

The *7 Elements* of a Differentiated Writing Lesson

The Seven Elements

Skill/Trait Focus
Mentor Text
Graphic Organizer
Student Choice
Teacher/Student
Writing Models
Students Talk
about Process
Real Revision



Here is my initial **goal-setting PowerPoint** for teachers and administrators interested in improving writing instruction using differentiated philosophy and techniques.

(Note-takers begin on page 1 of your packet.)

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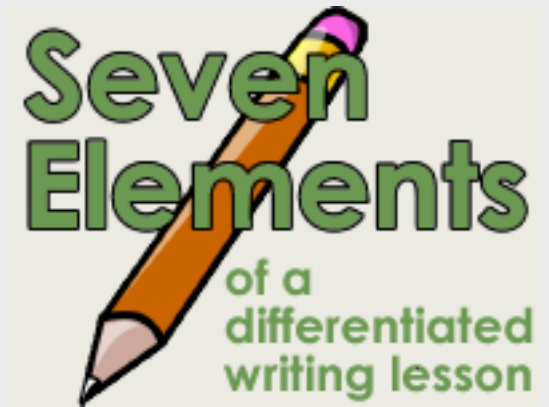


Hello, teaching colleagues! You're looking at a partial version of the "Goal-Setting & Intro to the Seven Elements" PowerPoint I present during my 2- and 3-day professional development workshop: [The Seven Elements of a Differentiated Writing Lesson](#). You can purchase all eight PowerPoints used in this workshop at my website. Like this one, they are all self-paced for independent learning, but they also can be shared whole staff.

In six Northern Nevada counties, as part of my contract, I provide this workshop free-of-charge as a year-long professional development experience to *any* school that requests my services.

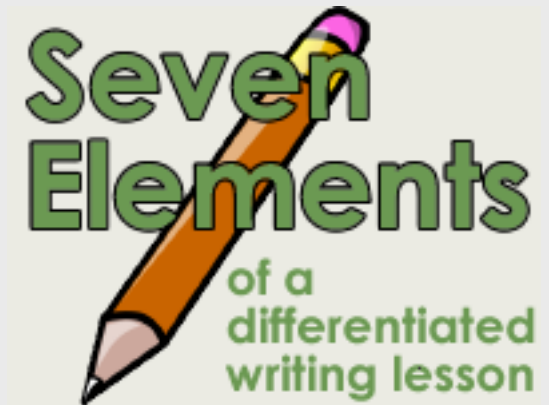
During June, July, and August, I am available for hire to provide this 2- or 3-day workshop for schools or districts outside of Northern Nevada. You may contact me at my website for details.

Essential Questions: What's a realistic goal for you?
How many of the seven elements could you focus on
and still maintain quality instruction while learning?



- Fact:** This workshop will focus on going into depth on seven, research-inspired strategies that can strengthen writing instruction when used effectively.
- Fact:** Becoming better at effectively using any of the seven elements is not easy work. It requires diligence. It requires time. Learning will be enhanced by collaboration.
- Fact:** Trying to improve on all seven simultaneously is an unrealistic goal. The “Seven Elements” are presented to you as a long-term professional development goal.
- Fact:** Many of the “Seven Elements” complement each other; they can be learned about together.
- Fact:** You will be asked to commit to studying one, two, or three of the seven as a professional goal during the next school year.

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Let's liken this workshop's goal-setting process to realistic goals students might set with their own writing.

If there are Six Writing Traits...

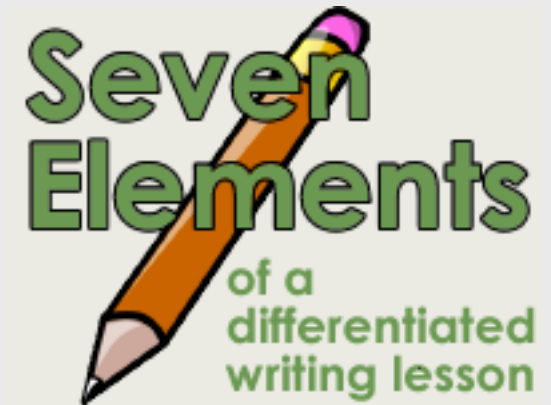
- Idea Development
- Organization
- Voice
- Conventions
- Word Choice
- Sentence Fluency



This is Alfredo, a 5th grader. With writing skills, he's pretty competent but not one of your "superstars." Alfredo likes to write.

...how many (out of six) do you realistically think Alfredo could think about, improve upon, and still learn something about while revising?

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Let's liken this workshop's goal-setting process to realistic goals students can set with their own writing.

If there are Six Writing Traits...

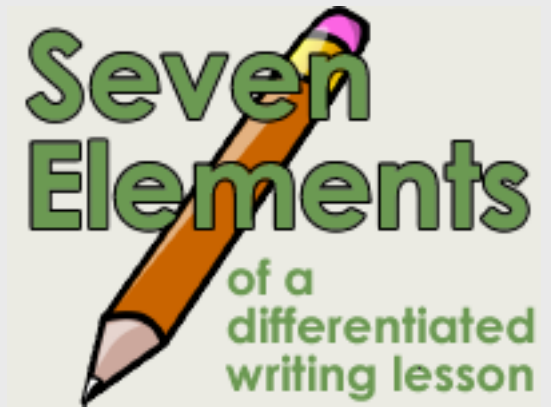
- Idea Development
- Organization
- Voice
- Conventions
- Word Choice
- Sentence Fluency



This is Brooklyn, a 6th grader. With writing skills, she's gifted, but she'd rather read her independent novel than spend extra time revising.

...how many (out of six) do you realistically think Brooklyn could think about, make choices for, and still learn something about while drafting?

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Let's liken this workshop's goal-setting process to realistic goals students can set with their own writing.

If there are Six Writing Traits...

- Idea Development
- Organization
- Voice
- Conventions
- Word Choice
- Sentence Fluency



This is Avery, an 8th grader. With writing, he really struggles and needs one-on-one time. He tries, but conventions frustrate him.

