

Module 2 Self-Reflection: Teaching Students to Use the Writing Process



This self-reflection is a tool for teachers to use two to three weeks after completing Module 2 of the *Toolkit to Support Evidence-Based Writing Instruction in Grades 2 Through 4*. Teachers should use this self-reflection to consider how their practice has changed after completing the module. **This tool is not a test or an evaluation.** Rather, it is meant to guide teachers' continuous improvement in writing instruction as they work through the Toolkit. Each practice in the following chart aligns with Recommendation

2a: Teach Students the Writing Process in the What Works Clearinghouse (WWC) practice guide *Teaching Elementary Students to Be Effective Writers*. The practices covered in this self-reflection are similar to those in the Initial Self-Reflection, but they are more specific and targeted to steps covered in the practice guide and in Module 2.

Instructions: Each statement in the following chart describes in detail the practices recommended to *teach students the writing process* that are covered in Module 2 of the Toolkit. Two to three weeks after completing Module 2, use the process here to reflect on the implementation of these practices in your classroom and your learning from Module 2 of the Toolkit.

- Revisit the **Initial Self-Reflection** that you completed during the orientation and review the second chart in Part 1, Self-Reflection on Module 2 Practices. Then, review your responses to Questions 5 and 6 in the section on Setting High-Level Learning Goals for Using the Toolkit at the end of the reflection. Now that you better understand Recommendation 2, you may disagree with your Initial Self-Reflection, and that is okay! Continuous improvement involves periodically revisiting your practices and using newly learned information to improve upon them.
 - Consider: Which one or two practices, if any, did you identify as your focus for learning during Module 2, and what did you hope to learn over the course of the module about these practices?
- Complete **Part 1 in the Module 2 Self-Reflection** below, considering the extent to which you incorporate each practice in your instruction. As you complete the chart, pay special attention to the one or two practices you identified as your focus for learning.
- Complete **Part 2 in the Module 2 Self-Reflection** below, setting goals for continuous improvement to refine the use of this practice in your classroom.



Part 1: Reflection on Current Practices After Module 2

Teaching Students to Use the Writing Process

Recommendation 2a: Teach Students the Writing Process

*Please note that the following chart includes multiple response scales designed to help you accurately self-reflect on the extent to which you incorporate each practice into your instruction.

