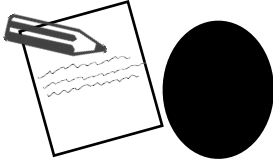
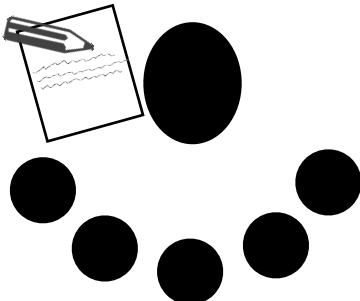
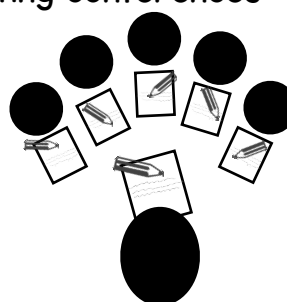
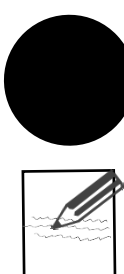


# Comprehensive Writing – Activities & Levels of Support

	Activities & Purpose	Support
<b>Modelled Writing</b>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▶ models writing process</li> <li>▶ talks aloud to verbalize what they are doing and why</li> <li>▶ provides mini-lessons to focus on one specific writing element, trait or strategy</li> <li>▶ creates a class or demonstration text</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>▶ build listening and oral language skills</li> <li>▶ see and hear the writing process and effective writing strategies</li> <li>▶ participate in sharing of ideas and contribute orally when appropriate</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▶ to provide strong writing model for students</li> <li>▶ students observe the writing process</li> <li>▶ students hear the thought process of a writer while watching the creation of a written story or text</li> </ul>	<p><b>Full Support</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▶ provides full support</li> <li>▶ models writing process</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>▶ observe the writing process</li> <li>▶ participate in sharing of ideas</li> </ul> 
<b>Shared/Interactive Writing</b>	<p><b>Shared Writing</b></p> <ul style="list-style-type: none"> <li>◆ one pen – teacher writing (scribe)</li> </ul> <p><b>Interactive Writing</b></p> <ul style="list-style-type: none"> <li>◆ shared pen – teacher and students share one pen</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▶ guides students as the whole class composes and completes one text together – while modelling effective writing strategies</li> <li>▶ leads the re-reading of the texts several times</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>▶ all students participate in composing a piece of writing</li> <li>▶ share thoughts and ideas to create a class text</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▶ share in development of a text</li> <li>▶ instruction and assistance for students as they compose a piece of writing together</li> <li>▶ demonstrate effective writing strategies</li> <li>▶ produce writing that can be easily read by students</li> </ul>	<p><b>Moderate to Full Support</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▶ provides high level of support</li> <li>▶ models and demonstrates writing process</li> <li>▶ puts student ideas into written form</li> <li>▶ text is composed by the group and constructed word by word</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>▶ participate in sharing of ideas</li> <li>▶ write out part of written text with support (interactive)</li> </ul> 

# Comprehensive Writing – Activities & Levels of Support

	Activities & Purpose	Support
<b>Guided/Small Group Writing</b>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▶ examines smaller aspects of writing process in closer detail</li> <li>▶ provides guidance with a small group of writers – focused on a similar skill or strategy</li> <li>▶ provides support through small group conferences while students write or revise</li> <li>▶ provides mini-lessons to small, flexible groups, as needed</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>▶ work on individual pieces of writing</li> <li>▶ participate in mini-lessons and conferences focused on specific strategies and/or skills</li> <li>▶ revise writing based on mini-lessons and conferences</li> <li>▶ solve their own problems in writing, with teacher support and feedback</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▶ targeted and specific instruction</li> <li>▶ more individualized support – providing instruction in the area(s) students need most</li> </ul>	<p><b>Moderate Support</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▶ provides mini-lessons to further teach/model specific strategies</li> <li>▶ provides small group writing conferences</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>▶ write independently</li> <li>▶ work through writing process to solve problems</li> <li>▶ receive support and act on feedback during small group writing conferences</li> </ul> 
<b>Independent Writing</b>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▶ provides writing materials for students in a carefully organized manner</li> <li>▶ guides and establishes peer support systems</li> <li>▶ provides feedback and support through individual writing conferences</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>▶ write independently</li> <li>▶ use known words and word-solving strategies to write unknown words</li> <li>▶ use resources in the room to write</li> <li>▶ apply skills and strategies taught in mini-lessons and conferences</li> <li>▶ provide peer support (as indicated by teacher)</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▶ provides students with opportunity to see writing as a form of communication</li> <li>▶ students see the connection between reading and writing</li> <li>▶ students enjoy writing!</li> </ul>	<p><b>Minimal Support</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>▶ little to no teacher support</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>▶ write independently</li> <li>▶ use the writing process, skills and strategies</li> <li>▶ use classroom resources (and other students) to solve problems</li> </ul> 

Adapted from:

Balanced Literacy In Action – Brailsford & Coles

Comprehensive Literacy Resource for Grades 1-2 Teachers – Trehearne

Fountas & Pinnell Literacy Continuum - Expanded Edition - Fountas & Pinnell

Guided Reading: Good First Teaching for All Children – Fountas and Pinnell

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