

Writing and Your Literacy Plan

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Session 9

Meet the Presenters

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Housekeeping

- Please complete the registration form for this event.
- Today's slide deck can be accessed here:
- All resources are available in a [our shared folder](#) and archived on ISBE's [Illinois Comprehensive Literacy Plan webpage](#) after each session.



Illinois has an **urgent** and **collective responsibility** to achieve **educational equity** by ensuring that **all** policies, programs, and practices **affirm** the **strengths** that each and **every child** brings within their **diverse backgrounds** and **life experiences**, and by delivering the comprehensive **supports, programs, and educational opportunities** they need to **succeed**.

ISBE Equity Statement



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.

Agenda

1

The
presence
of writing
in the
literacy
plan

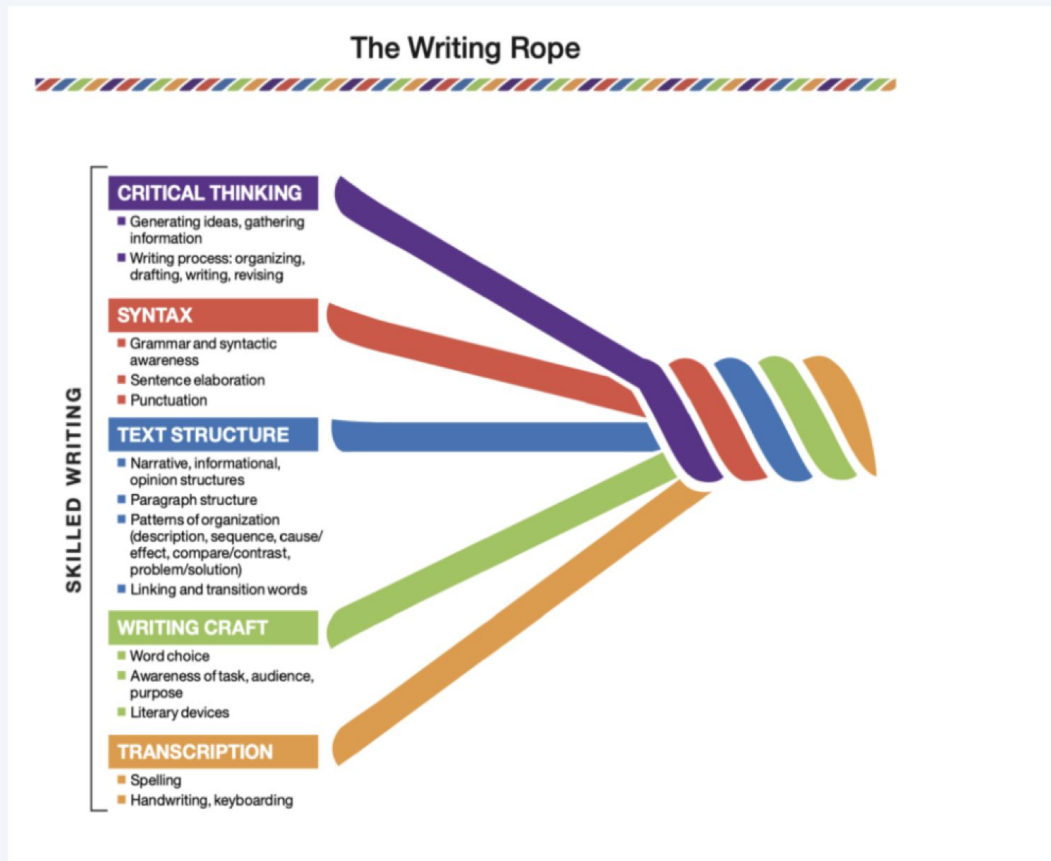
2

An
inquiry- &
genre-
based
approach
to writing

3

Writing to
learn

Writing Rope (Sedita, 2022)



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Highlights from the ICLP:

Young Learners

- **Dynamic Writing Center:**
Stock the writing center with diverse tools and materials, updating them regularly to keep interest high.
- **Integrated Writing Spaces:**
Incorporate writing elements in all center areas, with frequent modeling and scaffolding of their use.
- **Drawing and Writing in Planning:**
Promote the use of drawing and writing for planning, offering individualized support based on developmental levels.

Elementary

- **Writing Fundamentals:**
Introduce the basics of writing, including simple grammar, sentence structure, and basic vocabulary use, guiding students to express thoughts coherently in print.
- **Creative and Reflective Expression:**
Direct students in creative writing activities to develop self-expression and reflection skills, using writing as a tool for cognitive development.
- **Language and Communication Enhancement:**
Use writing exercises to boost language comprehension and complement reading skills, focusing on clear, organized written communication.

Middle Grades

- **Advanced Writing Development:**
Guide students in developing complex writing skills across various styles like creative and analytical writing.
- **Expressing Complex Ideas:**
Teach the articulation of complex ideas and viewpoints through clear, coherent writing, including text analysis.
- **Writing for Learning and Organization:**
Instruct students to use writing as a learning tool, synthesizing information and organizing arguments.

