

Plan 3 areas of writing instruction.

TOP PRIORITIES

BEFORE planning yearlong curriculum

#1 Establish a **Regular Time** — *WHEN* I teach writing

#2 Deliver **Mini-Lesson Instruction** — *HOW* I teach writing

#3 Identify **Essential Skills** — *WHAT* I teach in writing

CONVENTIONS

- Capitalization
- Punctuation
- Grammar
- Mechanics
- Keyboarding/Transcription skills

GENRE INSTRUCTION

ARGUMENTATIVE (EPISODE 5)



1. Introduce **claim & counterclaim**.
2. Provide **reasons**.
3. Support with **evidence**.
4. **Conclude** the writing.

INFORMATIVE (EPISODE 3)



1. Introduce the topic.
2. **Develop** the topic.
3. **Organize** the information.
4. **Conclude** the writing.

NARRATIVE (EPISODE 8)



1. Develop a **conflict**.
2. Reflect & **resolve** the situation.
3. Introduce **characters & setting**.
4. Use **narrative techniques**.

HIGH cognitive load: Practice conventions & mode-specific skills while expressing own ideas.

LOWER cognitive load: Write about general knowledge topics.

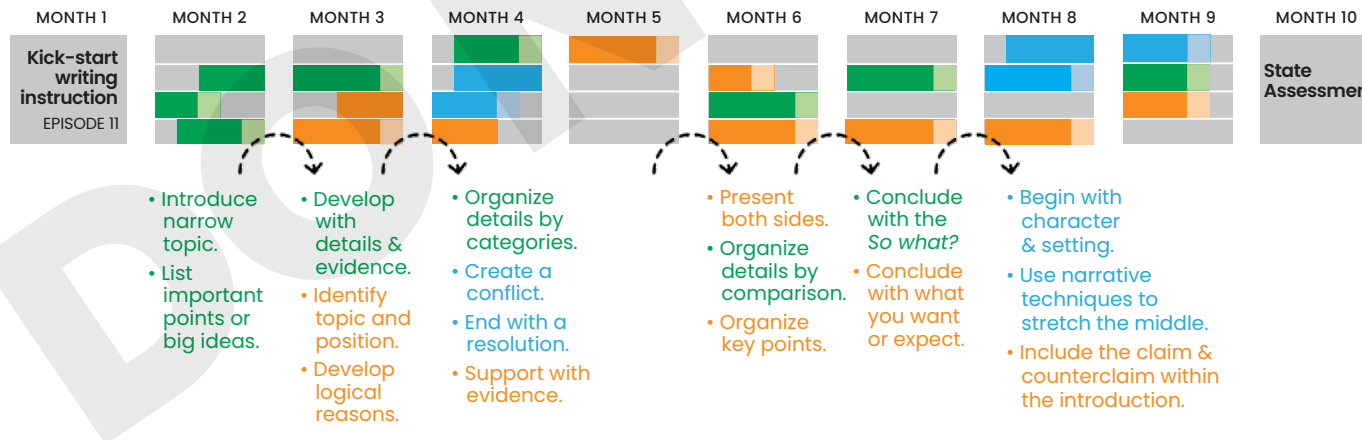
READING-RESPONSE WRITING

- Take notes on key facts & details.
- Annotate key facts & details.
- Summarize stories/literature.
- Summarize information/nonfiction.
- Write short constructed responses.
- Synthesize information across texts to produce multi-paragraph compositions.
- Compare information across texts to produce multi-paragraph compositions.

HIGH cognitive load: Express own ideas about complex texts and topics.

LOWER cognitive load: Apply familiar conventions and mode-specific skills.

SPIRAL GENRE INSTRUCTION WITHIN MINI-UNITS



Advantages of mini-units:

- ➔ Frequent switching maintains mode familiarity.
- ➔ Layered instruction allows students to “accumulate writing capital.”
- ➔ Multiple experiences offer repeated learning opportunities.
- ➔ More practice builds writer confidence.
- ➔ Numerous experiences better prepare students for year-end goals and state tests.

BUILD A CURRICULUM MAP THAT MERGES SKILL INSTRUCTION FROM ALL 3 AREAS

Target 3 Types of Writing Instruction	FIRST SEMESTER Reading & genre instruction fuel students' ability...	...to craft longer, more developed reading responses in SECOND SEMESTER
READING RESPONSE WRITING	- Take notes on key facts & details. - Annotate key facts & details. - Summarize stories/literature. - Summarize information/nonfiction. - Write short constructed responses. Taught within reading instruction.	Teach & practice additional reading-response skills during "Genre Writing."
GENRE INSTRUCTION	ARGUMENTATIVE ESSENTIAL SKILLS  1. Introduce claim & counterclaim. 2. Provide reasons. 3. Support with evidence. 4. Conclude the writing. INFORMATIVE ESSENTIAL SKILLS  1. Introduce the topic. 2. Develop the topic. 3. Organize the information. 4. Conclude the writing. NARRATIVE ESSENTIAL SKILLS  1. Develop a conflict. 2. Reflect & resolve the situation. 3. Introduce characters & setting. 4. Use narrative techniques. EOU Products = General-Knowledge Topics	- Decoding the prompt to determine if it requires an argumentative, informative, or narrative response. - Organizing evidence from multiple sources. - Putting inferences & syntheses into topic sentences. - Analyzing texts to produce multi-paragraph informative or argumentative compositions. - Comparing or synthesizing ideas across texts to produce multi-paragraph informative or argumentative compositions. - Applying information learned from text to produce multi-paragraph narratives. EOU Products = Text-Based Responses
CONVENTIONS	- Spelling - Capitalization & Punctuation - Grammar & Mechanics - Keyboarding/Transcription skills ARGUMENTATIVE Parallel structure Modal auxiliaries (<i>might, may, must, could, would, will</i>) INFORMATIVE Colons to introduce Semi-colons to connect Quotation marks Edit quotes with ellipses NARRATIVE Possessives Pronouns Noun-Pronoun Agreement Verb forms Verb tenses Taught within "Genre Writing."	



DISCUSSION POINTS

The video described teaching the 3 writing modes within **mini-units**. Using the **research-based advantages** outlined in the bottom right corner of page 1, discuss how this compares to:

- Your current curriculum map.
- Your previous thinking.

Review page 2 and the outline of **first versus second semester skills**.

- Share thoughts about how first semester skills are feeding second semester's end-course/year-end writing goals.
- Consider advantages &/or concerns to this yearlong vision.



NEXT STEPS

BABY STEP: For 2 weeks, **track minutes** spent providing instruction & practice in reading response, genre, & language foundations. Evaluate if the time aligns with standard expectations.

BIGGER STEP: Review grade-level writing standards for the 3 modes. List all required argumentative, informative, and narrative skills.

- Identify mode-specific skills.
- Use "Essential Skills" lists to choose the first four skills.
- Rank remaining skills by importance.
- **Assign 1-3 NEW skills** per mini-unit.