

Idaho Comprehensive Literacy Standards Concepts and Competencies Guide (3rd edition)

Standard 4 Writing Process



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Standard 4 Concepts and Competencies

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Introduction

The Idaho Comprehensive Literacy Standards Concepts and Competencies Guide 3rd edition has been significantly revised to align to the Idaho Comprehensive Literacy Plan, adopted by the Idaho Legislature in 2020, and the revised Idaho Comprehensive Literacy Standard 4, adopted by the Idaho Legislature in 2022.

This document outlines concepts and competencies for the Idaho Comprehensive Literacy Assessment and corresponding coursework for Standard 4. It is intended as a guide for both literacy instructors and preservice teachers.

Section 1 states the language of Standard 4. This is part of the Idaho Standards for Initial Certification of Professional School Personnel approved during the 2022 Idaho Legislative session, to which teacher preparation programs were to be aligned by July 1, 2022.

Section 2 offers specific Standard 4-based content and concepts for Elementary, off of which the assessment is based. *(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.)*

Section 3 offers specific Standard 4-based content and concepts for Secondary, off of which the assessment is based. *(Secondary section applies to the following endorsements: Secondary Education; Music Education K-12; Physical Education K-12; Art Education K-12.)*

Section 4 lists key terms and definitions.

Instructors are encouraged to use the concepts and competencies content and the vocabulary list when planning their courses.

Students are encouraged to use the concepts and competencies content and the vocabulary list as a study guide for the assessment.

Section I

Idaho Comprehensive Literacy Standard 4: 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 candidate understands the benefit of incorporating writing in the content areas. The candidate uses evidence-based practices for teaching developmental spelling and handwriting, written expression, content area writing, and conventions. The candidate understands, models, and provides instruction in the writing process, including pre-writing, drafting, revising, editing, and publishing. The candidate knows how to structure frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher candidate provides opportunities for written, visual, and oral communication in a variety of formats including the use of appropriate assistive technology. The candidate understands the components of effective writing, the role of quality rubrics, and how to assess different types of writing in order to provide individualized constructive feedback and support. The teacher candidate incorporates ethical and credible research practices into instruction.

(Idaho Standards for Initial Certification of Professional School Personnel, 2022, p. 6)

Section 2

Concepts and Competencies for Elementary Education

In order to support students' development of writing, teachers are expected to meet the multiple components of the standard. Below, the standard has been broken into sections by sentence. Concepts and competencies related to the component of the standard are delineated. Candidates should be able to demonstrate understanding of the concepts and performance (or knowledge of how to perform) in the competencies.

The list of concepts and competencies includes well-researched and documented information, 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. The provided concepts and competencies are intended to be utilized in course design.

Candidate knowledge of the concepts and competencies are additionally assessed in the Standard 4 ICLA.

1. The candidate uses evidence-based practices for teaching spelling and handwriting.

- a. Defines orthography and understands phoneme / grapheme correspondence.
- b. Knows the typical developmental progression of oral language, spelling, and written expression.
- c. Apply practices of structured language and literacy teaching (explicit, systematic, multisensory, diagnostic, cumulative) in relation to writing instruction.
- d. Explains how phonemic awareness skills directly affect spelling development.
- e. Explains the alphabetic principle and how to integrate letter formation into letter-sound instruction.
- f. Understands research-based practices of handwriting instruction in both print and cursive.
- g. Defines the stages of spelling development.
- h. Explain how to provide transcription instruction (oral dictation and copying).
- i. Knows patterns of letter sequences & syllable spellings/types.
- j. Understands the importance of explicitly and systematically teaching the structure of the English language, including phonetics and orthographic patterns and how each informs spelling instruction.
- k. Demonstrates explicit and systematic spelling instruction in isolation and in application.
- l. Incorporates high-frequency word instruction, including spelling, using specialized strategies that focus on phoneme and grapheme/letter.
- m. Explains how morphological awareness informs spelling patterns.
- n. Knows that keyboarding is not appropriate below grade 3.
- o. Knows that for 3rd grade and above, using paper and pencil are most appropriate in the prewriting stage, and keyboarding in the drafting through publishing stages.