High School

- **Sophisticated Writing Mastery:**
Refine students' ability to articulate complex ideas and arguments, focusing on clarity, organization, and voice development.
- **Analytical and Critical Writing:**
Teach advanced analytical and critical writing skills, encouraging evaluation of multiple perspectives.
- **Preparation for Academic and Professional Writing:**
Prepare students for higher education and professional writing demands, emphasizing effective communication in various contexts.

Literacy Components Writing

Instructional Practice Aligned with Evidence	Core Instructional Practices		
	Grade Level(s)	Illinois Learning Standards for ELA and Illinois Early Learning and Development Standards (IELDS)	Instructional Practice Not Aligned with Evidence
Teach grammar, sentence structure, and organization within the context of writing and communication.	K-12	Pre-K: IELDS: Goal 5 K-12: L.K-5.1, L.6-12.1	Isolated grammar instruction such as proofreading activities with no scope and sequence.
Provide varied writing opportunities; focus on planning, editing, revising.	K-12	Pre-K: IELDS: Goal 3 K-12: RI.K-5.5, RI.6-12.5	Assign writing tasks without emphasis on the writing process.
Write with multiple sources, evidence; support translanguageing for biliterate students.	4th-12	Pre-K: IELDS: Goal 5 K-12: CCRA: W.7	Short-answer writing without text dependence.
Conduct peer review and feedback sessions.	3rd-12	Pre-K: IELDS: Goal 5 K-12: CCRA: W.5	Unstructured feedback without guidelines.
Assign cross-curricular writing assignments.	K-12	Pre-K: IELDS: Goal 5 K-12: CCRA: W.7	Writing tasks disconnected from other subjects.
Integrate writing across the curriculum to reinforce learning in other subject areas.	3rd-12	Pre-K: IELDS: Goal 5 K-12: CCRA: W.10	Keep writing isolated from other subjects, avoiding cross-curricular connections.
Instruct explicitly in handwriting, including cursive.	K-12	Pre-K: IELDS: Goal 5 K-12: CCRA: L.1	Eliminate explicit handwriting instruction, especially cursive, in lieu of practices such as keyboard only or at home only writing instruction.
Offer opportunities for various writing forms, such as narrative, expository, persuasive, and descriptive.	4th-12	Pre-K: IELDS: Goal 5 K-12: CCRA: W.3	Focus solely on one type of writing, neglecting others.

Evidence for above table⁴¹

Quick-Write

What's a piece of writing (that you composed or that you were an audience/reader for) that is especially meaningful to you?

What makes it meaningful?

Breakout Rooms

SHARE:

- Share your memory with writing and what made it special.
- How is writing currently being taught at your school?
- What do you see and hear?

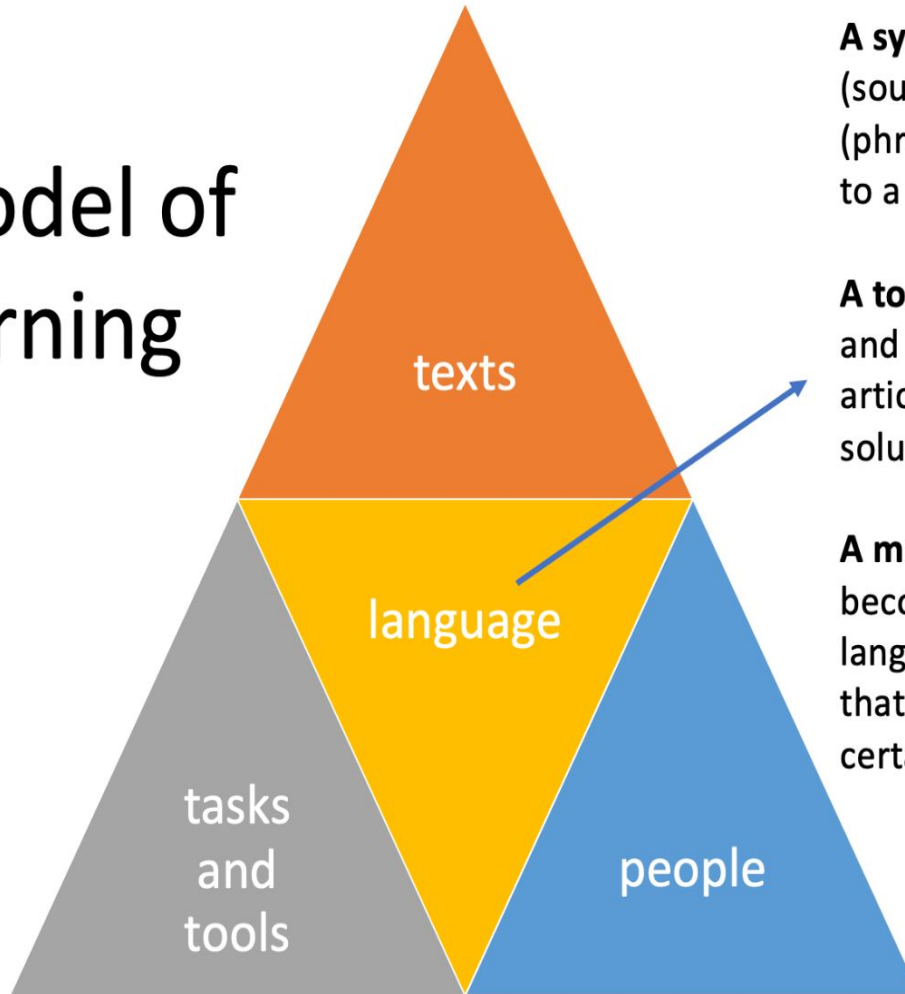
Some contentions for teaching of writing in schools

