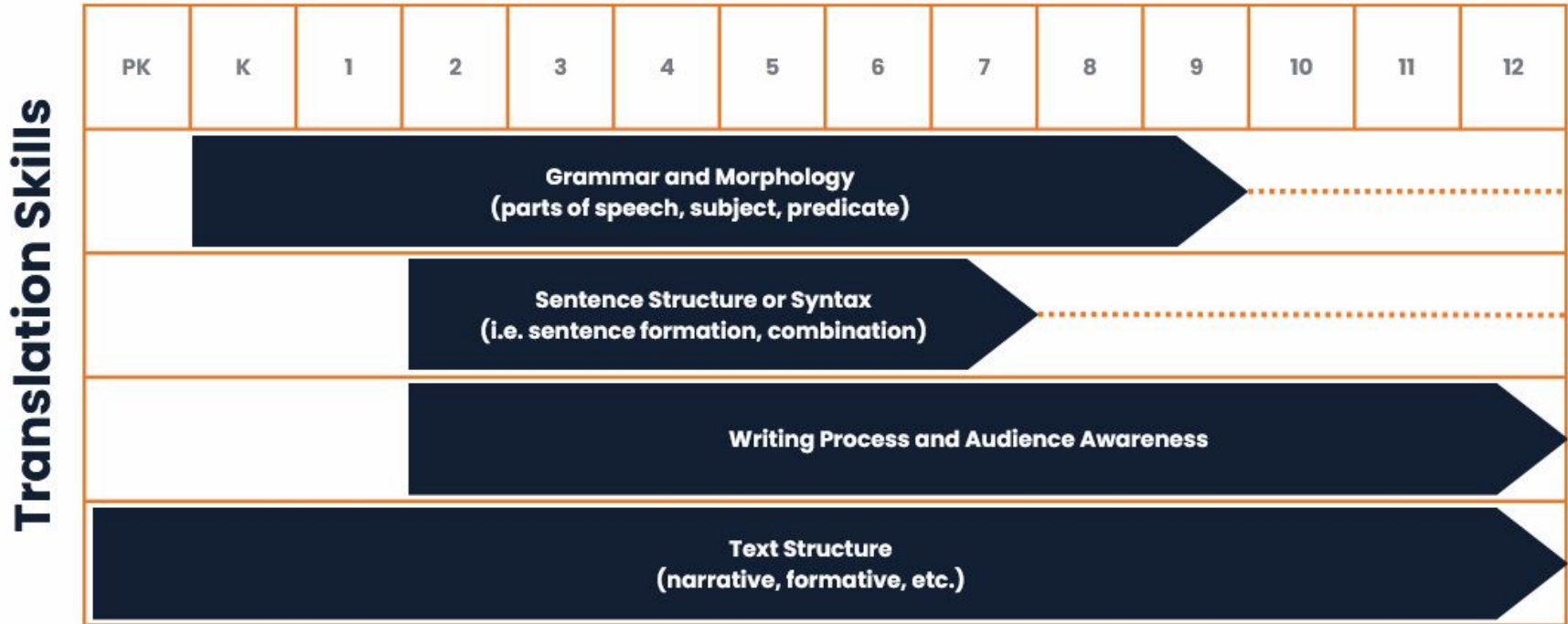


(St. Martin, et. al., 2020)



Learning Progression for Developing Skilled Writers

Novice Writer  **Skilled Writer**



(St. Martin, et. al., 2020)



Frequent and Low Stakes



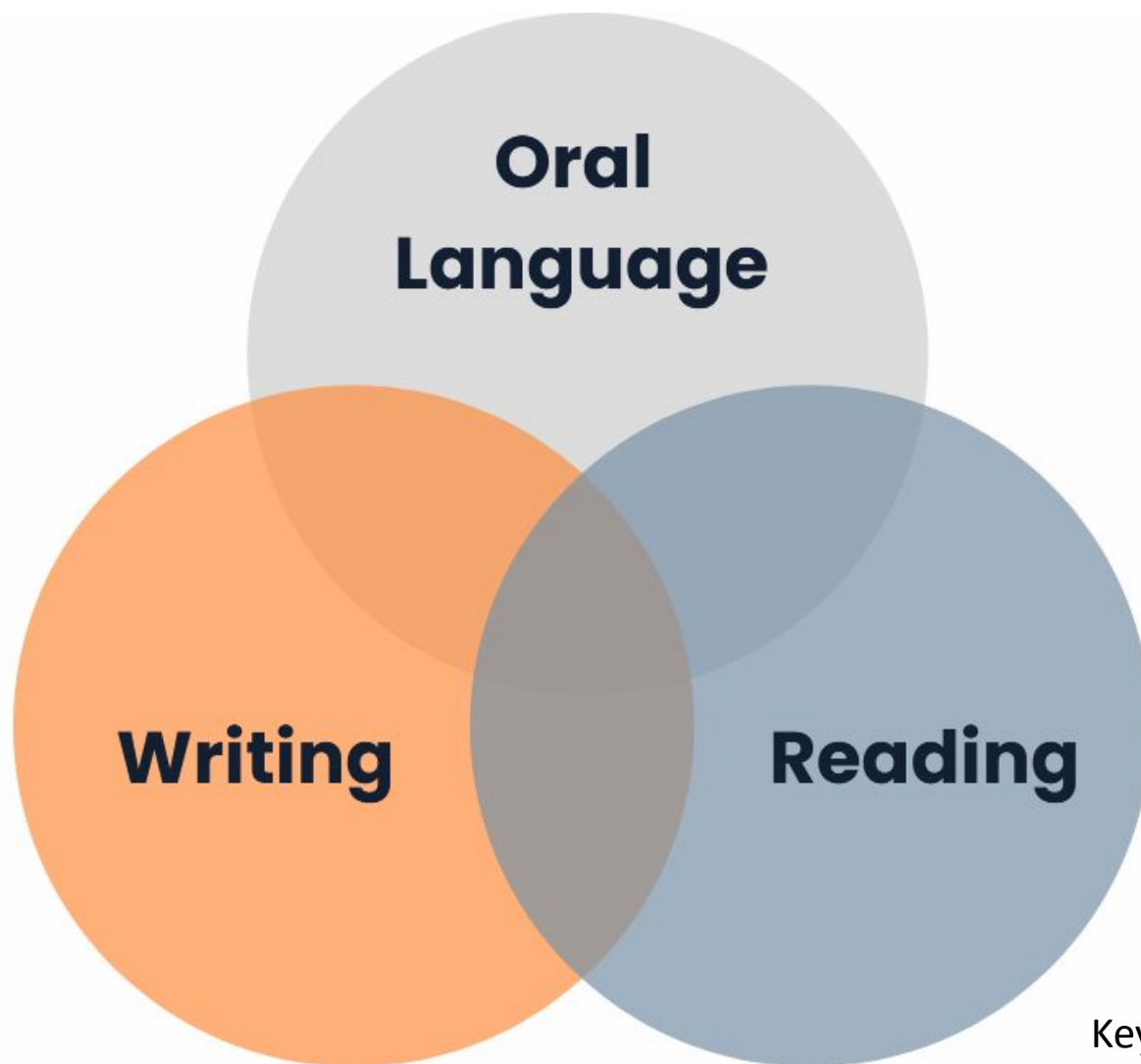
Elementary

- Provide daily time for students to write
- Teach students to use the writing process for a variety of purposes
- Teach Fluency
- Create an engaged community of writers