...how many (out of six) do you realistically think Avery could think about, make choices for, and still learn something about while pre-writing?

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If there are...

The Seven Elements

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Students Talk
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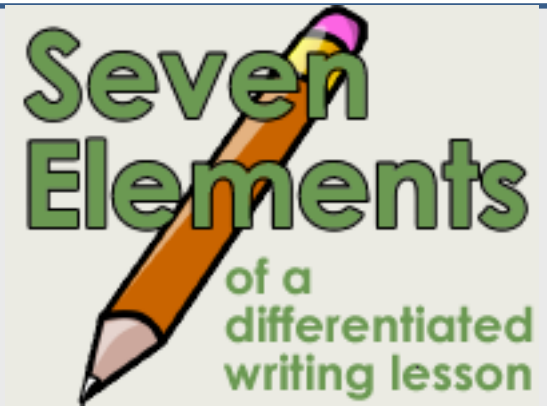
...to choose from...

...and...



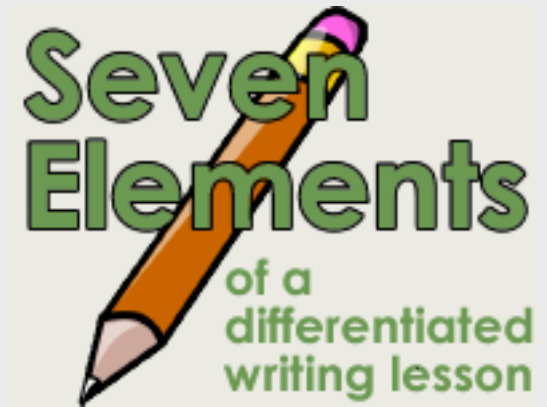
(your picture here)

...you know *you*
better than I know
you...



...what realistic
goal will
you set for
yourself
during this
workshop?
How many of
the 7 will you
commit to study
this next year?

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Bold Statement #1: Without a graphic organizer, most students would not produce writing that is organized?

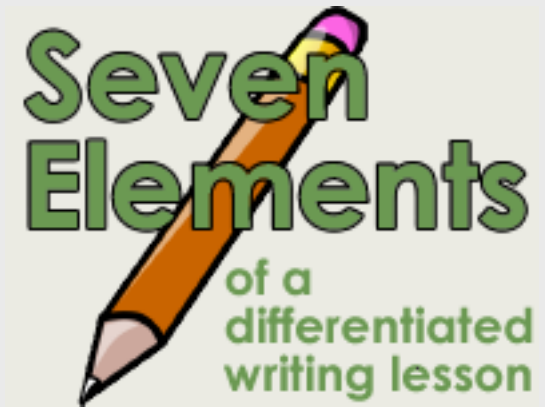
<p>Please rank (from 1 to 5) your level of agreement with the following seven statements.</p> <p>1 indicates a strong disagreement.</p> <p>5 indicates a strong agreement.</p>	<p>Topic 1: Graphic Organizers</p> <p>Without a graphic organizer, most students would not produce writing that is organized.</p> <p>Disagree: ← 1 2 3 4 5 → Agree</p>	<p>Topic 2: Mentor Texts</p> <p>A published model that exemplifies a writing skill that is about to be taught should always be discussed when teaching writing.</p> <p>Disagree: ← 1 2 3 4 5 → Agree</p>
<p>Topic 3: Talk during the Writing Process</p> <p>If students are allowed to talk to each other before, during, and after the writing process about what they are writing, the quality of their final product improves.</p> <p>Disagree: ← 1 2 3 4 5 → Agree</p>	<p>Topic 4: Trait or Skill Focus</p> <p>A very specific trait (or writing skill) should be chosen and communicated to students before, during, and after they write.</p> <p>Disagree: ← 1 2 3 4 5 → Agree</p>	<p>Topic 5: Teacher/Student Models</p> <p>Before writing, students should talk meaningfully about skills or traits in student and teacher models.</p> <p>Disagree: ← 1 2 3 4 5 → Agree</p>
<p>Topic 6: Student Choice</p> <p>Students will be more invested in writing assignments if they are allowed to choose topics to write about.</p> <p>Disagree: ← 1 2 3 4 5 → Agree</p>	<p>Topic 7: Revision</p> <p>Revision is the one step in the writing process where students learn most about what makes quality writing.</p> <p>Disagree: ← 1 2 3 4 5 → Agree</p>	<p><u>The Six Traits:</u> Ideas Development Organization Voice Word Choice Sentence Fluency Conventions</p> <p><u>The Writing Process:</u> Pre-writing Drafting Response Revision Editing Publishing</p>

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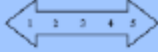
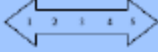
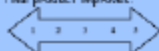




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Bold Statement #2: A published model (mentor text) that exemplifies writing skills should always be used when teaching writing?

