

Balanced Literacy Instructional Model for Writing

Time	Components	Purpose	Structure
Primary 15 mins. 3-4 X per week	<p>Shared Writing</p> <ul style="list-style-type: none"> teach and model conventions of writing variety of texts writing process reference for classroom opportunities to share 	<p>Shows how the writing process works by focusing on grade level features of composing, written expression, and grammar</p> <p>Models writing and conventions of print</p> <p>Gives opportunities for students to contribute ideas</p> <p>Examples of a variety of text types</p> <p>Language references for the classroom</p>	Whole Group
Struggling Writers 5 X wk. Others 3 x wk 15-20 minutes	<p>Guided Writing</p> <ul style="list-style-type: none"> model writing strategies opportunities to write with support opportunities for reflection discussions and sharing 	<p>Gives teachers opportunities to teach the writing process and model strategies</p> <p>Teacher supported writing in different genres on assigned/self-selected topics</p> <p>Opportunities for reflection and revision of their writing based on feedback from teacher/peers</p> <p>Opportunities to discuss and share what they have written</p> <p>Utilize technology when appropriate</p>	Whole/Small Group
K,1 st Grade 15 minutes 3-4 X wk.	<p>Interactive Writing</p> <ul style="list-style-type: none"> participate in writing process concepts of print apply letter sound knowledge connects reading and writing students can reread independently 	<p>Opportunities to learn about and participate in the process of writing</p> <p>Teaches concepts about print</p> <p>Apply letter-sound knowledge and spelling patterns in context</p> <p>Opportunities to read and write high-frequency words</p> <p>Support understanding that reading and writing are reciprocal processes</p> <p>Provides texts that children can revisit and read independently</p>	Whole/Small Group
30-45 minutes 4 X wk.	<p>Independent Writing</p> <ul style="list-style-type: none"> Application of writing process Write for different purposes/audiences Write in different forms 	<p>Opportunities to apply the writing process self-selected or assigned topics</p> <p>Writing in different genres for different purposes and audiences</p> <p>Produces writing in different forms</p> <p>Discussions and sharing of what has been written</p> <p>Utilizes technology when appropriate</p>	Individual
15 Minutes 3 X wk	<p>Word Study</p> <ul style="list-style-type: none"> High Frequency Words Phonics Word Patterns (Spelling) Letter Patterns (Handwriting) Structural Analysis, Word Origins, Words Meaning 	<p>Application of letter-sound relationship</p> <p>Opportunities for putting words/chunks of words together and taking them apart</p> <p>Spelling pattern connections</p>	Whole/Small Group

Recommendations on Teaching Writing

Increase	Decrease
<p>Student ownership and responsibility by</p> <ul style="list-style-type: none"> • Helping students choose their own topics and goals for improvement • Using brief teacher-student conferences • Teaching students to review their own progress 	<p>Teacher control of decision-making by</p> <ul style="list-style-type: none"> • Teacher deciding on all writing topics • Suggestions for improvement dictated by teacher • Learning objectives determined by teacher alone • Instruction given as whole-class activity
<p>Class time spent on writing whole, original pieces through</p> <ul style="list-style-type: none"> • Establishing real purposed for writing and students' involvement in the task • Instruction in and support for all stages of the writing process • Prewriting, drafting, revising, editing 	<p>Time spent on isolated drills on "sub skills" of grammar, vocabulary, spelling, paragraphing, penmanship, etc.</p> <p>Writing assignments given briefly, but with on context or purpose, completed in one step</p>
<p>Teacher modeling writing-drafting, revising, sharing -as a fellow author and as demonstration of processes</p>	<p>Teacher talks about writing, but never writes or shares own work</p>
<p>Learning of grammar and mechanics in context, at the editing stage, and as items are needed</p>	<p>Isolated grammar lessons, given in order determined by textbook, before writing is begun</p>
<p>Writing for real audiences, publishing for the class and for wider communities</p>	<p>Assignments read only by teachers</p>
<p>Making the classroom a supportive setting for shared learning using</p> <ul style="list-style-type: none"> • Active exchange and valuing of students' ideas • Collaborative small-group work • Conferences and peer critiquing that give responsibility for improvement to authors 	<p>Devaluation of students' ideas through</p> <ul style="list-style-type: none"> • Students viewed as lacking knowledge and language abilities • Sense of class as competing individuals • Work with fellow students viewed as cheating, disruptive
<p>Writing across the curriculum as a tool for learning</p>	<p>Writing taught only during "language arts" period - i.e., infrequently</p>
<p>Constructive and efficient evaluation that involves:</p> <ul style="list-style-type: none"> • Brief informal oral response as students work • Thorough grading of just a few student-selected, polished pieces • Focus on a few errors at a time • Cumulative view of growth and self-evaluation • Encouragement of risk taking and honest expression 	<p>Evaluation as negative burden for teach and student by</p> <ul style="list-style-type: none"> • Making all papers heavily for all errors, making teacher a bottleneck • Teacher editing paper and, only after completed rather than student making improvements • Grading seen as punitive, focused on errors, not growth

Zelman, et al. *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, New Hampshire: Heinemann, 1998