Secondary

- Explicitly teach appropriate writing strategies using the model-practice-reflect instruction cycle
- Integrate writing and reading to emphasize key features
- Use assessments of student writing to inform instruction and feedback

(US Dept of Ed, 2018; US Dept of Ed 2016)



Keys to Literacy, 2024



Oral Language



Writing



Reading



Breakout Discussion #1

Session 4 Note Catcher

“Integration isn’t adding more. It is tightening what we already do.”

- Select a strategy that you currently use in your classroom.
- Discuss:
 - How could you incorporate oral language?
 - How could you incorporate reading?
 - How could you incorporate writing?

What do you already do that can become more intentional?





EXAMPLE

TELL ME MORE

NOUNS

NAMERS

Gillis & Eberhardt, 2018

How many?



What kind?



Which one?



VERBS

ACTIONS

Gillis & Eberhardt, 2018

When?



Where?



How?



Breakout Discussion #1

Session 4 Note Catcher

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2

Teaching
writing

For today...

- Spelling
- Sentence Construction
- The Writing Process

Spelling



Reading



Spelling



Writing



Spelling Requires:



Phonology



Orthography



Morphology

Sedita, 2023

Process





Dos	Donts
Teach patterns in both regular and irregular words.	Use disconnected spelling lists.
Deliver explicit instruction.	Promote memorization.
Incorporate games, activities, and manipulatives.	Use activities without explicit focus on sounds.
Engage students in activities for sound identification.	Use non-phonics based methods like rainbow writing.




(IL Comprehensive Literacy Plan, 2024)





EXAMPLE

Elkonin Boxes

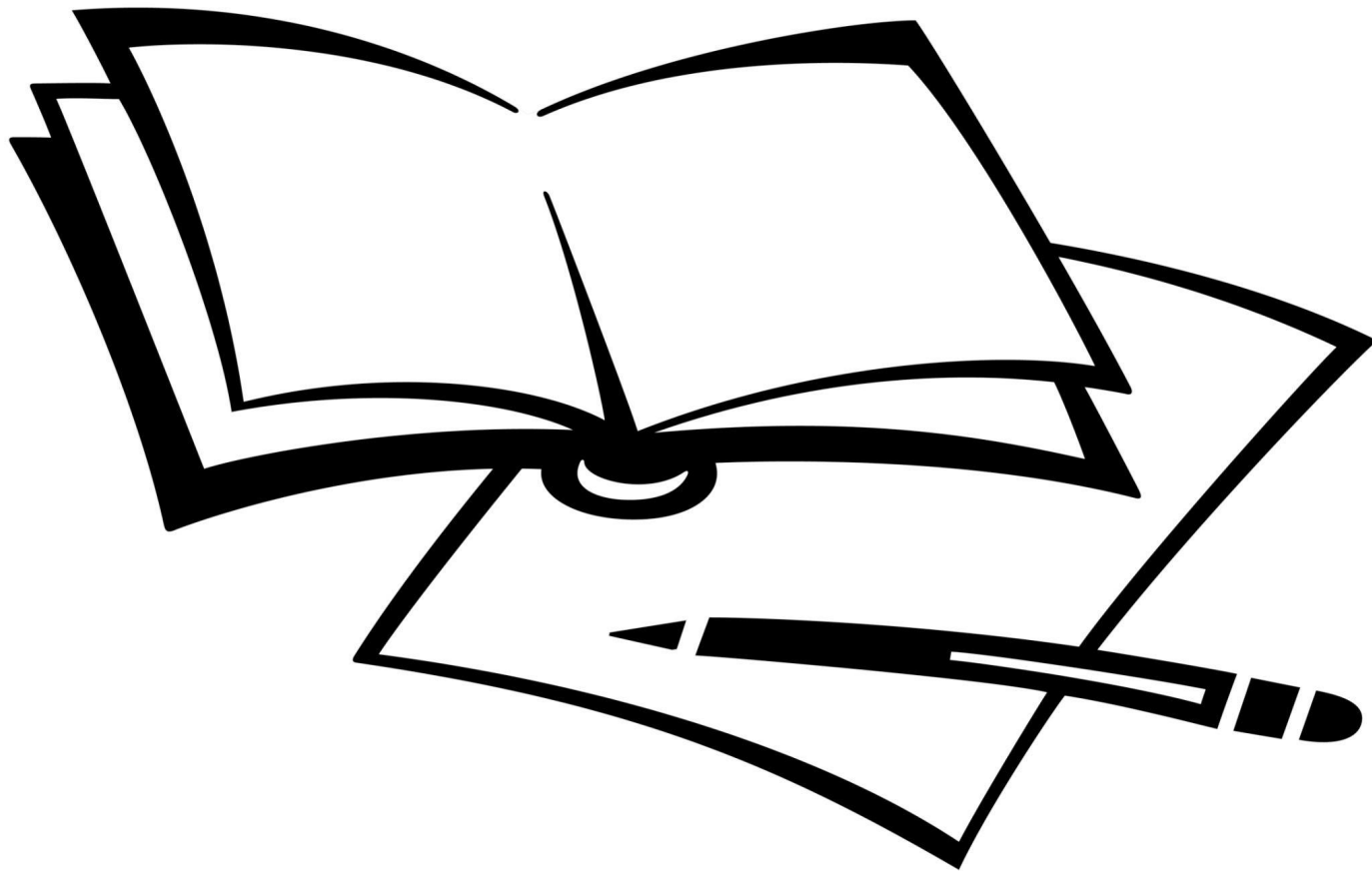
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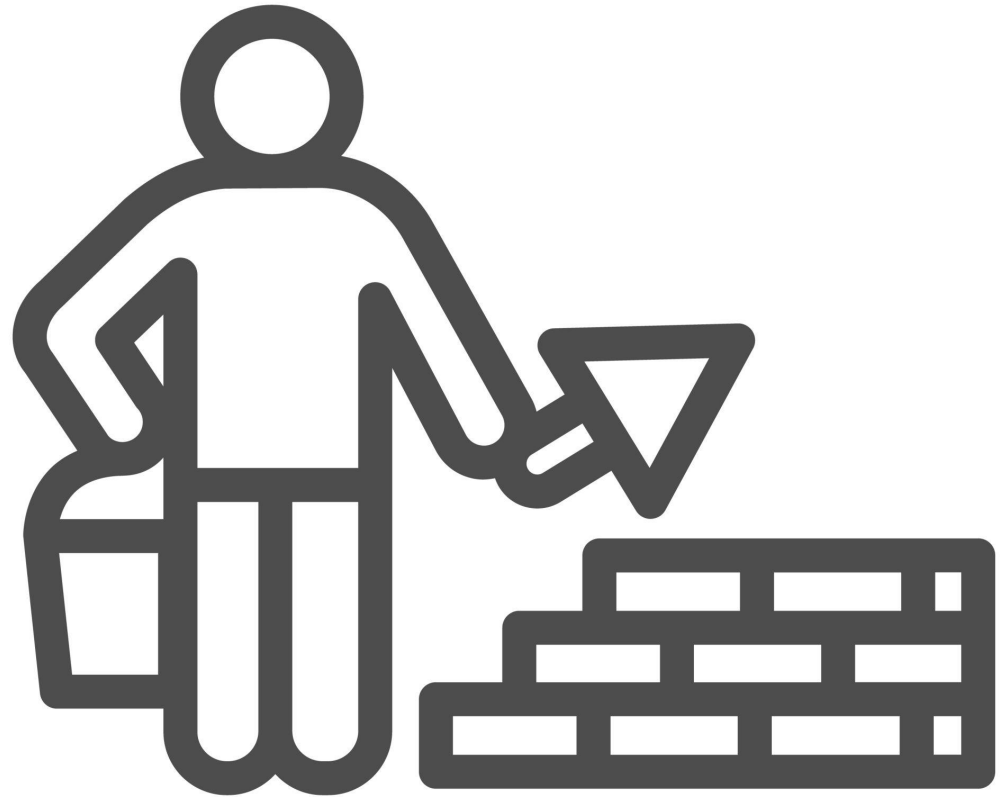




