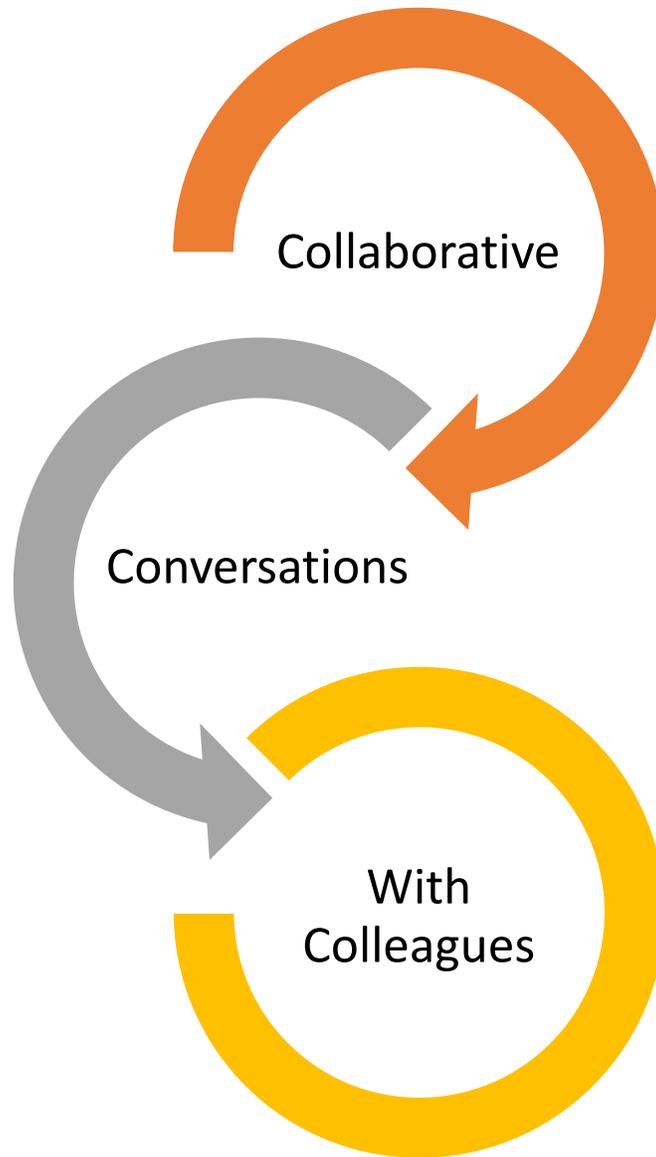# Building a Culture of Writing

Collaborative

Conversations

With Colleagues

Professional Learning Guide (K-5)
Essential Components of Teaching Writing

How to Use this Guide

This guide is designed to support facilitators with planning for the webinar and conducting the 90-minute follow-up session after the webinar. The guide is also designed to support Tier I participants who are self-directed and participating in the series at their own pace. Included in this guide are the following:

- descriptions of each session outlining the content
- guiding questions for participants to think about as they view the webinar
- references for the research-based practices shared by presenters
- activities to deepen participants' understanding of webinar content
- resource materials to support participants with developing plans for classroom implementation

Following the webinar, facilitators will then guide participants through a series of discussions and activities designed to deepen their understanding of webinar content. Participants will also work to create next steps for individual classroom implementation. Upon returning to their building and implementing the high-quality instructional strategies shared in the webinar, participants are encouraged to further collaborate with colleagues in their schools through Professional Learning Communities and/or peer observations. It is suggested that participants share practices with colleagues across *all* content areas.

The outline for the 90-minute, face-to-face session is as follows:

Discussion of Webinar Content	Suggested time: 10 minutes
Small Group Work	Suggested time: 15 minutes
Break	Suggested time: 5 minutes
Plan for Implementation	Suggested time: 40 minutes
Share plan	Suggested time: 10 minutes
Reflection	Suggested time: 10 minutes
	Total time: 90 minutes

Things to Consider for Tier 2 and Tier 3 Facilitators

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Facilitators can have participants share their responses orally, complete a written response or "hold" their thinking. Following the webinar is **Opening Moves**. This is a Think-Pair-Share activity that engages participants in collaborative conversations as they reflect on the webinar content and debrief the concepts and ideas shared by Presenters and Co-Presenters. Facilitators will then guide participants through the **Work Period** where they will participate in a small group activity to deepen their understanding of the instructional practices highlighted during the webinar, create a plan for classroom implementation, and share their plan with the group. The session ends with **Closing Moves** where participants will engage in a reflection activity.