	I incorporate this practice in my instruction...			
	Always	Sometimes	Rarely	Never
Teach students strategies for the various components of the writing process (<i>Recommendation 2a, Step 1; WWC practice guide pages 15-16</i>)				
1. I teach students about the components of the writing process. ¹ (<i>Recommendation 2a; WWC Practice Guide page 14</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I include opportunities for students to engage in all components of the writing process in assignments. (<i>Recommendation 2a; WWC Practice Guide page 14</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I teach students a variety of writing strategies ² for the various components of the writing process, including... (<i>Recommendation 2a, Step 1; WWC Practice Guide page 15</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3a. I teach students planning strategies that help them develop goals and generate and organize ideas, for example, POW (pick ideas, organize notes, write and say more) and ordering ideas or outlining. (<i>Recommendation 2a, Step 1; WWC Practice Guide pages 15-16</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3b. I teach students drafting strategies that help them create a preliminary version of a text, for example, imitation and sentence generation. (<i>Recommendation 2a, Step 1; WWC Practice Guide pages 15- 16</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3c. I teach students sharing strategies that enable them to obtain and provide feedback and suggestions for improving their writing, for example, peer sharing and author’s chair. (<i>Recommendation 2a, Step 1; WWC Practice Guide pages 15-16</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3d. I teach students evaluation strategies that ask them to consider whether they are meeting their original writing goals, for example, self-evaluating and self-monitoring. (<i>Recommendation 2a, Step 1; WWC Practice Guide pages 15-16</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	I incorporate this practice in my instruction...			
	Always	Sometimes	Rarely	Never
<p>3e. I teach my students revising and editing strategies that help them make changes to their text based on evaluations of their writing, for example, peer revising and COPS editing (capitalization, overall appearance, punctuation, spelling). (<i>Recommendation 2a, Step 1; WWC Practice Guide pages 15-16</i>)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree
4. I feel confident in my ability to teach the writing process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	I incorporate this practice in my instruction...			
	Always	Sometimes	Rarely	Never
Gradually release writing responsibility from the teacher to the student (<i>Recommendation 2a, Step 2; WWC Practice Guide pages 17-18</i>)				
5. Background knowledge: When I teach writing strategies, I provide background knowledge, including why students should use a strategy and how it will help them. (<i>Recommendation 2a, Step 2; WWC Practice Guide pages 17-18</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Background knowledge: When I teach writing strategies, I explain when, how, and why to use a strategy. (<i>Recommendation 2a, Step 2; WWC Practice Guide pages 17-18</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Model the strategy: When I teach writing strategies, I model them by using think-alouds and soliciting ideas from students to show how I go about using a writing strategy. (<i>Recommendation 2a, Step 2; WWC Practice Guide pages 17-18</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Model the strategy: When I teach writing strategies, I model them by showing students how to use writing strategies with different types of writing assignments. (<i>Recommendation 2a, Step 2; WWC Practice Guide pages 17-18</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Collaborative use: When I teach writing strategies, I have students work collaboratively in small groups to practice applying a strategy. (<i>Recommendation 2a, Step 2; WWC Practice Guide pages 17-18</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I incorporate this practice in my instruction...				
	Always	Sometimes	Rarely	Never
10. Collaborative use: When I teach writing strategies, while students are working in groups, I check to see that they are using a strategy properly and have them return to earlier steps as needed. <i>(Recommendation 2a, Step 2; WWC Practice Guide pages 17-18)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Guided practice: When I teach writing strategies, I engage students in guided practice by monitoring students individually, in pairs, and in small groups to ensure they are using strategies effectively. <i>(Recommendation 2a, Step 2; WWC Practice Guide pages 17-18)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Guided practice: When I teach writing strategies, I engage students in guided practice by checking for understanding and use of a specific writing strategy. <i>(Recommendation 2a, Step 2; WWC Practice Guide pages 17-18)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Guided practice: When I teach writing strategies, I engage students in guided practice by working with individual students who are struggling with a strategy. <i>(Recommendation 2a, Step 2; WWC Practice Guide pages 17-18)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Independent use: When I teach writing strategies, I provide students with opportunities to apply writing strategies independently. <i>(Recommendation 2a, Step 2; WWC Practice Guide pages 17-18)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Independent use: When I teach writing strategies, I provide students with physical reminders of strategies and when and how to use them (for example, graphic organizers). <i>(Recommendation 2a, Step 2; WWC Practice Guide pages 17-18)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Independent use: When I teach writing strategies, I remind students to think about which strategies would be helpful for the component of the writing process they are working on. <i>(Recommendation 2a, Step 2; WWC Practice Guide pages 17-18)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Independent use: When I teach writing strategies, if I notice students having a hard time with a component of the writing process, I remind them to use relevant strategies covered in class. <i>(Recommendation 2a, Step 2; WWC Practice Guide pages 17-18)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I incorporate this practice in my instruction...				
	Always	Sometimes	Rarely	Never
18. Independent use: When I teach writing strategies, I increase the complexity of a strategy for students who master it. <i>(Recommendation 2a, Step 2; WWC Practice Guide pages 17-18)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I incorporate this practice in my instruction...				
	Always	Sometimes	Rarely	Never
Guide students to select and use appropriate writing strategies <i>(Recommendation 2a, Step 3; WWC Practice Guide page 19)</i>				
19. I help students understand how to select appropriate strategies and use them across a range of writing tasks. <i>(Recommendation 2a, Step 3; WWC Practice Guide page 19)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I provide students with resources that show the strategies and situations in which these strategies might be useful. <i>(Recommendation 2a, Step 3; WWC Practice Guide page 19)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I give students opportunities to identify when and how to apply writing strategies in different content areas. <i>(Recommendation 2a, Step 3; WWC Practice Guide page 19)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I design activities in which students set a goal to use a writing strategy in one or more identified situations, followed by a discussion or instruction on how to modify the strategy. <i>(Recommendation 2a, Step 3; WWC Practice Guide page 19)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I design activities in which students evaluate their success in applying the strategy to the new situation and to consider how they can make the strategy work even better. <i>(Recommendation 2a, Step 3; WWC Practice Guide page 19)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I incorporate this practice in my instruction...				
	Always	Sometimes	Rarely	Never
Encourage students to be flexible in their use of the components of the writing process (<i>Recommendation 2a, Step 4; WWC Practice Guide page 19</i>)				
24. I design activities that encourage students to move back and forth between the different components of the writing process. (<i>Recommendation 2a, Step 4; WWC Practice Guide pages 19-20</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I identify places in my curriculum that I will incorporate activities that ask for flexible use of the writing process. (<i>Recommendation 2a, Step 4; WWC Practice Guide pages 19-20</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I support all students to independently use their knowledge of the writing process as they write (<i>Recommendation 2a, Step 4; WWC Practice Guide pages 19-20</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ According to the What Works Clearinghouse practice guide *Teaching Elementary Students to Be Effective Writers*, the writing process is a means through which a writer composes text. Components of the writing process include planning, drafting, sharing, evaluating, revising, and editing. (See page 14 of the practice guide for a more in-depth definition and discussion of the writing process.)

² According to the What Works Clearinghouse practice guide *Teaching Elementary Students to Be Effective Writers*, a strategy is a series of actions (mental, physical, or both) that writers undertake to achieve their goals. Strategies are tools that can help students generate content and carry out components of the writing process. (See page 15 of the practice guide for a definition and discussion of strategies.)

Part 2: Setting Goals for Continuous Improvement Throughout the School Year After Module 2

1. If you identified focus practice(s) for Module 2, how has your classroom implementation of these practices changed since completing the module?

2. If you are rarely or never using your focus practice(s), consider why that is. For example, do you not have enough time, do you need to know more about how to apply the practice(s), do you not think it is effective, or do you think it is not appropriate for your students?

3. Have you noticed any changes in how your students respond to the practice(s) or applying them to their own writing assignments since completing the module? What have you noticed?

4. How has your understanding of how to use your focus practice(s) or how to overcome roadblocks to using the practice(s) changed since completing Module 2?

5. Based on the Module 2 Self-Reflection, what specific practice (that is, a specific row in Part 1) would you like to continue to refine in your classroom? Why? *(You may continue to refine your focus practice or choose a new practice. Note that most practices in the Module 2 Self-Reflection are similar to but more specific than those in the Initial Self-Reflection; there are also some practices in the Module 2 Self-Reflection that are not included in the Initial Self-Reflection.)*

6. What will you do to refine this practice?

7. How will you know if your refinements help improve students' writing performance, engagement, or attitudes?