2. The teacher candidate understands the benefit of incorporating writing in the content areas.

- a. Understands that every student is a writer in every discipline.
- b. Honors and validates student effort in using writing to develop disciplinary knowledge.
- c. Understands the value of short, writing-to-learn opportunities across all content areas.
- d. Incorporates various formal and informal writing-to-learn activities across content areas .
- e. Recognizes that each discipline has unique norms and defines discipline-specific text types and structures.
- f. Explains how the standards for writing development progress across the grade levels.
- g. Designs scaffolded interdisciplinary writing projects to promote writing proficiency.

3. The candidate uses evidence-based practices for teaching written expression, content-area writing, and conventions.

- a. Defines syntax and applies this knowledge to sentence-writing instruction.
- b. Demonstrates teaching sentence construction, including explicit and systematic instruction in identifying fragments and run-on sentences and in generating compound and complex sentences.
- c. Implements paragraph-level organization instruction including topic sentence, details, transition words, and conclusion.
- d. Supports struggling writers' and English learners' writing development through differentiated practices, including the use of sentence frames, models, and word banks.
- e. Identifies instructional practices to improve writing fluency.
- f. Implements strategy instruction and supports student learning through the use of graphic organizers.
- g. Embeds writing conventions instruction within writing activities.
- h. Describes the impact of explicit instruction and choice on student efficacy and motivation.

4. The candidate understands, models, and provides instruction in the writing process, including pre-writing, drafting, revising, editing, and publishing.

- a. The "teacher as writer" models effective writing at all stages of the writing process.
- b. Understands the stages of the writing process, including:
 - i. Pre-writing
 - ii. Drafting
 - iii. Revising
 - iv. Editing

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- v. Publishing
 - c. Understands the importance of extensive prewriting.
 - d. Understands the nature of the writing process is recursive.
 - e. Designs explicit instruction and develops writing experiences to teach the components of writing in relation to each text type: narrative, opinion/argument, and informational/expository.
 - f. Uses exemplar mentor texts to model different writing types, genres, and text structures as part of explicit instruction.
 - g. Describes the impact of motivation and choice, which honors the writing process and writer identities.
 - h. Explains the benefits of collaborative writing throughout the writing process.
 - i. Understands that all writing does not need to go through the entire writing process.
- 5. The candidate knows how to structure frequent, writing opportunities that encompass a range of tasks, purposes, and audiences.**
- a. Utilizes and adapts explicit, systematic writing instruction based on students' developmental level, grade level, content area, and interests.
 - b. Incorporates dedicated and structured independent writing opportunities.
 - c. Describes how audience informs writing style, tone, and formality.
 - d. Understands that authors write for specific purposes.
 - e. Understands that writing can be represented in a variety of genres and formats that have unique features (e.g. memoir, poetry, biography, fairy tales, advertisements, brochures).
 - f. Incorporates choice in students' writing in various ways (e.g., through content, structure, etc.) based on the writing purpose and the students' needs.
 - g. Establishes authentic purposes and audiences for writing to increase student motivation (i.e., organic purposes and audiences beyond school).
 - h. Designs and implements a variety of daily, short-term, and extended writing projects.
- 6. The teacher candidate provides opportunities for written, visual, and oral communication in a variety of formats including the use of appropriate assistive technology.**
- a. Understands how to connect reading, writing, speaking, and listening synergistically to support writers, including:
 - i. reading and using mentor texts as models for effective writing.
 - ii. integrating speaking and listening about writing tasks to develop writing.
 - iii. embedding oral language experiences to support writing skill development.
 - iv. providing choice in writing format
 - b. Identifies various assistive technologies used to support student writing.

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- c. **Explains Recognizes** appropriate use of assistive technologies to support struggling writers and English learners.

7. The candidate understands the components of effective writing.

- a. Explains the components that impact writing quality, including:
 - i. ideas and content
 - ii. organization
 - iii. voice
 - iv. word choice
 - v. sentence fluency
 - vi. conventions
 - vii. presentation

8. The candidate understands the role of quality rubrics, and how to assess different types of writing in order to provide individualized constructive feedback and support.