Before viewing:

The **Activator** should be done prior to viewing the webinar and take no more than 10 minutes. The activator questions are designed for participants to ponder as they prepare to engage in the webinar. Facilitators can also choose to have participants write a response using the following:

Carousel Brainstorming

Post activator questions or on poster paper.
Divide your group into smaller teams to match the number of questions you have.
Give a different color marker to each team, and have each team start at a particular question.
At each question, participants should brainstorm responses or points they want to make about the posted question.
After 2-3 of minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.

View with a Question in Mind

Before viewing the webinar, have participants review the session overview and objective(s). From these, ask them to develop a question that comes to mind. After developing the question, encourage them to view the webinar with their question in mind and note new learning, important information, connections, and questions they may have.

Resource:

Harvey, S., & Daniels, H. (2009). Comprehension and collaboration: Inquiry circles in action. Portsmouth, NH: Heinemann.

After viewing:

"Opening Moves" is a post-webinar activity that engages participants in collaborative conversations as they reflect on the webinar content. It is designed as a Think-Pair-Share activity but again facilitators can utilize alternative methods for a collaborative reflection. Here are a few suggestions:

The National School Reform Faculty's 4 "A"s Protocol

- What **Assumptions** do the presenters in the webinar hold?
- What do you **Agree** with in the presentation?
- What do you want to **Argue** with in the presentation?
- What parts of the presentation do you want to **Aspire** to?

Resource:

http://www.nsrfharmony.org/system/files/protocols/4_a_text_0.pdf

Visible Thinking Protocol

I used to think_____, but now I think_____ **or**

I used to think _____ and I still think_____

Have participants share and explain their shifts in thinking.

Resource:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm

Things to Consider for Tier I Participants

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Participants can complete a written response or "hold" their thinking as they prepare to view the webinar. While Tier I is self-paced, it is suggested that participants view the entire webinar in one session and make note of key ideas. Following the webinar is **Opening Moves**. This is an activity designed to debrief the concepts and ideas shared by Presenters and Co-Presenters. Tier I participants will complete a written response to the questions in this section.   Following **Opening Moves** is the **Work Period**. Tier I participants will notice that the **Work Period** engages participants in a *small group* activity to deepen their understanding of the instructional practices highlighted during the webinar and allows time for participants to create a plan for classroom implementation. **Although Tier I participants will likely work through the series independently, they are still encouraged to work through the activity.** After creating a plan for implementation, participants are further encouraged to share their new learning and plan with a colleague. The session ends with **Closing Moves** where participants will complete a written reflection.
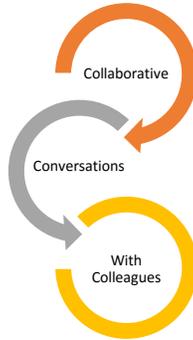
Session 1: Essential Components of Teaching Writing - *Practical, Research-Based Methods for Literacy Instruction*

Lead Presenter: Dr. Roberta Gardner   *Co-Presenter: Kate Woodbridge*

Session Overview: During this 90-minute webinar, we will discuss research-based approaches for writing instructing and how these particular research principles support strategies for teaching writing crafts and the writing process in elementary classrooms.

We will begin by discussing instructional frameworks and content knowledge for planning, organizing and teaching whole-group, small group, partner-focused and independent writing. We will then discuss cultivating our own as well as students' writing identity, the importance of building writing knowledge and motivation, cultivating word consciousness, developing a common language and essential tools and routines. We will share useful mentor texts for launching a writing program, and examples of how teachers have supported students in processes of writing expressively, creatively, and practically.

