



K-8 Writing Instructional Framework

Best First Instructional Practices

Learning Environment/Materials
<i>*Teacher establishes a writing center, which includes supplies that support independent writing.</i>
<i>*Teacher launches writing routines that support students as they build their stamina to write independently for extended periods of time.</i>
<i>*Teachers provides an opportunity for students to use and organize a Writer's Notebook/Folder (physical and/or digital) to organize and collect ideas that facilitate the writing process.</i>
Standards of Practice
<i>*Teacher strategically collaborates with interventionists, special educators, coaches, team members, specialists in order to meet the specific individual learning needs of all students.</i>
<i>*Formative assessment is used to identify and support all learners.</i>
<i>*Activities are offered at different levels of complexity.</i>
<i>*Teacher uses an observable system for planning and monitoring writing activities aligned with the writing process.</i>
<i>*Teacher uses write aloud to introduce writing language for genres.</i>
<i>*Teacher uses interactive writing to model and reinforce use of conventions.</i>
<i>*Teacher uses mentor texts passages (commercial and student work) to reinforce teaching points.</i>
<i>*Teacher provides scaffolded learning opportunities that lead to independence in writing.</i>
<i>*Teacher guides students to identify topics of interest to personalize independent writing.</i>
<i>*Teacher guides students to write in a variety of genres, increasing levels of challenge.</i>
<i>*Teacher demonstrates various thinking models and writing rehearsals (partner share, quick writes, writing prompts, graphic organizers, notebook, etc.) to facilitate the writing process.</i>
<i>*Teacher maintains a system for keeping conferring notes and uses them to help understand student thinking, adjust instruction, and support student goal-setting.</i>
<i>*Teacher provides variety of opportunities for feedback from adults, peers, and authentic audiences.</i>
<i>*Teacher establishes writing partnerships for students and explicitly teaches routines and expectations for partner work/conferring during independent writing.</i>
<i>*Teacher plans with students for an end of unit celebration.</i>
Models and Resources: Resource: BFA Writing Workshop Weekly Planning Template , Resource: Assessment to Instruction Planning Sheet , Resource: Sample literacy menu , Website: Reading and Writing Project , Video: Modeling, Shared, and Interactive Writing , Video: Shared Writing 2nd Grade--Newspaper Article , Video: Shared Writing upper elementary--Response to Text , Video: Interactive Writing elementary--Focus on Conventions , Strategy Guide: Shared Writing



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Launch (5 minutes):

Teacher uses *Launch* to engage **ALL STUDENTS**.

Connect: Teacher activates prior knowledge and builds background knowledge by engaging students with prior skills or understanding. (HLP--SDI)

Teaching Point: Teacher communicates learning target verbally, using precise and consistent language, and visually throughout the lesson. (HLP--SDI)

Models and Resources: [Resource: Plan a mini lesson from scratch](#), [Video: Studying Author's Craft and Intent--Grades 5-8](#), [Video: Fantasy Writers Develop Setting--Grades 5-8](#), [Video: Teaching Students to Organize Information Texts to Support a Claim--Grades 5-8](#), [Video: Using Domain Specific Vocabulary within Information Writing--Grade K-2](#), [Video: Investigating Different Kinds of Opinion Writing--Grades 3-5](#)

Focus Lesson (10 minutes):

Teacher uses *Focus Lesson* to provide direct, explicit instruction in a grade level skill. The amount of information is limited to a specific focus. (HLP--SDI)

Teaching Model/Demonstration: Teacher presents concepts into Teacher provides examples and, if appropriate, non-examples of craft/technique or procedure that should provide direction for students' independent and/or partner work. (HLP--ESI)

Active Engagement: Teacher supports students as they engage in the writing process and rehearse how to apply strategies for independent writing, providing corrective feedback as needed. Teachers assess the students during this time in order to check for understanding and determine the pace of the lessons, future conferences, mid-workshop teaching, share sessions, and mini-lessons. (HLP--ESI)

Link: Teacher restates the teaching point, integrating it into the students' ongoing work through conferring, small group, and independent work. (HLP--ESI)

