

Cowichan Valley School District

# WRITING FRAMEWORK



2026





The Cowichan Valley School District recognizes, and gives thanks, that we work, live, and play on the traditional lands of the Coast Salish peoples, specifically the lands of the Ts'uubaa-asatx, Penelakut, Halalt, Lyackson, Stz'uminus, Malahat, and Quw'utsun peoples. We dedicate this work to our First Nations, Inuit and Métis, and all children in the Cowichan Valley School District.

Writing is not just an option for young people - it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success...

Graham & Perin (2007)



This document is dedicated to the many teachers and educational leaders who came together in partnership to create a plan to empower literacy, and specifically writing, of all learners. Literacy is everywhere; it is our collective responsibility.

# TABLE OF CONTENTS

Content:	Page:
<b><u>Rationale</u></b>	<b><u>1</u></b>
<b><u>Purpose</u></b>	<b><u>2</u></b>
<b><u>Shared Beliefs</u></b>	<b><u>3</u></b>
<b><u>Key Research</u></b>	<b><u>4</u></b>
<b><u>Writing Continuum &amp; Development</u></b>	<b><u>8</u></b>
<b><u>The Writing Process</u></b>	<b><u>9</u></b>
<b><u>Pre-writing &amp; Indigenous Worldview</u></b>	<b><u>10</u></b>
<b><u>Types &amp; Purpose of Writing</u></b>	<b><u>11</u></b>
<b><u>Inclusive Supports &amp; Accommodations</u></b>	<b><u>13</u></b>
<b><u>Revising vs. Editing</u></b>	<b><u>14</u></b>
<b><u>Instructional Planning Response to Assessment</u></b>	<b><u>15</u></b>
<b><u>Provincial Literacy Assessments: Grades 9-12</u></b>	<b><u>16</u></b>
<b><u>Planning Tools and Resources: French &amp; English</u></b>	<b><u>17</u></b>
<b><u>Second Language Learners: ELL &amp; Immersion</u></b>	<b><u>23</u></b>
<b><u>Dysgraphia</u></b>	<b><u>26</u></b>
<b><u>District Writing Samples: Planning &amp; Procedures</u></b>	<b><u>28</u></b>

# TABLE OF CONTENTS

Content:	Page:
<b><u>Responding To Data: Meaning, Style, Form &amp; Conventions</u></b>	<b><u>35</u></b>
<b><u>Appendix A - Supporting Documents</u></b>	<b><u>43</u></b>
<b><u>Glossary</u></b>	<b><u>58</u></b>
<b><u>References</u></b>	<b><u>61</u></b>

# RATIONALE

After extensive consultation with our community, including local First Nations, parents, community partners, staff, and students, the Cowichan Valley School District (CVSD) developed a four year strategic plan. Through this process, we clarified our collective mission:

*Our students are agile and prepared to transition to a future of their choosing. In addition, our district leadership identified our north star: Equitable outcomes for learners.*



As we continue our journey for truth and reconciliation, we first acknowledge inequities of outcomes for Indigenous learners AND we commit to working together with one heart, one mind, and one thought to address the inequities of outcomes. Our reflective journey identified lower than expected achievement in the areas of literacy and numeracy. In response, our district has engaged in the development of a literacy framework that provides shared resources and understandings to facilitate learner growth.

All learners in the CVSD deserve an educational system that partners with families and community to empower them with skills, knowledge, and ways of being that will allow them to create a future of their choosing.

A precursor to reading and writing, storytelling serves as a traditional teaching method and is particularly relevant to indigenous children and families (McKeough et al., 2008; Timmons et al., 2006). Indigenous worldview of storytelling is an education process involving the observation of the natural world, adapting for survival, gathering sustenance from plants and animals, and using resources provided by nature for tools and medicines. These cultural teachings are made understandable by mentorship and demonstration using storytelling to communicate meaning (Barnhardt & Kawagley, 2005).

# PURPOSE

Strong foundational literacy skills are essential for empowering students to shape their own futures. While “literacy” can be defined in many ways, this framework focuses specifically on supporting the development of students’ independent writing.

The vision of the Cowichan Valley School District Writing Framework is to provide a shared foundation of resources and understandings across schools. Grounded in current, research-based literacy practices, the framework offers practical examples of instructional and intervention strategies from Kindergarten to Grade 12.

This framework reflects a collaborative effort among teachers, support staff, and administrators, and is informed by global research and school-based experience.

Research in early years literacy programs suggests that youth begin their writing journey through what they know and what they value (Peterson, 2016). This suggests that the cultural identity of student writers directly impacts how they build and create narrative texts. Being culturally responsive in our teaching by delivering valued and known access points of storytelling can enhance Indigenous student success with writing outcomes.



# SHARED BELIEFS

Our Writing Framework is based upon shared beliefs that are reflected in all practice across our district

## First Peoples Principles/Indigenous Perspectives

Indigenous ancestors have provided wisdoms that guide our work with our xe' xe' smun'eem (sacred children). Indigenous perspectives and content are integral to our learning journey.

## Oral Language

Oral language is foundational to all literacy learning and should be an integral part of a learner's journey. Indigenous stories have themes surrounding connections to place, learning about mistakes and consequences, historical teachings, taking care of others, supernatural beings, and sharing intergenerational knowledge.

## Culture of Care

We recognise the critical importance of healthy relationships in safe, inclusive communities.

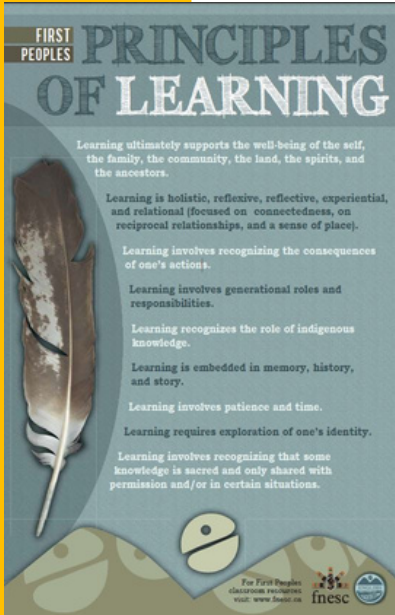
## Core Competencies

Learning experiences should integrate the following:

- **Communication** (knowledge, skills, processes, and dispositions associated with interacting with others)
- **Thinking** (combining concepts and content to transform into new understandings, habits of the mind, and metacognitive awareness)
- **Personal and Social** (abilities related to students' identity in the world as individuals and as members of community and society)

## Authentic engagement/ Play based learning

When we make space to provide opportunities for children to engage in play using experiential methods, we are using Indigenous worldviews and knowledge systems of learning. Creating opportunities to offer hands on experiences (through play, land-based opportunities, sport, art, etc.) can expand a student's skills in creating their own narrative to support writing.



## INDIGENOUS KNOWLEDGE SYSTEMS OF LEARNING

Oral and Narrative Based

Experiential

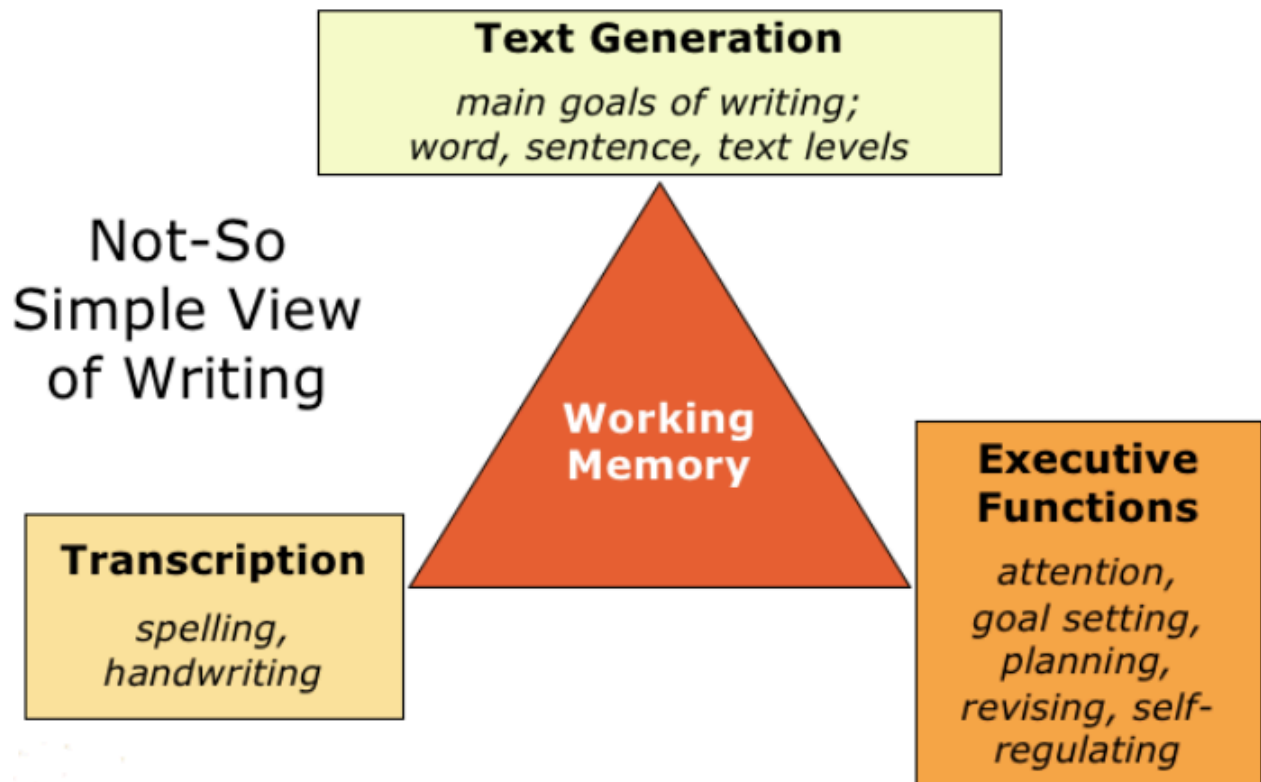
Social Norms

Intergenerational

Holistic

(Adapted from: Battiste, 2000; Canadian Council of Learning, 2009)

# THE NOT SO SIMPLE VIEW OF WRITING



Source: Sedita, J. (2019). The not so simple view of writing. Keys to Literacy.

