

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**
-

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**
-

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**
-

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
-

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
-

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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