



Tips and Tactics for Better Writing Instruction

Category: Content Instruction

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Content Instruction

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Understand the basics of the writing process.
- Learn some basic rules in their role as writing instructors.
- Come up with activities to support writing instruction.
- Adjust their roles as writing instructors to fit the writing needs of students.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. The Writing Process
2. The Role of a Writing Instructor
3. Accommodating and Modifying Writing Instruction

Subtopics:

1. The Writing Process

- a. Give Appropriate Support
- b. Before Giving Assistance, Keep In Mind...
- c. Other Questions You Could Ask
- d. Steps In the Writing Process
- e. Tip for Encouragement
- f. Types of Writing

2. The Role of the Writing Instructor

- a. Students Should Become Comfortable with...
- b. Key Role: Promote Student Independence
- c. Other Ways to Encourage Student Independence
- d. Day-to-Day Activities

3. Accommodating and Modifying Writing Instruction

- a. Tips for Writing Instructors
- b. Writing Prompts



Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – The Writing Process		50
Discussion Point – What to Expect When Teaching Writing Instruction		
	5	(10)
Activity – Quick Write		
	11	(10)
Topic 2 – The Role of the Writing Instructor		55
Discussion Point – Day-to-Day Activities		
	18	(5)
Activity – Think, Pair, Share		
	19	(20)
Break		
Topic 3 – Accommodating and Modifying Writing Instruction		45
Activity – Group Share		
	24	(20)
Closing Thoughts		5
Total of 2 hours and 45 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 19

PDXPERT THE ROLE OF THE WRITING INSTRUCTOR

- **Step 1:** Pick a question from the three you came up with during the Quick Write activity. (Example: What type of writing support is appropriate for this student?)
- **Step 2:** Discuss possible answers or related issues with your partner. (Example: The student might need help in coming up with topics to write.)
- **Step 3:** Come up with an activity to support writing instruction. (Example: Provide the students with writing prompts.)

ACTIVITY: Think, Pair, Share

The MASTER Teacher
Develop. Support. Inspire.

Activity: Think, Pair, Share

Allow 20 minutes for this activity.

Instructions: Have participants form pairs to discuss the questions they wrote down during the Quick Write activity. Each participant will then discuss one question with their partner. Together, they should come up with 3-4 classroom activities for the 2 questions they have discussed. Finally, have volunteers share some of the activities they came up with.

The sample question in the slide considers the student's writing needs. To come up with answers, suggest visualizing a scenario in which this question might come up. They could also share previous experiences of giving writing instruction to students. Participants could also derive issues from the questions, as shown in the slide.

Participants can also use the questions discussed in previous slides. For example:

Step 1:

What is my writing philosophy?

Step 2:

I find lots of inspiration for writing in nature.

Step 3:

- Give a writing assignment in which the students must write about their backyard, garden, or neighborhood park.
- Have students explore the nature available on their school grounds and write about their discoveries.
- Have the students watch a nature show, or read them a poem or story about nature.



“Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Circle the writing instruction activities below that you used to support your students.

Have students use a tape recorder as an aid in writing.

Use a computer or laptop for editing.

Give students a checklist for editing techniques when doing revisions.

Have students draw a picture about their topic.

Use books, magazines, and other sources of information for writing prompts.

Have a one-on-one consultation with a student about his or her writing plans.

Visit the school’s occupational therapist for suggestions on developing hand motor skills for writing.

Sit in on group writing conferences while students critique their works and writing styles.

Type or print pieces for publication or display.

Assist students with book covers or book bindings.

Help students with proofreading or editing.

2. Are there any special needs or classroom situations that the training did not address? What are they, and how do you propose handling these situations? If you are not sure of how to handle the problem, how could you find the answer?

3. Consider situations in which you could apply the writing instruction techniques you have learned. How do you incorporate the standards of the district and school into your writing instruction? Do you also apply your own writing philosophy in giving writing instruction to your students?