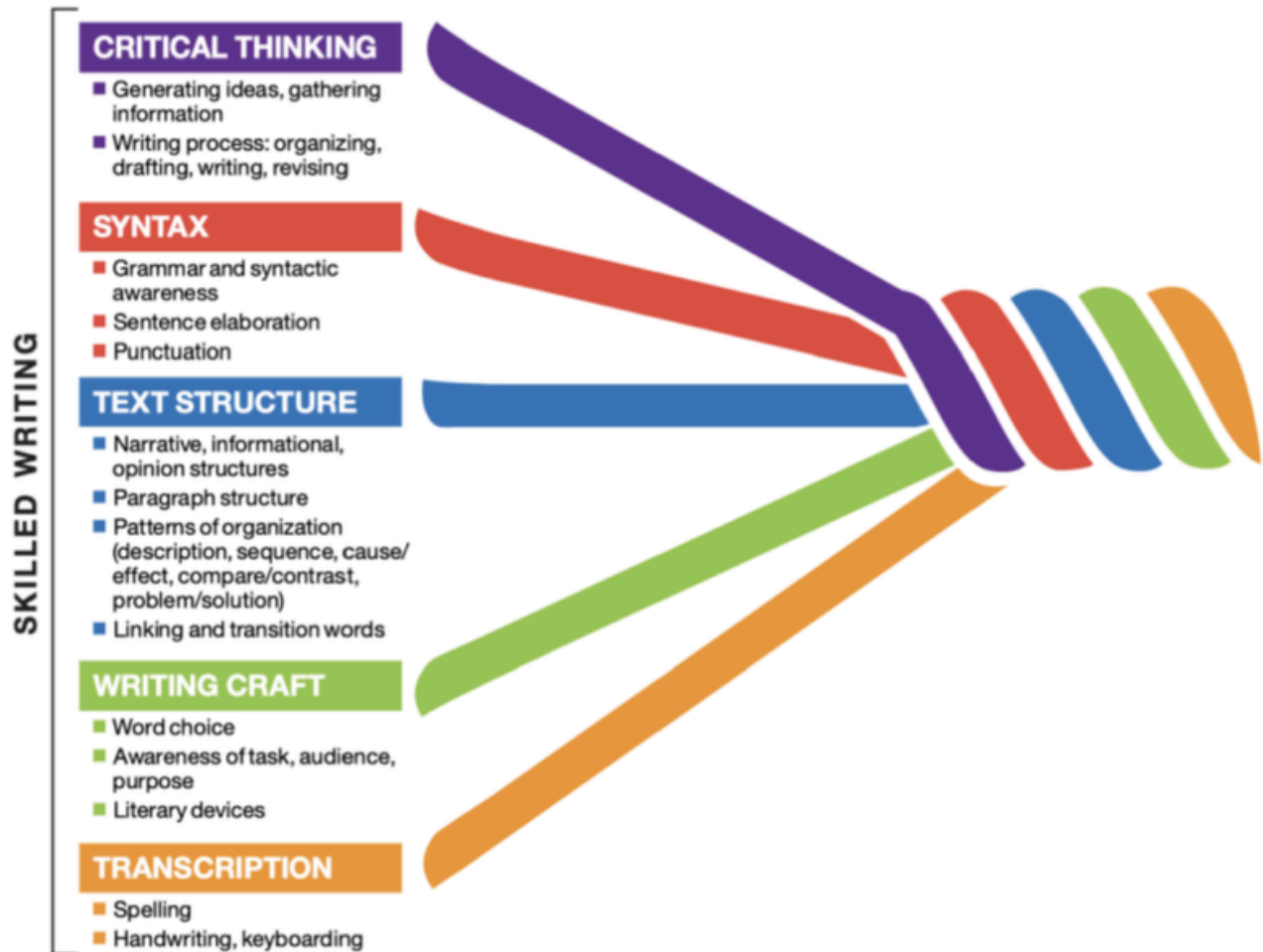
The article "*The Not So Simple View of Writing*" expands on the Simple View of Reading by emphasizing that writing, like reading, involves multiple interconnected skills. While the Simple View of Reading focuses on decoding and comprehension, the Not So Simple View of Writing adds elements like transcription, text generation, and executive functions such as planning and self-regulation. This model, further developed by Berninger and Winn, underscores the complexity of writing by recognizing the crucial role of cognitive processes—especially executive functions like working memory, goal setting, and self-monitoring—in producing quality written work.

Note: While working memory is a core executive function, it is highlighted separately in the graphic to emphasize its central role in managing the demands of writing. Additionally, although not depicted in the graphic, oral language development is recognized in the article as foundational to writing, supporting skills such as vocabulary, sentence structure, and idea development.

- [Read \*The Not So Simple View of Writing\* by Joan Sedita Here](#)
- [Watch: The Simple View of Writing Webinar with Lyn Stone](#)

# THE WRITING ROPE

## The Writing Rope

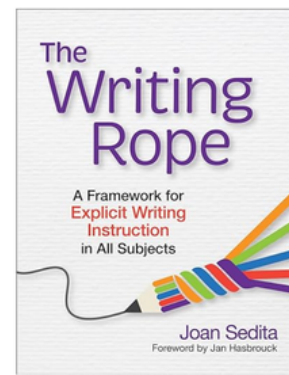
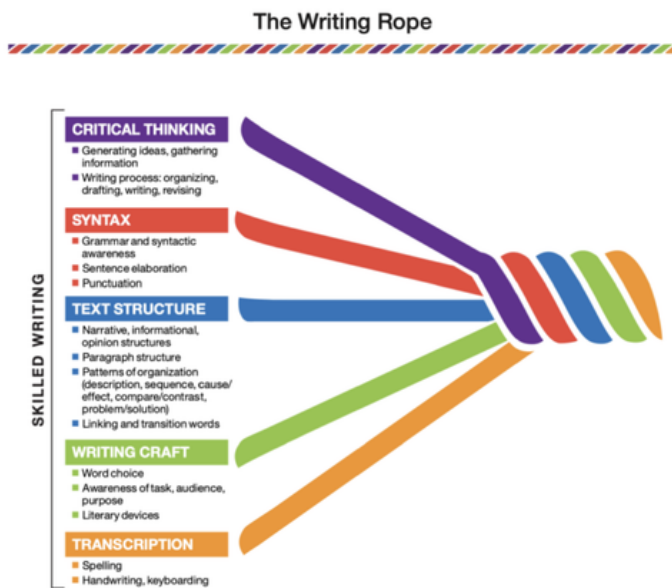


From *The Writing Rope TM*, *The strands that are woven into skilled writing*. Copyright 2019 by Joan Sedita, [www.keystoliteracy.com](http://www.keystoliteracy.com). All rights reserved (2023; Paul H. Brookes Publishing Co., Inc)

**[Read More Here: The Strands That Are Woven Into Skilled Writing](#)**

**[Joan Sedita, December 1, 2019](#)**

**[Click Here](#)**



You can find a copy of The Writing Rope at the DLC, at each of our schools or for purchase [Here](#).  
[Sign up and access free resources here](#)

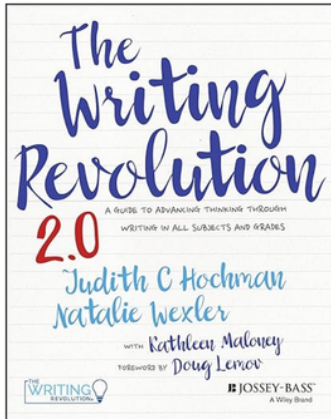
**The Writing Rope** is a visual framework developed by Joan Sedita to help educators identify and teach the essential components of skilled writing. Inspired by Hollis Scarborough’s Reading Rope, this model organizes the complex skills involved in writing into five interconnected strands:

1. **Critical Thinking:** Involves generating ideas, gathering information, and applying the writing process.
2. **Syntax:** Focuses on constructing grammatically correct and varied sentences.
3. **Text Structure:** Pertains to organizing writing into coherent paragraphs and understanding different text types.
4. **Writing Craft:** Encompasses word choice, awareness of task, audience, purpose, and use of literary devices.
5. **Transcription:** Covers spelling and handwriting or keyboarding at an automatic level.

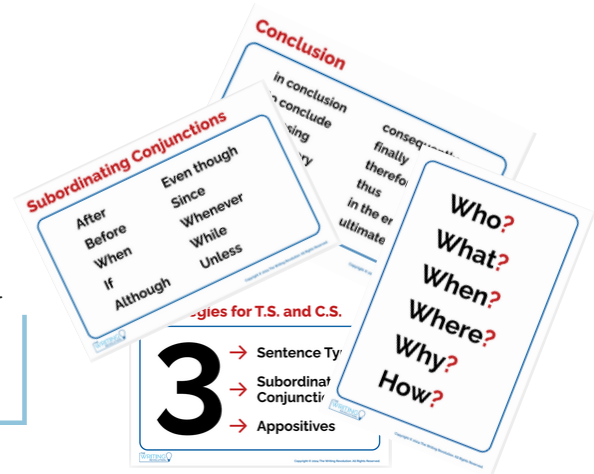
This framework supports explicit writing instruction across all subjects by providing a comprehensive guide to the skills students need to develop. Educators can use The Writing Rope to determine if their writing curriculum addresses all essential components and to ensure that instruction is aligned with research-based practices. The model emphasizes the importance of integrating these strands to support students in becoming proficient writers.

[Read: The Strands That Are Woven Into Skilled Writing](#)  
[Joan Sedita, December 1, 2019](#)  
[Click Here](#)

# THE WRITING REVOLUTION 2.0



You can find a copy of The Writing Revolution 2.0 at the DLC, at each of our schools, or for purchase [Here](#).  
Sign up and access free resources [Here](#)



**The Writing Revolution 2.0** by Judith C. Hochman, Natalie Wexler, and Kathleen Maloney provides a structured approach to writing instruction, emphasizing explicit, content-driven techniques. The book introduces **six key principles** for effective writing instruction:

1. **Explicit Instruction:** Writing skills must be taught directly and systematically, starting early in education.
2. **Sentence-Level Focus:** Mastering sentence construction is the foundation before advancing to more complex writing.
3. **Integrated Writing:** Writing should be embedded in content lessons, reinforcing both subject knowledge and writing skills.
4. **Curriculum-Driven Rigor:** Writing activities should match the complexity of the academic content being studied.
5. **Grammar in Context:** Grammar is taught through writing, helping students apply rules meaningfully.
6. **Planning and Revising:** Successful writing requires careful planning and ongoing revision to improve clarity and structure.

These principles are designed to help students develop strong writing skills, integrating writing practice into every subject.

# WRITING CONTINUUM

Writing skills should be developed together, with a strong focus on oral language to support early writing. As Britton wrote, “reading and writing float on a sea of talk”—speaking and listening lay the groundwork for written expression. From the early grades through high school, students should build transcription skills, sentence and paragraph construction, and genre knowledge all at once, while also learning strategies like summarizing and integrating content. The three main writing types—informational, narrative, and opinion—should be introduced and practiced in an integrated way.

## K-4 Foundational Learning Progressions

The [K-4 Foundational Learning Progressions](#) align directly to the English Language Arts and Math curriculum and describe what proficient students look like when they are demonstrating foundational skills in reading, writing, oral language, and math. Achieving proficiency in these skills is important for further learning and long-term success both in and out of school.

**INFORMATION FOR EDUCATORS AND SCHOOL LEADERS**

**K-4 Foundational English Language Arts Learning Progressions**

**PURPOSE**

- The K-4 English Language Arts Foundational Learning Progressions provide additional detail and clarity to help teachers identify key foundational skills in the learning progressions that are essential for students to be successful in reading, writing, oral language, and math.
- The progressions describe the essential skills and knowledge that students need to be successful in reading, writing, oral language, and math.
- Learning Progressions are intended to support teacher instruction and classroom assessment in key foundational skills and should not be the only EA skills that teachers are teaching and assessing.

**CURRICULUM-ALIGNED RESOURCES**

- Teachers can use curriculum-aligned resources to support students in developing foundational skills in reading, writing, oral language, and math. These resources include:
- **Reading:** *Reading Comprehension* and *Reading Fluency* resources.
- **Writing:** *Writing Progressions* and *Writing Assessment* resources.
- **Oral Language:** *Oral Language Progressions* and *Oral Language Assessment* resources.
- **Math:** *Math Progressions* and *Math Assessment* resources.

**GUIDING INFORMATION**

- The Learning Progressions are high standards of learning writing with our youngest learners. While writing is a complex skill, it is essential for students to be successful in reading, writing, oral language, and math.
- The skills included in the Learning Progressions do not need to be developed in isolation and should be taught in an integrated manner across all content areas.
- While it is important to ensure students acquire skills such as identifying, reading with fluency, and understanding story and word within conversational skills, it is equally important to ensure students can appreciate the enjoyment of reading, writing, and speaking and engaging and use these skills in meaningful ways.
- The K-4 Foundational Learning Progressions are aligned to the Foundational Learning Progressions, which are the categories: Reading and Writing, Reading Comprehension and Writing.

## Writing at a Micro and Macro Level

A [detailed guide, Sample Writing Scope & Sequence](#) (click here), describing writing skills that can be mastered by the end of a specified time period across grades K-12 is offered by PaTTAN Literacy. The guide points out that most concepts require multiple instructional exposures across grades.

Writing Skill Level	Skills & Progressions	Grade
Pre-writing	Pre-writing skills: tracing, copying, dot-marker, and making letters with a sequencer.	K-1
Letter Strings	Letter strings: letter identification, letter matching, letter sequencing, letter writing.	K-1
Environmental Print	Environmental print: word recognition, word matching, word sequencing, word writing.	K-1
Beginning Sounds	Beginning sounds: sound identification, sound matching, sound sequencing, sound writing.	K-1
Early Developmental Spelling	Early developmental spelling: letter identification, letter matching, letter sequencing, letter writing.	K-1
Developmental Spelling	Developmental spelling: letter identification, letter matching, letter sequencing, letter writing.	K-1
Transitional Spelling	Transitional spelling: letter identification, letter matching, letter sequencing, letter writing.	K-1

## Emergent Writers

A writing continuum ([click here](#)) helps teachers recognize and label the skills **emergent writers** have already developed, while also pinpointing the next steps to guide their progress.

