

## Best Practices in K–5 Writing Instruction

| Look for                      | Best Practice  | Highly Effective Description  |
|-------------------------------|--|---|
| Program and Lesson Components | Plans and teaches lessons to support full implementation of DPS Writing Workshop | <p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates lesson strategies or skills focus using own writing and/or mentor texts.               <ul style="list-style-type: none"> <li>○ Mini-lessons are planned, focused, and 15–20 minutes long.</li> <li>○ Mini-lessons are organized by writing cycles and appropriate for supporting student understanding of elements and strategies of specific writing genres.</li> <li>○ Anchor charts with visuals are created with students to use as resources during independent work.</li> <li>○ Students engage in accountable talk during lessons through Think-Pair-Share, Turn and Talk, and other cooperative learning activities.                   <ul style="list-style-type: none"> <li>▪ Accountable talk:<br/><a href="http://curriculum.dpsk12.org/secure/principals/1_Accountable_Talk.ppt">http://curriculum.dpsk12.org/secure/principals/1_Accountable_Talk.ppt</a></li> <li>▪ Cooperative learning strategies:<br/><a href="http://courses.coe.asu.edu/dbclark/CoopLearn/CL%20strategies.htm">http://courses.coe.asu.edu/dbclark/CoopLearn/CL%20strategies.htm</a></li> </ul> </li> <li>○ Preview-Review and other sheltering strategies ensure comprehensible input for ELLs.</li> </ul> </li> <li>• Teacher provides time at end of workshop for selected students to share parts of their writing that relate to mini-lessons.</li> <li>• Materials used include DPS Instructional Planning Guides, Lucy Calkins’ units of study, Ralph Fletcher’s <i>Teaching the Qualities of Writing</i>, mentor or touchstone texts, student and teacher writing, and grade-level genre studies.</li> </ul> <p><b>Independent and Buddy Work</b></p> <ul style="list-style-type: none"> <li>• Students independently engage in writing process or confer with writing partners or teacher.</li> <li>• Students can talk about their writing processes, goals, and next steps for improving their writing.</li> <li>• Students have systems to organize their writing that allows them easy access to works-in-progress and storage for completed pieces they may revisit.</li> <li>• Students refer to a variety of class-developed resources, including anchor charts, rubrics, word walls, and editing checklists.</li> <li>• Students work well with writing partners and in small response groups, listening and responding appropriately.</li> </ul> <p><b>Writing Conferences</b></p> <p>Teacher confers with individual students as a “fellow writer” by:</p> <ul style="list-style-type: none"> <li>• Asking questions that encourage students to talk about their writing processes.</li> <li>• Deciding what to teach or what to reinforce from recent mini-lessons.</li> <li>• Helping students reflect on their writing and set goals for next steps.</li> <li>• Connecting students to writing mentors.</li> <li>• Providing guided practice as students try new writing strategies.</li> </ul> <p><b>Small Group</b></p> <p>Teacher may meet with small groups of students with similar needs to provide further assistance.</p> |

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| Classroom Environment | <b>Establishes physical classroom environment and positive classroom culture to support learning</b> | <p><b>Arrangement</b></p> <ul style="list-style-type: none"> <li>• Room is organized for whole and small group instruction and independent or buddy work.</li> <li>• Materials are clearly labeled and arranged in an inviting way.</li> <li>• Students can easily access writing examples from different genres by published authors and students.</li> </ul> <p><b>Displays</b></p> <ul style="list-style-type: none"> <li>• Anchor charts reflect current instructional areas of focus, procedures, and expectations.</li> <li>• Current student work examples are displayed on walls.               <ul style="list-style-type: none"> <li>○ Displays celebrate student accomplishments.</li> <li>○ Displays reflect writing cycles’ big ideas.</li> </ul> </li> <li>• Word wall is being developed with students throughout the year.</li> <li>• Rubrics, attribute charts, and other learning posters, created with students, provide clear student work expectations.               <ul style="list-style-type: none"> <li>○ Visuals to support ELLS and emergent writers are included.</li> <li>○ Student work and published author examples illustrate expectations.</li> </ul> </li> </ul> <p><b>Materials and Tools</b></p> <ul style="list-style-type: none"> <li>• Writing folders include works-in-progress, editing checklists, student reflection sheets, individual word walls, etc.</li> <li>• Students use writing notebooks in grades 2 and higher to capture stories and entries for writing ideas.</li> <li>• Variety of writing and revision tools are available, including different kinds of paper, markers, pens and pencils, alphabet charts, editing checklists, word walls or individual spelling dictionaries, tape, scissors, sticky notes, staplers, and word processors.</li> </ul> |
| Assessment            | <b>Uses assessment to support student learning</b>   | <p>Both formal and ongoing informal assessments are used to inform instruction and monitor student progress and are gathered into a Body of Evidence (BOE) for each student. Information is collected on student performance in both L1 and L2, if possible.</p> <ul style="list-style-type: none"> <li>• <b>Informal assessments</b> might include conference notes, teacher-developed rubrics to measure progress toward SMART goals, and teacher- and-student-developed rubrics for self-evaluation.               <ul style="list-style-type: none"> <li>○ Teacher maintains system that tracks conferences, what was discussed, and what students have been working on.</li> <li>○ Teacher uses conference notes to inform mini-lessons and small group instruction.</li> <li>○ Teacher monitors students and differentiates for student needs.</li> <li>○ When students do not demonstrate adequate progress, teacher may begin RtI process.</li> </ul> </li> <li>• <b>Formal assessments</b> include DPS benchmark writing assessments and pre-, mid-, and post-prompted writing samples.</li> </ul>  |