- a. Explains the role of diagnostic, formative, and summative assessment of writing.
- b. Uses assessment data to design appropriate instruction to teach foundational writing skills and higher-level writing skills.
- c. Identifies students' level of spelling development and orthographic knowledge through diagnostic measures.
- d. Demonstrates using Curriculum-Based Measurements (CBMs) to assess and progress monitor students' writing fluency and proficiency of sentence level skills, paragraph construction, spelling, and conventions.
- e. Guides students in setting individual writing goals based on grade level expectations
- f. Selects, designs, and uses rubrics to provide individualized feedback to students.
- g. Gives meaningful, accurate, and timely feedback throughout the writing process on foundational, intermediate, and advanced writing skills and strategies.
- h. Teaches students how to provide high-quality peer feedback.

9. The teacher candidate incorporates ethical and credible research practices into instruction.

- a. Incorporates ethical and credible research practices into instruction, including teaching students to:
 - i. Cite sources within writing projects.
 - ii. Identify and utilize a variety of sources.
 - iii. Analyze credibility of sources and websites.
- b. Models and teaches appropriate digital citizenship and safety.

10. The candidate understands diverse writing profiles (see ICL Standard 5)

- a. Identifies characteristics of struggling writers.
- b. Identifies appropriate accommodations and adaptations.
- c. Adapts instruction to meet student needs.
- d. Uses multisensory instruction to support writers.
- e. Understands the role motivation plays in writing.

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- £. Implements practices to address students with challenges in working memory, attention, executive function, and/or processing speed.

Section 3

Concepts and Competencies for Secondary Education

In order to support students' continued development of writing in grades 6-12, teachers are expected to meet the multiple components of the standard. Below, the standard has been broken into sections by sentence. Concepts and competencies related to the component of the standard are delineated. Candidates should be able to demonstrate understanding of the concepts and performance (or knowledge of how to perform) in the competencies.

The list of concepts and competencies includes well-researched and documented information, 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. The provided concepts and competencies are intended to be utilized in course design.

Candidate knowledge of the concepts and competencies are additionally assessed in the Standard 4 ICLA.

1. The candidate uses evidence-based practices for teaching spelling and handwriting.

- a. Defines orthography and understands phoneme / grapheme correspondence.
- b. Knows the typical developmental progression of oral language, spelling, and written expression.
- c. Understands the importance of explicitly and systematically teaching the structure of the English language, including orthographic patterns and how each informs spelling instruction.
- d. Explains how morphological awareness informs spelling patterns.
- e. Knows that using paper and pencil are most appropriate in the prewriting stage, and keyboarding is appropriate in the drafting through publishing stages.

2. The teacher candidate understands the benefit of incorporating writing in the content areas.

- a. Understands that every student is a writer in every discipline.
- b. Honors and validates student effort in using writing to develop disciplinary knowledge.
- c. Understands the value of short, writing-to-learn opportunities across all content areas.
- d. Incorporates various formal and informal writing-to-learn activities across content areas.
- e. Recognizes that each discipline has unique norms and defines discipline-specific text types and structures.

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- f. Explains how the standards for writing development progress across the grade levels.
- g. Designs scaffolded writing projects to promote writing proficiency.

3. The candidate uses evidence-based practices for teaching written expression, content-area writing, and conventions.

- a. Designs lessons that incorporate components of effective writing within their discipline.
- b. Implements explicit genre-specific organization instruction (e.g. paragraphs, essays, lab reports, text features, math journals, etc.).
- c. Supports struggling writers' and English learners' writing development through differentiated practices, including the use of sentence frames, models, and word banks.
- d. Implements strategy instruction and supports student learning through the use of graphic organizers.
- e. Embeds writing conventions instruction within writing activities.
- f. Describes the impact of explicit instruction and choice on student efficacy and motivation.

4. The candidate understands, models, and provides instruction in the writing process, including pre-writing, drafting, revising, editing, and publishing.

