



Key Implementation Features For Schoolwide Instructional Strategies

Modeling Writing (refer to full guidance for more info and examples)

Students learn only so much about the writing process from hearing about it; they need to see it “in action.”

Use the “Plan and Record” organizer in the full guidance document to complete your planning.

1. You can model any of the stages of writing: planning, writing, editing, or revising. Be clear with students about which stage you’re modeling.
2. Before you start, share your plans with students, discussing your selected focus trait and one or more indicators for that trait that you want to be sure to address.
3. If you have a draft, display it and read it out loud. You may want to have students provide some suggestions for how to strengthen the draft in the focus trait.
4. To model, think aloud as you write. Typically, this involves a little talking aloud, writing, and then reflecting before you proceed. Talk about the issues with which your students struggle.
5. Pause during the writing to talk through your internal questions and how you answer them.
6. Bring modeling back to your focus trait where possible.
7. Explicitly confirm that Conventions are not a major concern when drafting.
8. Model that good pieces are often not finished in one class period.
9. Share at least one reflection on the writing process and resulting draft, telling students what you plan to do next.
10. Remember that you don’t have to write something brilliant to model the writing process; your goal is to model confidence and openness, especially when drafting for Ideas.



Focused Revision (refer to full guidance for more info and examples)

Teachers need to help students break down the complex process of revising into manageable chunks. One way to do this is to focus on one trait at a time when revising.

Use the “Plan and Record” organizer in the full guidance document to complete your planning.

1. Read aloud and discuss a short sample of writing that is weak in the selected focus trait. This means that prior to the lesson, you must choose/create a sample that is weak in the trait/indicator you want to focus on.
2. *Optional:* Have students score the sample in the focus trait. You can do this in a whole group or have students assess the paper in pairs or small groups.
3. Discuss with students how the sample paper could be improved for the focus trait and record questions and comments for all to see. Use the appropriate rubric for this conversation.
4. Work with students to develop a simple plan for revision—a list of several specific suggestions to make the piece stronger in the focus trait—and record and display. (Note: as this activity becomes routine in your classroom, you can have students work independently or in pairs/small groups to develop their own revision plans.)
5. *Optional:* Begin to model revising the paper to make it stronger in Ideas. . Read and share the revision that’s in progress. Discuss what still needs to be done to make the piece stronger.
6. Have students work in pairs or small groups to write their own revision of the piece, targeting the focus trait. Remind students to use the plan for revision and check to be sure they have addressed important suggestions and comments made earlier.
7. Share all revised papers with the whole group. The beauty of this is each group’s piece, no matter how rough, will be better than the original.
8. Ask students to apply what they have learned from this group activity to one of their *own* pieces of writing. (Note: Build up to this; don’t do it the first few times.)



Three Types of Conferencing (refer to full guidance for more info and examples)

(from Ruth Culham's *The Complete Guide to Middle School*)

These three types of conferencing allow teachers to provide differentiated support to students during independent writing time.

Use the "Plan and Record" organizer in the full guidance document to complete your planning.

1. Choose one of the following types of conference for each student:

- **Quick Stop** (1 minute—for students who are working well and don't have questions)

Stop by the writer's desk and ask him to tell you how it's going. If he tells you "Fine!" and keeps working, acknowledge his progress.

- **Stop and Chat** (2-3 minutes—for students who have a quick question or straightforward problem)

If you notice a student slowing down or looking concerned, or who has hand in the air and wants your attention, stop by and ask how you can help. Talk with this student until she's sure she can move on. If you wish, leave a sticky note with some of the ideas from your conversation.

- **Stop and Stay** (4-5 minutes—for students who need a lot of help)

If you have a student who is totally lost about how to proceed, pull up a chair and plan to stay for a while. Ask what is stopping him, and listen carefully. You may need to write what the student says so he has something to work with after you leave.