**HeidiSongs' Kindergarten Writing Rubric**

- Pre-Writing**  
Student shows emerging writing skills that represent letters and make letters with a sequencer. Student letters do not progress from left to right.
- Letter Strings**  
Letter strings: tracing, copying, dot-marker, and making letters with a sequencer. Student letters are not necessarily between the lines and the words in a word.
- Environmental Print**  
Student shows emerging writing skills that represent letters and make letters with a sequencer. Student letters do not progress from left to right.
- Beginning Sounds**  
Student shows emerging writing skills that represent letters and make letters with a sequencer. Student letters do not progress from left to right.
- Early Developmental Spelling**  
Student shows emerging writing skills that represent letters and make letters with a sequencer. Student letters do not progress from left to right.
- Developmental Spelling**  
Student shows emerging writing skills that represent letters and make letters with a sequencer. Student letters do not progress from left to right.
- Transitional Spelling**  
Student shows emerging writing skills that represent letters and make letters with a sequencer. Student letters do not progress from left to right.

# THE WRITING PROCESS

One of the most impactful ways to begin pre-teaching writing, is to offer students access points that support First People's Principles of Learning. Writing is not a straight line – it's a cycle. Writers move between stages as they think, plan, and refine. Teaching the process builds confidence and clarity in writing.

Graphic Source: First Nations Pedagogy (n.d.). Experiential Knowledge Overview. <https://firstnationspedagogy.com/experiential.html>



## Stage 1: Prewriting



- Brainstorm ideas
- Choose a topic and purpose
- Use graphic organizers
- Talk it out with peers or teacher

*"Writers think before they write."*

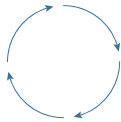
## Stage 2: Drafting



- Turn ideas into sentences and paragraphs
- Focus on getting thoughts down – not perfection
- Use sentence starters or modeled writing if needed

*"Get your ideas out. You can fix it later!"*

## Stage 3: Revising



- Rethink and improve ideas
- Add or move sentences
- Strengthen word choice and voice
- Peer feedback or small-group revision

*"Make your writing clearer and stronger."*

## Stage 4: Editing



- Fix spelling, punctuation, and grammar
- Use editing checklists or editing marks
- Reread carefully

*"Clean it up so it's easy to read."*

## Stage 5: Publishing



- Create a final version
- Add illustrations or formatting
- Share with others (read aloud, display, print)

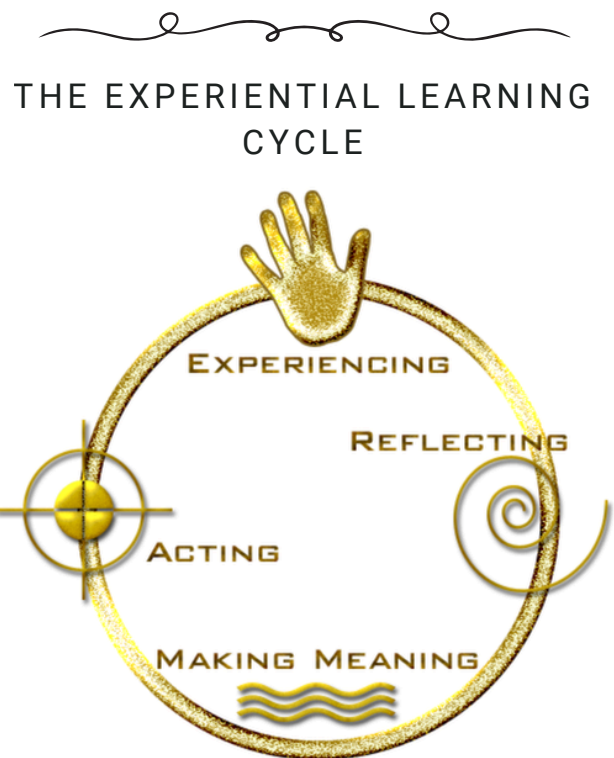
*"Celebrate your work!"*

Students may go back and forth between steps – and not all writing needs to be published. Adjust the process to match your purpose.

# CONNECTING PRE-WRITING USING INDIGENOUS WORLDVIEW

## Offer plenty of pre-writing activities to expand knowledge by:

- Exploring different texts and stories which includes Indigenous worldviews, themes and narrative.
- Use play/drama activities to allow students to learn how to develop characters, places, scenarios, and moral lessons.
- Use discussion to connect stories with the images used in the writing assessment framework (PWIM model).
- Suggest students create their own transformational character using local animals or the animals in the assessment slide deck.
- Connect local land forms like lakes, rivers, mountains, etc to the images used in the writing framework to create story settings.
- Offer experiential experiences to create meaning and value for story topics.
- Use themes in Indigenous narrative to compare and contrast in graphic organizers like Venn diagrams, plot and character development.
- Teacher modelling using imagination and demonstrate emotions and feelings through play to create meaningful scenarios.
- Brainstorm problems and scenarios and come up with ways to solve them, moral narrative exploration.



Graphic Source: First Nations Pedagogy (n.d.). Experiential Knowledge Overview. <https://firstnationspedagogy.com/experiential.html>

# TYPES OF WRITING

## Narrative Writing

Narrative writing tells a story—real or imagined. It follows a clear structure with a beginning, middle, and end, and includes key elements such as characters, setting, and plot. Narrative writing is often found in fiction, memoirs, and personal recounts.

## Descriptive Writing

Descriptive writing paints a vivid picture using sensory details and precise language. It focuses on describing people, places, objects, or events in a way that helps the reader visualize them clearly. Descriptive writing appears across many genres, including personal essays, poetry, and narrative passages.

## Expository Writing

Expository writing aims to explain, inform, or teach the reader about a topic. It presents facts, definitions, or processes in a logical and straightforward way. This type of writing is common in informational texts, how-to guides, visual encyclopedias, and nonfiction series like DK or National Geographic Kids.

## Argumentative/Opinion/Persuasive Writing

Argumentative writing is used to convince the reader to adopt a certain point of view or take action. It relies on logical reasoning, evidence, and clear claims. This type of writing is often found in opinion essays, debates, editorials, letters, and speeches.



- [Types and Purposes of Writing](#)
- [A Step by Step Plan for Teaching Narrative Writing](#)
- [Descriptive Writing](#)
- [Everything You Need to Know to Teach Expository Writing](#)
- [Persuasive Writing](#)
- [A Path to Better Writing](#)



- [First Grade Personal Narrative Writing](#)
- [Teaching Elementary Students To Be Effective Writers Series](#)
- [Using Graphic Organizers in Writing Series](#)



- [Improve Your Descriptive Writing](#)
- [Opinion Writing For Kids Series](#)
- [Opinion Writing Using O.R.E.O.](#)
- [Intro to Narrative Writing](#)
- [Writing A Personal Narrative Series](#)

# TYPES OF WRITING BY GRADE BAND

Grade Band	Types of Writing	Writing Skills & Processes	BC Curriculum Extensions	Writing Rope & TWR Focus
<b>K-2</b>	<ul style="list-style-type: none"> <li>• Narrative (personal)</li> <li>• Informational ("All About", how-to)</li> <li>• Opinion (simple reasons)</li> <li>• Creative forms (picture books, poems)</li> <li>• Oral storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Transcription (printing, spelling)</li> <li>• Oral rehearsal</li> <li>• Sentence formation</li> <li>• Prewriting and drawing</li> <li>• Labeling and captioning</li> </ul>	<ul style="list-style-type: none"> <li>• Visual and oral compositions</li> <li>• Use of First Peoples storytelling</li> <li>• Writing for play-based and personal purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Transcription skills</li> <li>• Oral language development</li> <li>• Sentence-level writing with explicit practice</li> <li>• Beginning topic sentences</li> <li>• Sentence combining (TWR)</li> </ul>
<b>3-5</b>	<ul style="list-style-type: none"> <li>• Narrative (fictional stories)</li> <li>• Informational/Expository (reports)</li> <li>• Opinion/Persuasive</li> <li>• Response to text</li> <li>• Poetry and personal reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph writing</li> <li>• Planning and revising</li> <li>• Use of evidence</li> <li>• Text structure awareness</li> <li>• Peer feedback and goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-curricular writing (science/socials)</li> <li>• Introduction to multimodal and digital texts</li> <li>• Perspective and voice development</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph construction (TWR)</li> <li>• Logical sequencing and transitions</li> <li>• Sentence expansion and combining</li> <li>• Vocabulary and content development</li> <li>• Note-taking strategies</li> </ul>
<b>6-8</b>	<ul style="list-style-type: none"> <li>• Narrative (literary and personal)</li> <li>• Expository (research, compare-contrast)</li> <li>• Argumentative (claims/counterclaims)</li> <li>• Analytical writing</li> <li>• Poetry and hybrid genres</li> </ul>	<ul style="list-style-type: none"> <li>• Writing craft (structure, cohesion)</li> <li>• Sentence complexity</li> <li>• Citation and note-taking</li> <li>• Self-reflection and revision</li> <li>• Audience and purpose awareness</li> </ul>	<ul style="list-style-type: none"> <li>• First Peoples perspectives in writing</li> <li>• Digital storytelling</li> <li>• Interdisciplinary writing</li> </ul>	<ul style="list-style-type: none"> <li>• Complex sentences and transitions</li> <li>• Evidence-based writing</li> <li>• Text structure and coherence (TWR)</li> <li>• Analytical thinking and elaboration</li> <li>• Crafting thesis and topic sentences</li> </ul>
<b>9-12</b>	<ul style="list-style-type: none"> <li>• Narrative (literary, memoir)</li> <li>• Informational (essays, reports)</li> <li>• Argumentative (position papers)</li> <li>• Analytical (rhetorical/literary analysis)</li> <li>• Disciplinary and creative forms</li> </ul>	<ul style="list-style-type: none"> <li>• Academic tone and grammar</li> <li>• Synthesis and critique</li> <li>• Writing process (draft, revise, publish)</li> <li>• Peer and self-assessment</li> <li>• Style and voice refinement</li> </ul>	<ul style="list-style-type: none"> <li>• Multimodal compositions</li> <li>• Indigenous knowledge integration</li> <li>• Writing for civic, personal, and academic purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Writing from source material (TWR)</li> <li>• Sentence variety and academic style</li> <li>• Deep analysis and synthesis</li> <li>• Writing for multiple audiences</li> <li>• Disciplinary literacy focus</li> </ul>

# WAYS TO SUPPORT WRITING

## Technology Supports

- Use of a computer or word processor for writing tasks
- Speech-to-text software (e.g., iPad - Speech to Text in Pages, voice memo)
- Keyboarding instruction and practice
- Text prediction tools (e.g., Grammarly)
- Copilot

## Writing Tasks

- Allow oral responses with a scribe
- Shortened written assignments
- Use of multiple-choice or fill-in-the-blank instead of essay responses
- Provide a sentence starter or writing frame

## Physical Aids & Tools

- Pencil grips or specialized writing tools
- Use of slant boards or modified paper (e.g., raised or highlighted lines)
- Allow use of typing instead of handwriting

## Note-Taking Supports

- Provide teacher/peer notes or outlines
- Allow audio recording of lessons
- Use of guided notes or graphic organizers

## Instructional Supports

- Pre-teach writing structures (e.g., paragraph format)
- Provide extra time for written tasks
- Offer frequent breaks during writing
- Provide checklists or templates to support organization

## Environmental Adjustments

- Reduce distractions during writing time
- Provide a quiet, alternate location for written assessments



Students must have access to specific accommodations as outlined in their IEP. Depending on which strand of the Writing Rope you are assessing, appropriate supports will be provided.



**Universal Supports**  
Use Universal Practices Document to provide supports for all students.

## Revising vs. Editing Checklist



Understanding the difference between revising and editing is important because it helps students approach writing as a process, not just a one-time task. When students know that **revising** is about improving the ideas, organization, and clarity of their writing, they can focus on making their message stronger and more engaging.

On the other hand, **editing** is about fixing surface errors like spelling, punctuation, and grammar, which helps make their writing correct and easy to read. Recognizing that these are two distinct steps encourages students to take the time to refine both the content and the mechanics of their work, leading to more polished and effective writing.

