

Idaho Comprehensive Literacy Standards Concepts and Competencies Guide

Standard IV Writing Process



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Introduction

This document outlines concepts and competencies for the Idaho Comprehensive Literacy Coursework, Standard IV. It is intended as a guide for both literacy instructors and preservice teachers.

The first section states the language of the standard and the corresponding knowledge and performance competencies. This is part of the Idaho Standards for Initial Certification of Professional School Personnel approved during the 2018 Idaho Legislative session, to which teacher preparation programs should be aligned by July 1, 2020.

The second section is divided into specific content and concepts for Elementary and Secondary.

Section I

Standard IV – Writing Process

(Elementary section applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Visual Impairment K-12. Secondary section applies to the following endorsements: Secondary Education; Music Education.)

The teacher incorporates writing in his/her instructional content areas(s). The teacher understands, models, and instructs the writing process, including but not limited to: prewriting, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats.

Knowledge Competencies:

1. The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.
2. The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.
3. The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.
4. The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.
5. The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.
6. The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.
7. The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
8. The teacher understands the impact of motivation and choice on writing production.

Performance Competencies:

1. The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.
2. The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.
3. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.

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4. The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).
5. The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.
6. The teacher scaffolds instruction for a range of student writers.
7. The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
8. The teacher utilizes choice to motivate writing production.

Section 2

Content for Elementary Education

“To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.”

Idaho Content Standards English Language Arts/Literacy, 2018, p. 17

In order to support students’ development of writing, teachers are expected to attain the competencies listed below. The list of practices includes well-researched and documented approaches, but is not intended to be an all-inclusive list. A variety of instructional approaches should be researched, depending upon the discipline and the purpose of the instruction. In order to support students’ development of writing, teachers are expected to attain the following minimum competencies:

- I. **The teacher understands writing as a complex communicative process that includes cognitive, social, physical and developmental components.**
 - A. Understands these elements are interconnected and influence a student’s writing proficiency
 - B. Understands and demonstrates that good writing takes time and involves multiple processes and revisions
 - C. Understands that every student is a writer

- II. **The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.**
 - A. Understands the stages of the writing process, including:
 - i. Pre-writing
 - ii. Drafting
 - iii. Revising
 - iv. Editing
 - v. Publishing
 - B. Honors and validates student effort
 - C. Understands the value of students sharing their work at each stage in the writing process

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- D. Understands the value of feedback from peers and teacher
 - E. Understands that every piece of writing does not need to go through the entire writing process
 - F. Determines which writing pieces should go through the whole process
 - G. Understands the value of short, writing-to-learn opportunities across all content areas
- III. The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.**
- A. Understands that audience informs writing style, tone and formality
 - B. Understands that authors write for specific purposes
 - C. Understands that writing can be represented in a variety of genres and formats, such as: memoir, poetry, biography, fairy tales, advertisements, brochures, etc.
 - i. Understands the features of different genres
 - ii. Understands the features of different formats
- IV. The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.**
- A. Understands the role and structure of mini-lessons in writing workshops
 - B. Understands the value and structure of independent writing time
 - C. Understands the value of students working together on their writing
 - D. Understands the structure and role of conferencing with students on their writing
 - E. Understands that students can work on more than one writing project at a time
 - F. Adapts the structure of writing workshops based on students' grade, content area, interests, and developmental level
- V. The teacher understands how to assess content-area writing, including but not limited to: writing types, the role of quality rubrics, processes, conventions, and components of effective writing.**
- A. Selects and/or designs rubrics appropriate to the writing assignment based on the components of writing, its purpose, and text type characteristics
 - B. Understands the role of formative and summative assessment of writing
 - C. Gives meaningful and timely feedback throughout the writing process
- VI. The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.**
- A. Understands how reading, writing, speaking, and listening work synergistically to support writers
 - i. Reads and uses mentor texts as models for effective writing
 - ii. Integrates speaking and listening about writing tasks to develop writing
 - B. Uses techniques to scaffold writers' development, such as sentence frames, models and words banks

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VII. The teacher understands how to help writers develop competency in a variety of writing types: narrative, argumentative, and informational/explanatory.