Sentences



**Start
small and
build.**



I like _____.

The _____ is _____.





EXAMPLE

Sentence Expansion





He wore clothes.

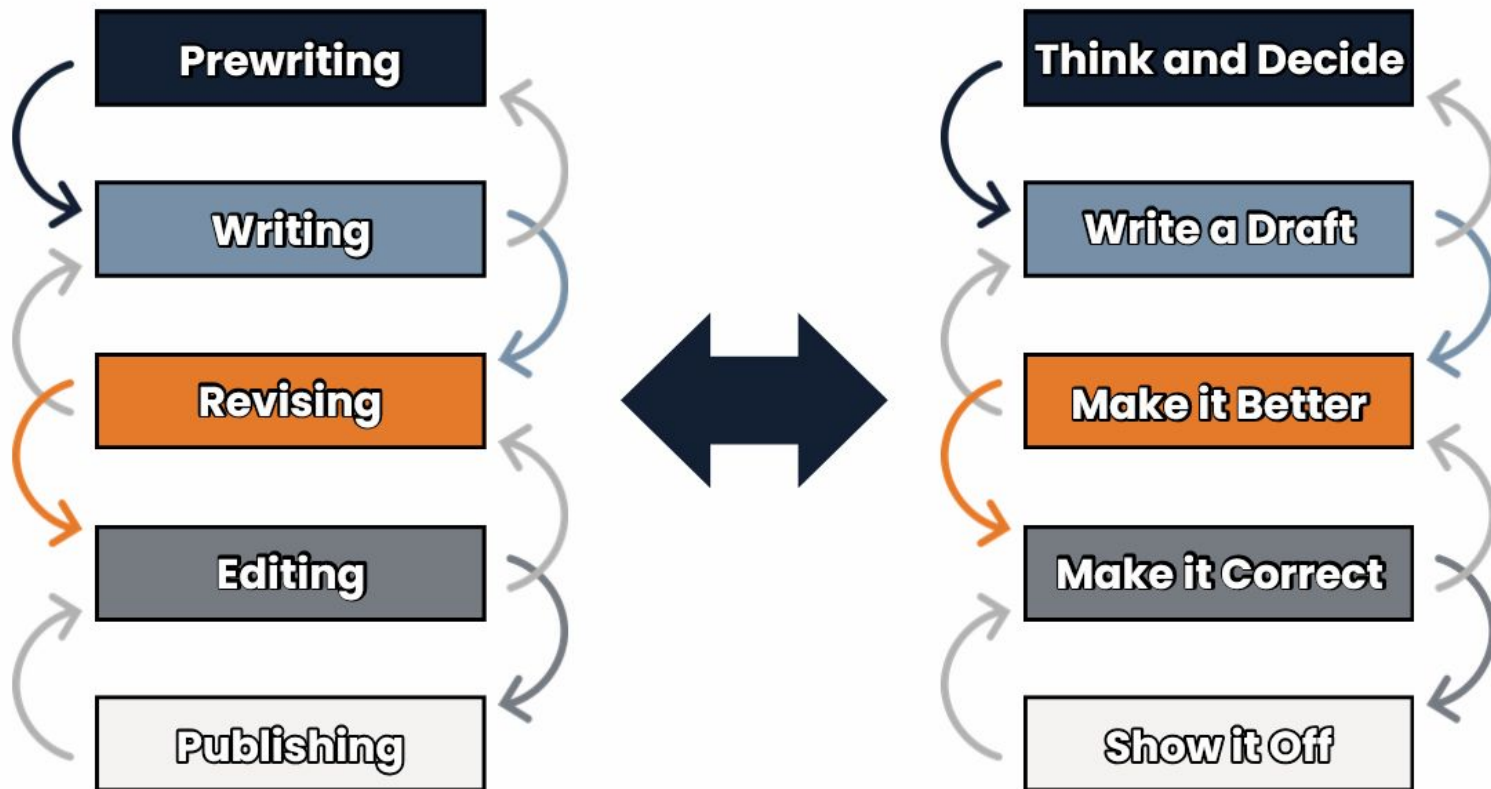


Who	Who wore clothes?
What	What kind of clothes were they?
Where	Where were they?
Why	Why were they wearing that?
How	How were they feeling?
When	When did this happen?

Johnny wore a hat and scarf because it was cold at the park.