[Click Here for student copies in both English and French.](#)

Revising (Big Ideas)	<input checked="" type="checkbox"/>	Editing (Small Fixes)	<input checked="" type="checkbox"/>
Did I add more detail or description?	<input type="checkbox"/>	Did I check for spelling mistakes?	<input type="checkbox"/>
Did I make my ideas clearer?	<input type="checkbox"/>	Did I fix punctuation (., !, )?)?	<input type="checkbox"/>
Did I change or move sentences to improve flow?	<input type="checkbox"/>	Did I use capital letters correctly?	<input type="checkbox"/>
Did I improve word choice (stronger verbs, precise nouns?)	<input type="checkbox"/>	Did I check grammar (verb tense, sentence structure)?	<input type="checkbox"/>
Did I make sure my writing makes sense to the reader?	<input type="checkbox"/>	Did I fix any run-on or incomplete sentences?	<input type="checkbox"/>

## When the aspect is emerging or developing:

- Provide feedback that is actionable and instructive, brief, specific, timely, generalized, encouraging and helpful
- Use skill progression to identify goals and track growth
- Instruction should build on strengths, knowledge, skills and experiences not work that is overly challenging and will lead to frustration

## When the aspect is proficient:

- Guide and empower students to notice, name and think
- Provide prompts that help students name what they observe
- Provide prompts that help students consider purpose
- Encourage students to edit and/or revise their work
- Organize writing groups for students to conference about their writing

## To extend:

- One thing I am still working on as a writer is ...
- I can refine my writing by incorporating more complex sentence structures or varied vocabulary
- I can incorporate literary devices like metaphor, symbolism, or allusion to deepen my writing and engage readers more effectively
- Provide opportunities for the writer to explore more sophisticated text types (e.g., persuasive essays, research papers) to further develop their writing skills

# PROVINCIAL LITERACY ASSESSMENTS: GRADES 9–12

## Purpose of Practice Opportunities

The Grade 10 and 12 Literacy Assessments are graduation requirements in British Columbia. These assessments evaluate students' ability to understand, analyze, and communicate ideas from diverse texts. Familiarity with both the digital platform and assessment format is essential for student success.



Grade 9 and 11 teachers can play a valuable role in helping students prepare ahead of time. Providing early practice opportunities helps reduce student anxiety and supports skill development.

## Why Practice in Grades 9 and 11?

- Reduces barriers related to navigating the website and digital tools
- Builds assessment fluency—students become familiar with question types, text sets, and response formats
- Develops confidence and strategies before high-stakes years (10 and 12)
- Levels the playing field—ensures all students, regardless of prior experience or home access, have equal opportunity to succeed

## Recommended Practice Schedule for English and Français Langue Seconde – Immersion

To support readiness, we recommend a tiered practice approach:

Grade	Practice Form	Purpose
Grade 9	<a href="#">Grade 10 – Online Sample A</a> <a href="#">Grade 10 - PDF Sample A</a>	Introduce the platform and format; build confidence
Grade 10	<a href="#">Grade 10 – Online Sample B</a> <a href="#">Grade 10 - PDF Sample B</a>	Prepare for official assessment (graduation requirement)
Grade 11	<a href="#">Grade 12 - Online Sample A</a> <a href="#">Grade 12 - PDF Sample A</a> <a href="#">Grade 12 – Forme A (practice)</a> 	Begin early exposure to advanced literacy tasks
Grade 12	<a href="#">Grade 12 - Online Sample B</a> <a href="#">Grade 12 - PDF Sample B</a> <a href="#">Grade 12 – Forme B (practice)</a> <a href="#">+ Official Exam</a> 	Final preparation before writing the official exam

Reading and writing are essential in all subject areas—not just English. The literacy assessments reflect the kinds of thinking, interpreting, and communicating students are expected to do across the curriculum. Providing practice opportunities is a **collective responsibility** that benefits students in **every subject area**, helping them navigate texts, organize their thinking, and express their understanding more effectively in all classes.

# GENERAL PLANNING TOOLS



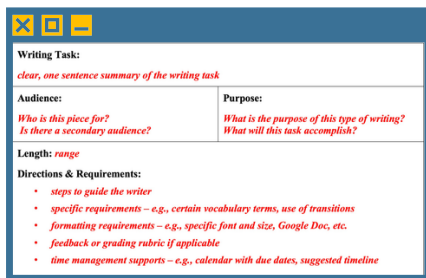
Pobble



Writing in Depth-  
Reading Rockets



Writing Next: Effective Strategies  
to Improve Writing of Adolescents  
in Middle and High Schools



WAG (Writing  
Assessment Guide)



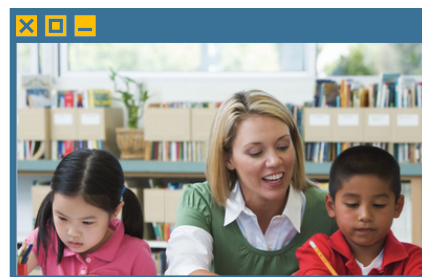
Releasing Writers: Think SRSD



OnLit



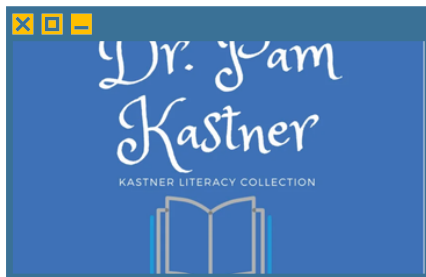
The Kastner Collection:  
Effective Writing  
Practices



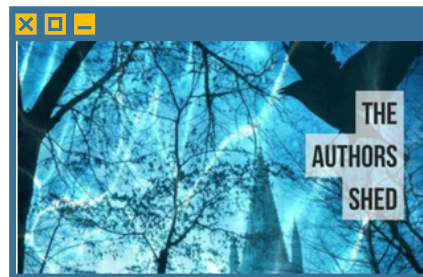
Teaching Elementary  
School Students to Be  
Effective Writers



Teaching Secondary  
School Students to Be  
Effective Writers



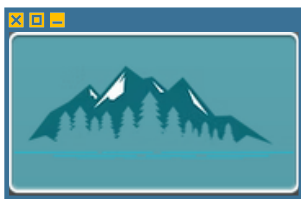
The Kastner Collection:  
Syntax



The Literacy Shed



Quill



Le réseau d'éducateurs  
des programmes  
français de l'Intérieur sud  
de la C.-B.



alloprof



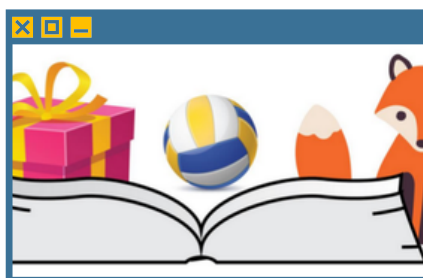
acpi



Edmonton PS  
Graphic Organizers



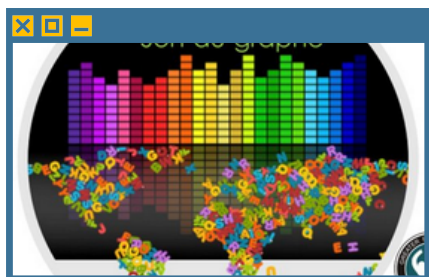
Les Processus  
D'écriture



Calgary Board of Education



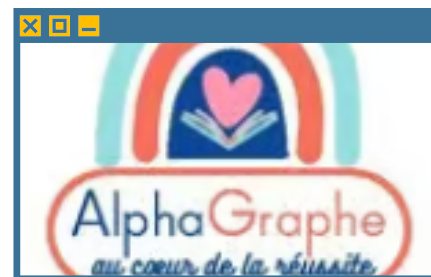
OnLit



Son au Graphe



French Language  
Resource Centre



AlphaGraphe



Amélior Français



Chinook Edge District  
L'écriture



Story Workshop: Loose  
Parts

# GENERAL INSTRUCTIONAL TOOLS AND RESOURCES

## The Syntax Project

The Syntax Project is an open-source set of grammar and syntax lessons inspired by The Writing Revolution. Originally created by Australian teachers, it was adapted by SLP Melinda Hinch (Greater Essex County DSB) to include Canadian content. The lessons follow a clear scope and sequence and use the "I do, We do, You do" model to build skills through structured, step-by-step instruction.

**Note:** The resource links to a Google Folder with slide decks set to "View Only." To modify, download or create copies.

### Links:

- [Big Sentences by Little Learners: Emergent Syntax & Grammar Kindergarten](#)
- [Grade One](#)
- [Grade Two](#)
- [Grade Three](#)
- [Grade Four](#)
- [Grade Five and Up](#)



## Write to Learn

Write to Learn (w2L) is a free set of curriculum materials for the teaching of writing, inspired by methodologies recommended by **The Writing Revolution®**.

## Write to Learn



Sentence Construction | Grammar | Punctuation

Learn to Write

Write to Learn

# INSTRUCTIONAL PLANNING: ORAL LANGUAGE

*Language skills and literacy achievement are highly correlated; research consistently demonstrates that the more children know about spoken language, the better equipped they are to succeed in reading and writing.*

*-(Burns et al., 1999; Mehta et al., 2005; Pennington et al., 2019).*

## To Try

Oral Language Toolkit



Oral Language. What is it?



## To Read

Oral Language Foundations



Oral Language Basics



Strive For Five



Literacy Today

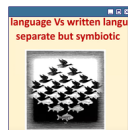


## To Watch

Oral Language Foundations



Oral Language Development



Role of Oral Language



Developing Oral Language

## To Listen

SRDS PLUS



Oral Language Development



Literacy Talks



# INSTRUCTIONAL PLANNING: TRANSCRIPTION



“Handwriting” refers to both printing and cursive.

“Of all the knowledge and skills that are required to write, handwriting is the one that places the earliest constraints on writing development. If children cannot form letters – or cannot form them with reasonable legibility and speed – they cannot translate the language in their minds into written text.”

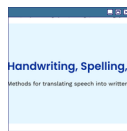
(Graham, 2010, p. 20)

## To Try

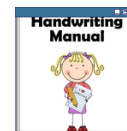
[Printing like a Pro](#)



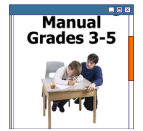
[Reading Universe](#)



[K-2 Printing Manual](#)



[Grade 3 & Up Cursive Manual](#)

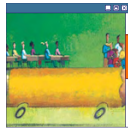


 [Mon Livre d'Écriture](#)



## To Read

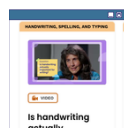
[Don't Neglect Their Handwriting](#)



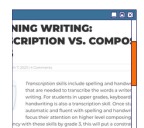
[Teaching Handwriting](#)



[Importance of Handwriting](#)



[Beginning Writing](#)



[Handwriting in a Modern World](#)



[How Handwriting Supports the Science of Reading](#)

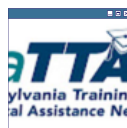


## To Watch

[Edutopia](#)



[Transcription](#)



[Writing SOS](#)



[Handwriting in the 21st Century](#)



# INSTRUCTIONAL PLANNING: VOCABULARY

*"It's really important that we're thinking about purposeful, planned, and intentional vocabulary supports to make sure that everybody is included in the learning and can participate in the classroom."*

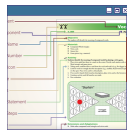
—Dr. Tanya S. Wright, Science of Reading: The Podcast, Season 8, Episode 7

## To Try

[Instructional Routines](#)



[Student Activities](#)



[Reading Universe](#)



## To Read

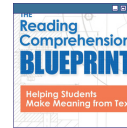
[Teachers Guide](#)



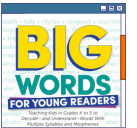
[Morpheme Magic](#)



[Reading Comprehension Blueprint](#)



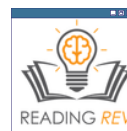
[Big Words for Young Readers](#)



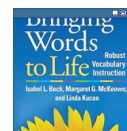
[Morphemes for Little Ones](#)



[Reading Rev](#)



[Bringing Words To Life](#)



[Beneath The Surface of Words](#)



## To Watch

[Vocabulary is Unconstrained](#)



[Deconstructing the Rope](#)



"Realistically, kids love to learn big words. They make use of them. They don't really differentiate it. So that's an adult imposition, right? Which ones are the big ones or which ones are the hard ones? If we use them with kids, they will use them too. And enjoy it." —Dr. Tanya S. Wright

**English Language Learners** (ELL Students) - are those whose primary language(s) of the home is/are other than English and who may therefore require additional services in order to develop their individual potential within BC's school system. Some students speak variations of English that differ significantly from the English used in broader Canadian society and in school; they may require ELL support.