Writing is a centrally human activity with a variety of goals and purposes, all tied to the work of human expression and interconnection

Large-scale assessments and many prescriptive literacy curricula have distorted the relationship between reading and writing

AI writing tools are positioned to “offload” the aspects of writing that are its most valuable effects: curiosity, empathy, and the drive to connect--to hear and be heard by one another

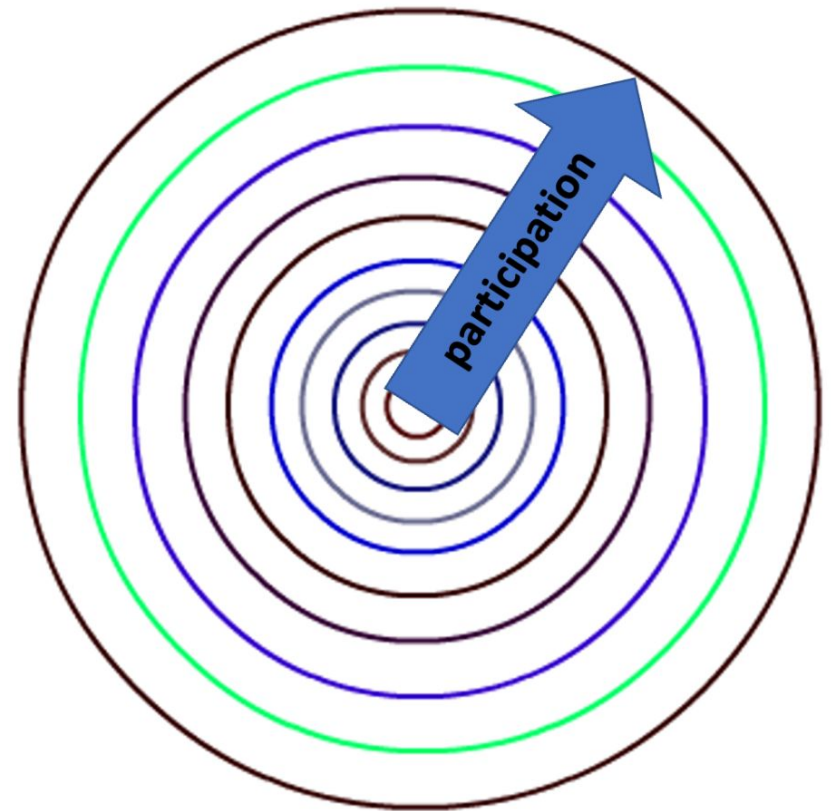
A model of learning



A system: We organize the component parts (sounds, letter, syllables, words) into units (phrases, clauses, sentences) that make sense to a listener or reader