- a. The "teacher as writer" models effective discipline-specific writing.
- b. Understands the stages of the writing process, including:
 - i. Pre-writing
 - ii. Drafting
 - iii. Revising
 - iv. Editing
 - v. Publishing
- c. Understands the importance of extensive prewriting.
- d. Understands the nature of the writing process is recursive.
- e. Designs explicit instruction and develops writing experiences to teach the components of writing in relation to each text type: narrative, opinion/argument, and informational/expository.
- f. Uses exemplar mentor texts to model different writing types, genres, and text structures as part of explicit instruction.
- g. Describes the impact of motivation and choice, which honors the writing process and writer identities.
- h. Explains the benefits of collaborative writing throughout the writing process.
- i. Determines which writing products need to go through the entire writing process.

- 5. The candidate knows how to structure frequent, writing opportunities that encompass a range of tasks, purposes, and audiences.**
 - a. Utilizes and adapts explicit, discipline-specific writing instruction based on students' developmental level, grade level, content area, and interests.
 - b. Incorporates dedicated and structured independent writing opportunities.
 - c. Describes how audience informs writing style, tone, and formality.
 - d. Understands that authors write for specific purposes.
 - e. Understands that writing can be represented in a variety of genres and formats that have unique features (e.g. memoir, poetry, biography, advertisements, brochures, proofs, lab reports, concert programs).
 - f. Incorporates choice in students' writing in various ways (e.g., through content, structure, etc.) based on the writing purpose and the students' needs.
 - g. Establishes authentic purposes and audiences for writing to increase student motivation (i.e., organic purposes and audiences beyond school).
 - h. Designs and implements a variety of daily, short-term, and extended writing projects.
- 6. The teacher candidate provides opportunities for written, visual, and oral communication in a variety of formats including the use of appropriate assistive technology.**
 - a. Understands how to connect reading, writing, speaking, and listening synergistically to support writers, including:
 - i. reading and using mentor texts as models for effective writing.
 - ii. integrating speaking and listening about writing tasks to develop writing.
 - iii. oral language experiences to support writing skill development.
 - b. Identifies various assistive technologies used to support student writing.
 - c. Explains appropriate use of assistive technologies to support struggling writers and English learners.
- 7. The candidate understands the components of effective writing.**
 - a. Explains the components that impact writing quality, including:
 - i. ideas and content
 - ii. organization
 - iii. voice
 - iv. word choice
 - v. sentence fluency
 - vi. conventions
 - vii. presentation
- 8. The candidate understands the role of quality rubrics, and how to assess different types of writing in order to provide individualized constructive feedback and support.**
 - a. Explains the role of diagnostic, formative, and summative assessment of writing.

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- b. Uses assessment data to design appropriate instruction used to develop student writing skills.
- c. Selects, designs, and uses rubrics to provide individualized feedback to students.
- d. Gives meaningful, accurate, and timely feedback throughout the writing process on content and components of effective writing.
- e. Explains the benefits of incorporating high-quality peer feedback into writing experiences.

9. The teacher candidate incorporates ethical and credible research practices into instruction.

- a. Incorporates ethical and credible research practices into instruction, including teaching students to:
 - i. Cite sources within writing projects
 - ii. Identify and utilize a variety of sources
 - iii. Analyze credibility of sources and websites.
- b. Models and teaches appropriate digital citizenship and safety.

10. The candidate understands diverse writing profiles (see ICL Standard 5)

- a. Identifies characteristics of struggling writers
- b. Identifies appropriate accommodations and adaptations
- c. Adapts instruction to meet student needs
- d. Understands the role motivation plays in writing
- e. Implements practices to address students with challenges in working memory, attention, executive function, and/or processing speed.