*(British Columbia Ministry of Education, 2018)*



English Language Learners (ELLs) and French Immersion students typically move through similar developmental stages of language acquisition, though their contexts differ, ELL stages are designed to describe how students acquire English as an additional language, often while adjusting to a new culture. French Immersion students, meanwhile, are usually native English speakers learning French in a structured academic setting. Despite these differences, both groups benefit from intentional, scaffolded language and writing instruction as they progress.

## 1. Pre-Production (Silent Period)

- **Characteristics:** Little or no spoken target language; may respond with gestures or one/two-word answers.
- **Writing Connection:** Students may not produce written target language yet or may copy words without understanding.
- **Supports:** Visual aids, modeling, simple yes/no questions, encouraging listening and comprehension, label pictures or match words to visuals, trace letters or high-frequency words, use drawing or first language to express ideas.

## 2. Early Production

- **Characteristics:** Begins to use short phrases or memorized expressions; limited vocabulary; may make many errors.
- **Writing Connection:** Begin writing simple words or short phrases, often with grammatical errors.
- **Supports:** Sentence starters, graphic organizers, labeling activities, repetition, provide sentence frames and word banks, encourage journaling with drawings, use shared writing and modeled writing.

## 3. Speech Emergence

- **Characteristics:** Begins forming simple sentences; can communicate basic needs; increasing vocabulary; still makes grammar errors.
- **Writing Connection:** Can write basic sentences and basic sentences that connect together with scaffolds.
- **Supports:** Interactive activities, peer collaboration, scaffolded writing and speaking tasks, scaffold paragraph structure (e.g., graphic organizers), focus on high-utility vocabulary and sentence starters, offer frequent feedback and editing support.

#### 4. Beginning Fluency

- **Characteristics:** Communicates more confidently in social settings; beginning to use longer sentences and express ideas, though with noticeable grammar and vocabulary errors.
- **Writing Connection:** Can write short paragraphs with emerging structure and detail. Still needs support with grammar, sentence variety, and academic vocabulary.
- **Supports:** Model sentence structures and writing formats, use word banks, sentence frames, and anchor charts, and scaffold paragraph writing with graphic organizers

#### 5. Intermediate Fluency

- **Characteristics:** More complex sentences; expresses thoughts and opinions; fewer errors; better comprehension of academic content.
- **Writing Connection:** Can produce more detailed and organized writing with increasing independence of grammar and vocabulary.
- **Supports:** Academic vocabulary instruction, writing support, guided discussions, reading comprehension strategies, teach text structure (e.g., narratives, opinion writing), introduce transition words and varied sentence types, encourage peer editing and self-revision

#### 6. Advanced Fluency

- **Characteristics:** Near-native proficiency; able to participate fully in grade-level tasks and discussions.
- **Writing Connection:** Writing resembles that of native target language speakers; capable of complex, academic writing.
- **Supports:** Continued vocabulary development, advanced writing instruction, encouragement of critical thinking and nuanced language use, focus on refining voice, tone, and style, integrate writing across subject areas, provide feedback on nuance, organization, and argumentation.



**Key Takeaway:** While the stages of acquisition apply most directly to ELL students, French Immersion learners progress through a similar trajectory in their target language. In both contexts, writing development parallels language acquisition. **Students need explicit instruction in vocabulary, sentence structure, and writing conventions, as well as confidence-building opportunities to express ideas.** Honouring students' home language and prior knowledge supports identity, deepens understanding, and enriches the learning experience.

# ENGLISH LANGUAGE LEARNERS

Research shows that a solid foundation in a student's home language strengthens cognitive development and enhances their ability to acquire additional languages. ELLs need both **social** and **academic** language skills. Social language, or Basic Interpersonal Communicative Skills (BICS), develops through everyday conversation, while academic language, or Cognitive Academic Language Proficiency (CALP), is more complex and takes longer to master. Students who are proficient in their first language can transfer that understanding of language structure and use to learning English or French more effectively.

## ACTIVITIES



- [Colorín Colorado: Using Graphic Organizers with ELLs](#)
- [Using PWIM to support SIFE learners](#)
- [Building Strong Writer: Activities & Writing Strategies for ELL Students](#)
- [The Best Writing Activities and Tips for ELL Students](#)
- [Writing Instruction for ELL Students](#)

## READ

- [7 Simple Strategies to Support ELLs in Writing Instruction](#)
- [8 Ways to Scaffold Writing for English Learners](#)
- [English Language Learners \(ELL\) BC Standards](#)
- [Rooted Linguistics: Serving Teachers of Multilingual Learners](#)
- [Literacy Foundations for English Learners: A Comprehensive Guide to Evidence-Based Instruction](#)
- [Being Responsive to Multilingual Learners in Foundational Skills Instruction](#)



## LISTEN



- [Impacting English Language Learners with Structure and Style](#)
- [Effective Strategies for Promoting Writing Success with ELLs](#)
- [Building Writing Confidence: 5 Fun Routines for ELL Students](#)
- [Using TRTW w/MLs](#)

## WATCH

- [Literacy Foundations for English Learners: A Book Study Online](#)
- [How to Teach Writing Skills to ESL Students](#)
- [Jamila Lyiscott: 3 ways to speak English](#)



## What is Dysgraphia?

**Dysgraphia** is a Greek word. The base word **graph** refers both to the hand's function in writing and to the letters formed by the hand. The prefix **dys** indicates that there is impairment. The suffix **ia** refers to having a condition. Thus, dysgraphia is the condition of impaired letter writing by hand. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text. Children with dysgraphia may have only impaired handwriting, only impaired spelling (without reading problems), or both impaired handwriting and impaired spelling.

(International Dyslexia Association, n.d.)

**Note:** Teachers are not expected to diagnose learning disabilities such as dysgraphia. Instead, this information is provided to build awareness and support inclusive classroom practices. When concerns arise, collaboration with learning support staff or specialists is recommended.

### CONSIDERATIONS

- Strengthen muscles by playing with clay
- Develop motor control by keeping lines within mazes
- Complete letter formations by connecting dots or dashes
- Tracing letters
- Copying letters



### READ

- [Dysgraphia Fact Sheet](#)
- [Understanding Dysgraphia](#)
- [What Is Dysgraphia?](#)
- [Interventions For Students With Writing Disabilities](#)
- [What Teachers Should Know About Dysgraphia](#)



### WATCH OR LISTEN



- [Podcast: What is Dysgraphia by: Melissa & Lori Love Literacy](#)
- [Podcast: What are Dyslexia and Dysgraphia? by Dyscastia](#)
- [Dysgraphia is More Than Messy Handwriting](#)

# WHAT IS DYSGRAPHIA? STUDENTS MAY...

## Visual - Spatial

- Have difficulty with spatial planning on the page
  - (e.g., uneven margins, inconsistent spacing between words or lines)
- Mix up letter orientation or direction
  - (e.g., reversals like b/d or p/q)
- Struggle with copying text accurately from the board or another paper
- Have trouble aligning numbers in math problems
- Seem to "lose their place" in writing tasks
- Show generally poor organization in written work, even with legible letters
- Have trouble reading maps, drawing or reproducing a shape
- Copy text slowly

## Physical

- Have trouble holding a pencil correctly, tracing, cutting food, tying shoes, doing puzzles
- Be unable to use scissors well or to colour inside the lines
- Hold wrist, arm, body or paper in awkward position when writing

## Spelling

- Struggle to recall correct spelling patterns, even for high-frequency words
- Omit or mix up letters in familiar words
- Show a gap between spoken and written vocabulary
- Rely heavily on phonetic spelling
  - (e.g., "sed" for "said")
- Have difficulty transferring spelling instruction into independent writing
- Make spelling errors even after direct instruction and practice

## Handwriting

- Struggle to form letters correctly or legibly
- Show slower-than-average writing speed, fatigue easily
- Appear to have weak pencil grip or complain of hand fatigue
- Produce written work that is messy or difficult to read
- Avoid writing or tire quickly during writing tasks
- Show poor fine motor coordination
  - (e.g., struggling to button a shirt or use scissors)
- Write with uneven pressure—too heavy or too light
- Experience hand cramps or pain when writing

# DISTRICT WRITING SAMPLES

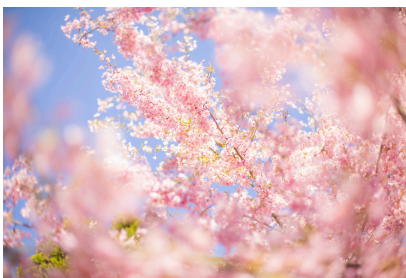
District Writing Samples are valuable assessments *for* learning, and are conducted twice a year to provide a consistent snapshot of student writing across the district.

## Fall



In the fall, each school collects a writing sample from every student. These samples are assessed using a common rubric to identify individual strengths, areas for growth, and instructional needs. While the writing sample is scored, it is not intended to stand alone as the sole measure of a student's writing ability. It should be considered alongside classroom writing, observations, and other formative assessments.

## Spring



In the spring, a second writing sample provides an opportunity to reflect on student progress, celebrate growth, and inform ongoing instructional decisions. Teachers can analyze how students have developed over time and consider next steps in their writing instruction.

The purpose of the DWS is not only to assess, but to inform teaching in a responsive, equitable, and aligned way across classrooms and schools.



# WRITING SAMPLE: GENERAL INFORMATION

The purpose of collecting a writing sample is to provide teachers with a quick snapshot of a learner's writing skills at a moment in time. The intention is for this to be a **quick write**, not a start to finish product following the entire writing process.

The writing sample is the same writing style (personal writing) for all grade levels. The prompts could be a shared classroom experience, your own visuals, or one of the 2 photo prompt sets provided to all schools. A shared experience might be a school or community connection, forest walk, or field trip. This write is designed to be accessible to all learners, and any IEP accommodations **must** be continued for the writing sample.

Rubrics have been created to allow teachers to identify students' writing skills. These rubrics are based on the BC Curriculum. They can be used for *Assessment for Learning*, to support students, and identify writing goals.

Remember!

This is a 30 minute writing sample and does not need to be proofread, edited or polished. Consider the aspects on the rubric from the lens of a draft piece of writing.



## Photo Prompts

Each school has two sets of photo prompts, Animals and Outdoors. They can also be found at [Cowichan Learns](#).

# PROCEDURE

## Planning and Organization

Before introducing the topic, consider the following:

**Shared Class Experience, School Connection, or Community Connection** (e.g., forest walk, field trip, or school murals, buddy activities, etc.)

- Take photos to display in the classroom
- Introduce precise vocabulary during the experience
- What guiding questions will you ask?
- Use a Sensory Brainstorm ([Click Here for samples](#)).



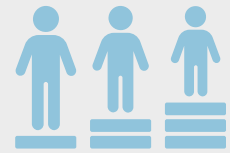
**Photo Prompts** ([cowichanlearns.ca](http://cowichanlearns.ca) -> Literacy -> Writing -> [Writing Sample Slide Deck](#)).

- How will they be displayed so they are accessible for all learners?

## Materials

- Graphic organizers
- Photos
- Blank or lined paper
- Technology options (iPad or laptop)

Oral traditions are a cultural resource that can be applied to young indigenous children's language and literacy development. Oral narrative skills have been found to be predictors of literacy skills that include story knowledge, increased vocabulary and comprehension (Hare, 2011).



### Accommodations

Students can use any accommodations as per their IEP.



### Scribes

If using a scribe, the scribe will only write **exactly** what the students says.



### Universal Supports

Use [Universal Practices Document](#) to provide supports for all students.

Remember!

For those without an IEP, the writing sample reflects their authentic abilities at that moment in time.

# PROCEDURE

## Introduce the Topic

“Today you will write about \_\_\_\_\_ (topic). We are going to do some different activities to get ready to write.” Use a class discussion strategy for whole-class brainstorming.

## Class Discussion Strategies

➤ **1. Share your Writing Ideas**  
**Partner A:**

- I'm planning to write about \_\_\_\_\_ because...
- One idea I want to include is...
- I'm trying to explain/show \_\_\_\_\_ in my writing.
- I'm not sure how to start or organize \_\_\_\_\_.
- A part I'm excited about is...

