

## Resources on Instruction and Assessment of Writing

### Writing Core Content Connectors (CCCs)

**Core Content Connectors** (CCCs) identify the most salient grade-level, core academic content in found in both the Common Core State Standards and the Learning Progression Frameworks. CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment. Below is the link to the writing CCCs.

[https://wiki.ncscpartners.org/index.php/Core\\_Content\\_Connectors#Core\\_Content\\_Connectors\\_by\\_Common\\_Core\\_State\\_Standards](https://wiki.ncscpartners.org/index.php/Core_Content_Connectors#Core_Content_Connectors_by_Common_Core_State_Standards)

### Instructional Families

**Instructional Families** are a visual representation of the areas of curricular emphasis within and across grade bands, the graphics facilitate perception of related content. The Instructional Families are grouped into the Learning Progressions Framework strands and reference the related Common Core State Standards (CCSS) for each Core Content Connector (CCC). The CCCs (grade-specific knowledge, skills and abilities) are organized into Instructional Families based on the content students are expected to learn.

[https://wiki.ncscpartners.org/index.php/Instructional\\_Families](https://wiki.ncscpartners.org/index.php/Instructional_Families)

### Content Modules

Content Modules provide explanations and examples of the concepts contained in the Common Core State Standards that may be difficult to teach or unfamiliar to special education teachers. These modules can be used by teachers at the elementary, middle, and high school levels. They promote an understanding of the concepts so that a teacher can begin to plan how to teach the concepts to students and they provide teachers with potential adaptations and modifications to consider when designing materials and instruction.

Informational Writing Content Module

[https://wiki.ncscpartners.org/index.php/Informational\\_Writing\\_Content\\_Module](https://wiki.ncscpartners.org/index.php/Informational_Writing_Content_Module)

Narrative Writing Content Module

[https://wiki.ncscpartners.org/index.php/Narrative\\_Writing\\_Content\\_Module](https://wiki.ncscpartners.org/index.php/Narrative_Writing_Content_Module)

Persuasive Writing Content Module

[https://wiki.ncscpartners.org/index.php/Persuasive\\_Writing\\_Content\\_Module](https://wiki.ncscpartners.org/index.php/Persuasive_Writing_Content_Module)

## **Curriculum Resource Guide: Writing**

The Curriculum Resource Guides provide guidance for teaching the Common Core State Standards to students with the most significant cognitive disabilities, provide examples for differentiating instruction for a wide range of students in multiple grade levels, and identify the necessary skills and knowledge students need to acquire/master the content.

[https://wiki.ncscpartners.org/index.php/Curriculum\\_Resource\\_Guide:\\_Writing](https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guide:_Writing)

## **Training Modules**

Module 11 explains how to administer the NCSC writing assessment. TAs will become familiar with using the ELA Directions for Test Administration. After review of this module, the TA will be able to conduct the constructed-response portion of the writing assessment. The TA will also become familiar with how to submit responses and the responsibilities of the scribe.

Module 12 gives detailed directions on uploading student work into the NCSC assessment system. After review of this module, the TA will know how to load student responses using a webcam or by scanning the work. The TA will also know the acceptable forms for submitting the responses.