

Planning: Modeled Writing



Module 4A: The Profound Impact of Writing Instruction

Segment 6: Using Contrast in Writing

Viewing Time: 6 minutes

Balanced Literacy Module 4 - Activity 1

Modeled Writing is a planned think-aloud process. Teachers model their own writing processes (e.g., rethinking, revising and editing) while students listen and watch (e.g. chart, overhead, chalk or dry-erase board). The craft of writing must be taught as an academic subject. It is ineffective just to teach the writing process alone, it must be melded with craft. One effective Balanced Literacy component for teaching Writer's Craft is modeled writing.

Activity Objective(s):

1. Understand the writing technique of paragraphing a narrative piece of writing.
2. Compose a modeled writing lesson plan.



Overview: It is essential to teach students the craft of writing. Modeled Writing is a component of Balanced Literacy that is very useful for this purpose. For this activity, you will develop a Modeled Writing lesson plan to demonstrate the writing technique of paragraphing a narrative.

Estimated Time to Complete Activity: 30 minutes

Materials: *Modeled Writing Lesson Plan Tool* (included with this activity).



Step 1: Compose a personal narrative to use for your Modeled Writing lesson. Complete the draft without creating paragraphs.

Step 2: Review your piece and determine where to demonstrate the paragraphing technique.

Step 3: Complete the lesson plan template provided on the *Modeled Writing Lesson Plan Tool*.

Adaptations or Extensions for this Activity:

For Professional Reflection: Implement your plan and reflect on the effectiveness of the lesson. Did the think-alouds help students learn the intended skill? What aspect of the plan worked well and should be used again? What will you change or add for your next Modeled Writing lesson?



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For your Professional Portfolio: Does this activity help accomplish a school wide improvement goal or an individual goal for professional growth? Include a copy of this activity in your Professional Portfolio as evidence of reflective practice in the area of reading and writing instruction. This activity can serve as a portfolio artifact that demonstrates your effort to apply what you have learned in order to improve your reading and writing instruction.



For Professional Learning Groups/Independent Study (peer or small group): Complete your planning tool. Share it with a co-worker or a small Professional Learning Group. Ask for feedback and ideas to add to your plan. Implement your plan. Meet with your peer group again to discuss the results.



Course facilitator for this course (university or professional development setting): Utilize this activity to further your participant's knowledge of Modeled Writing. Have participants implement the plan they create in their own classroom or as a classroom volunteer or intern. Then, have participants create a mini-presentation to share their experience with the class by summarizing the lesson, sharing what worked and what they would like to change.



For sharing this activity on a Learning Community Site (such as the EI Online Community Bulletin Boards): Post a summary of your lesson on the Learning Community Site for this course. Review the other posts for this activity discussion. Utilize another person's lesson idea to create another Modeled Writing lesson.

Modeled Writing Lesson Plan Tool



Modeled Writing is a planned think-aloud process. Teachers model their own writing processes (e.g., rethinking, revising and editing) while students listen and watch. For this lesson, you will model revisions to your first draft of a personal narrative.

Before the lesson

- *Select a topic and write a first draft of a personal narrative. Do not break your draft into paragraphs. You should always paragraph a narrative after writing the first draft. Paragraphing your narrative after writing the first draft is the technique that you will model for students.*

Your personal narrative topic _____

- *Preview your piece and plan your Modeled Writing Think-alouds. Think about where you should create new paragraphs throughout your piece and why. Plan how you will model this for students. Do not make the changes yet, just think about them and plan your think-aloud for each paragraph change. You will actually make the changes to the piece while the students are watching you during the lesson.*

Use the PATS technique – Create a new paragraph in your narrative when there is a:

- Change of **P**lace
 - Change of **A**ction
 - Change of **T**ime
 - Change of **S**peaker
- *Depending on the length, copy the un-paragraphed draft of your narrative onto chart paper, chalk or dry-erase board, or make an overhead transparency.*

Modeled Writing Lesson Template

Grade Level _____

Craft to model: Paragraphing a narrative

Introduction

Plan your introduction. What will you say to introduce your narrative? How will you introduce the technique of paragraphing your narrative?

Review what a narrative is.

Display your narrative – ask students if they notice what is missing?

Explain what you will be modeling as you revise your first draft: how to paragraph a narrative.



Modeled Writing Lesson Plan Tool

Teaching the technique

What will you say to explain this writing technique to your students? Do you have other pieces of writing or texts that you could use as examples?

When writing the first draft a narrative, do not use paragraphs – just write.

Create paragraphs on your first revision.

Use the **PATS** technique:

- Change of **P**lace
- Change of **A**ction
- Change of **T**ime
- Change of **S**peaker

Modeling the technique

What will you say for each think-aloud? Plan a think-aloud at every stopping point where you will model creating a new paragraph as you revise your piece.

Display your draft, read it aloud to the class.

Read your draft a second time, pausing to think – aloud and mark where you should start each new paragraph.

Think-aloud #1:

Think-aloud #2:

Think-aloud #3:

Think-aloud #4:

Think-aloud #5:



Modeled Writing Lesson Plan Tool

Conclusion

How will you set the stage for your next Modeled Writing lesson? What will you say to link this example to the next steps for developing the piece? What will you say to help students apply this technique to their own writing?

Begin to recopy your piece demonstrating how you use edit marks to remind you where to create indents and new paragraphs on your second draft. Recopy in front of students until you have modeled at least one indent.

Complete the second draft and prepare to show the new version to students at the beginning of your next Modeled Writing session.