- A. Understands the characteristics of each writing type, including:
 - i. narrative
 - ii. opinion/argument
 - iii. informational/expository
- B. Understands the ways the following components of writing impact the quality of a written piece:
 - i. ideas and content
 - ii. organization
 - iii. voice
 - iv. word choice
 - v. sentence fluency
 - vi. conventions
 - vii. presentation
- C. Designs lessons to teach the components of writing in relation to each text type
- D. Uses mentor texts to model different types, genres, and formats of writing
- E. Understands how different genres can reflect the characteristics of one or more writing types
- F. Uses the writing process to help students develop competency in each writing type
- G. Understands how the standards for writing develop across the grade levels
- H. Designs and scaffolds interdisciplinary writing projects using workshops and conferences

VIII. The teacher understands the impact of motivation and choice on writing production.

- A. Layers writing projects to keep students motivated
- B. Understands students benefit greatly from sharing ideas with each other and using models (mentor texts) for their writing
- C. Incorporates choice in students' writing through content, structure, and/or audience
- D. Establishes authentic purposes for writing

Content for Secondary Education

“For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it” (Idaho Content Standards English Language Arts/Literacy, 2018, p. 47).

Information listed here is a suggested list of concepts and practices. The list of practices includes well-researched and documented approaches, but is not intended to be an all-inclusive list. A variety of instructional approaches should be researched, depending upon the discipline and the purpose of the instruction. In order to support students’ continued development of writing in grades 6-12, teachers are expected to attain the following minimum competencies:

- I. **The teacher understands writing as a complex communicative process that includes cognitive, social, physical and developmental components.**
 - A. Understand these elements are interconnected and influence a student’s writing proficiency
 - B. Understands and demonstrates that good writing takes time and involves multiple processes and revisions
 - C. Understands that every student is a writer

- II. **The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.**
 - A. Understands the stages of the writing process, including:
 - i. Pre-writing
 - ii. Drafting
 - iii. Revising
 - iv. Editing
 - v. Publishing
 - B. Honors and validates student effort
 - C. Understands the value of students sharing their work at each stage in the writing process

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- D. Understands the value of feedback from peers and teacher
 - E. Understands that every piece of writing does not need to go through the entire writing process
 - F. Determines which writing pieces should go through the whole process
 - G. Understands the value of short, writing-to-learn opportunities across all content areas
- III. The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.**
- A. Understands that audience informs writing style, tone and formality
 - B. Understands that authors write for specific purposes
 - C. Understands that information can be written in a variety of genres and formats, such as: memoir, poetry, biography, fairy tales, advertisements, brochures, etc.
 - i. Understands the features of different genres and formats
 - ii. Invites students to represent their content understandings in a variety of forms, genres and text types
- IV. The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.**
- A. Understands when to conduct writing workshops in their content area
 - B. Understands the role and structure of mini-lessons in writing workshops
 - C. Understands the value and structure of independent writing time
 - D. Understands the value of students working together on their writing
 - E. Understands the structure and role of conferencing with students on their writing
 - F. Understands that students can work on more than one writing project at a time
 - G. Adapts the structure of writing workshops based on students' grade, content area, interests, and developmental level
- V. The teacher understands how to assess content-area writing, including but not limited to: writing types, the role of quality rubrics, processes, conventions, and components of effective writing.**
- A. Designs rubrics appropriate to the writing assignment based on the components of writing, its purpose, and text type characteristics
 - B. Understands the role of formative and summative assessment of writing
 - C. Gives meaningful and timely feedback
- VI. The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.**
- A. Understands how reading, writing, speaking, and listening work synergistically to support writers
 - i. Reads and uses mentor texts as models for effective writing
 - ii. Integrates speaking and listening about writing tasks to support the development of written academic language

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- B. Uses techniques (e.g. word banks, sentence stems, models) to scaffold development of written academic language
- VII. The teacher understands how to help writers develop competency in a variety of writing types: narrative, argumentative, and informational/explanatory.**
- A. Understands the characteristics of each writing type, including:
 - i. narrative
 - ii. opinion/argument
 - iii. informational/expository
 - B. Understands the ways the following components of writing impact the quality of a written piece:
 - i. ideas and content
 - ii. organization
 - iii. voice
 - iv. word choice
 - v. sentence fluency
 - vi. conventions
 - vii. presentation
 - C. Understands how to design lessons that incorporate components of effective writing within their discipline
 - D. Uses mentor texts to model different types, genres, and formats of writing within their discipline
 - E. Understands how different genres and formats can reflect the characteristics of one or more writing types
 - F. Uses the writing process to develop extended writing projects
- VIII. The teacher understands the impact of motivation and choice on writing production.**
- A. Understands students benefit greatly from sharing ideas with each other and using models (mentor texts) for their writing
 - B. Incorporates choice in students' writing through content, structure, and/or audience
 - C. Establishes authentic purposes for writing