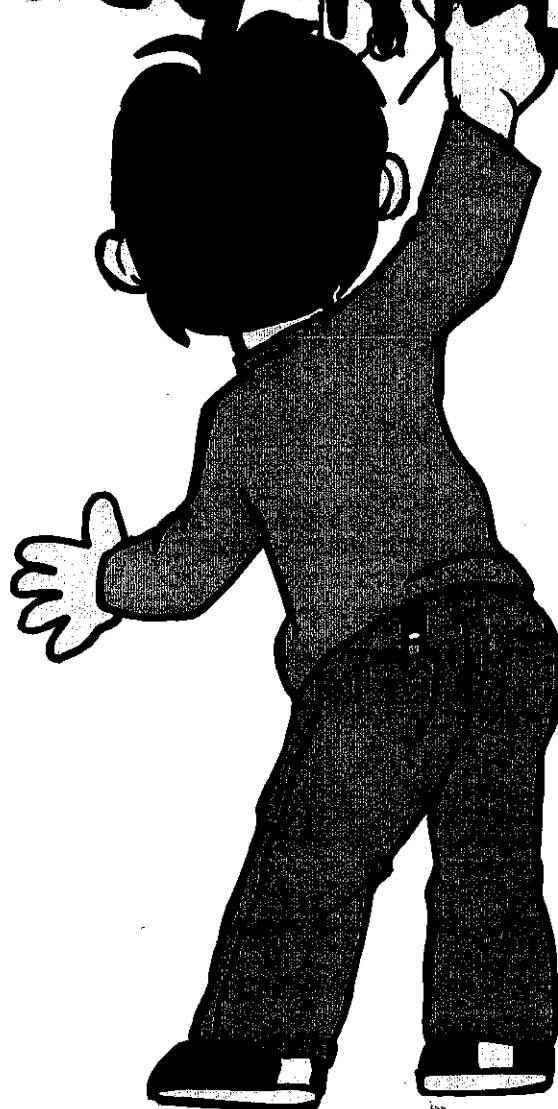


GUIDED WRITING



Lori Jamison Rog

www.lorijamison.com

© High Interest Publishing 2014

Lori Jamison (Rog) is an educator, author and consultant. In addition to her career as a classroom teacher, she served as the K-12 Language Arts Consultant for Regina Public Schools and a Reading Assessment Specialist for the Saskatchewan Department of Education.

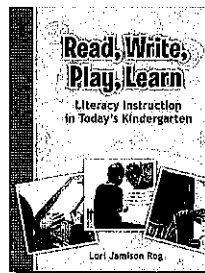
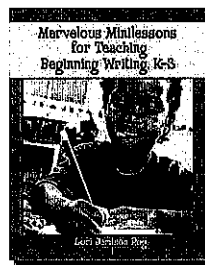
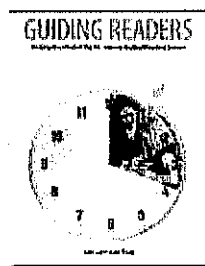
Lori is one of only ten Canadians to ever be elected to the Board of Directors in the fifty-year history of the International Reading Association (IRA) and the only Canadian from a K-12 school district.

She has written many resources for teachers, including eight professional books. She also writes teacher support materials for High Interest Publishing, a publisher of novels for reluctant readers.

Currently an independent consultant, Lori travels across Canada and the United States speaking at schools and conferences on best practices in literacy instruction. Lori can be reached at ljamison@sasktel.net.

Professional books by Lori Jamison Rog:

- *STRUGGLING READERS: Why Band-aids Don't Stick and Worksheets Don't Work* (Pembroke Publishers 2014) www.hip-books.com
- *GUIDING READERS: Making the Most of the 18-Minute Guided Reading Lesson* (Pembroke Publishers 2012) www.pembrokepublishers.com
- *READ, WRITE, PLAY, LEARN: LITERACY INSTRUCTION IN TODAY'S KINDERGARTEN* (International Reading Association, 2011) www.reading.org
- *MARVELOUS MINILESSONS FOR TEACHING INTERMEDIATE WRITING* (IRA 2010) www.reading.org
- *MARVELOUS MINI LESSONS FOR TEACHING BEGINNING WRITING K-3* (IRA, 2006) www.reading.org
- *THE WRITE GENRE*, co-authored with Paul Kropp (Pembroke/Stenhouse, 2004) www.pembrokepublishers.com
- *GUIDED READING BASICS* (Pembroke/Stenhouse, 2003) www.pembrokepublishers.com



MODEL, MODEL, MODEL!

