

PD Support Materials

Prewriting

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 Prewriting Slideshow

DISCUSSION QUESTIONS

1. What are the benefits of prewriting for struggling writers and students with language and learning disabilities?
2. How do you describe prewriting to your students?

DISCUSSION QUESTIONS

1. What do your students include in their online or offline writing portfolio?
2. If your students were writing reports vs. narratives, how would you vary your methods?
3. Depending on the purpose of writing, in what ways do you vary your strategies for direct instruction?

DISCUSSION QUESTIONS

1. Which technology tools are most helpful for struggling writers during the prewriting stage?
2. How do you vary your genre-specific questions to prompt brainstorming?
3. In what ways can rubrics or checklists help struggling writers revise their plans?

Directions for Using Teach With Tech

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: Prewriting

Evidence-based Practice	PowerUp Suggested Strategies	Differentiating Instruction with Technology
Provide Clear Explanations	Explain that during prewriting, students will develop a plan that includes choosing their genre, narrowing their topic, and assessing their audience and purpose. This allows them to organize, sequence, and expand their ideas prior to writing their first draft.	
	Encourage brainstorming and mindmapping. Brainstorming helps students recall what they know about a topic. Mindmapping uses a diagram to link those points, ideas, and concepts. Students can use graphic organizers, outlines, or story maps for prewriting activities.	
	Engage students in pre-blogging activities, such as writing lists, free-writing, and uploading student-made videos, podcasts, or drawings using online tools.	
Give Students Strategies and Models	Use the interactive whiteboard and student tablets to demonstrate models, using mentor texts (e.g., published texts, web pages, online newspapers) to introduce a writing genre, identify the characteristics of that genre, and identify the tone and purpose of writing for different audiences. Model a think-aloud strategy to show students how skilled writers create a prewriting plan.	
	Use real-world, authentic scenarios whenever possible to help students relate to genres.	
	Provide genre-specific prompts to guide students' thinking about what to include in their prewriting plan.	
Provide Ongoing Formative Assessment	Encourage students to begin their digital writing portfolios using online platforms.	
	Use guiding questions when you conduct short, informal conferences with students (e.g., How did you choose your topic? Why? Who is your audience? What prewriting strategies are you finding helpful?)	
	Show students how to give feedback, even during the prewriting stage, so that both the writer and the peer editor can build skills in sharing information and can end the conference on a positive note.	

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?