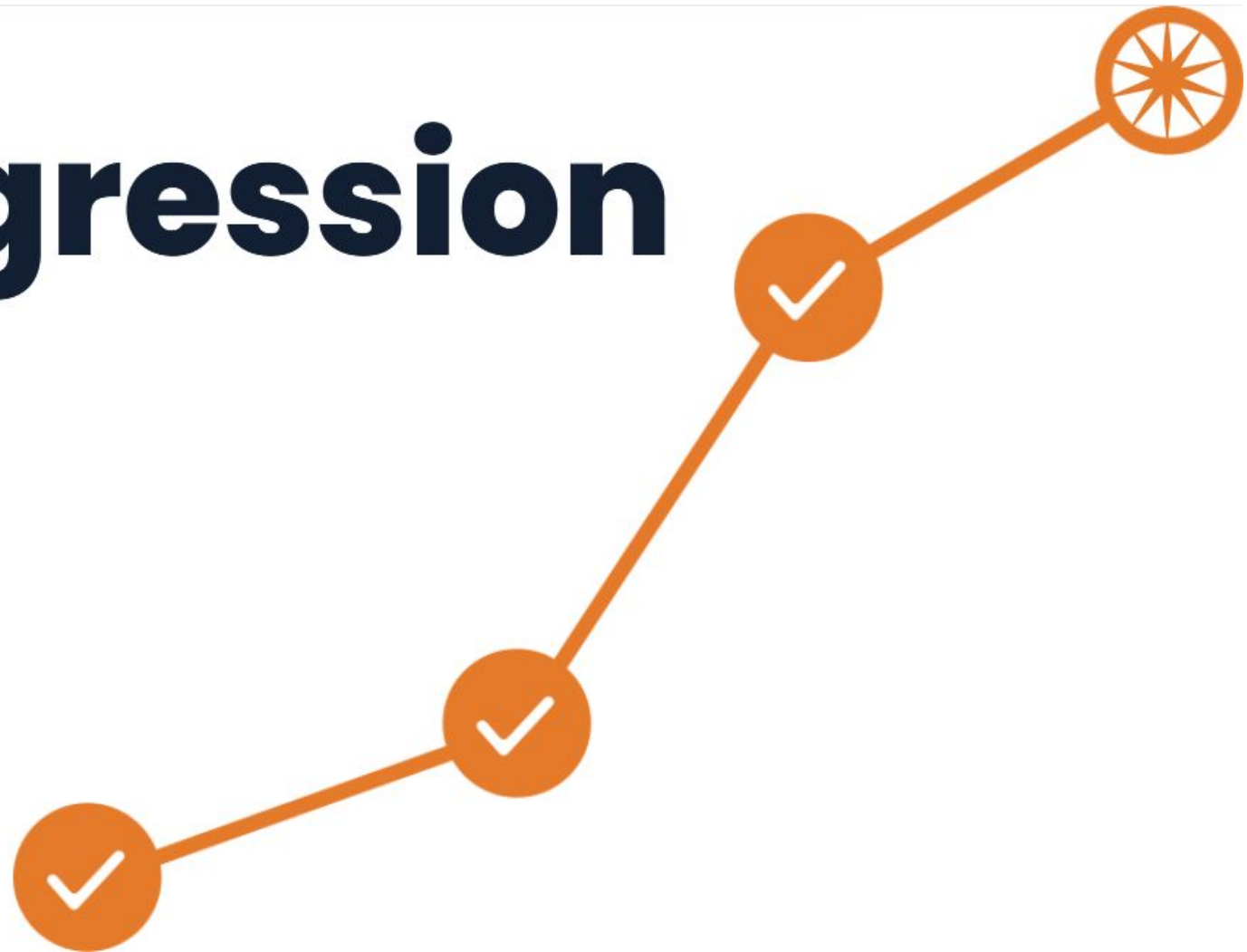


The Writing Process



(KU Writing Center, 2013)

Progression



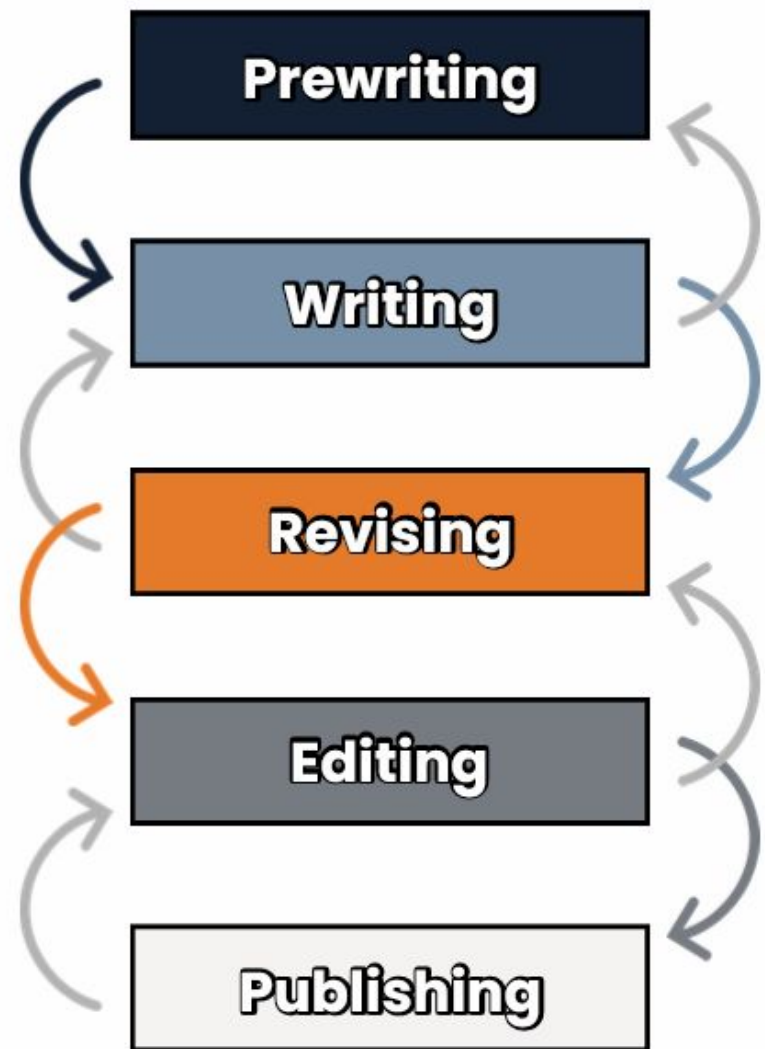
Things to Remember

- Developmentally Appropriate
- Be Aware of Cognitive Load

The **CONTENT**
drives the rigor.

Hochman & Wexler, 2025





**“An hour of planning can
save you ten hours of
doing.”**

- Dale Carnegie

Do/What

Select one important current event to write a news article about. Describe what happened during the event, who was there, and when it occurred. Your lead statement will communicate the most important points to the reader. Use quotes from eyewitnesses to support your reporting.