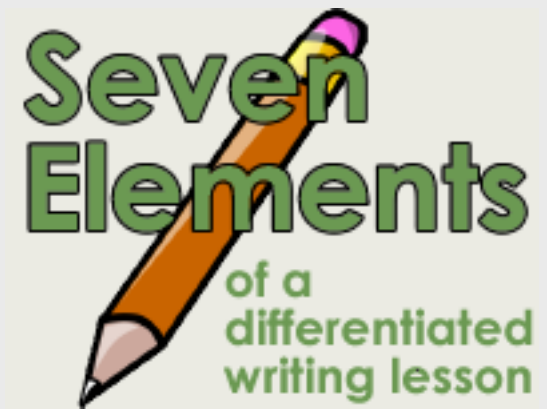
<p>Please rank (from 1 to 5) your level of agreement with the following seven statements.</p> <p>1 indicates a strong disagreement.</p> <p>5 indicates a strong agreement.</p>	<p>Topic 1: Graphic Organizers</p> <p>Without a graphic organizer, most students would not produce writing that is organized.</p>  <p>Disagree Agree</p>	<p>Topic 2: Mentor Texts</p> <p>A published model that exemplifies a writing skill that is clear to be taught should always be discussed when teaching writing.</p>  <p>Disagree Agree</p>
<p>Topic 3: Talk during the Writing Process</p> <p>If students are allowed to talk to each other before, during, and after the writing process about what they are writing, the quality of their final product improves.</p>  <p>Disagree Agree</p>	<p>Topic 4: Trait or Skill Focus</p> <p>A very specific trait (or writing skill) should be chosen and communicated to students before, during, and after they write.</p>  <p>Disagree Agree</p>	<p>Topic 5: Teacher/Student Models</p> <p>Before writing, students should talk meaningfully about skills or traits in student and teacher models.</p>  <p>Disagree Agree</p>
<p>Topic 6: Student Choice</p> <p>Students will be more invested in writing assignments if they are allowed to choose topics to write about.</p>  <p>Disagree Agree</p>	<p>Topic 7: Revision</p> <p>Revision is the one step in the writing process where students learn most about what makes quality writing.</p>  <p>Disagree Agree</p>	<p><u>The Six Traits:</u> Ideas Development Organization Voice Word Choice Sentence Fluency Conventions</p> <p><u>The Writing Process:</u> Pre-writing Drafting Revising Editing Publishing</p>

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Bold statement #3: If students are allowed to talk to each other before, during, and after writing, they will produce better writing.

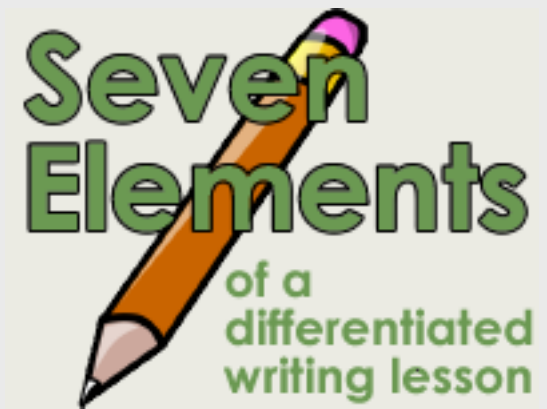
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<p>Topic 3: Talk during the Writing Process</p> <p>If students are allowed to talk to each other before, during, and after the writing process about what they are writing, the quality of their final product improves.</p> <p>Disagree: 1 2 3 4 5 Agree</p>	<p>Topic 4: Trait or Skill Focus</p> <p>A very specific trait (or writing skill) should be chosen and communicated to students before, during, and after they write.</p> <p>Disagree: 1 2 3 4 5 Agree</p>	<p>Topic 5: Teacher/Student Models</p> <p>Before writing, students should talk meaningfully about skills or traits in student and teacher models.</p> <p>Disagree: 1 2 3 4 5 Agree</p>
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Bold statement #4: A very specific skill (or writing trait) should be chosen and communicated to students before, during, and after they write.

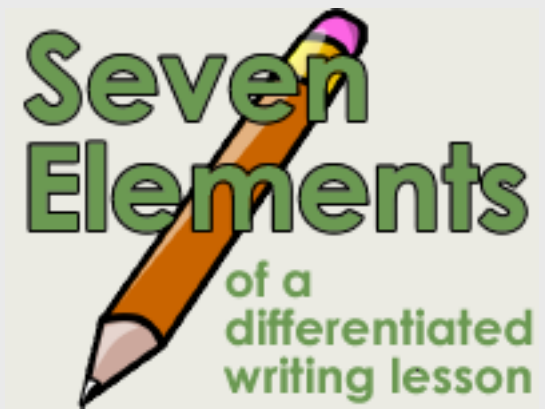
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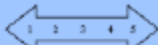
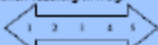
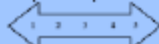




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Bold statement #5: Before writing, students should meaningfully discuss a teacher and/or student model of the writing they will be doing.

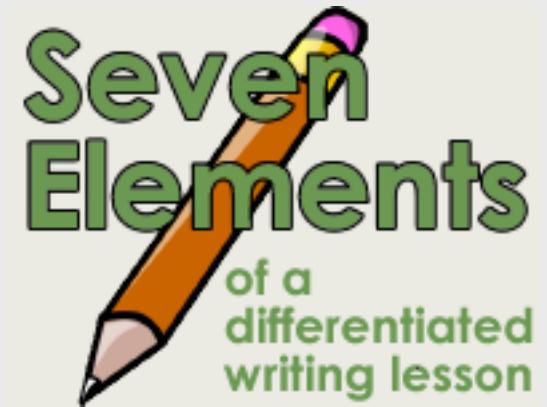
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Bold statement #6: Students will be more invested in writing assignments if they are allowed to make choices about topics or steps of the process.

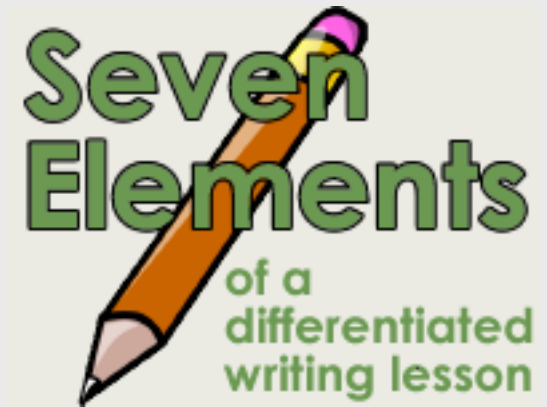
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Bold statement #7: Revision is the one step of the writing process where students learn the most about what makes quality writing.

