

# TeachME Professional Development

## Teaching Elementary Students to be Effective Writers- 2018 Update

### INSTITUTE OF EDUCATION SCIENCES LEVELS OF EVIDENCE FOR PRACTICE GUIDES

**1. A rating of strong evidence by experts refers to consistent evidence that the recommended strategies, programs, or practices improve student outcomes for a wide population of students.**

- A. True
  - B. False
- 

### INTRODUCTION

**2. Students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and:**

- A. Creativity
  - B. Confidence building
  - C. Self-expression
  - D. Improved overall literacy
- 

### COMMON THEMES

**3. Components of the writing process include planning, drafting, revising, editing, evaluating, and:**

- A. Arranging
  - B. Outlining
  - C. Modifying
  - D. Sharing
- 

**4. Teachers should use student and peer feedback to guide their instruction and to determine when students are ready to move on to more challenging instruction.**

- A. True
  - B. False
-

## RECOMMENDATIONS AND CORRESPONDING LEVELS OF EVIDENCE

**5. Which of the following writing recommendations received a 'strong' level of evidence to support it?**

- A. Provide daily time for students to write
  - B. Create an engaged community of writers
  - C. Teach students to become fluent with handwriting, spelling, sentence, construction, typing and word processing
  - D. Teach students to use the writing process for a variety of purposes
- 

### RECOMMENDATION 1-SUMMARY OF EVIDENCE

**6. Providing time for writing each day has been shown to be a sufficient strategy to improve writing quality.**

- A. True
  - B. False
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### HOW TO CARRY OUT THE RECOMMENDATION

**7. The panel recommends a minimum of one hour a day devoted to writing for students beginning in 1st grade, and the specific amount of time dedicated to teaching a variety of writing strategies, techniques, and skills appropriate to students' levels should be:**

- A. 30 minutes
  - B. 25 minutes
  - C. 20 minutes
  - D. 15 minutes
- 

### POTENTIAL ROADBLOCKS AND SOLUTIONS

**8. Writing and content-area instruction should be integrated wherever possible in order to maximize instructional time and give students more writing practice.**

- A. True
  - B. False
- 

### TEACH STUDENTS TO USE THE WRITING PROCESS FOR A VARIETY OF PURPOSES

**9. Forms of writing with specific features that provide context and structure for a purpose are:**

- A. Groups
  - B. Genres
  - C. Brands
  - D. Styles
- 

**10. Several studies have examined an approach whereby students receive a variety of concrete goals to help them improve the quality of their writing, known as self-regulated strategy development (SRSD).**

- A. True
  - B. False
- 

**11. In which phase of the writing process do students select words and construct sentences that most accurately convey their ideas?**

- A. Planning
  - B. Revising
  - C. Editing
  - D. Drafting
- 

## **RECOMMENDATION 2A-TEACH STUDENTS THE WRITING PROCESS**

**12. Which of the following is NOT one of the components of the POW writing strategy?**

- A. Pick ideas
  - B. Organize their notes
  - C. Orally try out sentences before writing them on paper
  - D. Write and say more
- 

**13. Rereading and determining if ideas are clear and if the writing has a definite beginning, middle, and end occurs in the self-monitoring phase.**

- A. True
  - B. False
- 

**14. For students who acquire a strategy easily and more quickly than their peers, teachers should consider increasing the complexity of the strategy.**

- A. True
  - B. False
-

## **GUIDE STUDENTS TO SELECT AND USE APPROPRIATE WRITING STRATEGIES**

**15. Ordering ideas and outlining strategies are recommended to improve persuasive writing.**

- A. True
  - B. False
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## **HOW TO CARRY OUT THE RECOMMENDATION**

**16. In teaching particular genres best suited to each writing task, teachers should relate genres to:**

- A. The intended audience
  - B. Specific goals
  - C. Real-world scenarios
  - D. None of the above
- 

## **TABLE 4-PURPOSES FOR WRITING**

**17. Character sketches, nature writing, and brochures usually fall under the writing category of informing, where the intent is to examine previously learned information or to discuss something in vivid details.**

- A. True
  - B. False
- 

## **TEACH STUDENTS TO EMULATE THE FEATURES OF GOOD WRITING**

**18. Which of the following is NOT one of the suggestions for selecting exemplary texts that can be used to illustrate a number of features to help students?**

- A. They introduce concepts that apply knowledge of the writing task
  - B. They should support the instructional goals of the lesson
  - C. They are appropriate for the students' reading levels and abilities
  - D. They provide exemplary models of what students will write
- 

