

"Guided Writing" – Learning Session with Lisa Wilson and Donna Kozak

February 28, 2020

Opened with questions staff had about writing:

Q: When do we start to correct student spelling in the context of their writing?

A: As teachers, we want to engage students in volumes and volumes of writing. We do not want students to 'shut down.' From a student's collection of writing, a student will chose a piece of writing that they would like to take through the publishing process. Use the student's work as a basis for their spelling program. (i.e. you might notice a student uses 'there' for 'their.')

Editing is addressed through conferencing.

Grades K-3: the goal is to help nurture students who LOVE writing. They must write everyday. They will begin to see themselves as writers.

Teachers cannot work on the mechanics of writing with students if there is nothing to work with.

Go for:

1. Volume
2. Take one writing piece chosen by students for publishing- then edit this piece
3. You will notice trends. These will guide your mini lessons. This information will drive your spelling goals.

Other questions?

Robin talked about her writing program and feeling really good about it as she is seeing great results with students:

- Using story grammar markers
- Story work shop
- Students using provocations, loose parts to create, talk, rehearse
- Students writing stories based on markers
- Students believe they are writers
- Use story workshop through play- so students can talk about their story
- Also give students lots of time to connect sounds and letters so students build skills and confidence when writing.

Donna:

- Writer workshop model involves mini lesson ideas which come from student writing. Mini lessons should occur 2-3 times per week.

- Inspire students through reading stories to them, watching a video, provocations, playdough, pictures, etc.

Lisa:

- When modelling writing, act like you are a child. Talk and write about what you did on the weekend, with your family, what you just read, etc.
- Really good idea to first show a "non-example" of what you are not looking for. This should be around the writing goals. For example, write something boring. Ask for feedback. Students will be able to tell you that you need to add more interesting words or detail. You will model how to accept this feedback without crying and feeling upset. Through this, you will be showing students that they don't have to cry, get upset when getting constructive feedback. Talk about this explicitly.
- Use a story to inspire and model writing the next day
- Lisa described how she views it in a spiral- mini lesson based on student needs- students write- students share writing- teacher and student notice what students need- teacher gives a mini lesson- etc.
- Gradual release- you want the students to notice what good writing looks like

Donna:

- Infrastructure. Your writing goals assume the 6 traits. Teachers can use Adrienne Geer....other resources...

Lisa:

- Where does writing live in your schedule? Shared some samples of schedules. Should be a combination of lots of "doing writing" and "teaching writing." Time and balance....but lots of writing!

Donna/Lisa:

- Small group instruction should be based on needs (i.e. Finger spacing)
- Help students identify writing goals using the writing continuum. Where are you now? Where to next? Have class group goals and individual goals. Use the ELP "I can statements" to help students identify goals.
- Bailey shared how she has students put their writing goals on a stickie label and then use this to guide their self-assessment/editing. Brilliant!
- Writing continuums – district has a sample- Bailey, Robin and Lisa have another one that is really good.
- Lisa talked about how important it is to model each goal numerous times.

- Schedule: 2-3 mini lessons/week and 2/3 writing blocks per week. (just writing)
- We want to support student's independence. Let them write on their own. Use "1:1 conferencing" and "move along" conferencing (teacher quick check in to help students keep going- then move to next student).

Again, goals should be:

1. Volume
2. Opportunity
3. Belief
 - Students always need purpose for writing and an audience
 - Students must have teacher feedback and teaching in order to get better at writing.
 - Always provide an opportunity for sharing even if it is a quick – "hand up-stand up-pair up and share."
 - Try to do "author's chair" once a week.
 - Audience can be parents, peers, big buddies, other school staff....etc.
 - Lisa and Donna gave examples of a writing folder and what resources would be in this folder. Green dot for "still working or writing in progress" Red dot on the other side to indicate "published or stop working on this." Alphabet strip. High frequency words.
 - **"When you are done, you have only begun."**
 - Story workshop is all about developing ideas. Provide lots of opportunities to build ideas through stories, playdough, books, loose parts, provocations, video, etc....
 - Give lots of opportunity to "talk" as writing is based on oral language. Lots of time to orally rehearse.