DO	WHAT
Select	One important current event
Write	A news article
Describe	What happened during the event, who was there, and when it occurred
Use	Quotes from eyewitness

Cause and Effect

Description

Compare and Contrast

Problem and Solution

Sequence

Non-Fiction Text Structures

Sequence

First

Second

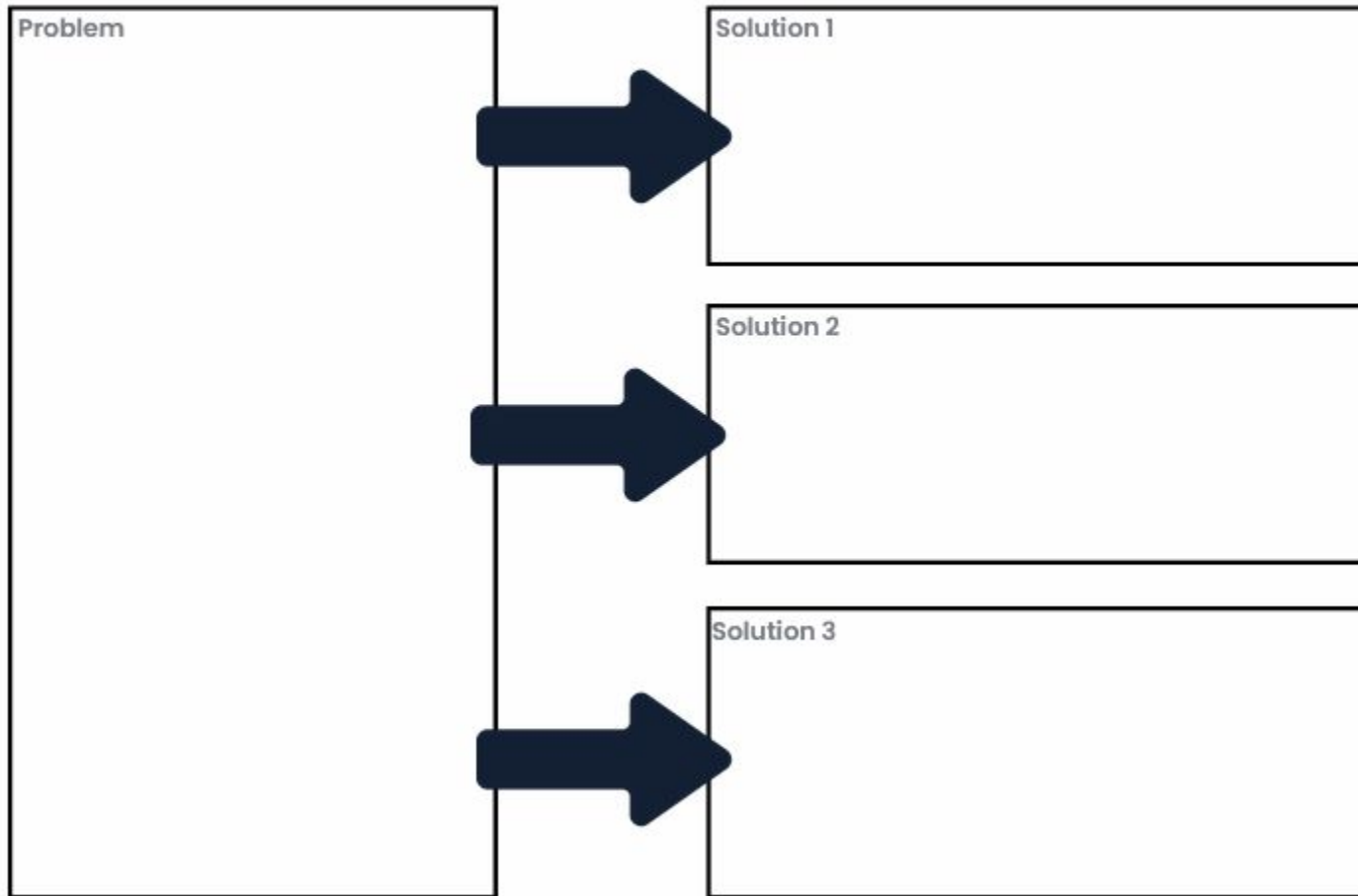
Third

Fourth

Fifth