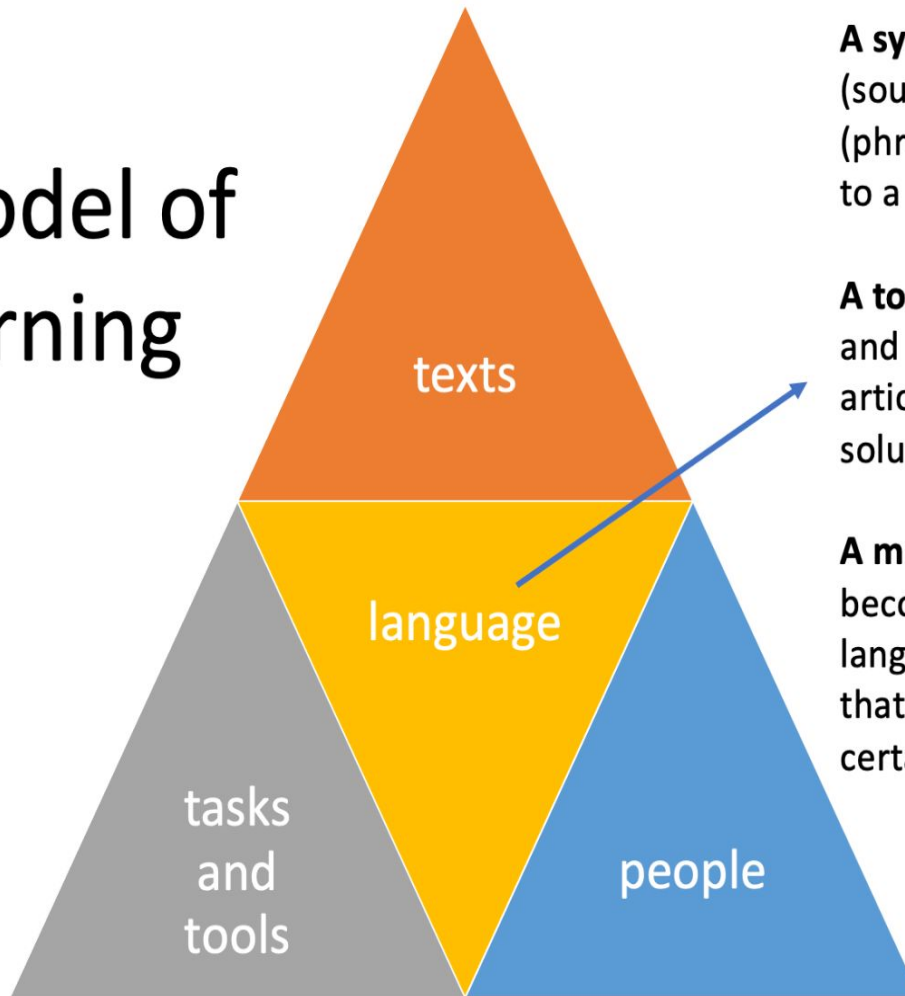
A tool for communication: We accomplish tasks and get things done, e.g. building relationships, articulating needs, asking questions, proposing solutions, taking positions

A means of reflecting or asserting identity: We become different versions of ourselves by using language varieties, styles, patterns, and forms that are recognized as being connected to certain social roles or groups



How the standards frame writing	How writing actually works	
argument/opinion	letters to relatives invitations to parties recollections of stories letters of complaint reading responses op-eds cover letters poems fables school-based essays scientific report recipes reviews how-to-guides	historical arguments plays blog posts e-mails memoir brochure newsletter news story travel guide speech
informative		
narrative		