Finally, we will discuss reading as a method for instructional scaffolding and ways it can be used to help students at various literacy levels learn how to listen and observe with purpose, in order to build strategic writing behaviors.

Objective(s): By the end of this session, participants will be able to

- demonstrate their understanding of effective writing instruction
- model effective writing
- employ practical strategies to support students with building strategic writing behaviors

Questions to consider prior to viewing webinar:

- What are your current beliefs on the connection between reading and writing?
- How often do your students participate in writing activities?
- What is your current approach to writing instruction?
- How do you support struggling or unmotivated writers?

Guide for Follow-up Session

Materials: Timer   Chart Paper   Markers   Square-Triangle-Circle Reflection Sheet

Opening Moves

Discussion of Webinar Content (Think-Pair-Share)   Suggested time: 10 minutes

- How has what was shared in the webinar reshaped or confirmed your thinking about writing instruction?
- What is one take-way that you feel you can immediately implement into your practice?

Work Period

Writing Feedback Activity

Step 1: Small Group Work   Suggested time: 15 minutes

a. Explain to participants that they will be given time to continue working on the piece they began writing during the live webinar and they will take part in a writing feedback activity.
b. Have participants get into groups of 2 people. Using the BEAP feedback choices created by the *Red Clay Writing Project Fellows* referenced in the webinar, participants will determine which type of feedback they would like to receive.

BEAP- *Bless* (ask to hear something positive/complimentary about the piece), *Express* (ask to receive feedback on the emotional impact of the piece), *Address* (Ask group members for specific feedback on something the writer is looking to improve, such as mood, descriptive language, lead, ending, etc.) and *Press* (Ask group members to offer suggestions for improving the piece).

c. Allow 8- 10 minutes for participants to return to their writing from the live session, or to begin a new piece entirely. (set timer) Remind them of the "data dump" list of writing possibilities they brainstormed, and encourage them, just as students should be held to the same expectation, that they should be writing without stopping, trying to fill a page.

d. Have each member first share with their partner which type of feedback they would like to receive on his or her piece. Next, they will read and receive feedback from their partner. *An important rule should be stated that **no one gives a "disclaimer" before reading their piece.** Disclaimers may be that they aren't a good writer, don't like writing, couldn't think of anything, feel weird, etc. Just say the type of feedback you want, and start reading. Explain that everyone is in the same boat and here to learn.

e. Bring participants back to the large group to discuss how it felt to participate in a writing group; whether this was their first or hundredth time. Allow participants to share ways they think the activity could influence their teaching. Ask for feedback as the person who shared their writing and also as a member of the group giving feedback.

Break   Suggested time: 5 minutes

Step 2: Create a Plan for Implementation   Suggested time: 40 minutes

Think about your existing approach to teaching writing. What are some additional concepts you learned today that could support you with teaching writing more effectively? What can you begin immediately implementing into your writing instruction tomorrow? Create a text based writing lesson using some of the research-based instructional practices shared in today's session.

Step 3: Share plan   Suggested time: 10 minutes

Have participants group themselves in groups of 3-4. Allow time for each participant to share with the group.

Closing Moves

Reflect on what we have learned   Suggested time: 10 minutes

Use the Square/Triangle/Circle (STC) reflection process as a framework for reflecting on today's session.

STC Reflection Sheet

Square	What "squared" with your thinking? That is, what concepts or ideas did you hear and/or see that were consistent with what you already know and/or believe about teaching writing?
Triangle	What "pointed" you in new directions? What new ideas did you learn about and plan to implement? Share ways in which the webinar provided new understandings about writing instruction.
Circle	What thoughts are still "circling" in your mind? What is something that you are still wondering or are concerned about?

Adaptation of Triangle-Circle-Square (2016, May 19). Retrieved from
http://www.theteachertoolkit.com/index.php/tool/triangle-square-circle

References

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Fletcher, R. J. (2013). *What a writer needs*. Portsmouth, NH: Heinemann.

Graham, S., & MacArthur, C. A. (Eds.). (2013). *Best practices in writing instruction*. Guilford Press.

Laman, T. T. (2013). *From ideas to words: Writing strategies for English language learners*. Portsmouth, NH: Heinemann.