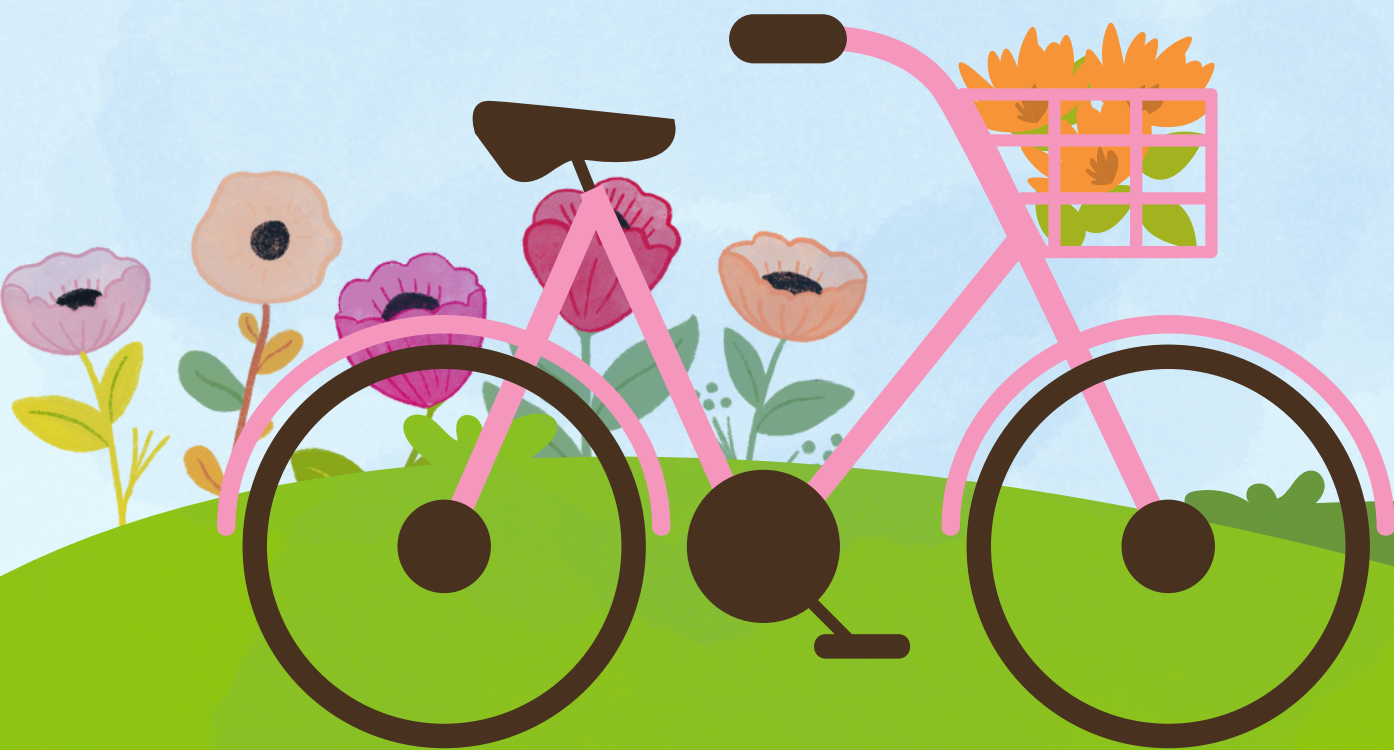


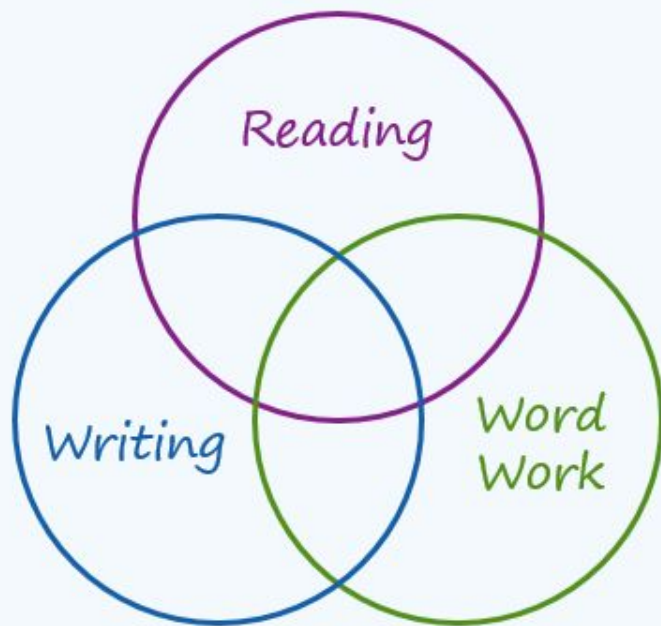


Good Practices in Writing Series

What does the writing
block look like?



