[1]Idaho Comprehensive Literacy Standards Concepts and Competencies Guide (4th edition)

Standard 4
Writing Process

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1

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Introduction

This document outlines concepts and competencies for the Idaho Comprehensive Literacy Assessment and corresponding coursework for Idaho Comprehensive Literacy Standard 1. 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: Elementary Education contains specific Standard 4-based content, concepts, and competencies for Elementary candidates, off of which the Standard 4 Idaho Comprehensive Literacy 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: Secondary Education offers specific Standard 4-based content, concepts, and competencies for Secondary, off of which the Standard 4 Idaho Comprehensive Literacy Assessment is based.
(Secondary section applies to the following endorsements: Secondary Education; Music Education K-12; Physical Education; Art Education K-12.)

Section 4 lists key terms and definitions.

Document Usage

Instructors are encouraged to use the list of content, concepts, and competencies as well as the key terms and definitions list when planning their courses.

Students are encouraged to use the list of content, concepts, and competencies as well as the key terms and definitions list as a study guide for the assessment.

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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)

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Section 2: Elementary Education

Concepts and Competencies for Elementary Education

In order to support students' development of writing, elementary, special education, and early childhood education 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 ICLS Exam.

In order to support students' writing development, preservice teachers are expected to attain the following minimum competencies:

1. **The candidate uses evidence-based practices for teaching spelling.**
    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. Defines the stages of spelling development.
    f. Knows patterns of letter sequences & syllable spellings/types.
    g. 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.
    h. Demonstrates explicit and systematic spelling instruction in isolation and in application.
    i. Incorporates high-frequency word instruction, including spelling, using specialized strategies that focus on phoneme and grapheme/letter.
    j. Explains how morphological awareness informs spelling patterns.

2. **The candidate uses evidence-based practices for teaching handwriting.**
    a. Explains the alphabetic principle and how to integrate letter formation into letter-sound instruction.
    b. Understands research-based practices of handwriting instruction in both print and cursive.

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c. Explain how to provide transcription instruction (oral dictation and copying).
d. Understands the importance for teaching cursive starting in grades 3.

3. 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.

4. 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.
i. Knows that the use of keyboarding for prewriting is not appropriate in grade 3 and below.
j. Knows that for 4th grade and above, using paper and pencil are most appropriate in the prewriting stage, and both handwriting and keyboarding are appropriate in the drafting through publishing stages.

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5. **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:
        - Pre-writing
        - Drafting
        - Revising
        - Editing
        - 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.

6. **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.
    i. Understands effective note-taking strategies.

7. **The teacher candidate provides opportunities for written, visual, and oral communication in a variety of formats including the use of appropriate assistive technology.**

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a. Understands how to connect reading, writing, speaking, and listening synergistically to support writers, including:
    - reading and using mentor texts as models for effective writing.
    - integrating speaking and listening about writing tasks to develop writing.
    - embedding oral language experiences to support writing skill development.
    - providing choice in writing format

b. Identifies various assistive technologies used to support student writing.

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

8. The candidate understands the components of effective writing.

a. Explains the components that impact writing quality, including**:**
    - ideas and content
    - organization
    - voice
    - word choice
    - sentence fluency
    - conventions
    - presentation

9. **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.

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

a. Incorporates ethical and credible research practices into instruction, including teaching students to:
    - Cite sources within writing projects, including AI use.
    - Identify and utilize a variety of sources.

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    - Analyze credibility of sources and websites.
  b. Models and teaches appropriate digital citizenship and safety

11. 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.
  f. Implements practices to address students with challenges in working memory, attention, executive function, and/or processing speed.

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Section 3: Secondary Education

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 ICLS Secondary Exam.

In order to support students' continued writing development at the secondary level, preservice teachers are expected to attain the following minimum competencies:

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.

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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 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:
   - Pre-writing
   - Drafting
   - Revising
   - Editing
   - 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.

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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:
        - reading and using mentor texts as models for effective writing.
        - integrating speaking and listening about writing tasks to develop writing.
        - 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**:**
        - ideas and content
        - organization
        - voice
        - word choice
        - sentence fluency
        - conventions
        - 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 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.

