



# Writing A-Z

## Assets to Support LETRS Unit 8 Training

LETRS Unit 8	Writing A–Z Connection
<p><b>Session 1: Why Is Writing So Challenging?</b></p> <p>In this session you will:</p> <ul style="list-style-type: none"> <li>• Understand the reasons why writing is important.</li> <li>• Describe the foundational and language skills necessary for writing.</li> <li>• Explain the phases of the writing process.</li> <li>• Review the research consensus on effective writing instruction</li> </ul>	<p><b>Professional Development includes:</b></p> <ul style="list-style-type: none"> <li>• 80 PD resources to guide the use of the instructional assets in the program and to build teachers' writing knowledge base.</li> <li>• Embedded PD at point-of-use within the units and modules for support with specific content.</li> <li>• The educational strategies and content shared in the videos were developed by experienced educators or experts in that field and are offered in several formats: <ul style="list-style-type: none"> <li>• <i>Put into Practice</i>: 3–5 minute video prepared by a literacy coach</li> <li>• <i>Learn from Experts</i>: 10–15 minute video presented by a pedagogical expert</li> <li>• <i>Listen and Learn</i>: 10–20 minute interview with a teacher about current educational topics</li> <li>• <i>Read the Research</i>: articles that explain the research underlying instructional best practice</li> </ul> </li> </ul>
<p><b>Session 2: How Should Teachers Prepare Students for Writing?</b></p> <p>In this session you will:</p> <ul style="list-style-type: none"> <li>• Adopt an integrated lesson framework for foundational skills and composition.</li> <li>• Systematically teach letter formation and build handwriting fluency.</li> <li>• Teach spelling explicitly, emphasizing language structure and orthographic regularities to support fluent writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction is organized around Opinion, Informative, and Narrative Writing Units.</li> <li>• Units include five modules. The first teaches the elements of the genre, and the following four modules increase in complexity as they take students through the writing process.</li> <li>• Lessons within each module are systematic and explicit and follow the Gradual Release Model.</li> <li>• Grammar skills are supported in the context of student writing and Grammar Packs.</li> <li>• K–1 students are encouraged to communicate ideas through sketching, labeling, and then sentences. Students are encouraged to apply what they are learning about spelling and handwriting in their foundational reading lessons to their labels and sentences.</li> <li>• Language structure is modeled and practiced in the context of students' writing during drafting, revising, and editing lessons.</li> <li>• Handwriting Worksheet Creator supports handwriting instruction.</li> </ul>

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<p><b>Session 3 How Can Students Build Competence in Building Sentences?</b></p> <p>In this session you will:</p> <ul style="list-style-type: none"> <li>• Review the importance of sentence generation as a foundational literacy skill.</li> <li>• Systematically and cumulatively build command of sentences by following a developmental progression.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence generation is taught explicitly in K–2 through various developmental scaffolds and Skill Day lessons focusing on sentence-level instruction.</li> <li>• Sentence construction is taught via Grammar Packs and in the context of students’ writing during drafting, revising, and editing lessons. This work includes practice in combining, expanding, and rearranging sentences.</li> <li>• How to fully develop ideas that will lead to complete sentences is taught in the context of students’ writing and is central to understanding the development of ideas, audience, and purpose.</li> </ul>
<p><b>Session 4: How Can Narrative Composition Be Supported?</b></p> <p>In this session you will:</p> <ul style="list-style-type: none"> <li>• Understand narrative writing development and create a writers’ environment.</li> <li>• Plan narrative writing lesson and support students in planning a narrative.</li> <li>• Support the translating (drafting) phase of narrative writing.</li> <li>• Structure review and feedback for success.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Narrative Writing, is a complete instructional path in grades K–5.</li> <li>• Module 1, Genre Study, exposes students to the characteristics and elements specific to Narrative Writing.</li> <li>• Lessons 1–5 in Modules 2, 3, and 4 provide explicit planning, drafting, revising, and editing lessons.</li> <li>• In each lesson, teachers follow the Gradual Release Model. <ul style="list-style-type: none"> <li>• Planning lessons support students’ idea generation, gathering, and organizing with a graphic organizer that supports narrative story structure.</li> <li>• Drafting lessons support students in translating their ideas from a graphic organizer to a draft</li> <li>• Revising and editing lessons support students’ ability to review their work using a checklist, set revision goals, and confer with peers and the teacher.</li> </ul> </li> <li>• Support for feedback is built into each lesson plan via <i>Look Fors</i>, conferencing targets aligned to lesson objectives.</li> <li>• The teacher can provide written or orally recorded feedback in <i>My In Basket</i> as students work through the lessons.</li> <li>• Creating a writing environment is developed in Unit 1- Building a Community of Writers.</li> </ul>

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<p><b>Session 5: How Should Informational and Opinion Writing Be Taught?</b></p> <p>In this session you will:</p> <ul style="list-style-type: none"> <li>• Understand informational and opinion writing development.</li> <li>• Teach how to write paragraphs to support informational and opinion writing.</li> <li>• Plan an informational or opinion writing lesson and support students in planning.</li> <li>• Support the translating (drafting) phase of informational and opinion writing.</li> <li>• Structure review and feedback to improve informational and opinion writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 is the Opinion Writing Unit.</li> <li>• Unit 3 is the Informative Writing Unit.</li> <li>• Module 1, Genre Study, exposes students to the characteristics and elements specific to Opinion and Informative Writing.</li> <li>• Explicit paragraph instruction begins in Grade 1 and continues through Grade 5 as students develop complex essays.</li> <li>• Lessons 1-5 in Modules 2 and 3 provide explicit planning, drafting, revising, and editing lessons. Module 4 teaches students to use text as evidence for their writing.</li> <li>• In each lesson, teachers follow the Gradual Release Model. <ul style="list-style-type: none"> <li>• Planning lessons to support students’ idea generation, gathering, and organizing with a graphic organizer that supports the informative and persuasive structure.</li> <li>• Drafting lessons support students in translating their ideas from a graphic organizer to a draft</li> <li>• Revising and editing lessons support students’ ability to review their work using a checklist, set revision goals, and confer with peers and the teacher.</li> </ul> </li> <li>• Support for feedback is built into each lesson plan via <i>Look Fors</i>, conferencing targets aligned to lesson objectives.</li> <li>• The teacher can provide written or orally recorded feedback in <i>My In Basket</i> as students work through the lessons.</li> </ul>
<p><b>Session 6: How Can Student Writing Progress Be Assessed?</b></p> <p>In this session you will:</p> <ul style="list-style-type: none"> <li>• Understand the methods for assessing student progress in writing.</li> <li>• Evaluate student writing using a checklist</li> <li>• Implement a plan for writing across the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development is provided for teachers to evaluate student writing.</li> <li>• Rubrics are provided for each text type to focus on specific areas within the genre.</li> <li>• Revision and Editing checklists are built into the lessons for teachers to model self-evaluation strategies.</li> <li>• Checklists are available in WaLT (our digital writing tool for grades 2-5). Printable rubrics are available in the Find by Collections area.</li> <li>• Writing A-Z provides 80 lessons per grade level to cover an entire year’s worth of explicit writing instruction.</li> </ul>