

Teacher Resources

The Writing Process in Topeka

A Guide for Teachers

Overview

This guide will provide you a high-level overview of the writing process and how Topeka's resources help you to support students throughout the writing process.

This guide is divided into sections based on teacher need. Select the section that best aligns with your goals.

I'd like to...

- [understand which Topeka resources align with each part of the writing process.](#)
- [review how students work through the writing process when using Topeka.](#)
- [explicitly teach the writing process to students.](#)

Which Topeka resources support each part of the writing process?

The table below presents available Topeka resources aligned to the stages of the writing process, along with important details about each resource or group of resources. Follow the links within the table to find additional details, links to documents, and additional description of student activities within the writing process. You don't have to use every resource; you can pick and choose the resources that will best support your students at each stage in the writing process.

Stage	Topeka Resource	Resource Type	Estimated Time	Expected Outcomes	Common Core Standards
Planning and Preparation	Topeka Onboarding Guide	Teacher Guide	10 min.	Teachers will understand how to use the Topeka platform.	n/a
	Remote Learning Guide	Teacher Guide	15 min.	Teachers will understand how to use Topeka in remote learning situations including adapting engagement strategies and providing feedback to students.	n/a
	Planning from Data with Topeka	Teacher Guide	20 min.	Teachers will understand how data and reports inform instruction and revision activities.	n/a
Introducing Concepts	Introducing the Writing Process	Lesson	1 day	Students will understand the stages of the argumentative writing process.	W.5
	Topeka's Rubric	Student Resource	10–20 min.	Students will understand the rubric's framework of domains and proficiency levels.	n/a
	Argumentative Writing Process Tracker	Student Resource	10 min.	Students will understand the writing process as implemented in Topeka, and use it to track their progress.	W.5

Prewriting	Prewriting Lesson: Highlighting and Annotating Text	Lesson	1 day	Students will understand highlighting and annotating text to gather evidence in response to a prompt.	W.1, W.4, W.9, R.1, R.2
	Prewriting Lesson: Reading Closely to Make Arguments	Lesson	1 day	By selecting evidence to support their ideas about an image, students will gain an understanding of reading closely to find evidence to support an argument.	W.1, W.4, R.1, R.2
	Prewriting Lesson: Introducing Organization	Lesson	1 day	Students will understand the basic organizational structure of an argumentative essay, and be able to outline an organized argument in response to a prompt.	W.1, W.4
	Prompt Analysis Activity	Student Resource	10 min.	Students will read closely and annotate the writing prompt to understand the writing task.	R.1
	Pre Reading Scaffold Activities (Available on prompt webpage)	Activity	20–30 min.	Students will engage with an activity to introduce vocabulary and issues relevant to the readings and prompts.	L.6
	Source Vocabulary (Available on prompt webpage)	Student Resource	Varies	Students will use just-in-time support to clarify the meaning of challenging words while reading or viewing provided sources.	L.4
Planning an Argument	Draft Planner	Student Resource	20–30 min.	Students will develop a working claim and reasons using provided graphic organizer.	W.1, W.5
Developing Support and Evidence	Evidence Checklist Activity	Lesson	1 day	Using working claims and drafted reasons and evidence, students will collaborate to evaluate the efficacy of their evidence using the Evidence Checklist.	W.1, W.9
	Draft Planner	Student Resource	20–30 min.	Using the same planner as above, students will add	W.1, W.5

				evidence to support reasons.	
Drafting the Essay	Day 1: A Vocabulary for Writing Arguments <ul style="list-style-type: none"> Option A Option B 	Lesson	1 day	Students will understand a common vocabulary for creating and discussing arguments, and for application of the rubric to student writing.	W.1, W.9, R.1, R.2
	Day 2: Claim and Focus	Lesson	1 day	Students will understand what attributes contribute to a strong claim, and will be able to evaluate and revise claims based on attributes of strong claims. Students will understand how strong claims lead to focused arguments.	W.1
	Day 3: Support and Evidence	Lesson	1 day	Students will support claims using relevant, appropriate, and valid reasons, evidence, and reasoning.	W.1, W.9
	Day 4: Organization	Lesson	1 day	Students will understand and incorporate an organizational strategy with clear transitions.	W.1, W.4, W.9
	Day 5: Language and Style	Lesson	1 day	Students will be able to identify attributes of formal and informal style, and be able to recognize and revise word choices for formal academic writing.	W.1, W.4, L.3
	Letter to Your Principal	Writing Prompt	Varies	Students will compose an argumentative essay in response to the prompt.	W.1
	Is it Art?	Writing Prompt	Varies	Students will compose an argumentative essay in response to the prompt.	W.1
	Screen Time	Writing Prompt	Varies	Students will compose an argumentative essay in response to the prompt.	W.1
Revision	Signal Checks	Software	Varies	Students will get an on-demand, automated, rubric-aligned feedback on their essays.	n/a