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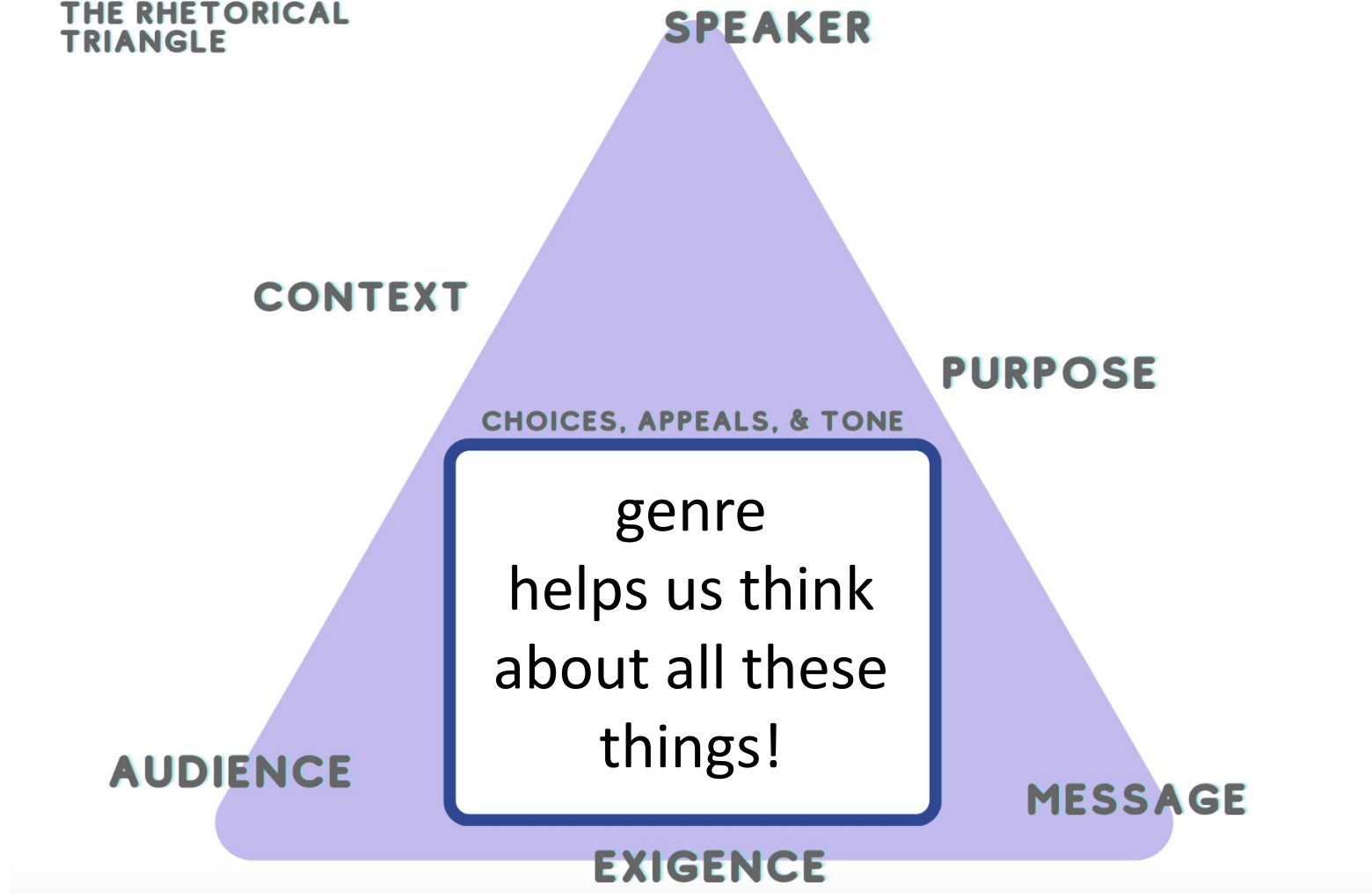
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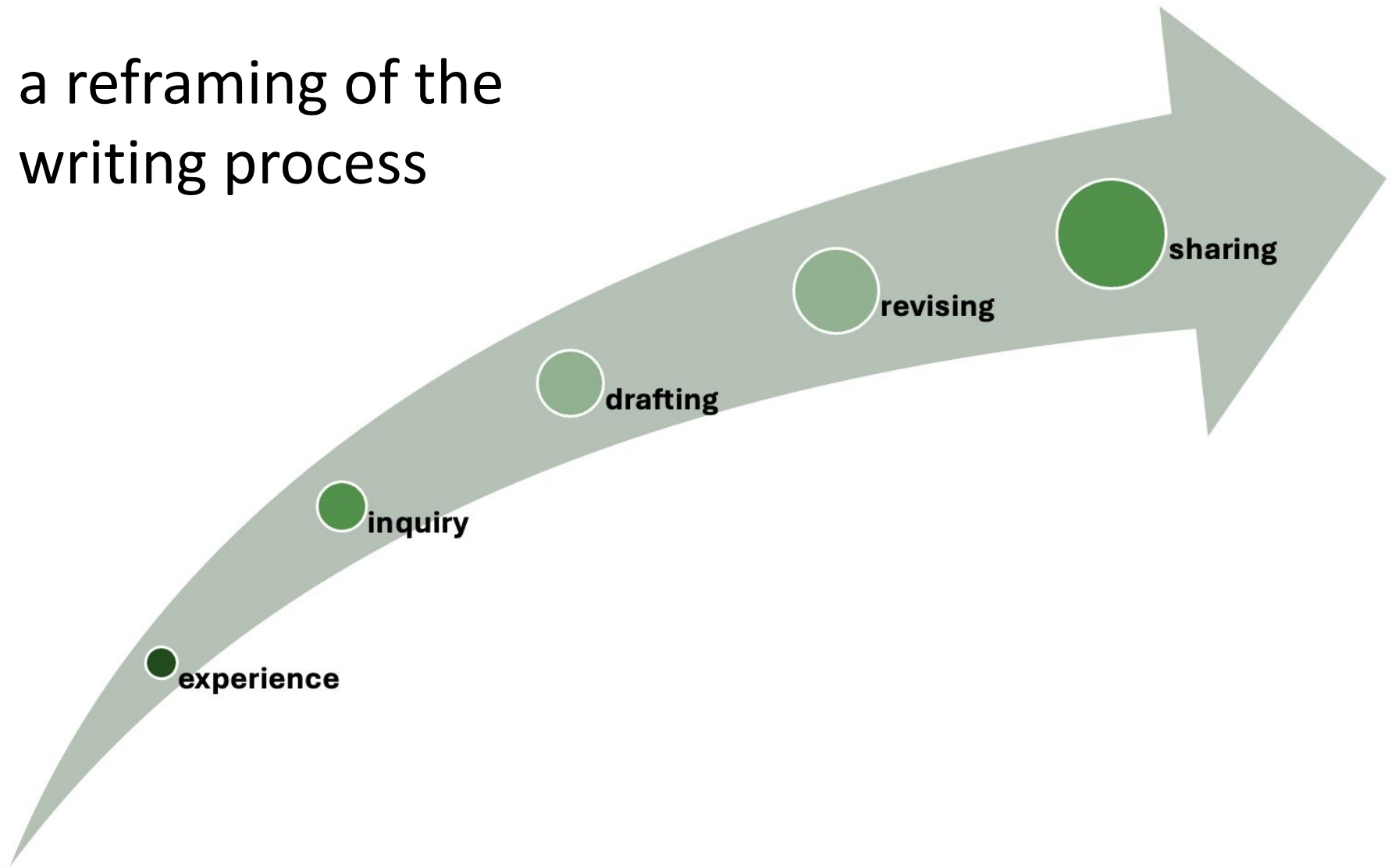
a genre-based approach to writing