Sixth

Problem and Solution

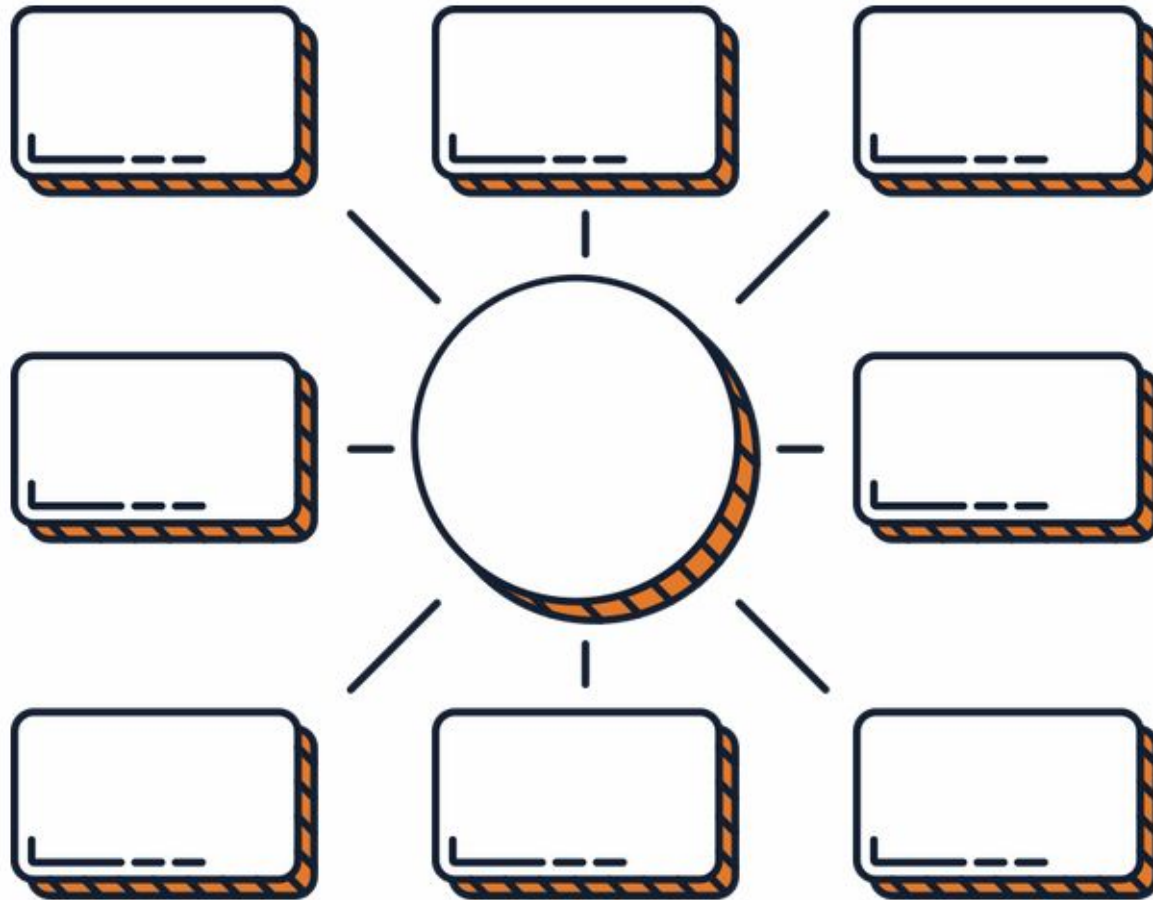


Different

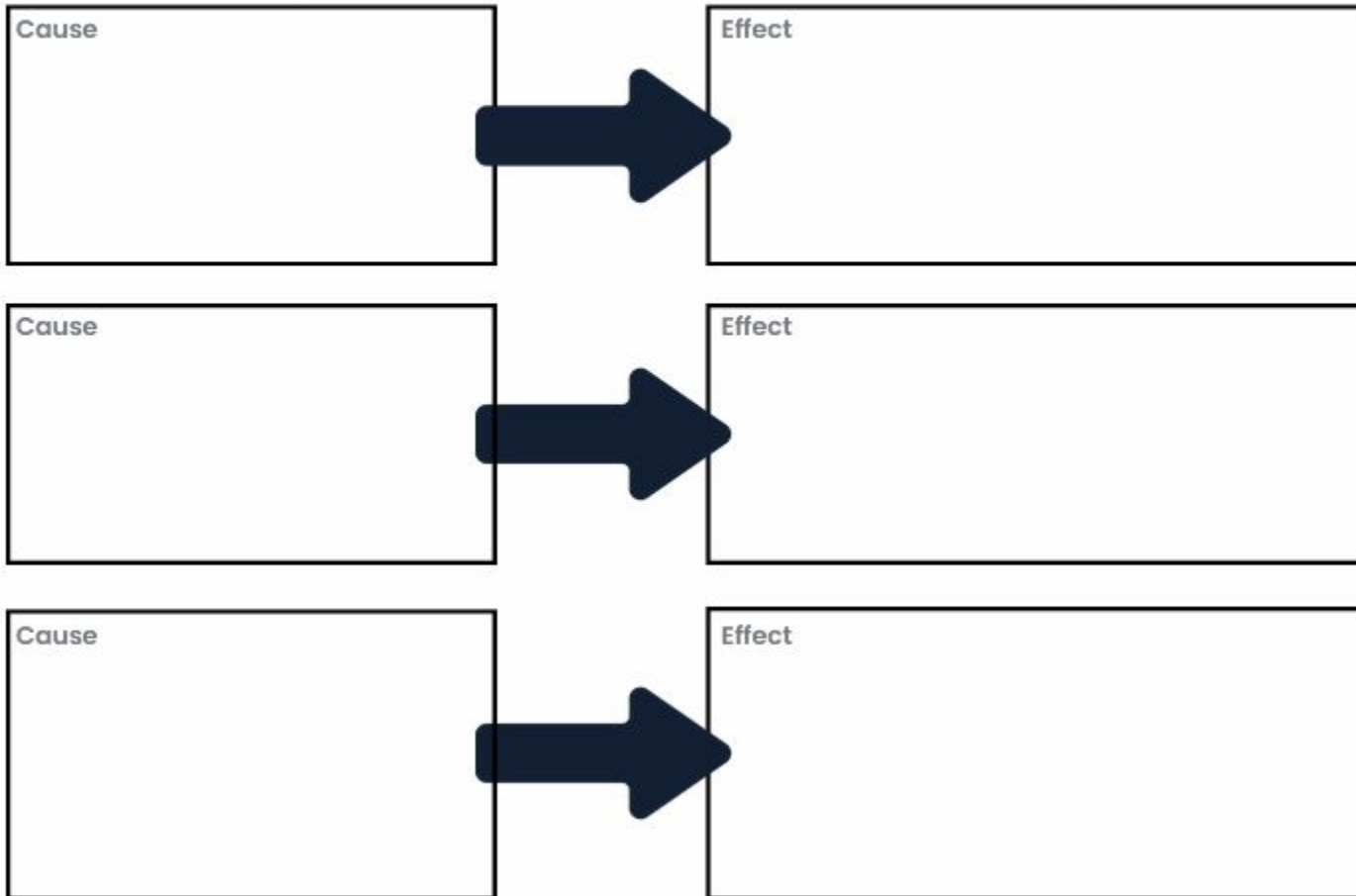
Same

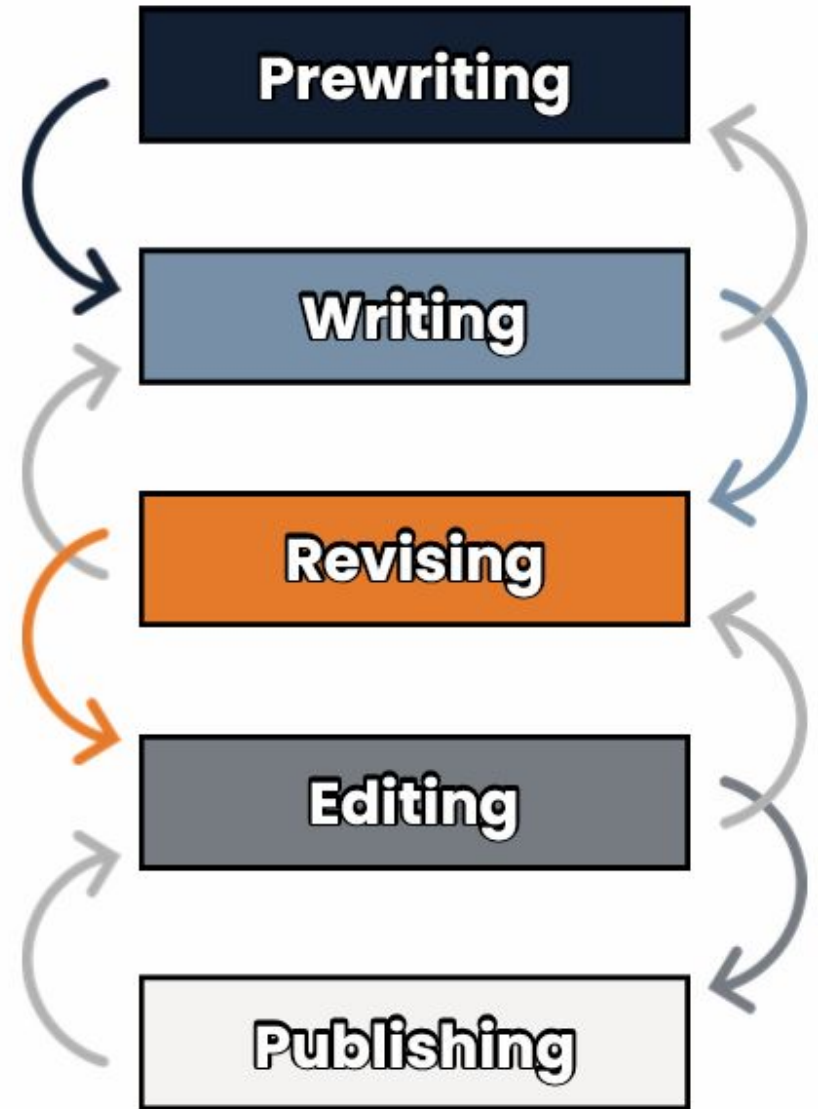
Different

Description



Cause and Effect





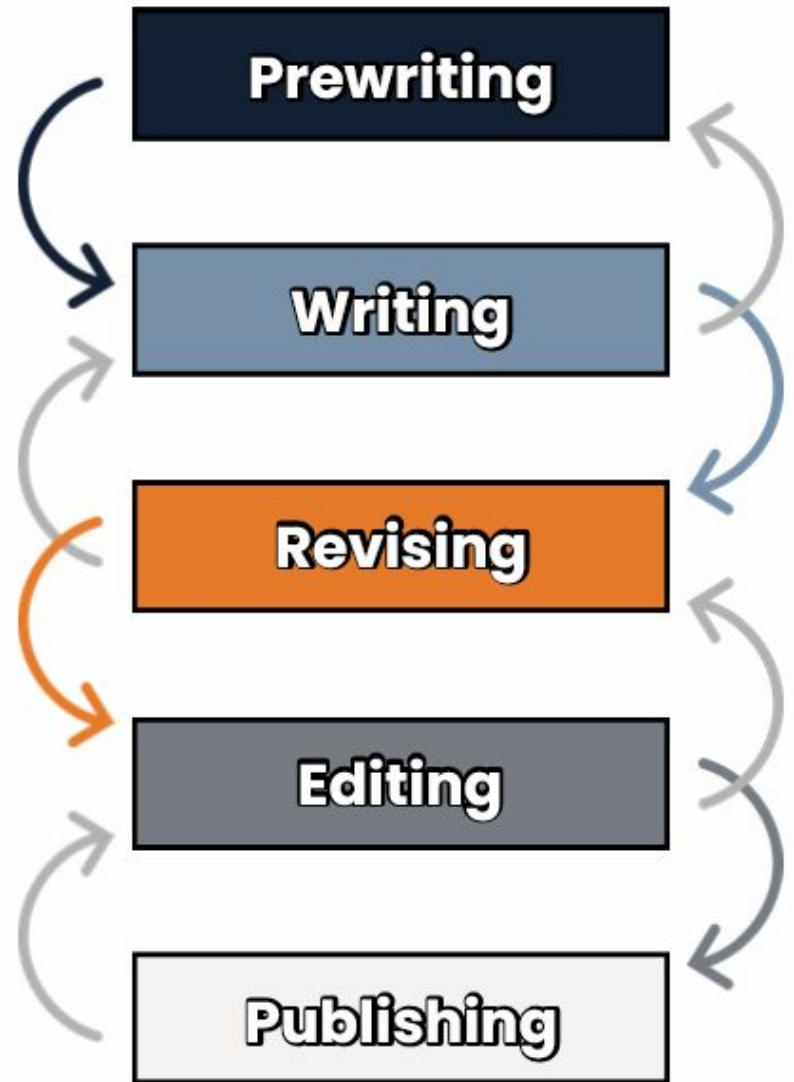
**“I’m writing a first draft
and reminding myself that
I’m simply shoveling sand
into a box so that later, I