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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:
   - Cite sources within writing projects, including AI use
   - Identify and utilize a variety of sources
   - 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.

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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 who has a disability that significantly impacts their performance the opportunity to participate. Adaptations include strategies such as oral testing, 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 concept that letters of the alphabet represent the sounds of spoken language
argumentative [see also: opinion]	Text type written to persuade the audience to believe something or take a specific action. Students first focus on writing opinion pieces about topics or texts and supporting their point of view with reasons and information. As they progress, students learn to write arguments that support claims through the analysis of meaningful topics or texts, using valid reasoning and relevant, sufficient evidence.
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	The process of working with others to generate ideas, draft, compare, and revise written text in order to produce and evaluate a common final product.

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Term	Definition
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.
cumulative teaching	A method of instruction where the curriculum is carefully sequenced so that each new instructional step is directly based on concepts and skills previously learned.
cursive handwriting	A continuous, connected style of writing that helps students bind individual letters into cohesive words, reducing working memory load and allowing the writer to focus more on generating ideas rather than forming individual letters.
developmental spelling *(aka invented spelling)*	Students spelling based upon what they know about the phoneme-grapheme correspondences
developmental writing	The predictable, step-by-step progression of stages that children move through as they learn to communicate through written symbols (scribbling/drawing, letter-like forms, letters, spaces, developmental spelling, and conventional writing)
diagnostic tool	A specialized assessment used *before* or *during* instruction to identify a student's specific strengths, weaknesses, and knowledge gaps.
differentiated instruction	Differentiated instruction is a teaching approach in which teachers adapt lessons, activities, and assessments to meet the different learning needs, abilities, and interests of students in the classroom.
digital citizenship	The responsible, safe, and respectful use of technology and the internet. It means understanding how to behave appropriately online, use digital tools in a positive and ethical way, and give proper credit by citing other people's work when using digital information or ideas.
dysgraphia	A specific learning disability that affects writing abilities, characterized by difficulties with spelling, poor handwriting, and trouble putting thoughts on paper. It is a breakdown in the mechanical "transcription" process rather than a reflection of a student's intelligence.
executive function	The essential mental skills that help students focus their attention, organize their work, and control their impulses.
explicit instruction	Concepts are clearly explained and skills are [directly] modeled, without ambiguity (e.g., I do, we do, you do)

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Term	Definition
expository text *[see also "informational text"]*	Nonfiction reading material written with the primary purpose of informing, explaining, defining, or describing a specific subject to the reader
expressive language	The outward communication of thoughts, feelings, and ideas through spoken words, written text, sign language, gestures, or alternative communication devices.
evidence-based practices	Instructional strategies, interventions, and teaching methods that have a proven, documented track record of success and have been objectively proven to be effective via high-quality research
formative assessment	A formative assessment is an ongoing check of student learning used during instruction to guide teaching and provide feedback, and it can be formal or informal.
foundational writing skills	The essential, lower-level mechanics of writing—including handwriting, spelling, basic use of conventions, and basic syntax—that must become automatic so a student's working memory can focus on generating ideas.
genre	Broad subcategories of text types characterized by shared conventions, structures, and purposes, such as biographies, realistic fiction, science fiction, historical fiction, informational texts, poetry, etc.
gradual release of responsibility	A teaching model in which the teacher gradually shifts the responsibility for learning from the teacher to the students. The teacher first provides strong guidance and support, and then slowly reduces that support as students become more independent learners (e.g., "I do, we do, you do").
grapheme	A letter or letter combination that represents a phoneme; can be one, two, three, or four letters in English Examples: e, ei, igh, eigh
graphic organizer	Visual tools that help students organize their ideas and plan written work. They present information using diagrams, charts, or pictures to show how ideas and concepts are connected.
handwriting	The complex cognitive and fine motor skill of physically forming letters and words on a page to transcribe thoughts into written language
high-frequency words	Most common words in the English language *Examples: the, was, were, is, to, of, a, and, you*
informational text *[See also "expository text"]*	Nonfiction reading material written with the primary purpose of informing, explaining, defining, or describing a specific subject to the reader
keyboarding	The act of typing information into a digital device/computer.