- encourages inquiry and promotes “deconstruction” and “reconstruction” of written texts
- acknowledges real-life writing and writing situations
- promotes flexibility over rigidity
- empowers students to be independent writers of text types that match their own purposes and goals for participation

**THE RHETORICAL
TRIANGLE**

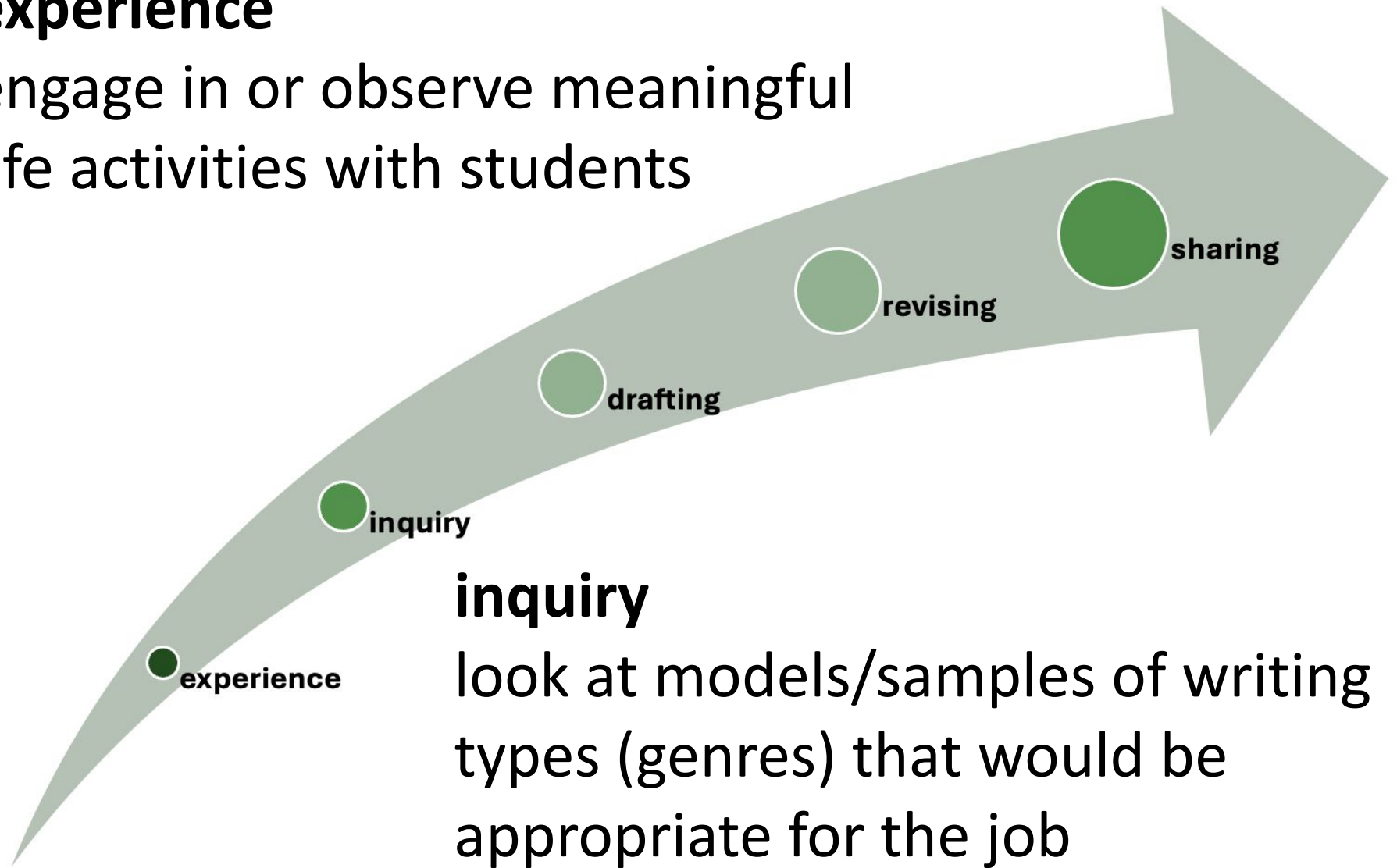


a reframing of the writing process



experience

engage in or observe meaningful
life activities with students



inquiry

look at models/samples of writing
types (genres) that would be
appropriate for the job