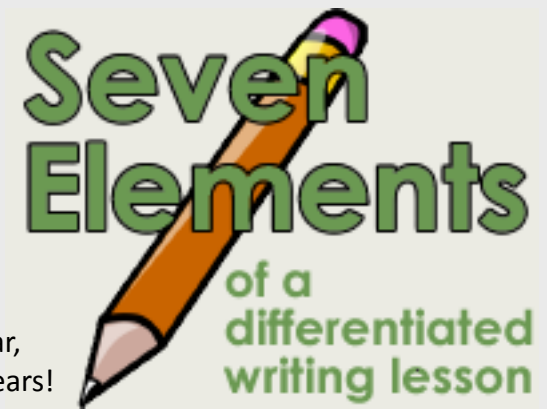
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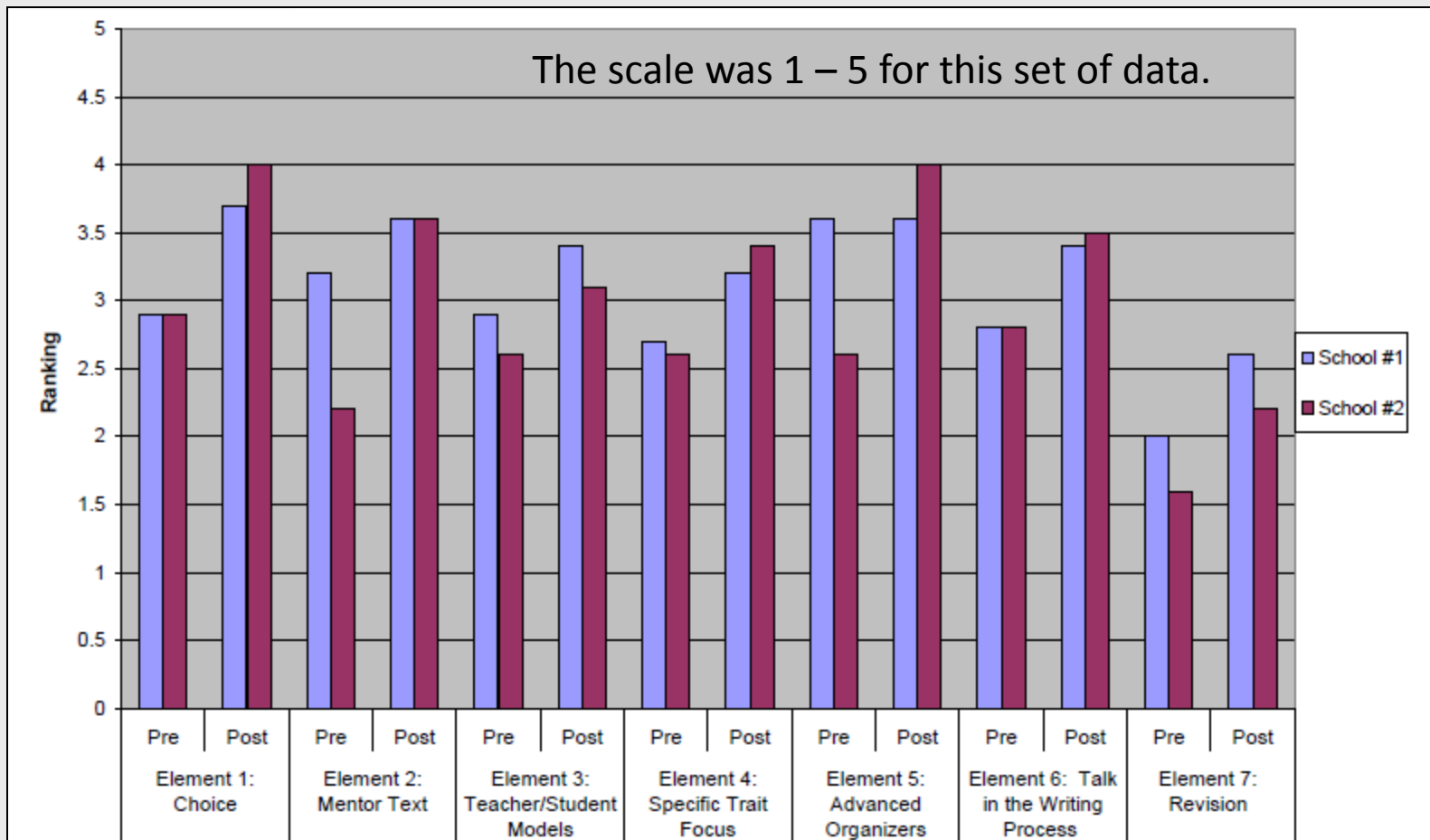
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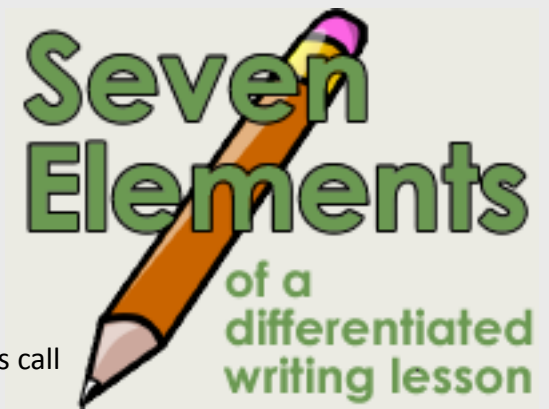
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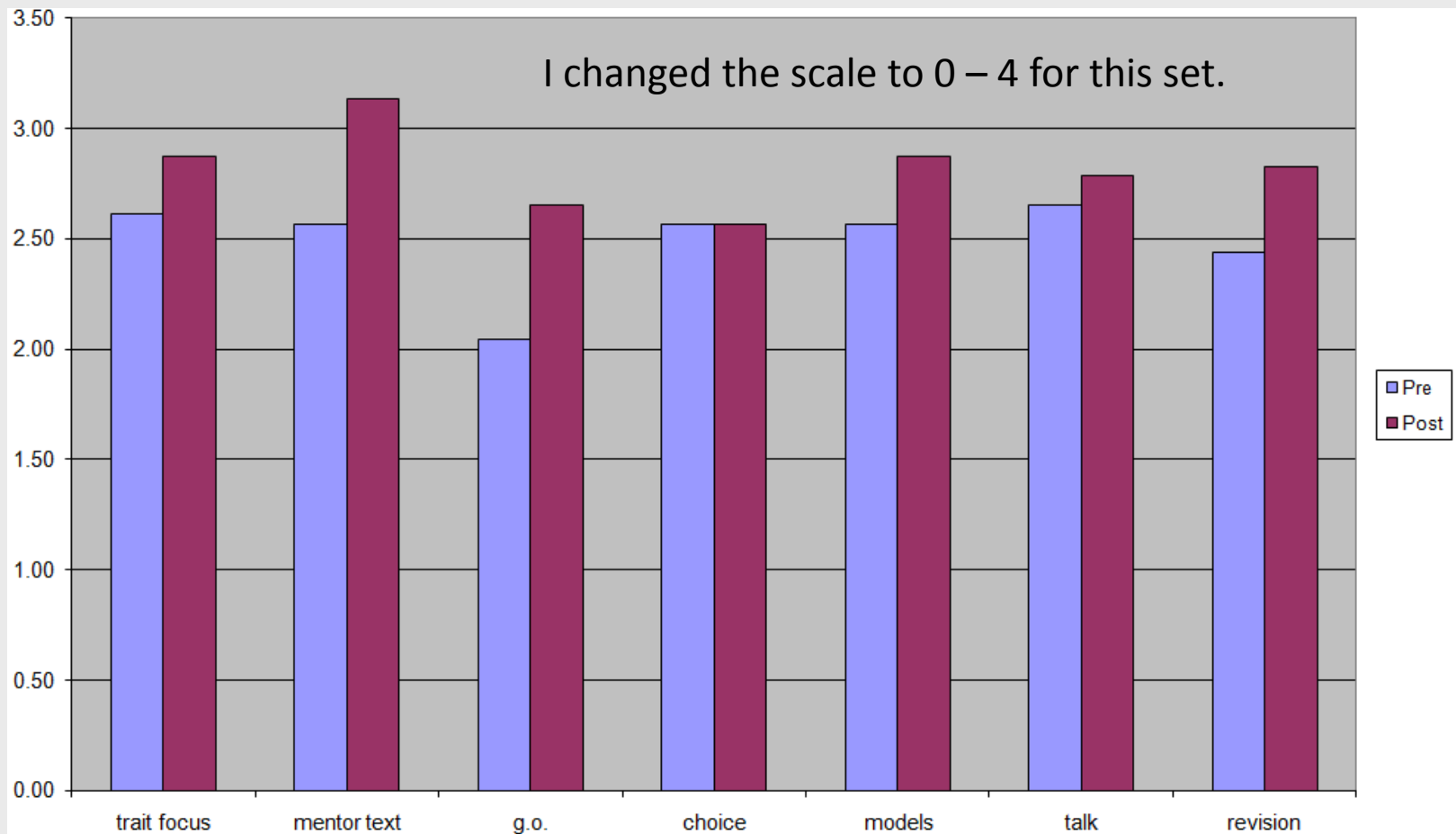
Here's growth data from two schools I worked with between Sept 2008 and May 2009. In *one* year, growth was made; I ask participants to imagine the growth if teachers remained focus for *three* years!