You can model and demonstrate the mechanics and processes of writing by involving students at a variety of levels:

- **Modeled writing** is "writing out loud". The teacher demonstrates for the students the processes involved in putting her ideas down on paper, vocalizing her thoughts as she writes. The students are merely observers in this process.
- **Shared writing** involves the students in generating ideas for writing, but the teacher is the scribe, talking through the process as she records the students' ideas.
- **Interactive writing** takes this process one step further by allowing students to share the pen with the teacher. They collaboratively record ideas on paper, with the teacher scaffolding the students who are writing and demonstrating for the remainder of the students who are watching.
- **Guided writing** is a step between teacher modeling and independent writing, in which each student does his/her own writing, with guidance and structure from the teacher. Guided Writing may focus on a specific skill or task. Sometimes writing frames are used to scaffold students as they learn a new genre, for example.
- **Independent Writing** requires the learner to take responsibility for his own writing. Teacher support is always available to help the writer move to the next level of proficiency.

Interactive writing and writing workshop are two of the most effective structures for promoting phonological awareness, alphabet knowledge and word reading.
Jones, Reutzel & Fargo, Kindergarten Study 2010

GUIDED WRITING

Guided Writing may take the form of scaffolding the large group with frameworks or step-by-step processes. However, it is most effective used in small needs-based groups, as with guided reading.

Guided writing often follows the writing workshop minilesson, to provide students with additional support or extension of the strategies taught.

It may also be used to scaffold students in responses to reading or content area writing.

It may be focused at the whole text level, the sentence level or the individual word level.

Benefits of Guided Writing:

- enables the teacher to tailor the teaching to the needs of the group;
- facilitates the teaching and learning of individual children. Although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individuals within the group;
- provides the teacher with the opportunity to extend and challenge more-able groups of children;
- encourages the children to be active participants in discussions about writing;
- builds confidence - the group are all grappling with the same issues;
- allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

From Improving Writing with a Focus on Guided Writing

Primary National Strategy, UK, 2007

(www.standards.dcsf.gov.uk www.teachernet.gov.uk/publications)

EMERGENT STAGE

Characteristics of writers at this stage	Characteristics of readers at this stage
<ul style="list-style-type: none">- know that "writing" can tell a story or communicate ideas- may use scribbles or lines- may copy letters or even words, but do not connect symbols and sounds- often place pictures and symbols randomly on page- will tell the story or label the picture orally- rely on pictures to "tell the story"- use oral language structures and vocabulary- may write own names in conventional print	<ul style="list-style-type: none">- know that print tells a story or communicates ideas- may or may not distinguish "writing" from "pictures"- do not connect letters and sounds; unable to decode- use oral language structures and vocabulary- may "role-play" reading- read from memory, patterns, pictures- rely on picture clues- may be able to recognize own names in print

AREAS OF FOCUS IN GUIDED WRITING:

- writing own name and those of others
- writing alphabet letters
- invented spelling ("bubble gum" writing)
- language experience (aka "shared" writing)

The Alphabet Name Wall (whole class instruction)

Draw one child's name per day. Say, clap, cheer, sing and print the letters in his /her name. "Mix and fix" the letters in the name. Compare the letters with other names on the wall. Each day, add another name, until all the students' names are displayed.

Name Games (small group guided writing)

Give each child a bag of letters to create names and compare names. Ensure that they know how to print their own names conventionally.

Language Experience Activities: let students see their talk written down.

Cut-up sentences: Compose sentences together and record them on sentence strips. Read and reread them so that the students have memorized them. Then cut up (or have students cut up) the sentences into words to mix up and fix up.

Predictable Charts: Have each student contribute to a pattern, such as "I am thankful for..." and record their sentences on a chart. Read and reread the chart many times, matching, framing and identifying the print. Then give each student his/her sentence strip to read. Guide students in cutting up their sentences into words, then reassembling them and gluing them down on a page to illustrate and make into a book.

Try a Different Text Form: Teach students to write lists and labeled diagrams.

Pattern Books: Help students create their own books following the patterns from their guided reading texts.

Buzz Books: Start with a prompt related to your reading or another appropriate topic, such as "What things did the caterpillar eat?" or "How many words can you think of that start with /s/?" or "What things do you see on Halloween?" Give children an opportunity to "buzz" with a partner, then record their ideas using shared or interactive writing. (See www.thekcrew.net for more ideas.)