**After picking up trash from the playground,
we want to write PSAs to our neighborhood
community to convince them to keep the area
clean**

PSAs must/must have	PSAs can/can have

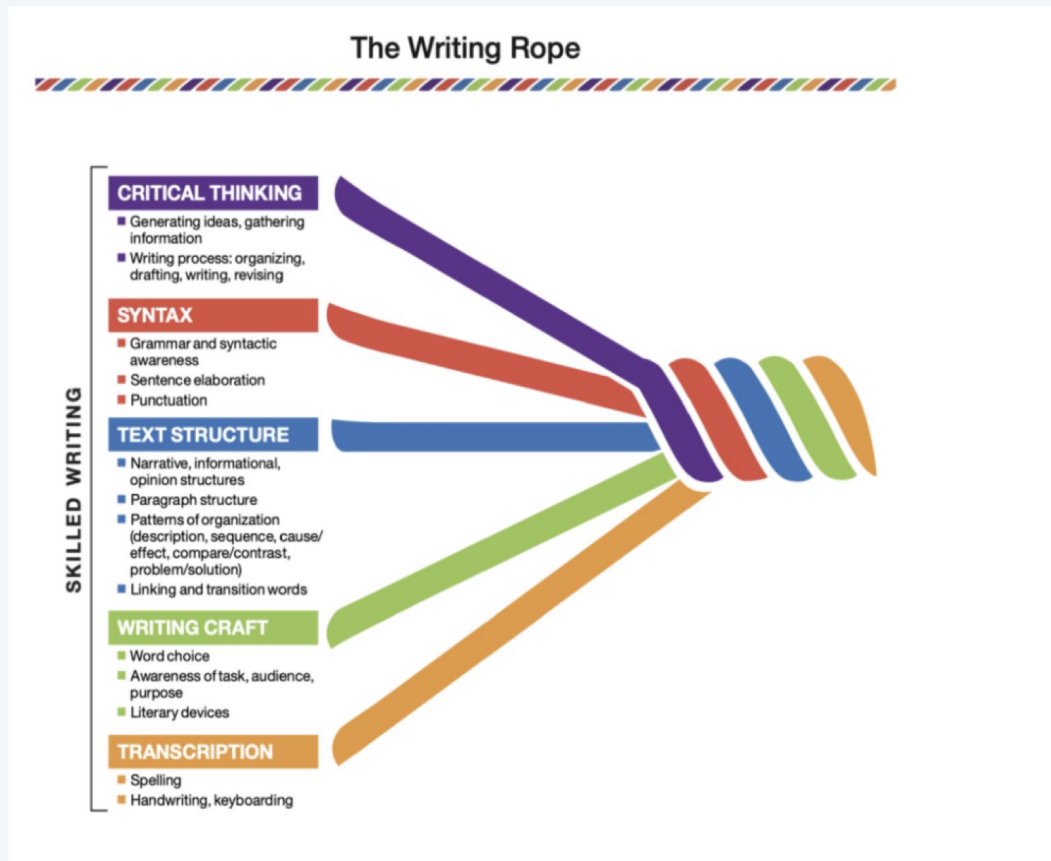
**After reading a passage on the state test, I
need to write a response that shows the
scoring reader that I understood what the text
says**

reading responses must/must have	reading responses can/can have

After listening to music from our favorite artists, we want to write reviews that encourage our classmates to listen and enjoy that music


music reviews must/must have	music reviews can/can have

Writing Rope (Sedita, 2022)



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Bringing everything together

elements from the “Writing rope”	discoveries from inquiry and plans for teaching points/assessment
Critical thinking: generating ideas and gathering information	
Syntax: grammar and sentence structure, elaboration, punctuation	
Text structure: blend of narrative, info, opinion; paragraph structure, patterns of organization; transitions	
Writing craft: word choice, awareness of audience, task, and purpose; literary devices	
Transcription: handwriting, spelling, keyboarding	


Bringing everything together: teaching personal narrative

elements from the “Writing rope”	discoveries from inquiry and plans for teaching points/assessment
Critical thinking: generating ideas and gathering information	Heart maps, Seed lists, Life maps; what matters from your life that you want to bring to your readers?
Syntax: grammar and sentence structure, elaboration, punctuation	dialogue, past and present tense
Text structure: blend of narrative, info, opinion; paragraph structure, patterns of organization; transitions	Outline or graphic organizer
Writing craft: word choice, awareness of audience, task, and purpose; literary devices	Mentor texts; teacher-modeled writing specific detail, imagery, showing and not telling
Transcription: handwriting, spelling, keyboarding	lined paper, word walls, dictionaries