can build castles.”**

- Shannon Hale

Model

with think alouds





**“If I waited for
perfection, I would
never write a word.”**

- Margaret Atwood

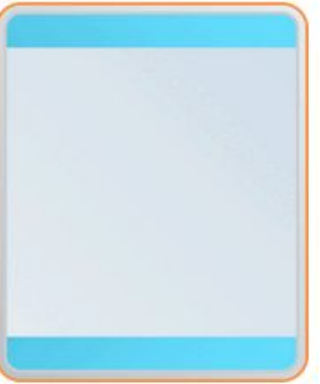
COOL

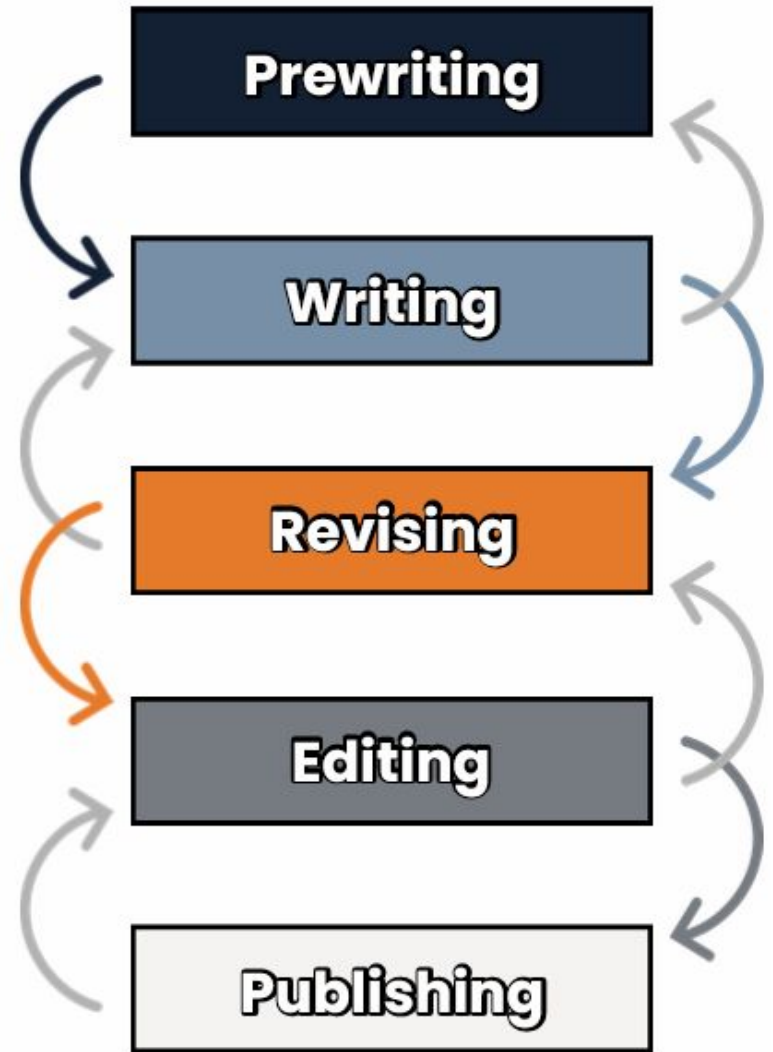
FROSTY

FRIGID

CHILLY

BRISK





“The secret to editing your work is simple: you need to become its reader instead of its writer.”