## A/B Partners

In this structured oral language strategy students are paired and take turns speaking and listening. One student is designated as Partner A and the other as Partner B. The teacher poses a question or prompt, and Partner A shares their thoughts while Partner B listens attentively. Then they switch roles, ensuring both students have equal time to talk and listen. Clear expectations and sentence starters help students engage more effectively in A/B Partner Talk.

[Click Here for link to A/B Partner Protocol](#) in English and French

## Gallery Walk a.k.a. Chat Stations

Students move in small groups between stations set up around the classroom. Each station includes an image to spark discussion and chart paper to record ideas. As students move from station to station they add their ideas to the chart paper. The goal is active engagement through movement and peer interaction. Remind students to use precise, specific vocabulary as they visit each station.

## Concentric Circles

This is a discussion strategy where students form two circles (or lines) facing each other. They pair up to respond to a teacher's prompt, then rotate to a new partner with each new question. This format promotes repeated, focused conversations.

## “Wh” Question Prompts

The “Wh” graphic is a helpful tool to guide students through the process of organizing and developing their ideas for a story or writing prompt.

[Click Here for Instructions](#) and a copy.

Who (or what)?      Did what?      Where?



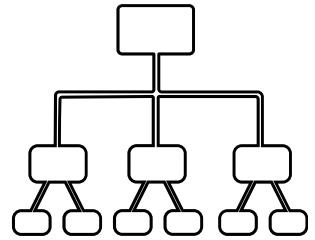
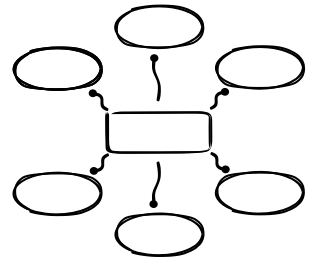
When?      Why?



# PROCEDURE

## Graphic Organizers

Graphic organizers are powerful tools to support the writing process. They help students visually organize their thoughts, sequence ideas, and make connections before writing begins. By breaking down complex tasks into manageable parts, graphic organizers provide a clear framework that reduces cognitive load and supports all learners, especially those who benefit from scaffolding. Whether it's a sensory chart, a story map, or a sequence planner, these tools guide students to focus their thinking and feel more confident as they move into drafting.



## Pre-Writing

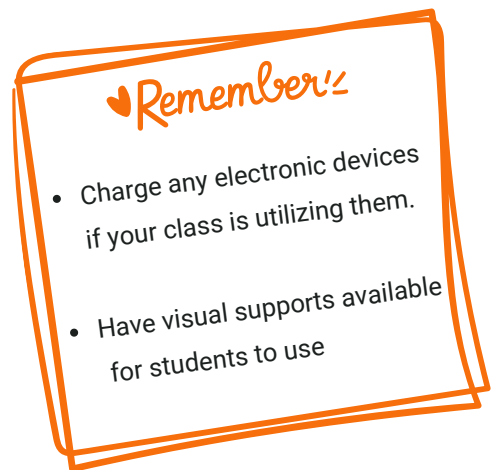
Hand out a graphic organizer to each student. Remind them of the topic and some of the ideas that were shared during a class discussion. Students complete the graphic organizer with words, phrases, sentences, or images.

## Writing

“You will have about 30 minutes to write about \_\_\_\_\_ (topic). If you are done early, you may re-read your work. You may begin.”

Give a 5 minute warning so students can finish up their ideas.

For second language learners you may wish to provide up to 60 minutes, and possibly structured over multiple days.



# ASSESSMENT

Remember!

This is a 30 minute writing sample and does not need to be proofread, edited or polished. Consider the aspects on the rubric from the lens of a draft piece of writing.

## Collaborate



Colleagues are encouraged to collaborate when assessing writing samples. Collaboratively marking students' writing helps build shared understanding of expectations, fosters rich discussion about quality writing, and supports more consistent, fair assessment.

## Rubric

Use the Writing Rubric to highlight statements that apply to the piece of writing and select the one that best describes the work. This helps with instructional planning and communicating student progress. If appropriate, share the rubric with students before they write to set the tone, focus their attention, and clarify how they'll be assessed. The rubric shows the "band" of skill level for each of the four key writing aspects, offering a clear understanding of strengths and areas for improvement.

### Helpful

Prior to marking, have a group discussion to acknowledge personal biases, expectations and the use of an appreciative lens for looking at student work.

#### Writing

[Writing Sample Slide Deck >](#)

[Learning Inventory Writing Sample Instructions >](#)

[Grade Level Rubrics >](#)

[Click Here For District Grade Level Rubrics Found on Cowichan Learns](#)

Meaning	Style
Meaning involves the writer's voice and perspective. It includes the development of ideas and use of detail and information.	Writing style is the choice of words, sentence fluency, and is used to effectively convey meaning.
Form	Conventions
Form refers to the structure and purpose of writing and the rules guiding the particular type of writing. Ideas and information are sequenced and organized in logical ways.	Conventions are used for clarity and comprehension. These include spelling, punctuation, and capitalization, but also word order, subject-verb agreement, and verb tense.

Rubrics represent writing at grade level by **the end of the year**.

[BC Government Performance Standards. Scroll down for French Immersion](#)

Dashboard entry coming soon, in the 2026/2027 school year.  
Stay tuned for updates.



# RESPONDING TO DATA: MEANING

Meaning involves the writer's voice and perspective and it includes the development of ideas and use of detail and information.

## SKILLS: DETAIL, VOICE & AUDIENCE

### ACTIVITIES



- Kernel Sentences-
  - TWR 46-50
- Pobble 365
- Two-Column Notes Format
  - The Writing Rope- pg. 48
- Sentence Expansion
  - TWR pg. 45
- Sending Authentic Letters

### READ

- The Writing Revolution 2.0
- The Writing Rope
- Teachers Guide to Effective Sentence Writing



### WATCH



- Writing to Learn: Short Writing in the Content Areas
- Webinar with Anita Archer

### SHOW

#### Video

- A Room of Writers
- How to Write Descriptively\_ (High School)

**\*TWR = The Writing Revolution 2.0**

# RESPONDING TO DATA: STYLE

Writing style includes word choice and sentence fluency to effectively convey meaning.

## SKILL: SENTENCE STRUCTURE

### ACTIVITIES



- Same Word to Teach Sentence Type Activity
  - TWR: pg. 70-73
- Sentence Hunt
  - Teachers Guide to Effective Sentence Writing (pg. 64).
- Sentence- Combining
  - TWR pg. 102
- Sentence Combining- Reading Rockets
- Admit & Exit Tickets (Keys to Literacy).

### READ

- The Writing Revolution
- The Writing Rope with Joan Sedita
- Teachers Guide to Effective Sentence Writing



### WATCH



- Parts of a Sentence - Early Primary
- Critical Thinking: Stages of the Writing Process, and Syntax and Sentence Skills

### LISTEN

- Stellar Teacher Podcast (206. 3 Ways to Improve Student's Sentence Writing).



\*TWR = *The Writing Revolution 2.0*

## SKILL: WORD CHOICE

A strong word choice makes it easier for readers to understand the concept. It clarifies, explains, and expands ideas.

### ACTIVITIES



- Word of the Week
- Connecting Audience & Purpose
- TAP Questions (The Writing Rope pg. 35)
- General vs. specific word choice collaborative activity
- (The Writing Rope pg. 37-38)
- Classroom thesaurus

### READ

- The Writing Revolution TWR pages. 163-166
- To Class:
  - How to Read a Book by Kwame Alexander
  - Word Collector by Peter H. Reynolds



### WATCH/SHOW



- Word Choice: Point of View (Video)
- Word Choice: 6+1 Traits of Writing

### LISTEN

- Melissa and Lori Love Literacy Podcast - Featuring Dr. Judith Hochman and Natalie Wexler



*\*TWR = The Writing Revolution 2.0*

# RESPONDING TO DATA: FORM

Form refers to the structure and purpose of writing, and the rules that guide a particular type of text. Ideas and information are sequenced and organized in a logical way to support clarity, coherence, and the writer's intent.

## SKILL: PARAGRAPHS



### ACTIVITIES

- Topic Web (The Writing Rope pg. 52)
- The 4 Seasons (The Writing Rope pgs. 49-56)
- Paragraph Challenge (Teacher's Guide to Effective Sentence Writing pg. 102)
- TIDE
- FANBOYS paragraph doctor (Teacher's Guide to Effective Sentence Writing pg. 100)
- RAFT Writing
- Colour Coding (The Writing Rope pg. 79).

### READ

- The Writing Rope with Joan Sedita
- Teachers Guide to Effective Sentence Writing



### WATCH

- Evidence-based Practices for Writing Instruction



### LISTEN

- The Writing Rope with Joan Sedita



\*TWR = The Writing Revolution 2.0

## SKILL: PURPOSE

Purpose can help us achieve our goals and connect with our audience. When we write with purpose, we can convey our message more effectively, engage our readers more deeply, and create a lasting impact.

### ACTIVITIES



- TAP Question Sheet (The Writing Rope pg. 35)
- Note Writing Difference (TWR 2.0 pg. 119)
- Paragraph Challenge (Determine Type of Writing)
- [Teacher Pay Teachers- worksheets on Purpose](#)

### READ

- Teachers Guide to Effective Sentence Writing
- A Guide to Purpose: Three Types of Writing (TWR pg. 121-123)
- [Types and Purposes of Writing](#)
- [Descriptive Writing](#)
- [Persuasive Writing](#)



### WATCH



- [Text Structure: Paragraph Skills and Three Types of Writing](#)

### SHOW CLASS

- [The Day the Crayons Quit](#)
- [Ralph Tells a Story](#)
- [How to Write for Your Audience](#)
- [Can I be your Dog?](#)
- [Battle Bunny](#)



\*TWR = The Writing Revolution 2.0

# RESPONDING TO DATA: CONVENTIONS

Used for clarity and comprehension: spelling, punctuation and capitalization.

## SKILL: SPELLING

### ACTIVITIES



- [Phoneme Grapheme](#)
- [Reading Rev](#)
- [UFli](#)
- [Spellography](#)
- [Dyslexia & Spelling](#)
- [Son-au-graphe](#)

### READ

- [Spelling For Life](#)
- [Structured Literacy Interventions: Teaching Students with Reading Difficulties, Grades K-6](#)
- [Dyslexia & Spelling: Making It Sense of It All](#)



### WATCH



- [Spelling: Visible Language to Inform Instruction and Intervention | 2022 Literacy Symposium](#)
- [Spellbound videos with Martha Kovack](#)

### LISTEN

- [Reading Road Trip: How To Teach Writing with Dr. Steve Graham](#)
- [All about teaching English Spelling - with Dr. Louisa Moats](#)

\*TWR = *The Writing Revolution 2.0*

## SKILLS: PUNCTUATION & CAPITALIZATION

Correct punctuation adds clarity and precision to writing; it allows the writer to stop, pause, or give emphasis to certain parts of the sentence.



### ACTIVITIES

- Edit Check-list
- Sentence Revision Chart
- Sentence Snake
- Gap Fill Bingo
- Pobble (Punctuation challenge).
- Sentences Punctuation Sheets
- Slap the Board
- Punctuation Pizza

### READ

- TWRev pg. 70-73
- The Writing Rope pg. 203
- Effective Writing pg. 68-70



### WATCH



- English Punctuation Rules: Comma, Period, Colon, Semicolon
- Is Handwriting Actually Important?
- 8 Capitalization Rules You Should Know

### SHOW

- The Day Punctuation Came to Town
- Punctuation Takes a Vacation
- The Case of the Incapacitated Capitals



## SKILLS: GRAMMAR

Grammar provides the structural foundation for language. It allows the construction of clear and coherent sentences needed to effectively communicate ideas in writing and speech.