Bringing everything together: teaching music reviews

elements from the “Writing rope”	discoveries from inquiry and plans for teaching points/assessment
Critical thinking: generating ideas and gathering information	listening carefully and taking notes on what we hear, observe, and feel; deciding what makes “good music,” picking examples that show the points we want to make
Syntax: grammar and sentence structure, elaboration, punctuation	Introducing examples. Introductory phrases, phrases and clauses that pack in extra details
Text structure: blend of narrative, info, opinion; paragraph structure, patterns of organization; transitions	Description and narration for the intro/hook; Claim-examples-reasoning for main sections; description used in developing examples
Writing craft: word choice, awareness of audience, task, and purpose; literary devices	Vivid descriptive words, varying words for “good,” comparing to music audience already knows
Transcription: handwriting, spelling, keyboarding	

Bringing everything together

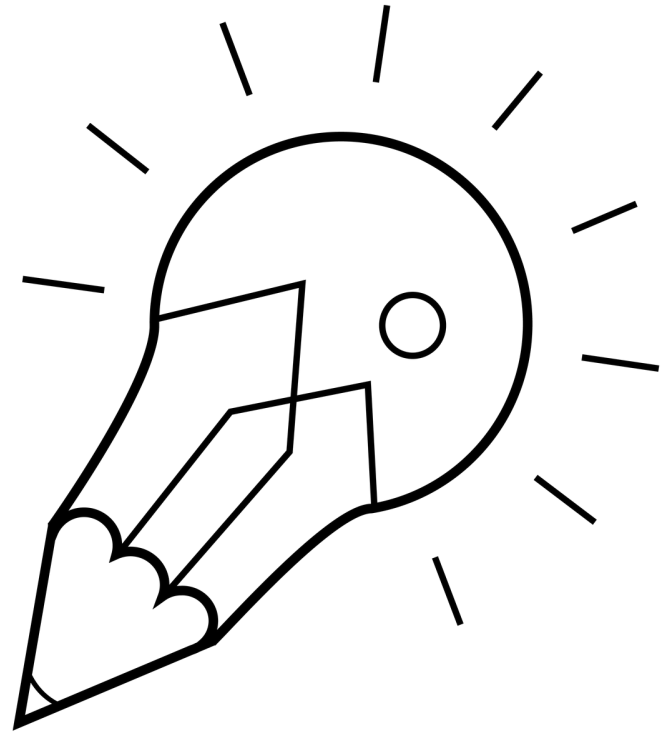
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Breakout Rooms

Determine a genre that you think students should be able to write well to participate in life, either in or out of school

- Where might you look for mentor texts?
- What do you think teachers and students would uncover about writing by looking at examples of mentor texts?

Writing to Learn!



Writing to Learn Strategies

- Exit Tickets/Admit Slips
- Journals
- Summaries
- Think-Pair-Write
- Restate-Answer-Cite Evidence-Explain (R.A.C.E.)
- Claim-Evidence-Reasoning (C-E-R)

Evidence-Based Instructional Practice Resources (Writing-Focused)

Reputable sources for Identifying Evidence-Based Instructional Practices

- [What Works Clearinghouse](#)
- [WIDA](#)
- [International Literacy Association](#)
- [National Council for Teachers of English](#)
- [Iowa Reading Research Center](#)
(Handwriting)
- [Reading Rockets](#) (Writing Focus)
- [AdLit](#)
- [Reading Universe Taxonomy](#)
- [Colorin Colorado ELL Classroom Strategy Library](#)
- [The Dyslexia Handbook](#) - Ch. 7
- [Early Writing Project](#)
- [Keys to to Literacy](#) (Free Resource)
- Partnerships with Universities

Unvetted sources for Identifying Evidence-Based Instructional Practices

- News Media (newspapers, podcasts, blogs)
- Social Media (Facebook, TikTok, X)
- For Profit Companies
- Advocacy Organizations
- Teachers-Pay-Teachers
- Pinterest

Suggestions for building writing programs

Engage with community and families: Ask them what kinds of writing matter to them and what kinds of writers they want their kids to be

Learn from student writers: Share writing from classrooms regularly to open up communication about writing across grades/departments; destigmatize “bad writing” and share effective practices

Support teachers as writers: Encourage teachers to share the kinds of writing they do in all aspects of their lives; give teachers time to write as part of professional development time

GOAL 3: Every leader is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based literacy instruction.

Objectives	Action Steps	Team Member Responsible	Timeline
1: Equity Training	Action Steps -		
2: Data-Informed Decision Making	Action Steps -		
3: Policy Development	Action Steps -		
4: Collaborative Leadership	Action Steps -		
5: Continuous Improvement	Action Steps -		

How will you ensure writing is a central to this plan?

Breakout Rooms

How are you defining and supporting writing in your local literacy plans?

What challenges and opportunities do you see with this work?

Evaluation

Evaluation | Session 9: Revising and Sustaining Literacy Plans



Please complete
the evaluation
form for this
session:

<https://forms.office.com/r/i2rc2H8kCV>

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Questions



thank you