TeachME Professional Development

Incorporating Evidence-Based Practices Into Writing Instruction

1. In addition to contributing to academic success, writing also serves as a gateway for employment and promotion in the workplace, and trends suggest that the demand for proficient on-the-job writing will only increase in the future.

A. True
B. False

2. According to the National Center for Education Statistics, how many of our nation's children and adolescents struggle with writing to the extent that they are unable to produce texts that are judged to meet grade-level expectations?

A. One-third
B. One-half
C. Two-thirds
D. Three-fourths

Evidence-Based Writing Practices: Essential Components

3. Which of the following are NOT considered to be essential components of evidence-based writing practices?

A. Writing is an essential part of the curriculum and varied approaches to the teaching of writing are needed
B. Writing should incorporate networks of words and critical vocabulary as well as strategies that generate enthusiasm and appreciation for writing
C. Instruction should be focused on process and product elements and should include technology and effective assessment/feedback
D. Instruction should focus on basic writing skills, capitalize on learning through informational texts, and promote independent and reflective works in a supportive environment

Evidence-Based Writing Practices: Descriptions and Suggestions-Free Writing

4. Free writing is recommended as a means for students to analyze and emulate models of good writing, after agreeing to a specific format.

A. True
B. False

Comprehensive Writing Instruction

5. A comprehensive writing program uses a process approach in tandem with explicit instruction in strategies that support the writing process as well as text structure and writing skills instruction.

A. True
B. False

Teaching Prewriting, Planning, and Drafting

6. Planning for writing includes formulating, prioritizing, and modifying both abstract and highly delineated goals and subgoals to address task and genre demands and perceived audience needs, generating ideas, and:

A. Selecting and organizing valuable ideas for accomplishing the established goals
B. Creating a visual map of ideas and concepts
C. Listing, grouping, and labeling ideas and goals
D. None of the above

Teaching Revising and Editing

7. Checklists used to revise and edit student writing should include a fixed number of checklist items that are based on the needs of the classroom community, and that remain constant over time.

A. True
B. False

Creativity/Imagery Instruction

8. Creativity in writing, including the ability to synthesize and express ideas in original

ways, can be fostered through:

A. Guided imagery in which students are told how to construct mental images of events and things with strong sensory components that are then encoded into writing
B. Exposure to texts with strong imagery and creativity to boost students' creativity in their own writing
C. The provision of direct sensory experiences
D. All of the above

Feedback

9. Feedback for students by adults and peers is a powerful method for improving students' writing performance, and it encompasses dialogue throughout the writing process about the student's application of knowledge, skill, and will to yield a successful piece of writing.

A. True
B. False

Summarization Instruction

10. The goal of summarization instruction is to enhance the student's ability to retell or paraphrase main ideas effectively.

A. True
B. False

Writing to Learn

11. Using writing tasks to improve students' acquisition of content-area knowledge and understanding of science, math, and social science concepts arises from the belief that writing helps students to think about, manipulate, and transform ideas and reflect on their existing knowledge, beliefs, and:

A. Values
B. Confusions
C. Objectives
D. Interest

Conferencing

12. When using writing conferences to improve student writings, recommendations for instructors include each of the following EXCEPT:

A. Establish a conversational stance to understand students' goals and ideas before discussing textual issues, and prioritizing the most problematic issues to discuss in the context of students' rhetorical goals and perspectives
B. Encourage flash drafting, a technique in which smaller segments of text are drafted, examined through conferencing, and revised to help students feel less invested in a completed draft of the whole paper
C. Explicitly teaching students conferencing schemes and ways to provide formative and subjective feedback if peer conferencing is to be used
D. Collaboratively establishing concrete goals and next steps for revision, and giving weaker writers more high-quality conference time

Adaptations

13. For students who struggle with writing, teachers may consider differentiated instruction through strategic instructional grouping arrangements, the application of Universal Design for Learning (UDL) principles, and learner-centered adaptations.

A. True
B. False

Conclusion

14. Research evidence has created a renewed and detailed understanding of the dynamic relationship between reading and writing and how these change in the context of development, which has in turn expanded the effective implementation of EBPs.

A. True
B. False