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Term	Definition
listening process	The process of making meaning from what we hear. This includes listening vocabulary, background knowledge, and attention.
manuscript (print) handwriting	A foundational penmanship style consisting of separated letters, designed to reinforce early letter recognition and phonics instruction by providing a direct visual match to the text students encounter in books.
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 meaningful unit in a word ● Bound morpheme: meaningful units in a word that cannot stand alone *Example: Respected has three bound morphemes: re+spect+ed* ● Free morpheme: meaningful unit in a word that can stand alone *Example: Breakfast has two free morphemes: break+fast*
motivation	The desire or willingness to learn, participate, and succeed in school tasks. It is the drive that encourages students to engage and keep trying even when learning is challenging.
multimodal	The intentional practice of presenting information using a blend of words, visuals, audio, and/or interactive tasks to ensure learning is accessible to a diverse range of students.
multisensory	The simultaneous use of multiple senses during learning to help the brain bind different types of information together, making new skills easier to retrieve.
narrative	Text type written to tell a story. It usually includes characters, a setting, and a plot. Narrative texts often have a beginning, middle, and end, and they usually include a problem and a solution. Examples of narrative text include short stories, novels, fairy tales, and personal stories.
opinion *[see also: argumentative]*	Text type written to persuade the audience to believe something or take a specific action. Students first focus on writing opinion pieces about topics or texts and supporting their point of view with reasons and information. As they progress, students learn to write arguments that support claims through the analysis of meaningful topics or texts, using valid reasoning and relevant, sufficient evidence.
oral communication skills	The ability to express ideas, information, and feelings clearly through speaking. These skills involve using appropriate language, tone and organization to communicate effectively with others. *Note: For Deaf/hard of hearing, signed communication skills are the equivalent*

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Term	Definition
orthography	The conventional writing system of a language, including correct spelling patterns
persuasive writing	A type of writing that aims to convince the reader to agree with an idea, opinion, point of view, or to take a specific action. It uses reasons, facts, examples, and evidence to support the writer's claim. This includes opinion and argumentative text types.
phoneme	The smallest unit of sound in a word, distinguished by place (lips, teeth, etc.) and manner of articulation (stops, nasals, fricatives, etc.), and voicing *Examples: "step" has four phonemes: /s/ /t/ /ĕ/ /p/; "church" has three phonemes: /ch/ /ur/ /ch/); "quit" has four phonemes: /k/ /w/ /ĭ/ /t/*
phonemic awareness	The awareness of individual sounds in spoken language: the ability to hear, identify, and manipulate individual phonemes
phonological awareness	An umbrella term that includes a range of skills related to recognizing and manipulating the sound structures of spoken language, including syllables, onsets, rimes, and phonemes
portfolio assessment	Assessment based on a representative sampling of student work that demonstrates growth over time. 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.
receptive language	Receptive language is the ability to understand spoken, written, or signed language, including words, sentences, and meaning communicated by others.
research-based instruction	Teaching strategies and practices that are built upon established scientific principles of human learning and development.
rubrics	A clear, criterion-based scoring guide used by teachers to evaluate student work consistently and objectively across a range of performance levels.
scaffolding	A teaching strategy where a teacher provides temporary support to help students learn a new skill or understand a concept. As students become more confident and capable, the support is gradually reduced until they can work independently.