Components of Comprehensive Language Arts/Literacy



Guiding Principles of the Writing Block

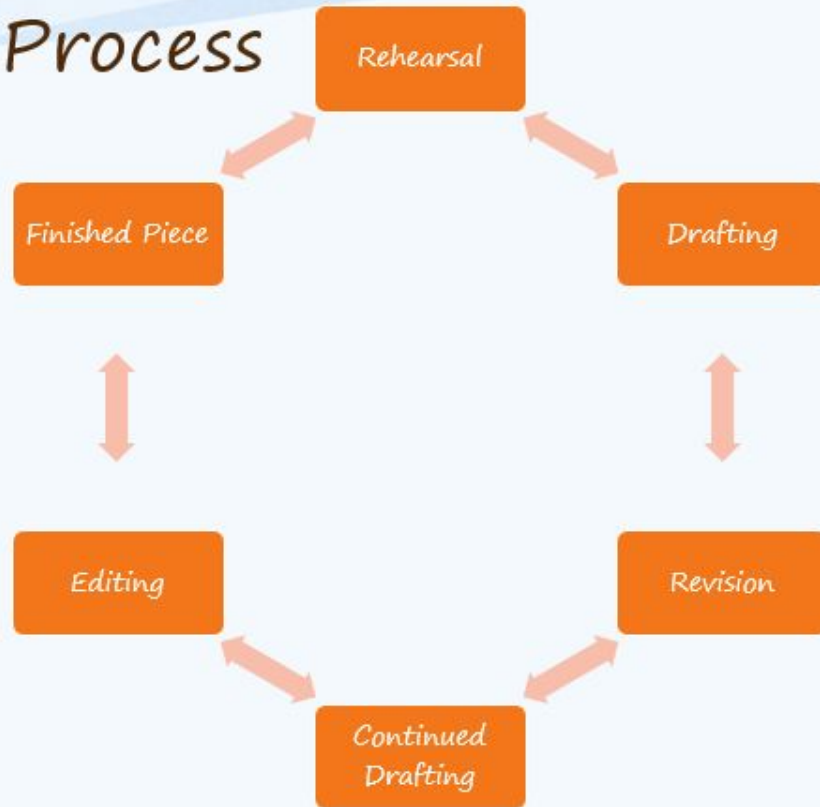
- Time
- Ownership and Engagement
- Response
- Relationships
- Authenticity
- Knowledge base
- Progression of instruction
- Mentor authors
- Differentiated instruction
- Start with strengths
- Nudging
- Explicit teaching
- Independence
- Live what we teach

Anderson, C. & Glover, M. (2024). *How to become a better writing teacher*.
Portsmouth, NH: Heinemann.

Time in the Writing Block



The Writing Process



Structure of a Minilesson

Connection

Teaching Point

Teach

Active
Engagement

Link

Planning Document

Unit Up the Ladder - Opinion

Session 1

Connection

Teaching Point

Teach

get collections
from who forget get notes
cards + record name / sketch
Talk about award shows
You will be the judge - You
decide the winners + write
announcements that are pulled
out + read.

Today I want to teach you
that people who know a bit about
something look over a collection
+ ask questions like "which is
the best?" To judge fairly, they
look at just 1 part of each item
maybe starting w/ just the colour
and ask "Which has the best colour?"
Then they judge the other parts
of the thing to decide which is best
of all.

- Show students your collection.
- When we judge we have to be fair - have to have reasons for decisions.
- Think of 1 part - If I were a butterfly judge I could use colour, pattern, camouflage, wings then best overall.
- Watch as I do this thinking about colour.
- Debrief what I did + point out replicable steps.

Active Engagement

Link

Share

- Students act as judge w/ my collection for pattern.
- Let them choose a winner + give reasons
- Work w/ a partner.
- Model the rest of the steps for judging. Pick overall winner + give reasons
- The butterfly is best because it has the best . It's is .
- Another reason is because .
- Students name best butterfly + why.

Today you learned that when people judge something as "the best" they give look at 1 part, then another. They give reasons for their opinion.
Once you have decided which one you think is best you will write it down + give reasons for your decision.
Whenever you write an opinion you always need to explain your reasons.

Symphony share -
announce winners in clear bold voice
"The award for ... goes to..."



Individual Conferences and Small-Group Instruction

Meeting the Needs of Individuals

Types of Conferences

- *Compliment*
- *Research-Decide-Teach*
- *Coaching*

Compliment Conference

- *Research*
 - *Ask questions, look at artifacts, have student read aloud*
- *Decide*
- *Compliment*
 - *Be specific.*
 - *Name what the student has done rather than praising the product*
 - *Tell WHY this was a good thing to do*

Research-Decide-Teach Conference

- *Research (2-3 minutes)*
 - *“How’s it going?”*
 - *“What are you working on as a writer?”*
- *Decide*
 - *“Teach the writer not the writing”*
- *Compliment (1 minute)*
- *Teach (1-2 minutes)*
- *Coach/Active Engagement (1-3 minutes)*
- *Link (30 seconds)*
 - *“Today and everyday...”*

Coaching Conference

Used when you already know what you want to teach.

- *Teach*
 - *Remind of their goal*
 - *Offer a strategy*
- *Coach*
 - *Use prompts to coach*
- *Link*
 - *Repeat the strategy and tell expectations for use independently*

Small Group Work

- 5-8 minutes at the most
- 3 to 4 students
- Purpose is for practice or to teach skills assessment based need
 - Pre/post
 - Read pieces
 - Observation

Structure of a Small Group



Planning for a Small Group

1. Teaching Point
2. Method
3. Tool
4. What does practice look like?

Don't plan longer than it takes to deliver!

Share

- *Short – 3-5 minutes*
- *Not Author's Chair*
- *Remind students of the day's work*
- *Gallery walk*
- *Symphony share*
- *Can be instructional – share a tip, set up for next day's work*