- Zadie Smith

Purposeful Highlighting



Capitalization

Run-ons/Fragments

Organization

Spelling



Breakout Discussion #2

Session 4 Note Catcher



We don't teach the whole writing process at once. We emphasize one stage at a time.

- Choose one stage of the writing process.
- Discuss:
 - What is one thing you could model for this stage next week?
 - Why is it important to slow down when teaching the writing process?

3

Additional
considerations

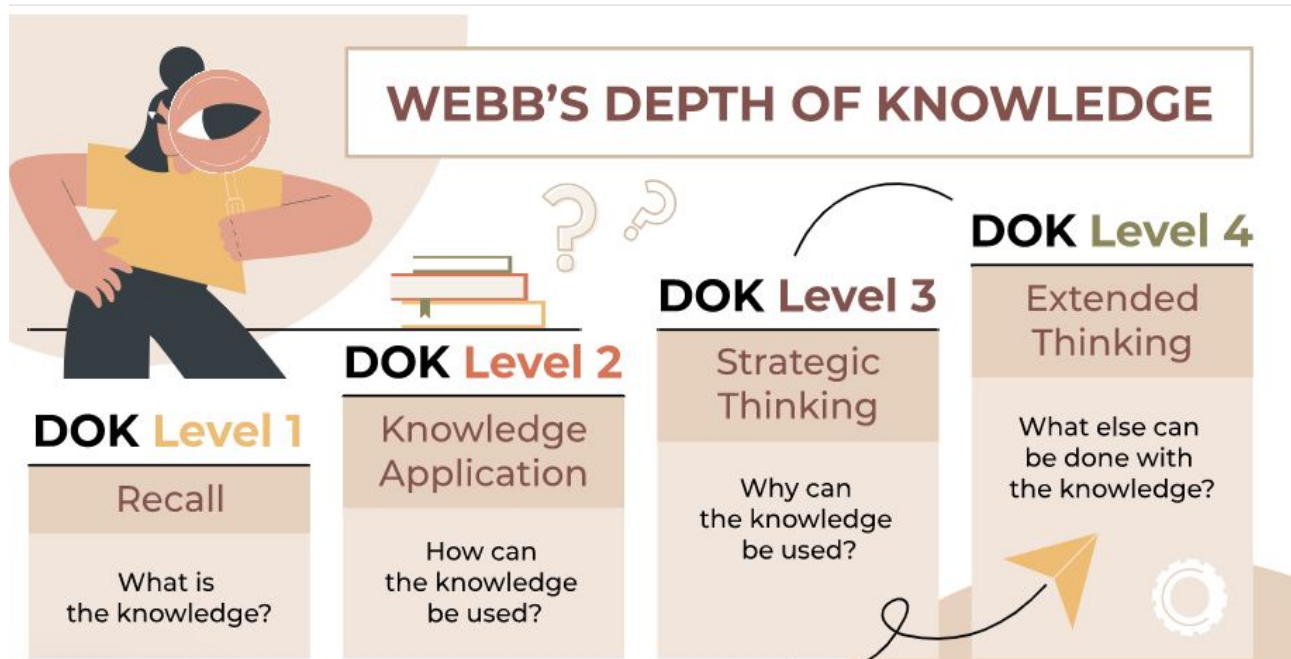
Considerations for Struggling Writers

- Graphic organizers
- Chunking
- Model Thinking
- Planning, Editing, Revising
- Worked Examples Together
- One-On-One Sessions
- Small Group Sessions

We want to **meet students** where they are **developmentally**, but **don't forget** to expose them to writing of different **rigors** as appropriate.

Webb's Depths of Knowledge: A theoretical framework for the standards to measure the level of rigor for assessment.

Four Depth of Knowledge (DOK) levels were developed by **Norman Webb** as an alignment method to examine the consistency between the cognitive demands of **standards** and the cognitive demands of **assessments**.



DOK Question Stems

<p>DOK 1</p> <ul style="list-style-type: none"> • Can you recall ____? • When did ____ happen? • Who was ____? • How can you recognize ____? • What is ____? • How can you find the meaning of ____? • Can you recall ____? • Can you select ____? • How would you write ____? • What might you include on a list about ____? • Who discovered ____? • What is the formula for ____? • Can you identify ____? • How would you describe ____? 	<p>DOK 2</p> <ul style="list-style-type: none"> • Can you explain how ____ affected ____? • How would you apply what you learned to develop ____? • How would you compare ____? • Contrast ____? • How would you classify ____? • How are ____ alike? Different? • How would you classify the type of ____? • What can you say about ____? • How would you summarize ____? • How would you summarize ____? • What steps are needed to edit ____? • When would you use an outline to ____? • How would you estimate ____? • How could you organize ____? • What would you use to classify ____? • What do you notice about ____?
<p>DOK 3</p> <ul style="list-style-type: none"> • How is ____ related to ____? • What conclusions can you draw ____? • How would you adapt ____ to create a different ____? • How would you test ____? • Can you predict the outcome if ____? • What is the best answer? Why? • What conclusion can be drawn from these three texts? • What is your interpretation of this text? Support your rationale. • How would you describe the sequence of ____? • What facts would you select to support ____? • Can you elaborate on the reason ____? • What would happen if ____? • Can you formulate a theory for ____? • How would you test ____? • Can you elaborate on the reason ____? 	<p>DOK 4</p> <ul style="list-style-type: none"> • Write a thesis, drawing conclusions from multiple sources. • Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. • Write a research paper on a topic. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your idea about ____? • DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. • DOK 4 requires time for extended thinking.

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



Evaluation

[Evaluation | Session 4: Writing: Part 2- Planning for Writing Instruction – Fill out form](#)

Evaluation | Session 4: Writing: Part 2- Planning for Writing Instruction



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Questions



Thank you