



Academic Responsiveness <i>Ensuring new skills and content match students' abilities and goals</i>	Linguistic Responsiveness <i>Ensuring language(s) used in instruction and in the classroom environment are accessible and inclusive of home language(s)</i>	Cultural Responsiveness <i>Ensuring a diverse representation of authorship and within the content of texts</i>	Social-Emotional Responsiveness <i>Ensuring a safe and supportive environment for taking risks and overcoming challenges in the writing process</i>
Chapter 1 Collect information about. . .			
Students' proficiency with content-related skills Writing-related behaviors as students engage in a writing process	Students' home language(s), speaking and processing skills, language use, and vocabulary development	The cultural and social identities of students	Student interests within and outside of school The social-emotional tendencies of students in relation to writing
Chapter 2 Plan instruction that has. . .			
Multiple entry points for students to access instruction and develop skills Differentiated systems and structures for students to access instruction and practice independently	Supports to help students understand, communicate, and develop content-specific language and vocabulary Supports for students who are developing expressive and receptive language	Connections, contexts, and content that is reflective of diverse communities	Writing experiences that are meaningful and align with student interests Safe and supportive opportunities for students to take risks and work collaboratively
Chapter 3 Co-create charts that. . .			
Name a clear, relevant, and developmentally appropriate purpose Modify, extend, or supplement content	Use accessible, inclusive language(s) and provide definitions, examples, or visuals for new vocabulary Provide visual support for text	Reflect the cultural and social identities of students in text and visuals Incorporate student work in examples	Involve students in the creation process Incorporate the interests of students Offer support for relevant social-emotional skills and positive habits of mind
Chapter 4 Select mentor texts that. . .			
Are accessible to students as readers and writers Match text elements and craft moves that students can approximate	Provide support for processing, especially in multilingual texts Contain supports for language, such as labels, repetition, illustrations, definitions, or captions	Include mirrors and windows for students within the authorship, content, text, and illustrations (Sims Bishop, 1990.) Prioritize representation for those who have been historically underrepresented within the literacy world	Match relevant topics and/or interests of students with topics and story lines in the mentor texts Incorporate social-emotional support and/or positive habits of mind
Chapter 5 Provide demonstration texts that. . .			
Model skills that students are developing Provide multiple entry points for developing specific skills.	Mirror the structure and length of sentences students can produce Support vocabulary development through the use of definitions, visuals, and/or labels	Authentically portray the identities and experiences that are familiar and unfamiliar to students	Align with student interests and reflect shared experiences Model social-emotional skills and positive habits of mind in content or writing process



Responsiveness Across Domains available for download at resources.corwin.com/responsivewritingteacher.