<table>
<thead>
<tr>
<th><strong>Academic Responsiveness</strong></th>
<th><strong>Linguistic Responsiveness</strong></th>
<th><strong>Cultural Responsiveness</strong></th>
<th><strong>Social-Emotional Responsiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Ensuring new skills and content match students’ abilities and goals</em></td>
<td><em>Ensuring language(s) used in instruction and in the classroom environment are accessible and inclusive of home language(s)</em></td>
<td><em>Ensuring a diverse representation of authorship and within the content of texts</em></td>
<td><em>Ensuring a safe and supportive environment for taking risks and overcoming challenges in the writing process</em></td>
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</tbody>
</table>

### 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

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