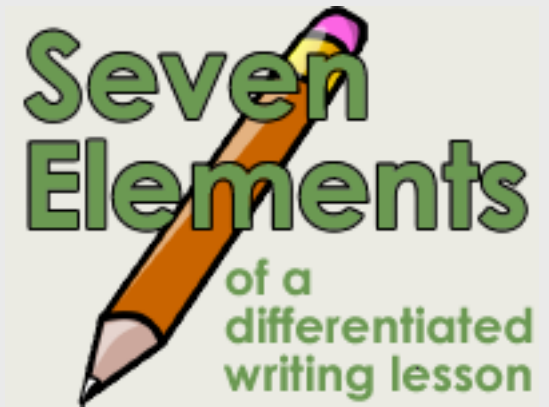
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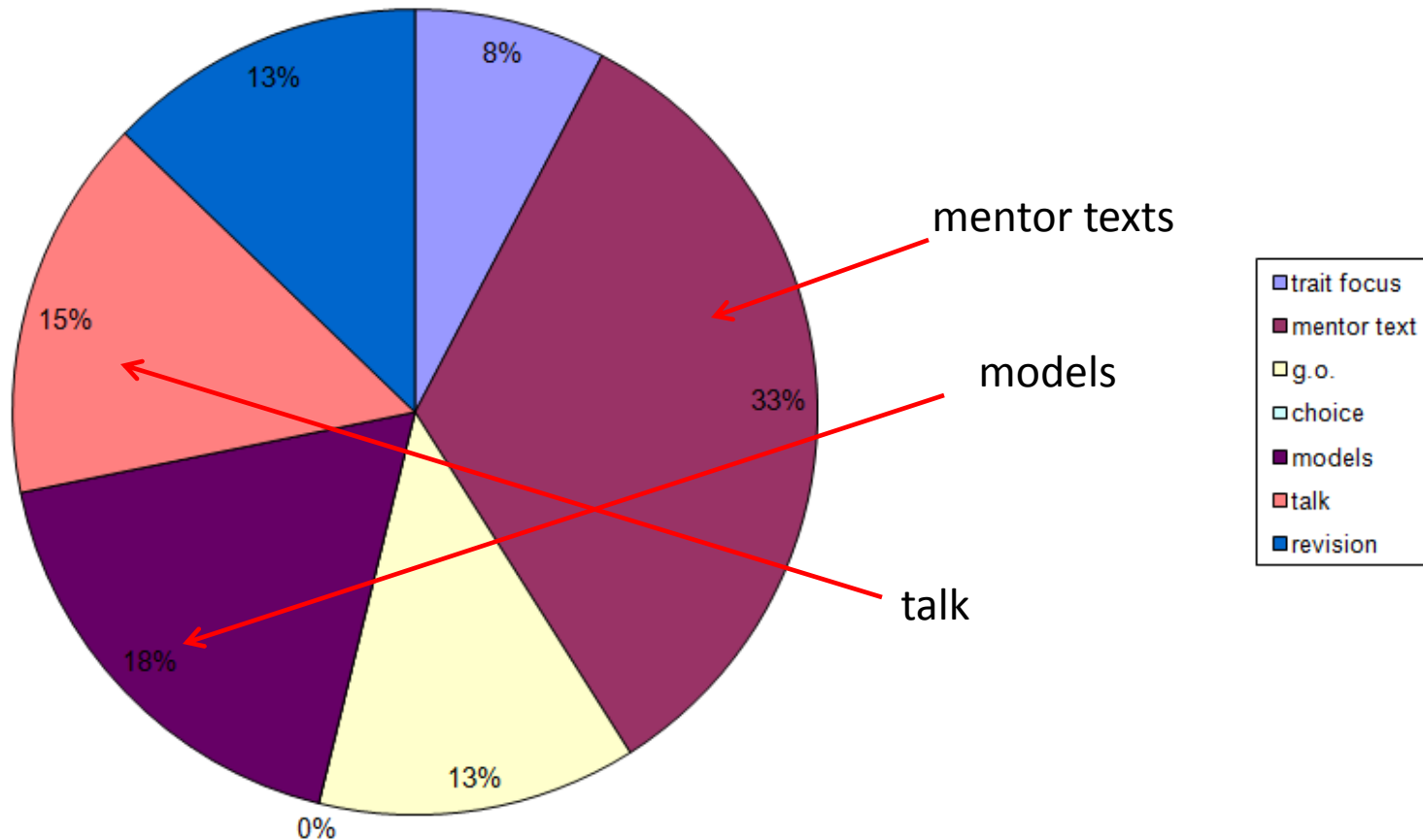
Here's growth data from another school I worked with between August 2009 and May 2010. Let's call this school A.