Planning from Data with Topeka	Teacher Guide	20 min.	Teachers will understand how data and reports inform instruction and revision activities.	n/a
Supporting Students with Effective Feedback	Teacher Guide	20 min.	Teachers will be able to deliver effective feedback to support revision.	n/a
Rubric-Based Feedback Bank	Teacher Guide	20 min.	Teachers will understand how to provide feedback based on student performance in rubric categories.	n/a
Conference Form for Planning and Feedback	Student/Teacher Resource	Varies	Teachers and students will effectively plan for conferences, and communicate recommended revision steps.	n/a
Claim and Focus Domain Knowledge Review Lesson	Lesson	1 day	Students will review revisions based on claim and focus with instruction and support selected in response to each student's individual score report.	W.1, W.4, W.5
Claim and Focus Exemplar Lesson	Lesson	1 day	Students will understand the process and impact of revising using revision strategies for claim and focus domain.	W.1, W.4, W.5
Support and Evidence Domain Knowledge Review Lesson	Lesson	1 day	Students will review revisions based on support and evidence with instruction and support selected in response to each student's individual score report.	W.1, W.4, W.5
Support and Evidence Exemplar Lesson	Lesson	1 day	Students will understand the process and impact of revising using revision strategies for support and evidence domain.	W.1, W.4, W.5
Organization Domain Knowledge Review Lesson	Lesson	1 day	Students will review revisions based on organization with instruction and support selected in response to each student's individual score report.	W.1, W.4, W.5

	Organization Exemplar Lesson	Lesson	1 day	Students will understand the process and impact of revising using revision strategies for organization domain.	W.1, W.4, W.5
	Language and Style Domain Knowledge Review Lesson	Lesson	1 day	Students will review revisions based on language and style with instruction and support selected in response to each student's individual score report.	W.1, W.4, W.5, L.3
	Language and Style Exemplar Lesson	Lesson	1 day	Students will understand the process and impact of revising using revision strategies for language and style domain.	W.1, W.4, W.5, L.3
	Revision Strategies	Student Resource	Varies	Students will apply revision strategies to improve proficiency in a particular domain.	W.1, W.4, W.5, L.3
Proof-reading	Proofreading Checklist	Student Resource	20–30 min.	Students will review essays for errors in conventions, grammar, and punctuation, using the checklist as a guide.	L.1, L.2
Final Submission	Personal Growth Reflection	Student Resource	10–15 min.	Students will answer questions to reflect on the writing process and future growth as writers.	n/a

How do students work through the writing process when using Topeka?

To help you understand how students can make the most out of what Topeka has to offer, this chart shows how students can engage in an effective writing process.

Process Stage	Task
Prewriting	Students read the prompt or task to understand the purpose for writing.
	Students read source texts.
	Students highlight and annotate source texts to find issues and evidence.
Planning an Argument	Students develop a working claim.
	Students develop reasons to support the claim.
	Students consider possible arrangements of reasons.
Developing Support and Evidence	Students reread source texts, and examine highlights and annotations.
	Students select strong evidence to support reasons.
	Students explain how evidence supports reasons and relates to claim.
	Students refine claim if necessary.
	Students refine reasons related to their claim.
	Students arrange reasons in a powerful order.
Drafting the Essay	Students draft support paragraphs using the plan created above.
	Students draft an introduction, using their claim from the plan created above.

	Students draft a conclusion.
	Students submit their First Draft for signal check feedback.
Revision	Students repeat the revision steps below as needed until the essay is strong.
	Students self-evaluate rough draft using rubric alignment checklist and Topeka rubric.
	Students review signal checks.
	Students engage in peer editing to improve writing, focusing on clarity and sense.
	Teacher and student prepare for the conference, then meet to discuss strengths, areas for growth, and action steps for revision.
	Students review self-evaluation, signal checks, peer feedback, and action steps provided in writing conferences and revise accordingly.
	Students apply revision strategies offered for specific levels of proficiency in each domain.
Proofreading	Student proofread to finalize essay.
Final Submission	Students submit a final essay for evaluation.
	Students answer questions to guide reflection on growth.

How do I explicitly teach the writing process to students?

Because Topeka relies heavily on engaging students in deeply understanding the writing process, it can be helpful to kick-start Topeka instruction with an overview of that process. This lesson will help you introduce the writing process to students.

- [Introducing the Writing Process Lesson Plan](#)
- [Introducing the Writing Process Presentation](#)