### ACTIVITIES



- [Grammapolis](#)
- [Sentence Combining with Kernel Sentences](#)
- [Providing Transition Words \(KTL\)](#)
- [Creating Juicy Sentences, from Achieve the Core](#)
- [Sentence Scramble](#)
- [Grammar Sorts](#)
- [Build a Sentence Card Game](#)
- [Paperclip Clauses & Conjunctions](#)

### READ

- [How Can We Teach Grammar More Effectively?](#)
- [Teaching Effective Writing pg. 68 \(DLC\)](#)
- [Can Teaching Grammar Benefit Reading Comprehension?](#)



### WATCH



- [How Do I Help Students Build Syntactic Awareness?](#)
- [English Punctuation Rules: Comma, Period, Colon, Semicolon](#)
- [Is Handwriting Actually Important?](#)
- [8 Capitalization Rules You Should Know](#)

### SHOW

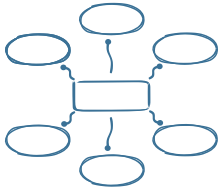
- [If you were a noun](#)
- [A Mink, a Fink, a Skating Rink - What is a noun?](#)
- [Hairy, Scary Ordinary. What Is An Adjective?](#)
- [To Root, to Toot, to Parachute - What is a Verb?](#)



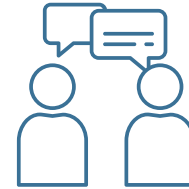
# APPENDIX A - SUPPORTING DOCUMENTS

The following documents include:

Graphic Organizers



A/B Partner Talk Protocol



5 Ws outline and visual supports



Self or peer feedback



Revise vs Editing Checklist



Sensory Brainstorm Samples



"Graphic organizers are a helpful learning tool for students of all ages to organize, clarify, or simplify complex information—they help students construct understanding through an exploration of the relationships between concepts."

(Wise & Cooper, 2019)

## A/B Partner Talk for Writing

### 1. Share your Writing

#### Ideas

##### Partner A:

- I'm planning to write about \_\_\_\_\_ because...
- One idea I want to include is...
- I'm trying to explain/show \_\_\_\_\_ in my writing.
- I'm not sure how to start or organize \_\_\_\_\_.
  - A part I'm excited about is...

### 4. Keep Talking

Repeat Steps 2 & 3:

- Make sure ideas are clear and useful.
- Ask follow-up questions.
- Help your partner go deeper.

### 2. Listen to Understand

##### Partner B:

- I heard you say \_\_\_\_\_. Can you tell me more?
- Why do you think that idea is important to include?
- What's your message or main point?
- Could you explain what you mean by \_\_\_\_\_?
- How will your audience understand that part?

### 5. Switch Roles

- Partner B now shares.
- Partner A listens, asks, and responds.
- Repeat steps 1–4 with new speaker.

### 3. Clarify & Elaborate

##### Partner A:

- That's a good question. I think I could...
- What I meant was...
- Oh! I could add..
- Maybe I should give an example of...

### 6. Reflect and Revise

- My idea about \_\_\_\_\_ changed when my partner said..
- I will add \_\_\_\_\_ to my writing because..
- I still need to work on..
- I want to try \_\_\_\_\_ next in my writing.

## Discussion entre les partenaires A/B pour l'écriture



### 1. Partager tes idées d'écriture

#### Partner A:

- Je planifie d'écrire à propos de \_\_\_\_\_ parce que...
- Une idée que je veux inclure est ...
- Je veux expliquer/montrer que \_\_\_\_\_ dans mon travail écrit.
- Je ne suis pas certain(e) comment commencer ou organiser \_\_\_\_\_.
- Une partie qui m'intéresse est ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 2. Ecouter pour comprendre

#### Partner B:

- Je t'ai entendu dire que \_\_\_\_\_. Peux-tu m'en dire plus?
- Pourquoi penses-tu que cette idée est importante d'inclure?
- Quel est ton message ou ton point principal?
- Peux-tu expliquer ce que tu veux dire par \_\_\_\_\_?
- Comment est-ce que ton public comprendra cette partie?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 3. Clarifier & élaborer

#### Partner A:

- C'est une bonne question. Je pense que je pourrais ...
- Ce que je veux dire est ...
- Ô! Je pourrais ajouter ...
- Peut-être que je devrais donner un exemple de ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 4. Continuer de parler

Répéter étapes 2 & 3:

- Assure-toi que les idées soient claires et utiles.
- Pose des questions de suivi.
- Aide ton partenaire d'approfondir leur texte.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 5. Échanger de rôle

- Partenaire B partage.
- Partenaire A écoute, demande et répond.
- Répéter étapes 1-4 avec le nouveau locuteur.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 6. Réflexion et réviser

- J'ai changé mon idée concernant \_\_\_\_\_ quand mon partenaire a dit ...
- Je vais ajouter \_\_\_\_\_ à mon texte parce que ...
- Je dois encore travailler sur ...
- Dans mon prochain travail écrit, je veux travailler sur \_\_\_\_\_.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# "Who?, Did What?, Where?, When?, Why?"

The "Who?, Did What?, Where?, When?, Why?" graphic is a helpful tool to guide students through the process of organizing and developing their ideas for a story or writing prompt. Here's how to use it effectively:

## 1. Start with "Who?"

- Identify the main character or subject of your story. Ask yourself, "Who is involved in this situation?" It could be a person, animal, or even an object in some cases. This helps set the stage for your narrative.

## 2. Move on to "Did What?"

- Think about the action or event that happens. "What is the main character doing?" or "What happens in the story?" This is the core of your narrative, where you describe what action takes place.

## 3. Next, ask "Where?"

- Describe the setting of your story. "Where does this event take place?" Is it a specific location, like a park or classroom, or a more abstract place like in someone's imagination? Adding details about the location helps readers visualize the story.

## 4. Then, consider "When?"

- Determine the time frame of your story. "When does this event happen?" Is it in the past, present, or future? Is it a specific day, season, or time of day? This helps establish the context and mood of your writing.

## 5. Finally, "Why?"

- Think about the motivation behind the action. "Why is this happening?" or "Why did the character do what they did?" This is where you can add depth to your writing by exploring the reasons behind actions or events.

### Tips for Using the Graphic:

- **Use it as a pre-writing tool:** Before you start writing, fill in the answers to each question to organize your thoughts and create a clear plan for your story.
- **Expand your answers:** Once you've answered each question, try to add more details to make the story richer and more engaging.
- **Sequence your answers logically:** Start by answering "Who?" and work your way through to "Why?" in order to maintain a coherent flow.

This graphic helps ensure your writing has all the essential components: clear characters, actions, settings, timing, and motivations—all necessary to create a well-rounded and engaging narrative.

**Print, laminate and cut a strip from next page for each student**



Who  
(or what)?



Did what?



Where?



When?



Why?



Who  
(or what)?



Did what?



Where?



When?



Why?



Who  
(or what)?



Did what?



Where?



When?



Why?



Who  
(or what)?



Did what?



Where?



When?



Why?



Who  
(or what)?



Did what?



Where?



When?



Why?



Who  
(or what)?



Did what?



Where?



When?



Why?





Qui  
(ou quoi)?



A fait quoi?



Où?



Quand?



Pourquoi?



Qui  
(ou quoi)?



A fait quoi?



Où?



Quand?



Pourquoi?



Qui  
(ou quoi)?



A fait quoi?



Où?



Quand?



Pourquoi?



Qui  
(ou quoi)?



A fait quoi?



Où?



Quand?



Pourquoi?



Qui  
(ou quoi)?



A fait quoi?



Où?



Quand?



Pourquoi?



Qui  
(ou quoi)?



A fait quoi?



Où?



Quand?



Pourquoi?



## Self or Peer Feedback

What I like about this writing piece: (Write at least two specific things you notice or appreciate.)

---



---



---



---



---



---

	YES	NO
Is there a clear, introduction?		
The piece sounds smooth and makes sense when read aloud?		<u>Underline</u> any parts that are confusing.
Are the ideas in the writing clear?		Put a <b>?</b> mark next to spots that are not clear and make suggestions.
Is the piece organized in a logical order?	Provide a specific, positive comment about how the piece was organized.	Put the <b>letter O</b> in places that are disorganized and make suggestions.
The main ideas are explained clearly and fully.		Write <b>INFO</b> in spots that need more and make suggestions.
Is there enough interesting and varied vocabulary?	Put a <b>* star</b> in places where rich language was used.	Put the <b>letter V</b> with suggested vocabulary in places where the word choice could be improved.
Were transitions used to make connections?	<b>Circle</b> transition words or phrases that were used effectively.	Put the <b>letter T</b> in places where a transition would be helpful.
A strong conclusion wraps up the piece?		
Other:		

Additional Comments or Suggestions: (Write one or two specific suggestions for how the writer could improve their ideas, structure, or word choice.)

---



---



---





---





---

## Revising vs. Editing Checklist

 Revising (Big Ideas)	<input checked="" type="checkbox"/>	 Editing (Small Fixes)	<input checked="" type="checkbox"/>
Did I add more detail or description?	<input type="checkbox"/>	Did I check for spelling mistakes?	<input type="checkbox"/>
Did I make my ideas clearer?	<input type="checkbox"/>	Did I fix punctuation (., !, ?)?	<input type="checkbox"/>
Did I change or move sentences to improve flow?	<input type="checkbox"/>	Did I use capital letters correctly?	<input type="checkbox"/>
Did I improve word choice (stronger verbs, precise nouns?)	<input type="checkbox"/>	Did I check grammar (verb tense, sentence structure)?	<input type="checkbox"/>
Did I make sure my writing makes sense to the reader?	<input type="checkbox"/>	Did I fix any run-on or incomplete sentences?	<input type="checkbox"/>



## Revising vs. Editing Checklist

 Revising (Big Ideas)	<input checked="" type="checkbox"/>	 Editing (Small Fixes)	<input checked="" type="checkbox"/>
Did I add more detail or description?	<input type="checkbox"/>	Did I check for spelling mistakes?	<input type="checkbox"/>
Did I make my ideas clearer?	<input type="checkbox"/>	Did I fix punctuation (., !, ?)?	<input type="checkbox"/>
Did I change or move sentences to improve flow?	<input type="checkbox"/>	Did I use capital letters correctly?	<input type="checkbox"/>
Did I improve word choice (stronger verbs, precise nouns?)	<input type="checkbox"/>	Did I check grammar (verb tense, sentence structure)?	<input type="checkbox"/>
Did I make sure my writing makes sense to the reader?	<input type="checkbox"/>	Did I fix any run-on or incomplete sentences?	<input type="checkbox"/>



## Liste de contrôle de révision vs. correction



Réviser signifie améliorer le contenu de votre écriture — ajouter des détails, clarifier et réorganiser les idées de façon claire et cohérentes. Corriger signifie la correction des petites erreurs comme l'orthographe, la ponctuation et la grammaire. La révision renforce le message de votre écriture; la correction rend ton texte plus claire et correcte.

 Réviser (Grandes idées)	<input checked="" type="checkbox"/>	 Corriger (Petites erreurs)	<input checked="" type="checkbox"/>
Ai-je ajouté plus de détails ou plus de descriptions à mon texte?	<input type="checkbox"/>	Ai-je vérifié mon texte pour les fautes d'orthographe?	<input type="checkbox"/>
Ai-je rendu mes idées plus claires?	<input type="checkbox"/>	Ai-je corrigé ma ponctuation (., !, ?) et accents (à, â, ç, é, è, ê, ë, î, ï, ô, û, ù)?	<input type="checkbox"/>
Ai-je changé ou déplacé des phrases pour améliorer la cohérence?	<input type="checkbox"/>	Ai-je bien employé les lettres majuscules?	<input type="checkbox"/>
Ai-je amélioré mon choix de mots (verbes puissants, noms précis)?	<input type="checkbox"/>	Ai-je vérifié la grammaire (le temps des verbes, la structure de phrase)?	<input type="checkbox"/>
Me suis-je assuré que mon texte fasse du sens au lecteur?	<input type="checkbox"/>	Ai-je corrigé les phrases trop longues ou les phrases incomplètes?	<input type="checkbox"/>



## Liste de contrôle de révision vs. correction

Réviser signifie améliorer le contenu de votre écriture — ajouter des détails, clarifier et réorganiser les idées de façon claire et cohérentes. Corriger signifie la correction des petites erreurs comme l'orthographe, la ponctuation et la grammaire. La révision renforce le message de votre écriture; la correction rend ton texte plus claire et correcte.