Section 4

Terminology

Term	Definition
Accommodation	Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, settings, and tasks that do not fundamentally alter the intent. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements or course expectations (Idaho Department of Special Education [IDSE], 2018).
Adaptation	Changes to curriculum, instruction, or assessments that enable a student with a disability that significantly impacts performance an opportunity to participate. Adaptations include strategies such as orally reading a test, using spelling/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements, invalidate assessment results, and provide non-comparable results (IDSE, 2018).
Alphabetic principle	The idea or concept that letters and letter combinations represent phonemes in an orthography (Moats, 2020)
Assistive Technology	Any item, piece of equipment, or product system whether acquired commercially, off a shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Excludes surgically implanted medical devices. (IDSE, 2018).
Audience	The person/people who will read the writing. This may be large or small, formal or informal.
Authentic writing purposes	Students write for real purposes to a specific audience other than their teacher.
Collaborative writing	Working with others on idea generations, comparing and revising written texts, and a common product achieved and evaluated (Graham et al., 2017)
Communicative process	A process of interaction between two or more people where ideas are shared and understood so each person involved can make meaning.
Content-area writing	Writing across the various content and subject areas including mathematics, science, social studies, and the arts. Students should write for a variety of purposes and audiences.
Conventions	The mechanics of writing, including spelling, capitalization, punctuation, grammar/usage, paragraphing, and handwriting.

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Cumulative teaching	Each step is based on concepts previously learned (Cohen, 2016).
Developmental spelling	Children progress through stages of spelling development. Teachers use this knowledge to teach spelling patterns using a systematic approach.
Developmental writing	Young children typically progress through a series of stages as they are learning to write including scribbling/drawing, letter-like forms, letters, spaces, developmental spelling, and conventional writing.
Diagnostic tool	Assessments used to pinpoint specific areas of weakness; provide in-depth information to clarify students' skills and instructional needs (Hougen & Smartt, 2020)
Differentiated instruction	Instruction in which the teacher plans and teaches concepts in a manner so that all students of all differing levels can be successful learners (Hougen & Smartt, 2020)
Dysgraphia	The condition of impaired letter writing by hand, that is, disabled handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text (International Dyslexia Association).
Executive function	The mental processes that allow individuals to regulate their thinking and behaviors (Birsch & Carreker, 2018).
Explicit instruction	A structured and systematic method of teaching with emphasis on direct instruction, proceeding in small steps, providing scaffolds to guide students through the learning process, checking for understanding, and supporting practice with feedback until mastery is achieved by all students (Rosenshine, 1987)
Evidence-based practices	Evidence-based practices (EBPs) – which include activities, strategies, and interventions –that are “derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance” (Great Schools Partnership, 2016).
Formative assessment	Monitor student learning to provide ongoing feedback by teachers to inform their teaching and students to improve their learning.
Foundational writing skills	Includes phonological awareness, handwriting or writing production, spelling, basic use of conventions, basic syntax, and writing fluency.
Genre	Literary works of prose, poetry, drama, hybrid forms, or other literature that are distinguished by shared literary conventions. Literary genres include for example, realistic fiction, folk tales, essays, poems, informational pieces and others.
Gradual release of responsibility	Instructional techniques used to move students toward stronger understanding and independence in the learning process.
Grapheme	A letter or letter combination that spells a single phoneme; in English, a grapheme may be one, two, three, or four letters such as e, ei, igh, or eigh (Moats, 2020).
Graphic organizer	Visual displays of information to help a student organize and compose written material (Birsch & Carreker, 2018).

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Handwriting	The method of using pencil/pen and paper to produce written products. Research supports the use of handwriting instruction in the early grades and for adults in the form of notetaking (Graham et al., 2019).
High-Frequency Words	Words that are frequently used in the English language. High-frequency words may or may not be phonetically decodable.
Informational/ Expository	The text type which includes writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Keyboarding	The act of typing information into a digital device/computer.
Listening process	The process of making meaning from what we hear. This includes listening vocabulary, background knowledge, and attention.
Mechanics	The conventions/rules and technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations
Mentor texts	High-quality texts that can be used to model effective writing traits, characteristics, techniques, and/or processes. These can be published texts, teacher-written texts, or student-written texts.
Morpheme	The smallest unit of a word that carries meaning.
Motivation	Refers to a student's attitude toward learning curricular disciplines, including writing. A student who is motivated actively engages in the tasks and activities (Graham et al., 2019).
Multimodal	Using more than one mode of instruction in a lesson, e.g., linguistic, visual, audio, gestural, and spatial.
Multisensory	Referring to any learning activity that includes using two or more sensory modalities simultaneously for taking in or expressing information (Birsch & Carreker, 2018).
Narrative	The text type which includes developing real or imagined experiences or events, incorporating story grammar, through use of effective technique, well-chosen details, and well-structured event sequences.
Opinion/ Argumentative	The text which type includes writing to persuade the audience to believe or do something. At the elementary level, this focuses on writing opinion pieces on topics or texts, and supporting a point of view with reasons and information. From 6th grade and beyond, the focus moves to writing arguments to support claims in an analysis of substantive topics of texts, using valid reasoning and relevant and sufficient evidence.
Orthography	The writing system of a language specifically the correct sequence of letters, characters, and symbols (Moats, 2020).
Persuasive writing	Intends to convince readers to believe in an idea or opinion and inspires action.
Phoneme	A speech sound that combines with others in a language system to make words (Moats, 2020)

