

DOINGWHATWORKS



PRESENTATION

3:33 min

Full Details and Transcript



Providing Daily Time for Writing

July 2012

Topic TEACHING ELEMENTARY SCHOOL STUDENTS TO BE EFFECTIVE WRITERS

Practice DAILY TIME

Highlights

- » Learning to write takes time and practice, and research suggests that more time for writing is essential.
- » Starting in first grade, experts recommend that at least one hour per day be dedicated to writing.
- » Writing instruction and practice can be integrated into other subject areas.

Full Transcript



Slide 1: Welcome

Welcome to the overview on Providing Daily Time for Writing.



Slide 2: A critical skill

One of the most important skills taught in elementary school is writing for different purposes and different audiences. However, it requires

a significant investment of time and effort to help students become proficient writers. Just as teachers expect students to read every day, they should think of their students as writers who compose daily and give them the time to do so.



Slide 3: Daily writing blocks

Research suggests that more time for writing is essential. Experts recommend that schools allocate a minimum amount of daily time for writing in the classroom. For students in kindergarten, at least 30 minutes each day should be devoted to writing. Starting in first grade, experts recommend a minimum of one hour a day for writing instruction.



Slide 4: Balanced blocks

Daily writing time should include at least 30 minutes for teaching and modeling writing strategies, techniques, and skills. The remaining 30 minutes would then be spent on writing practice, where students try using those strategies and skills or processes—first with guided practice and then as independent writers.



Slide 5: Organizing time

Educators face limited time and a number of conflicting priorities in each school day; however, it is important for teachers to provide as much time as possible for writing instruction and in-class composing. One strategy that experts recommend is integrating writing instruction and practice into other subject areas.



Slide 6: Content area writing

Students can benefit from using writing across different subject areas. When students write about what they are learning, they can become more engaged and gain a deeper understanding of new information and concepts. Writing can also help students make connections and think critically.



Slide 7: Writing as assessment

Students can also write before, during, and/or after reading to articulate what they already know, what they want to know, and/or what they have learned about what they've read. They may use writing to explain, describe, predict, and reflect upon events. Teachers can respond constructively to students' writing to support both their content learning and their development as writers.



Slide 8: Vary genres

Integrating writing instruction and practice across the curriculum also supports the development of various genres of writing. When students write in different contexts they can practice writing for different purposes such as communicating, informing, persuading, learning, reflecting, and responding. As writing activities become more complex from one grade to the next, providing writing time across the curriculum provides students with more opportunities to practice advanced techniques such as writing detailed descriptions, providing explanations, and refuting counterarguments.



Slide 9: Student diversity

There is no single approach for organizing time for writing. Student writers enter the classroom with diverse needs and abilities, including multiple languages, cultures, and experiences with different types of writing. Teachers will need to align their instructional strategies and the time dedicated to writing instruction with students' needs and academic goals.

As challenging as this may be at first, when teachers dedicate time to writing instruction and align their instructional strategies with students' academic needs and goals, students become stronger thinkers and better writers.

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