



## ***Keys to Content Writing for Students with Learning Disabilities***

**Description:** This version of *Keys to Content Writing* emphasizes the unique needs that students with learning disabilities have related to writing. Teachers learn how to use differentiation and scaffolds in an inclusion classroom to provide support to students who struggle with writing because of a learning disability. In addition, intervention educators learn how to provide more explicit instruction, guided practice, and scaffolding as Tier II support instruction. Teachers learn instructional practices that address writing requirements of the Common Core, including frequent long and short writing in all subject areas. When used across multiple grade levels, students benefit from a consistent approach to writing instruction as they move from grade to grade and subject to subject.

Instructional practices in *Keys to Content Writing for Students with Learning Disabilities* address these topics, strategies and skills:

- RtI and MTSS Tiered instruction models
- Neurological causes of writing difficulty
- Differentiation and scaffolds: how to provide support to students with learning disabilities in the inclusion classroom
- Importance of task, audience, purpose
- Stages of the writing process
- Peer collaboration
- Quick writes
- Basic text structures: introductions, conclusions, transitions
- The three types of writing: argument, informational, narrative
- Writing from sources
- Writing models and mentor text
- Writing scaffolds
- Feedback and revision
- Using a Writing Assignment Guide (WAG) to plan content writing assignments

These instructional practices have been identified consistently in the research literature as most effective for improving student writing skills.

**Who Should Participate:** Grades 4-5 elementary teachers, grades 6-12 content classroom teachers, educators who provide support to struggling readers, literacy specialists and coaches, and grades 4-12 administrators.

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