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Phonemic Awareness	The conscious awareness that words are made up of segments of our speech that are represented with letters in an alphabetic orthography (Moats, 2020)
Phonological Awareness	Metalinguistic awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes (Moats, 2020)
Portfolio Assessment	A form of assessment that presents a body of work that showcases competencies, exemplary work, or the learner’s developmental progress. The learner may have some choice in selecting work included in the portfolio.
Precise Language	Using specific words to evoke the intended understanding and/or emotion.
Purpose	The reason for the writing, which may include consideration of the audience. Narrative text is written to tell a story; informational text is written to share information; opinion/argumentative text is written to persuade the reader to believe or do something.
Research-based instruction	Founded on an accumulation of facts that have been established in research.
Rubrics	A document that articulates the criteria, or what is being evaluated, and may describe levels of quality from excellent to poor.
Scaffolding	An educational strategy in which the teacher utilizes logical selection and sequencing of content to model and guide students’ learning, including breaking content down into manageable instructional units, and then gradually decreasing support to increase independence (Birsch & Carreker, 2018; Archer 2011).
Self-Efficacy	Academic self-efficacy refers to the students’ beliefs and attitudes toward their capabilities to achieve academic success, as well as belief in their ability to fulfill academic tasks and the successful learning of the materials. (Bandura, 1997)
Sentence construction	Building sentence level skills using fragments, scrambled sentences, and run-ons to teach students about sentences (Hochman & Wexler, 2017)
Sentence expansion	Addition of details explaining who, what, where, when, and/or how to a sentence kernel (Birsch & Carreker, 2018).
Sentence frames or stems	A method of scaffolding that teachers can use with students to support writing at all levels. This includes giving them part of the words in the sentence with blanks where they can add their own words. For example, “I like ____ because ____” or, “If {this happens} then {this will happen}.”
Simple View of Writing	A theoretical framework that states: “writing is a product of two necessary skills, transcription and ideation (also called text generation)” (Berninger et al., 2002)

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Speaking process	The process of presenting our ideas for others to hear and understand. This includes the ideas, words, focus, intonation, body language, and speaking vocabulary.
Strategies instruction	Teachers provide direct, explicit instruction in strategies and typically includes modeling (with think-alouds), genre instruction, and scaffolded support (Graham et al., 2019)
Story Grammar	The elements of characters, setting, and plot that are found in narrative text.
Structured literacy	The most effective approach for students who experience unusual difficulty learning to read and spell printed words. The term refers to both the content and methods or principles of instruction. It includes these elements: phonology, sound-symbol association, syllables, morphology, syntax, and semantics. It also includes instruction that is systematic, cumulative, explicit, and diagnostic (International Dyslexia Association).
Summative assessment	Evaluate student learning at the end of an instructional unit.
Syllable types	Orthographic classification of syllables. There are six syllables using a reliable pattern to aid pronunciation & spelling (Birsch & Carreker, 2018).
Syntax	The set of principles that dictate the sequence and function of words in a sentence—includes grammar, sentence structure, and the mechanics of language (Cowen, 2016).
Systematic Instruction	Methodological; carried out using step-by-step procedures determined by the nature of the system being used or taught (Moats, 2020)
Task	The assignment or reason we write. This can define the text type, genre, audience, and purpose of the writing.
Text generation	Composing ideas and concepts into words, sentences, and discourse. Part of the Simple View of Writing.
Text structure	The internal structures of informational/expository texts, including: cause/effect, problem/solution, description, compare/contrast, and time order/sequence.
Text types	Text organized by common characteristics such as informational/expository, narrative, and opinion/argumentative text.
Tone	An attitude of a writer conveyed through the choice of words or the viewpoint of a writer on a particular subject.
Transcription	The act of copying text, and/or the process of converting spoken language into text.
Working memory	The process of holding on to (i.e., short-term memory) and manipulating information (Birsch & Carreker, 2018) over short periods of time while simultaneously carrying out processing operations (Daneman & Merikle, 1996). This process is essential for all literacy skills.