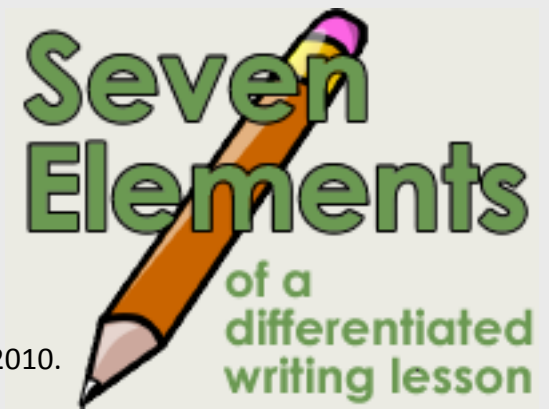
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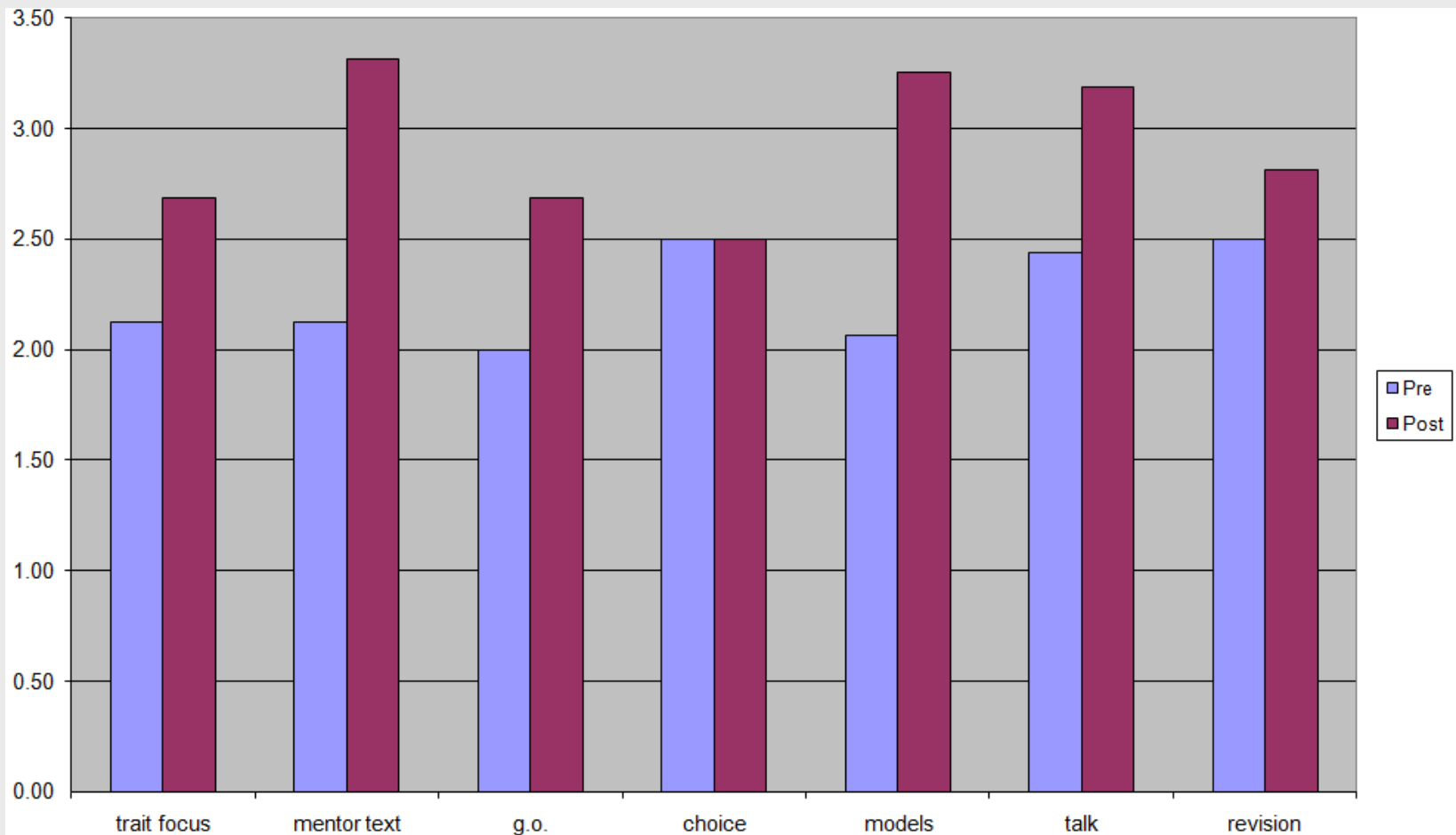
At the end of the process, teachers at *School A* were asked to choose which element ultimately made the most difference on their students' learning.



