

## PD Support Materials

# Drafting

### Directions for Using the Overview Slideshow

Each Instructional Strategy Guide contains an overview slideshow that sets the context for the evidence-based practices that are presented in Teach with Tech and illustrated in the Lesson in Action. It also identifies ways to differentiate instruction based on the Universal Design for Learning (UDL) principles. Discussion questions are embedded in each slideshow.

#### PD Goals

- ▶ To set a context for delving into Teach with Tech and the Lesson in Action
- ▶ To elicit prior knowledge and build background knowledge

#### PD Materials

- ▶ The slideshow within the Instructional Strategy Guide
- ▶ Discussion questions (embedded within the slideshow and provided as a handout below)

#### PD Activity

- ▶ Ask teachers to review the slideshow (either before or during the session)
- ▶ Elicit conversation using discussion questions
- ▶ As a follow up, share key ideas

See the PD Facilitator Guide for related activities to support ongoing professional learning.

## Discussion Questions for the Drafting Slideshow

### DISCUSSION QUESTIONS

1. What are the biggest challenges your struggling writers face in moving from prewriting to drafting?
2. How do you guide struggling writers through the drafting and redrafting process?
3. What modifications do you want your students to be making to their drafts (e.g., more details, better word choices, improved sequence of ideas)?

### DISCUSSION QUESTIONS

1. What roles do genre and student motivation play in engaging students in the drafting process?
2. Which technology tools can support students as they redraft their work?

### DISCUSSION QUESTIONS

1. What kinds of materials do you use to model how to draft and redraft?
2. What classroom management strategies do you use to carve out time to meet with students privately?
3. What could go into a checklist for drafting?

## Directions for Using Teach With Tech

Each Instructional Strategy Guide contains a Teach with Tech section, which offers suggestions for differentiating evidence-based practices and personalizing instruction using a range of technology tools.

### PD Goals

- ▶ To examine and discuss evidence-based practices in terms of:
  - What they are and how they can be used to differentiate instruction
  - How technology tools can be integrated to further meet the needs of struggling students
- ▶ To generate additional instructional strategies based on the needs of your students and the technology tools that are available in your school

### PD Materials

- ▶ Teach with Tech (which is located within the Instructional Strategy Guide). This can be:
  - Distributed as a handout
  - Projected onto a large screen
  - Viewed on laptops, tablets, and other devices
- ▶ A companion chart (below), titled ***Differentiate the Strategy***. The chart is divided into three columns:
  - The left-hand column, “Evidence-Based Practices,” which is divided into three sections (one for each of the three evidence-based practice headings)
  - The middle column, “PowerUp Suggested Strategies,” which lists the strategies presented within PowerUp
  - The right-hand column, “Differentiating Instruction with Technology,” which has been left blank so that it can be used to record ideas brainstormed by the group of teachers in your school

### PD Activity

- ▶ Review Teach with Tech (contained within the Instructional Strategy Guide)
  - Review the strategies under each of the three evidence-based practice headings:
    - Discuss how relevant they are to your students’ needs
    - Compare them with current classroom practices
    - Identify new ideas that could be implemented
  - Discuss the accompanying Quick Views
  - Explore and discuss the identified UDL Guidelines
- ▶ Introduce the companion chart titled ***Differentiate the Strategy***
  - Collaboratively (in small groups or pairs) brainstorm ideas to include in the right hand column (“Differentiating Instruction with Technology”) by:
    - Exploring possible technology tools available in the school
    - Sharing ideas
  - Identify what it would take to implement these ideas in the classroom

See the PD Facilitator Guide for related activities to support ongoing professional learning.

## Differentiate the Strategy: Drafting

Evidence-based Practice	PowerUp Suggested Strategies	Differentiating Instruction with Technology
Provide Clear Explanations	By modeling and thinking aloud on your interactive whiteboard, show students how to use tools such as Google Docs to create, revise, and store their drafts in a digital writing portfolio.	
	Focus explicit instruction on how to translate ideas and notes into strong sentences.	
	Provide direct instruction on drafting sentences for different purposes.	
Give Students Strategies and Models	Use a classroom blog to post examples of the different types of leads that students could use to help them write opening sentences. Depending on the genre, purpose, and audience, have students practice writing their opening sentence, or lead, using the blog.	
	To differentiate instruction, use a variety of technology tools to teach students how to draft paragraphs that include a topic sentence, supporting details, and a concluding statement.	
	Make sure students understand the different ways text is crafted based on purpose and audience (for genres such as narrative, descriptive, informative, and persuasive) to guide their thinking when developing their first draft.	
Provide Ongoing Formative Assessment	Students learn in different ways, so provide them with a variety of opportunities to reflect on their first drafts. Model reflecting on a piece of your own writing; videotape yourself using a list of guiding questions to compare your prewriting plans and your first draft and then share the video with students on the interactive whiteboard.	
	Establish the criteria for the completion of student drafts by creating your own rubric (or modifying or using published rubrics) that includes the criteria you want to assess, and then model how to use the rubric.	
	When students post drafts to their digital writing portfolios, you and your students can compare their drafts with their original prewriting plans to check if everything is included, if it makes sense, and if changes are needed.	

## Directions for Using the Lesson in Action

Every Instructional Strategy Guide includes one or more Lessons in Action. Each lesson provides a classroom example of the relevant evidence-based practice. The example illustrates how a teacher aligns instruction with the Common Core State Standards, differentiates instruction to meet the needs of her diverse students, uses technology to personalize learning, and engages in formative assessment.

### PD Goals

- ▶ To analyze the Lesson in Action and reflect on current teaching practice
- ▶ To provide teachers with a foundation for their own lesson planning

### PD Materials

- ▶ The Lesson in Action you selected from the Instructional Strategy Guide, which can be:
  - Distributed as a handout
  - Projected onto a large screen
  - Viewed on laptops, tablets, and other devices
- ▶ The companion handout (titled **Scavenger Hunt**), which can also be distributed as a handout, projected onto a large screen, or viewed on devices

### PD Activity

- ▶ Analyze and discuss the Lesson in Action
- ▶ Use the **Scavenger Hunt** handout to discuss how the teacher is:
  - Aligning the lesson with the Common Core State Standards
  - Employing the strategies suggested in Teach with Tech
  - Using technology to support struggling students
  - Personalizing instruction through differentiation
  - Translating UDL principles into action
- ▶ Compare the Lesson in Action with current practice in your school and classrooms
- ▶ Identify the new ideas the Lesson in Action offers for using:
  - Evidence-based practices
  - Differentiated instruction and UDL
  - Technology tools
- ▶ Use the Lesson at a Glance for lesson planning:
  - Discuss the sequence of the instructional steps: What? Why? How?
  - Discuss how the instructional steps can be used as a basis for lesson planning
  - Create a modified lesson plan to meet student needs by working individually or in collaboration

See the PD Facilitator Guide for related activities to support ongoing professional learning.

## Scavenger Hunt



**Within the Lesson in Action, can you find an example of how the teacher...**

1. Aligns instruction to meet the Common Core State Standards?
2. Uses one of the Teach with Tech suggested practices?
3. Uses technology to support struggling students?
4. Personalizes instruction through differentiation?
5. Translates UDL principles into action?

**If you can't find an example, what would you have done?**