

Structure of the Writing Block

Training Tool

Framing: (1 – 3 minutes)

- Putting today's mini lesson into the context of the class's ongoing work.
-*"Yesterday we worked on... You remember how...."* The connection ends by telling children what will be explicitly taught today. *"Today, I will show/teach you how..."*

Model: (5 minutes)

- I Do/Modeling one standards-based teaching point (one strategy a writer uses)
 - procedural
 - developing the craft of writing
 - structures and particulars related to different genres
 - writing conventions
 - using classroom resources (e.g. word wall, rime family charts, etc.)
 - how authors use rubrics and editing check lists as a support when writing
 - etc.
- Students' needs and standards drive the mini-lesson.
- The 'look' of the mini lesson is not always the same.
 - writing a new piece in front of learners
 - using a mentor text
 - adding on to a 'piece' already written
 - editing a 'piece'
 - etc.

Guided Practice: (5 minutes)

- We Do/Guided Practice – students are given the opportunity to try on strategy/skill the teacher just modeled.
- The 'look' of the active engagement is not always the same.
 - turn and talk
 - practice of strategy
 - applying the strategy into an existing piece of their writing
 - etc.

Readying for Writing: (2 minutes)

- Provide learners a chance to think about their day's writing and share their thinking with the person next to them.

Bridging to Independent Practice: (1 minute)

- Teacher invites/encourages/suggests students use the strategy/skill taught during the mini lesson in their day's writing with a reminder of 'why' it's something authors do.

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Independent Practice: (20- 40 minutes)

- I Do/Independent Practice – students write independently.
- Not all 'pieces' go through the complete writing process culminating in publishing a final 'piece'. Usually 1 piece is published during each Unit of Study.
- The topic of the day's writing is determined by the student (the author).

Teacher Conferencing:

- Occurs while students write independently.
- Teacher confers individually with students (probably 1/5th of the class a day) and may also meet with a small group of students for a re-teach or 'jump ahead' strategy lesson.
- Conferences are approximately 5 minutes in length.
- Teacher is prepared and ready to share a positive/praise and a teaching point specific to each student's writing during the conference.
- Teacher has an organizational system for conferencing with all students.
- Teacher has a system for record keeping (i.e. praises, teaching points, student writing goals, etc.).

Mid-Workshop Reminder: (1 minute)

- Teacher gives the whole class a verbal reminder (occasionally a demonstration) to apply a strategy/skill authors use.
- The mid-workshop reminder can be pre-planned or determined by what the teacher observes students needing.
- The mid-workshop reminder is usually a previously taught skill.

Sharing/Closure: (5 minutes)

- The sharing/closure is intentional – what students share and the hows of the sharing.
- What students share is either pre-planned or determined by the teacher while students are writing.
 - using the day's teaching strategy
 - applying the mid-workshop reminder
 - using a previously taught strategy that the teacher wants to highlight
 - etc.
- The hows of sharing is not always the same.
 - sharing with writing partners
 - sharing at tables
 - teacher identifies a student(s) whose piece(s) included a particular writing strategy the teacher wants to highlight
 - etc.