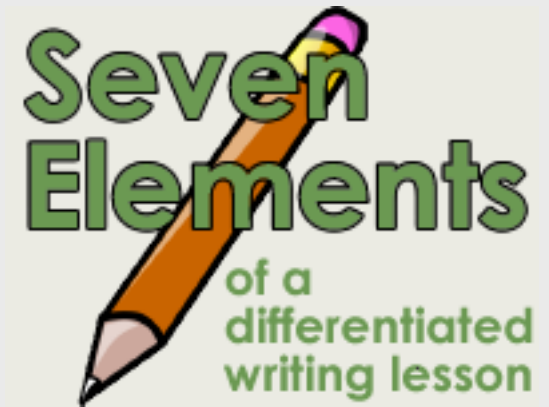
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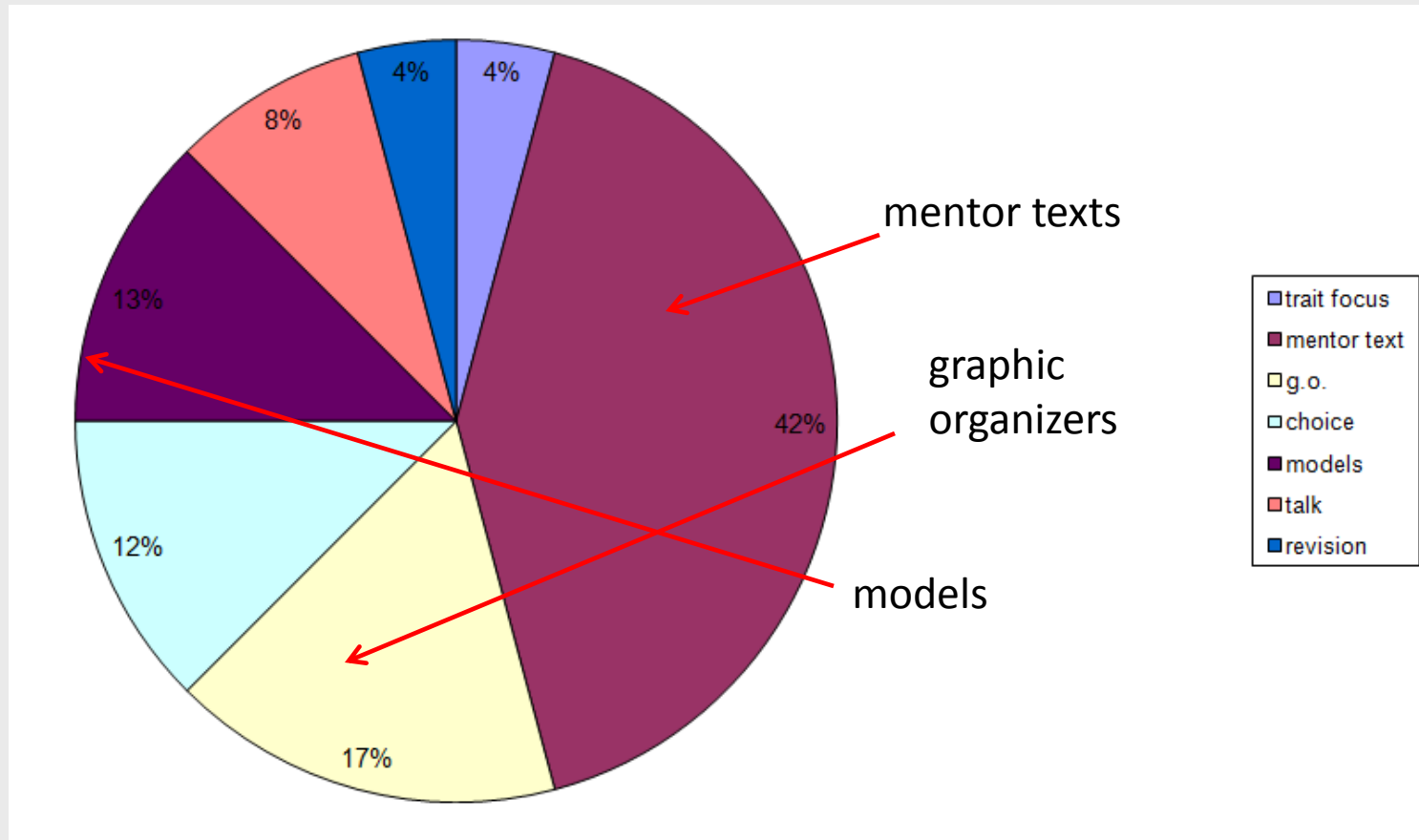
Here's growth data from a second school (School B) I worked with between August 2009 and May 2010.



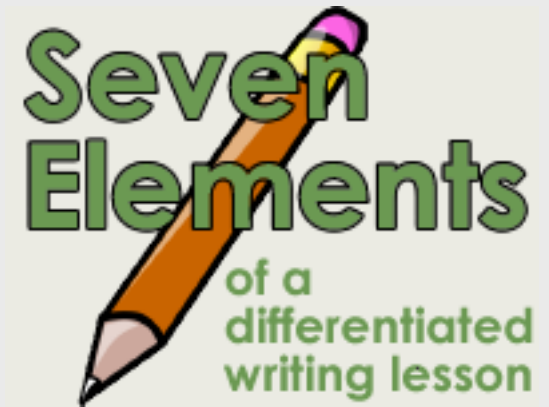
Essential Questions: What's a realistic goal for you?
How many of the seven elements could you focus on
and still maintain quality instruction while learning?