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Term	Definition
self-efficacy	A student's internal belief in their own capability to successfully learn a specific concept, execute a particular skill, or overcome a specific academic challenge, which directly impacts their motivation, effort, and persistence.
sentence construction	Teaching students how to correctly form sentences that clearly express their ideas. It involves learning how to combine words, phrases, and clauses using proper grammar, punctuation and structure to create complete and meaningful sentences.
sentence expansion	An instructional writing strategy where students take a simple sentence and systematically add descriptive details—often by answering questions like *when, where, why,* or *how*—to create a richer, more complex sentence
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}."*
sight word / sight vocabulary	Unique to each reader, a sight word has been orthographically mapped in a reader's memory — its spelling, pronunciation, and meaning are securely bonded. These words are recognized automatically and effortlessly written.
simple view of writing	A model stating that writing proficiency depends on the balance between transcription skills (getting words on the page) and compositional skills (organizing and expressing thoughts) *"Transcription X Text Generation = Writing Quality"*
strategies instruction	An approach that provides students with specific, step-by-step mental tools to navigate the learning process, including "low-level" strategies as well as "high-level" strategies. Explicit teaching of strategies helps students to solve problems, monitor their learning, and apply skills across different tasks rather than relying only on the correction of errors.
story grammar	Strategies that help students understand and organize the important parts of a story. These strategies help students recognize how stories are structured and learn to identify common story elements such as character, setting, plot, and theme, and identify the sequence of events in a story, such as beginning, middle, and end.
structured literacy	The umbrella term used to describe evidence-based approaches to reading and writing instruction that are explicit, systematic, cumulative, and diagnostic, integrating listening, speaking, reading, and writing while directly teaching the structure of language at the levels of phonology, orthography, morphology, syntax, semantics, and discourse.

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Term	Definition
summative assessment	A final, graded evaluation—such as a culminating project, unit test, final essay, or presentation—that documents a student's learning after instruction is complete.
syllables	A unit of spoken language that contains a single vowel sound and is often, but not always, surrounded by one or more consonant sounds. It forms a distinct, pronounceable "beat" in a word.
syllable patterns (six common types)	1. closed 2. VCe (long vowel-consonant-final e) 3. open 4. vowel team/vowel combination 5. r-controlled 6. consonant +le (final stable syllable)
syntax	The set of rules and principles that govern how words are ordered and combined to create meaningful, grammatically correct sentences.
systematic instruction	Teaching literacy skills in an explicit, logically ordered instructional sequence where foundational skills are taught first and new learning consistently and explicitly connects to prior learning.
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 narrative, informational/expository, 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 physical and mental process of copying text and/or converting spoken words or internal thoughts into written text which requires the coordination of motor skills (handwriting or typing) and orthographic knowledge (spelling).
working memory	A cognitive system with a limited capacity that is responsible for temporarily storing and processing the information needed for complex tasks like reasoning, comprehension, and learning. (This can be thought of as the brain's "sticky note," used to hold small amounts of information just long enough to use it—such as remembering a dictated sentence long enough to write it down.)

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Term	**Definition**
writing curriculum-based measures (CBMs)	Short, timed assessments that provide an objective "snapshot" of a student's basic writing proficiency, allowing teachers to make data-based decisions about instruction.
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. *Note: the writing process is not necessarily linear; it can be recursive until publishing.*
Writing Process: *Prewriting*	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: *Drafting*	The initial composition with all the ideas written down in an organized way.
Writing Process: *Revising*	Reviewing, modifying, and reorganizing the writing by rearranging, adding, or deleting to improve the draft.
Writing Process: *Editing*	Proofreading and correcting writing conventions. This takes place after revising.
Writing Process: *Publishing*	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	A pedagogical strategy where students use brief, informal writing tasks (e.g., journaling, brain-dumping, or quick-writes) to explore, clarify, and solidify their understanding of new concepts across all subject areas. Not formally assessed for conventions.
Writing Traits	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: *Ideas and content*	This trait refers to the main message and content of the writing.
Writing Trait 2: *Organization*	This trait refers to the internal structure of a piece of writing.
Writing Trait 3: *Voice*	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: *Word choice*	This trait refers to the use of rich, colorful, precise language in the writing.

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Term	**Definition**
Writing Trait 5: *Sentence fluency*	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: *Conventions*	This trait refers to the mechanical correctness of the writing. It includes five elements: spelling, punctuation, capitalization, grammar/usage, and paragraphing.
Writing Trait 7: *Presentation*	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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