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Writing Curriculum-Based Measures (CBMs)	Assessments that measure how well a student performs for the standards of a particular curriculum (Birsch & Carreker, 2018).
Writing fluency	Writing words at an appropriate rate with a high level of accuracy.
Writing Process	The steps writers go through to produce completed writing. These include: prewriting, drafting, revising, editing, and publishing
Writing Process: <i>Prewriting</i>	This is the planning state of the writing process. These are activities students engage in before writing a complete draft, including: discussion, webbing, listing, drawing, writing, outlining, and other forms of brainstorming.
Writing Process: <i>Drafting</i>	The initial composition with all the ideas written down in an organized way.
Writing Process: <i>Revising</i>	Reviewing, modifying, and reorganizing the writing by rearranging, adding, or deleting to improve the draft.
Writing Process: <i>Editing</i>	Proofreading and correcting writing conventions. This takes place after revising.
Writing Process: <i>Publishing</i>	Sharing the completed writing with a group of people. This can take place in a variety of ways, including: publishing online, posting on the wall, printing as a book, etc.
Writing to learn	Short, impromptu or otherwise informal and low-stakes writing tasks that help students think through key concepts or ideas presented in a course. (WAC, n.d.)
Writing Traits	These are the vocabulary we use to teach, discuss, assess, and give feedback on writing. They include: ideas and content; organization; voice; word choice; sentence fluency; conventions; and presentation
Writing Trait 1: <i>Ideas and content</i>	This trait refers to the main message and content of the writing.
Writing Trait 2: <i>Organization</i>	This trait refers to the internal structure of a piece of writing.
Writing Trait 3: <i>Voice</i>	This trait refers to the mood and tone implied of the writing, perspective of the author, and the way the text makes the reader feel.
Writing Trait 4: <i>Word choice</i>	This trait refers to the use of rich, colorful, precise language in the writing.
Writing Trait 5: <i>Sentence fluency</i>	This trait refers to the rhythm and flow of the writing. It includes elements like sentence length, variety in structure and beginnings, and style.
Writing Trait 6: <i>Conventions</i>	This trait refers to the mechanical correctness of the writing. It includes five elements: spelling, punctuation, capitalization, grammar/usage, and paragraphing.
Writing Trait 7: <i>Presentation</i>	This trait refers to the visual and textual elements of the completed writing. It includes the way the writing is presented to the audience and includes elements such as visuals, graphics, neatness, font selection, spacing on the page, text layout, etc.

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Writing workshop	A method of writing instruction where coaching students to write for a variety of audiences and purposes is more effective than traditional writing instruction. It is based upon four principles: students will write about their own lives; they will use a consistent writing process; they will work in authentic ways; and they will develop independence as writers. The typical writing workshop structure includes: whole-group mini-lesson, independent writing with conferencing, and sharing.
Writing workshop: <i>Mini-lesson</i>	A mini-lesson is a short lesson with a narrow focus that provides instruction in a writing skill or concept that the student will then relate to a larger lesson that will follow. A mini-lesson is typically the first part of a writing workshop.
Writing workshop: <i>Writing conference</i>	A one-on-one direct strategy, designed to guide and assist students through the process of writing.

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