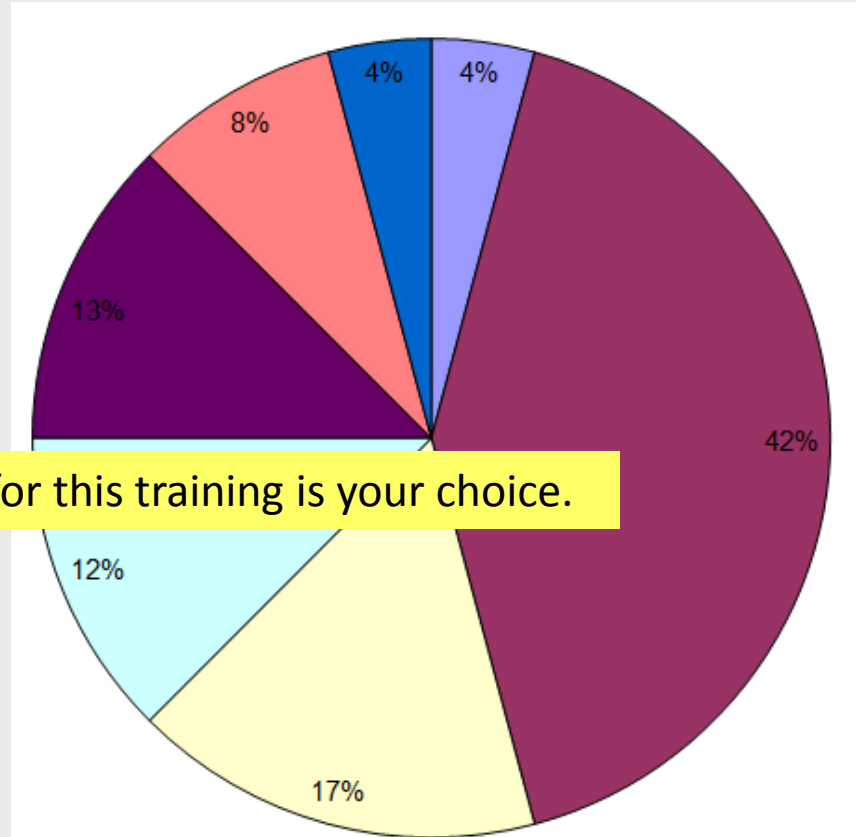
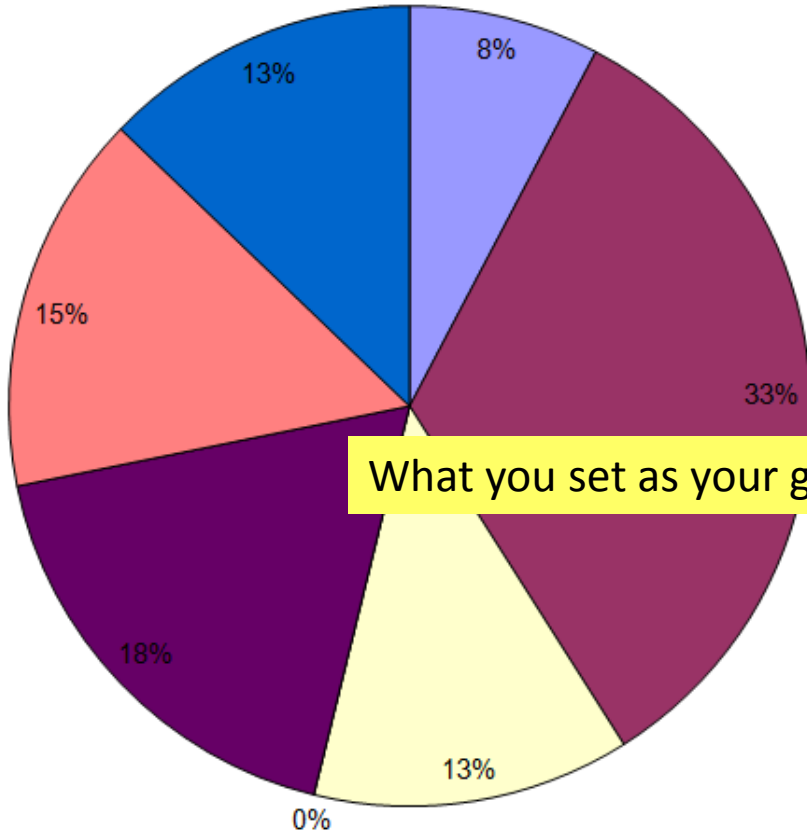
Teachers at School B were asked to choose which element ultimately made the most difference on their students' learning.



Essential Questions: What's a realistic goal for you?
How many of the seven elements could you focus on
and still maintain quality instruction while learning?



The two schools' data sitting side-by-side. School A at left; B on the right. Each school and each teacher participant can choose a different goal or set of goals!



What you set as your goal for this training is your choice.

The 7 Elements of a Differentiated Writing Lesson

The Seven Elements

Skill/Trait Focus

Mentor Text

Graphic Organizer

Student Choice

Teacher/Student Writing Models

Students Talk about Process

Real Revision



Hello, teaching colleagues! You've just looked through a partial version of the "Goal-Setting & Intro to the Seven Elements" PowerPoint I present during my 2- and 3-day professional development workshop: [The Seven Elements of a Differentiated Writing Lesson](#). You can purchase all eight PowerPoints used in this workshop at my website. Like this one, they are all self-paced for independent learning, but they also can be shared whole staff.

In six Northern Nevada counties, as part of my contract, I provide this workshop free-of-charge as a year-long professional development experience to *any* school that requests my services.

During June, July, and August, I am available for hire to provide this 2- or 3-day workshop for schools or districts outside of Northern Nevada. You may contact me at my website for details.

Corbett Harrison, Educational Consultants, LLC (<http://corbettharrison.com>)

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