EARLY WRITERS

Characteristics of writers at this stage	Characteristics of readers at this stage
<ul style="list-style-type: none"> - use letters, words and pictures to gather and convey ideas - represent sounds with letters - spell some high frequency words conventionally - coordinate pictures and writing on the page - apply principles of directionality - understand word boundaries - begin to use sentences and punctuation - mostly write nonfiction, on topics of personal interest and experience - write one or more details on a topic 	<ul style="list-style-type: none"> - use letters, words and pictures to get information from books - connect letters and sounds - read increasing numbers of high frequency words automatically - distinguish pictures from print, - understand directionality - grasp voice-print matching; concept of word - begin to understand sentences - prefer to read topics relating to personal experience - move beyond patterned and predictable text to longer stories and information - can retell what was read

Areas of Focus in Writing

- Logical phonetic spelling
- Increasing numbers of conventionally spelled words
- Adding more details to writing
- Spaces around words
- Reading their own writing
- Letter patterns
- Sentence structure

- **Bubble Gum or Book writing:** Stretching out a word to hear all the sounds; represent every sound with a letter.
- **Word Play:** Manipulating words by changing the beginning, ending, medial vowel, etc.
- **High Frequency Word Games:** e.g., Read My Mind: Give students five clues to guess the word from the word wall. For each clue, they must make a written guess.
- **Write-read-write-read:** Give students a tracker to get in the habit of going back and reread what they've written.
- **Sticky Dot Details:** Give students a dot to put at the end of each detail they write.
- **Interactive Writing:** Compose the text together and have students take turns writing the words. Divide the page in half to use the top part to teach and guide, so that the students do their part in "book writing".
- **Guess the letter:** Compose the text together and invite the students to tell you the letters to write. Write the letters they give correctly in one colour and the letters you supply in another colour. See who "wins"!
- **Sentence Building:** Build sentences with a subject ("who or what") and predicate ("is or does")
- **Response to Reading:** Retelling graphic organizers, beginning book reviews. Complete these as shared or modeled writing, then guide students in completing them independently. Look for authentic response opportunities from guided reading texts (e.g. speech bubbles).

DEVELOPING/TRANSITIONAL WRITERS

Characteristics of writers at this stage	Characteristics of readers at this stage
<ul style="list-style-type: none"> - Write about imaginative ideas and topics of interest beyond personal experience. - Independently write in different text forms, depending on purpose - Can write many details on a topic - Details may be written in random order; begins to understand beginning, middle end - Voice may become stilted as writer focuses on conventions - sentences may be short and choppy - or long and run-on - increasing mastery of spelling and conventions - readable phonetic spelling 	<ul style="list-style-type: none"> - Read about imaginative and fictional as well as nonfiction beyond personal experience. - can cope with longer texts, such as beginning chapter books - monitor own comprehension - can retell information that is read - attends to the words a writer chooses; can identify "wow" words - reads many words automatically; more focus on text-level comprehension than word-level - begins to use punctuation in reading and to read in phrases

Areas of Focus in Writing

- Organizing details; e.g., beginning, middle, end
- Leads and conclusions
- Voice to match audience and purpose
- Descriptive vocabulary
- More complex sentences
- Increasing mastery of conventions

Revision STARS: adding, changing or deleting information to make the writing more interesting, clear and powerful

- ☆ Substituting information
- ☆ Taking out information
- ☆ Adding information
- ☆ Reorganizing information

Self Editing

1. Get a special editing pen.
2. Finger frame your first sentence. Does it start with a capital? Does it end with the right punctuation?
3. Read the whole sentence. Does it make sense? Does it sound right? Change or add any words if you need to.
4. Read the sentence again and tap each word as you read it out loud. Circle any words that don't look right to you. Cross them out and try them again.
5. Now do the same thing with the next sentence.

Sentence Stretching

- Practice adding on to a basic sentence

Try a different text form

- Research report
- Opinion or argument
- Procedure or "how to"

Reading Response

- FAB answers: Flip the question into a statement, Answer the question and Back it up with evidence from the text.
- Frameworks: The Important Book, How to Be
- Choice Menus: range of different responses to choose from
- Point of View writing: from POV of different characters

What can I write about?

At the beginning of the book:

- I was interested in reading this book because...
- Here's what I know about the characters/problem so far...
- I think ... is going to happen because...
- I'm wondering...

In the middle of the book:

- I notice the following changes in the main character...
- If I could meet the character, I would say/ask...
- The most interesting part I read was...
- I think the most surprising/realistic event or character was...

At the end of the book:

- I predicted/didn't expect the ending because...
- I'm still wondering...
- I'd recommend this book for someone who likes...
- If I could meet the author, I would say/ask...

Rubric for Reader Response

5	Elaborated response, well-supported from the text.
4	Correct response, well-supported from the text.
3	Basic, correct response without much evidence from the text.
2	Marginal indication that the student read/understood the passage.
1	No indication that the student understood or even read the passage.