 Réviser (Grandes idées)	<input checked="" type="checkbox"/>	 Corriger (Petites erreurs)	<input checked="" type="checkbox"/>
Ai-je ajouté plus de détails ou plus de descriptions à mon texte?	<input type="checkbox"/>	Ai-je vérifié mon texte pour les fautes d'orthographe?	<input type="checkbox"/>
Ai-je rendu mes idées plus claires?	<input type="checkbox"/>	Ai-je corrigé ma ponctuation (., !, ?) et accents (à, â, ç, é, è, ê, ë, î, ï, ô, û, ù)?	<input type="checkbox"/>
Ai-je changé ou déplacé des phrases pour améliorer la cohérence?	<input type="checkbox"/>	Ai-je bien employé les lettres majuscules?	<input type="checkbox"/>
Ai-je amélioré mon choix de mots (verbes puissants, noms précis)?	<input type="checkbox"/>	Ai-je vérifié la grammaire (le temps des verbes, la structure de phrase)?	<input type="checkbox"/>
Me suis-je assuré que mon texte fasse du sens au lecteur?	<input type="checkbox"/>	Ai-je corrigé les phrases trop longues ou les phrases incomplètes?	<input type="checkbox"/>

## Sample Sensory Brainstorm:

### **Sensory Brainstorm: Looking at a School Mural Prewriting** (May want to use a graphic organizer or gallery walk)

#### 1. **What do you SEE?**

- What people, animals, or objects do you notice?
- Are there bright colors or soft ones?
- Do the colours have meaning to the Quw'utsun Mustimuhw (Cowichan People)?
- What is happening in the mural?
- What Coast Salish art shapes do you see in the mural?
- Do you see any patterns with sacred number 4 in the mural?
- What meaning do the symbols have?

#### 2. **What might you HEAR if the mural came to life?**

- Would there be talking, music, nature sounds, or something else?
- What kind of mood or feeling would the sounds create?

#### 3. **What might you SMELL if you were in the mural scene?**

- Would there be smells from nature, food, or something else?
- Where in the mural do you imagine that smell is coming from?

#### 4. **What might you FEEL (touch)?**

- What textures do you imagine—smooth paint, rough surfaces, soft feathers?
- Would it feel warm, cool, windy, or still?

#### 5. **How does the mural make you FEEL?**

- Does it make you feel calm, curious, joyful, excited, or something else?
- Why do you think it makes you feel that way?

#### 6. **Retell of Story**







- What do you know of the mythical creatures?
- What do you notice about the Orca teeth?
- Were there any birds helping before Thunderbird?
- Why are the Thunderbird and Orca the symbol of the Quw'utsun Mustimuhw (Cowichan People)?



## Sample Sensory Brainstorm:

### Sensory Brainstorm: Forest Walk Prewriting

#### Before Writing: Let's Get Ready!

1.  **Turn & Talk (May want to use the A/B Partner Protocol)**
  - Share your favorite part of the forest walk with a partner.
  - Ask your buddy: "What did you like best?"
2.  **Sensory Brainstorm (May want to use a graphic organizer or gallery walk)**
  - What did you **see**? (e.g., tall trees, moss, bugs)
  - What did you **hear**? (e.g., crunching leaves, bird songs)
  - What did you **smell**? (e.g., fresh air, pine needles)
  - What did you **feel**? (e.g., cool breeze, soft moss)
3.  **Picture Sketch**
  - Draw one special moment from your forest walk.
  - Label the people, place, and what you were doing.
4.  **Memory Map**
  - Jot down (or draw) 3 things you did in order (beginning, middle, end).
  - Use the sentence starter:
    - First, we...
    - Then, we...
    - Finally, we...
5.  **Feeling Words**
  - Choose 1–2 words that describe how you felt during the walk (e.g., calm, excited, joyful, curious).
  - Share why you felt that way.
6.  **Sentence Starters (Optional for Support)**
  - "I walked with my big buddy and we..."
  - "In the forest, I saw..."
  - "The best part was..."
  - "I felt \_\_\_ because..."

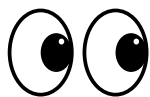
Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

## Exploring Our Senses:

I see...



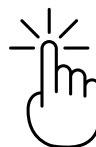
I smell...



I hear...



I feel...



I taste...



I feel...








# Explorer avec nos sens:

**Je vois...** 

**Je sens...** 

**J'entends...** 

**Je touche...** 

**Je goûte...** 

**Je ressens...** 



# PRO D FOR FURTHER LEARNING

1

Releasing Writers thinkSRSD \$

2

Oral Language Development (On Demand) \$

3

Keysto Literacy: The Writing Rope \$

4

Teaching Handwriting (On Demand) \$

5

Teaching Written Composition (On Demand) \$

6

The Institute of Excellence in Writing \$

7

The Writing Revolution Courses \$

8

Teaching Writing K-3

9

Vocabulary Instruction

10

Oral Language is the Foundation For Literacy

## General Writing Terms

**Genre:** A category of writing with specific features and purposes (e.g., narrative, informational, opinion).

**Purpose:** The reason for writing – to inform, entertain, persuade, explain, or reflect.

**Audience:** The intended reader(s) for the writing.

**Writing Process:** The iterative stages of writing: prewriting, drafting, revising, editing, and publishing.

**Mode:** The form or type of communication (e.g., written, oral, digital).

## Types of Writing

**Narrative:** Tells a story using characters, setting, and a plot structure (beginning, middle, end).

**Descriptive:** Uses vivid, sensory-rich language to create mental images.

**Informational/Expository:** Presents factual information clearly and logically.

**Opinion/Argument:** Expresses a point of view supported by reasons and evidence.

**Procedural/How-To:** Provides step-by-step instructions to complete a task.

**Reflective Writing:** Expresses thoughts, feelings, and personal insights.

## Foundational and Transcription Skills

**Transcription Skills:** Mechanical skills of writing, including handwriting, spelling, punctuation, and capitalization.

**Orthographic Knowledge:** Understanding of spelling patterns, rules, and letter-sound correspondences.

**Handwriting Fluency:** Automatic and legible letter formation that frees up cognitive resources for composition.

**Sentence Fluency:** The rhythm and flow of sentences within a piece of writing.

## Writing Craft and Structure

**Syntax:** Sentence structure and grammatical arrangement of words.

**Cohesion:** The use of linking words, pronouns, and transitions to make writing flow.

**Organization:** The logical sequence and structure of ideas within and between paragraphs.

**Voice:** The writer's unique style and tone.

**Word Choice:** Vocabulary selected for precision, clarity, and effect.

**Leads and Conclusions:** Strategies to hook the reader and wrap up the piece meaningfully.

## Planning and Organization

**Prewriting:** Brainstorming and organizing ideas before drafting.

**Graphic Organizer:** Visual tools (e.g., story maps, outlines) that help organize thoughts and structure writing.

**Story Grammar:** Key narrative elements (character, setting, problem, events, resolution).

**Text Structure:** The internal organization of a piece (e.g., sequence, compare/contrast, cause/effect).

## Revising and Editing

**Revising:** Refining content by adding, removing, or rearranging ideas to improve clarity and quality.

**Editing:** Correcting surface features like spelling, punctuation, grammar, and formatting.

**Conventions:** The agreed-upon rules of spelling, grammar, and punctuation.

**Peer Feedback:** Constructive input from classmates to improve writing.

**Teacher Conferencing:** Individualized discussions to support student growth.

## Differentiation & Instructional Strategies

**Modeling:** Demonstrating a writing strategy or process using think-alouds or shared writing.

**Shared Writing:** The teacher writes with student input, modeling thought processes and composition.

**Interactive Writing:** Students and teacher co-write text, sharing the pen.

**Independent Writing:** Students write on their own with varying levels of support.

**Sentence Stems:** Structured sentence starters to support written expression.

**Scaffolding:** Instructional supports that are gradually removed as students gain independence.

**Language Experience Approach:** Using student-spoken language as a bridge to reading and writing.

## Assessment & Feedback

**Formative Assessment:** Ongoing checks for understanding used to inform instruction.

**Summative Assessment:** Evaluation at the end of a unit or period to measure learning outcomes.

**Rubric:** A scoring tool outlining criteria and performance levels.

**Success Criteria:** Specific learning goals that students should aim to meet.

**Learning Intentions:** Statements that clarify the focus of instruction.

**Self-Assessment:** Student reflection on their own work and progress.

**Writing Portfolio:** A curated collection of a student's writing over time to show growth.

# REFERENCES

Battiste, M. (2000). *Reclaiming Indigenous voice and vision*. UBC Press.

BC Ministry of Education and Child Care. (n.d.-a). *Grade 10 literacy assessment*. Government of British Columbia. Retrieved May 28, 2025, from <https://curriculum.gov.bc.ca/provincial/grade-10-literacy-assessment>

BC Ministry of Education and Child Care. (n.d.-b). *Grade 12 literacy assessment*. Government of British Columbia. Retrieved May 28, 2025, from <https://curriculum.gov.bc.ca/provincial/grade-12-literacy-assessment>

Berninger, V. W., & Winn, W. D. (2006). *Implications of advancements in brain research and technology for writing development, writing instruction, and educational evolution*. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 96–114). The Guilford Press.

British Columbia Ministry of Education. (2018). *English language learners: Policy and guidelines*. <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/ell>

Britton, J. (1970). *Language and learning*. Penguin.

Burns, M. S., Griffin, P., & Snow, C. E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. National Academy Press.

Canadian Council on Learning. (2009). *The state of Aboriginal learning in Canada: A holistic approach to measuring success*. [https://www.afn.ca/uploads/files/education2/state\\_of\\_aboriginal\\_learning\\_in\\_canada-final\\_report\\_en.pdf](https://www.afn.ca/uploads/files/education2/state_of_aboriginal_learning_in_canada-final_report_en.pdf)

Currie, S., & Kaminski, J. (n.d.). *Experiential learning. First Nations Pedagogy Online*. Retrieved May 23, 2025, from <https://firstnationspedagogy.com/experiential.html>

Experiential Learning Institute. (n.d.). *Experiential Learning Cycle* [Graphic]. Retrieved May 23, 2025, from <https://experientiallearninginstitute.org/what-is-experiential-learning/>

# REFERENCES

Graham, S. (2010). *Want to improve children's writing? Don't neglect their handwriting*. *American Educator*, 33(4), 20–27. <https://www.aft.org/sites/default/files/graham.pdf>

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. Alliance for Excellent Education. <https://all4ed.org/reports-factsheets/writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-and-high-schools/>

Hochman, J. C., Wexler, N., & Maloney, K. (2022). *The writing revolution 2.0*. Jossey-Bass.

International Dyslexia Association. (n.d.). *Understanding dysgraphia*. <https://dyslexiaida.org/understanding-dysgraphia/>

Keys to Literacy. (2023). *The Writing Rope: The strands that are woven into skilled writing* [Infographic]. <https://keystoliteracy.com>

Lambert, S. (Host). (2023, January 18). *Vocabulary is unconstrained, with Tanya S. Wright* (Season 8, Episode 7) [Audio podcast episode]. In *Science of Reading: The Podcast*. Amplify. <https://amplify.com/episode/science-of-reading-the-podcast/season-8/episode-7-vocabulary-is-unconstrained-with-tanya-s-wright/>

Mehta, P. D., Foorman, B. R., Branum-Martin, L., & Taylor, W. P. (2005). *Literacy as a unidimensional multilevel construct: Validation, sources of influence, and implications in a longitudinal study in grades 1 to 4*. *Scientific Studies of Reading*, 9(2), 85–116. [https://doi.org/10.1207/s1532799xssr0902\\_1](https://doi.org/10.1207/s1532799xssr0902_1)

Pennington, B. F., McGrath, L. M., & Peterson, R. L. (2019). *Diagnosing learning disorders: From science to practice* (3rd ed.). Guilford Press.

# REFERENCES

Sedita, J. (2019, December 1). \*The not so simple view of writing\*. Keys to Literacy. <https://keystoliteracy.com/blog/the-not-so-simple-view-of-writing/>

Sedita, J. (2023). The writing rope: A framework for explicitly teaching writing to all students. Paul H. Brookes Publishing Co.

Timmons, V., de Groot, J., & Kouritzin, S. (2006). Aboriginal students in Canada: A study of their school experiences. \*Childhood Education\*, 82(6), 293–298. <https://doi.org/10.1080/00094056.2006.10522850>

Wise, M., & Cooper, C. (2019, January 22). Increasing the value of graphic organizers. Edutopia. <https://www.edutopia.org/article/increasing-value-graphic-organizers/>