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Differentiated Learning Time (30-40 minutes):

This part of the lesson plan is dedicated to differentiating instruction to meet the specific individual learning needs of ALL students in the class. (HLP--SP) This is a mix of independent and small group work presented through flexible groupings. This is a time for reteaching skills using alternative models and methods based on specific individual learning needs. (HLP--ESI)

Targeted Instruction Options

Mid-Workshop Teaching: When appropriate, teacher may bring the class back together at some point in the middle of the workshop for no more than 5 minutes to reteach/reinforce a grade level skill, craft/technique or procedure, highlight an important noticing of students, and/or explain a new teaching point. (HLP--ESI)

Models and Resources: [Video: Mid-Workshop teaching](#), [Video: Mid-Workshop Teaching](#)



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Individual Conferring: Teacher uses formative data (mini-lesson observation, previous conferring notes, individual goals, drafts, skills checklists, prewriting conversations, interest inventory, Writer's Notebook/Folder (physical and/or digital), standardized local assessment results, etc.) to **provide feedback and** determine teaching moves for targeted instruction. Conference should be 5-10 minutes. Components defined below. **(HLP--ESI) (HLP--SP)**

Research: Teacher gathers information about student writing progress.

Decide: Teacher decides on a teaching point for conference that matches what the child is doing, the target techniques from mini lessons, and the goal of the writing task.

Teach: Teacher tells the student what was noticed, demonstrates the teaching point, allows the student to practice, and connects the teaching point to the student's work.

Set Goals: Teacher supports student to develop a specific goal for revision or new writing.

Models and Resources: [Resource: Steps for Conferring](#), [Resource: Conferring Notes Samples](#), [Video: Conveying Events Precisely--Grades 3-5](#), [Video: Providing Critical Feedback to Raise Standards--Grades 5-8](#), [Video: Writing for an Audience--Grades 3-5](#), [Video: Conferring K-2](#)

Flexible Group Instruction: Teacher uses formative data (mini-lesson observation, previous conferring notes, individual goals, drafts, skills checklists, prewriting conversations, interest inventory, Writer's Notebook/Folder (physical and/or digital), standardized local assessment results, etc.) to determine teaching moves for small group targeted instruction. Small group instruction should be 10-15 minutes. Small group (writing club) instruction may focus on word choice, elaboration, structure, organization, conventions, etc. **(HLP--SP)**

Models and Resources: [Developing a Sense of Closure--Grades K-2](#), [Video: Assessing Endings to Persuasive Essays to Clarify Expectations and Inform Revisions--Grades 5-8](#)

Independent Work: Teacher provides students with opportunities to write independently to practice and use grade level skills, craft/techniques or procedures. Teacher supports student use of Writer's Notebook/Folder (physical and/or digital) to demonstrate application of strategies during independent writing.

Teacher monitors progress of writing process. **(HLP--SP)**

Teacher establishes appropriate setting and expectations for sustained writing.

Teacher provides variable time and scaffolded opportunity for students to make progress in writing.

Models and Resources: [Video: Reading partners grade K](#) [Video: Writing Partners--Peer Conferring](#)

Closure--Wrap-Up/Share (5-10 minutes):

This is the part of the lesson when the teacher reinforces the teaching point and brings closure by having students share grade level skills, craft/techniques or procedures that they used during their independent writing.

Teacher provides students with varied opportunities to meet regularly as a community to share their progress in their writing work.

Teacher provides students with varied opportunities to summarize their learning through prompting, turn and talk, think pair share, etc.

Teacher provides students with varied opportunities to reflect on their thinking and learning, and set goals for themselves to improve.



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Models and Resources: [Video: Writing Share](#)

Key:

HLP--SDI→ High Leverage Practices--Systematically-Designed Instruction

HLP--EI→ High Leverage Practices--Explicit Instruction

HLP--SS→ High Leverage Practices--Scaffolded Supports

HLP--PCF→ High Leverage Practices--Positive and Constructive Feedback

HLP--PACE→ High Leverage Practices--Promoting Active Student Engagement