## **TEACH STUDENTS TECHNIQUES FOR WRITING EFFECTIVELY FOR DIFFERENT PURPOSES**

**19. Teachers should describe the technique, articulate how it relates to specific writing purposes, and model its use when teaching students techniques for writing effectively for different purposes.**

- A. True
  - B. False
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## **POTENTIAL ROADBLOCKS AND SOLUTIONS**

**20. State assessments usually ask students to write in three or four genres, which supports spending time on a variety of tasks.**

- A. True
  - B. False
- 

**21. The DARE technique encourages students to check their paper to be sure they have:**

- A. Developed their thesis
  - B. Addressed characters and stories
  - C. Reacted to various points of view
  - D. Evaluated the sequence of events
- 

## **RECOMMENDATION 3**

**22. When basic writing skills become relatively effortless for students, they can focus less on these skills and more on:**

- A. Adding interesting concepts to their writing
  - B. Gathering additional information and ideas
  - C. Telling the story from a difficult point of view
  - D. Developing and communicating their ideas
- 

## **HOW TO CARRY OUT THE RECOMMENDATION**

**23. With early writers, a comfortable pencil grip is necessary in order to avoid fatigue, which can discourage students from writing.**

- A. True
  - B. False
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**24. Since handwriting is a motor skill, it works best to practice in multiple sessions where students try writing a specific letter 10-12 times before moving on to another activity.**

- A. True
  - B. False
- 

## **SPELLING SKILLS BY GRADE LEVEL**

**25. Understanding the meaning of the parts of words happens with which spelling skill?**

- A. Phonological awareness
  - B. Grouping phonics
  - C. Morphological spelling
  - D. Sequencing
- 

**26. Using the spelling of a known word to generate a plausible spelling of an unknown word is known as spelling by:**

- A. Comparison
  - B. Analogy
  - C. Connection
  - D. Example
- 

**27. Teachers should explicitly demonstrate how sentence construction and sentence mechanics, such as punctuation and capitalization, interact to form strong sentences.**

- A. True
  - B. False
- 

## **TABLE 7-ACTIVITIES FOR SENTENCE-STRUCTURE DEVELOPMENT**

**28. Activities that are important for sentence-structure development include sentence framing, sentence expanding, and sentence:**

- A. Restructuring
  - B. Revising
  - C. Combining
  - D. Construction
- 

## **TEACH STUDENTS TO TYPE FLUENTLY AND TO USE A WORD PROCESSOR TO COMPOSE**

**29. Research indicates that the most appropriate time to introduce typing to students is in 2nd grade.**

- A. True
  - B. False
- 

## **CREATE AN ENGAGED COMMUNITY OF WRITERS**

**30. In a supportive writing environment, teachers participate as writers, not simply instructors, to demonstrate the importance of writing.**

- A. True
  - B. False
- 

## **RECOMMENDATION 4-GIVE STUDENTS WRITING CHOICES**

**31. A prompt should inspire students to write while ensuring that students practice writing skills aligned with:**

- A. The school's language arts standards
  - B. The teachers instructional purpose
  - C. Fluency, meaning, and style requirements
  - D. Effective interventions and practices
- 

## **EXAMPLE 4-THE WESTWARD MOVEMENT PROMPT**

**32. For 5th and 6th graders, an explanatory paper should be written in the first person whenever possible and should identify and explain its purpose and expectations.**

- A. True
  - B. False
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## **ENCOURAGE STUDENTS TO COLLABORATE AS WRITERS**

**33. Teachers can encourage students to collaborate throughout the writing process by having them do each of the following EXCEPT:**

- A. Brainstorm ideas about a topic
- B. Respond to drafts in a writing group

- C. Help peers edit or revise their work
  - D. Offer examples of writing styles to one another
- 

## **PROVIDE STUDENTS WITH OPPORTUNITIES TO GIVE AND RECEIVE FEEDBACK THROUGHOUT THE WRITING PROCESS**

**34. When students provide written feedback and assessment to peers, their comments and observations may enhance their understanding of their own writing.**

- A. True
  - B. False
- 

## **POTENTIAL ROADBLOCKS AND SOLUTIONS**

**35. As writing pieces are completed for teacher review and feedback, teachers should focus on the entire piece rather than specific elements, as this will help students improve their overall writing ability.**

- A. True
  - B. False
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