

# Guided Writing: What It Is and How To Do It

Gail Saunders-Smith

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### Guided Writing

- ◆ is similar to Guided Reading in that
- ◆ it is an instructional and evaluative practice that
- ◆ cognitively supports and affectively encourages

G. Saunders-Smith, 2009

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### Guided Writing

- ◆ the development of strategies and behaviors
- ◆ for the continued growth of independence in
  - writing
  - conferencing
  - revising
  - editing

G. Saunders-Smith, 2009

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### Guided Writing

- ◆ is a group of 4 - 6 homogenous composing text with a teacher
- ◆ lessons last from seven to 30 minutes
- ◆ launches from and scaffolds upon what the writers know and use
- ◆ toward what they need to know and use next

G. Saunders-Smith, 2009

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### Guided Writing

- ◆ links the expressive and receptive language systems and
- ◆ builds on the routines of talk, observation, thinking, rethinking, more talk, and writing

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### Guided Writing

- ◆ Depending on the grade, lessons may
  - include a mini-lesson on a specific skill such as:
    - ◆ great opening lines
    - ◆ writing the next sentence
    - ◆ using adjectives, prepositions
    - ◆ specific literary elements
    - ◆ various types of written responses

G. Saunders-Smith, 2009

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### Guided Writing

- ◆ Lessons might address
  - fiction - poetry
  - nonfiction - letters
- ◆ Written responses include
  - summaries - interview questions
  - captions - blurbs
  - thought bubbles

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### Guided Writing Teaching Sequence

- ◆ Select the Objective
- ◆ choose a concept, skill, or indicator to be learned that
  - builds upon what is known,
  - provides practice for what is used,
  - and offers opportunities for new learning

G. Saunders-Smith, 2009

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### Guided Writing Teaching Sequence

- ◆ Set the Scene or Pre-Writing
  - tell the children the type of writing or aspect of conferencing to be done
  - talk with them to:
    - access concepts, images and vocabulary in each writer's semantic wagon that are related to those about to be addressed

G. Saunders-Smith, 2009

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**Guided Writing Teaching Sequence**

- ◆ Set the Scene/Pre-Write
  - have the students close their eyes and visualize the concept/topic/main idea
  - the group shares what they know about the concept/topic/main idea
  - and the teacher writes relevant vocabulary and concepts from the conversation on chart paper

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**Guided Writing Teaching Sequence**

- ◆ Or ...
  - use photos, realia, props as the instigation
  - generate key words and ideas through conversation
  - and record in a list or web

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**Guided Writing Teaching Sequence**

- ◆ Writing
  - through the conversation, have each child tell what aspect of the concept they will write about
  - guide the student to formulate his/her first sentence
  - tell the child to write it

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**Guided Writing Teaching Sequence**

◆ Writing

- if a student repeats another's sentence, say something like, "Oh, no. That is So-and-So's sentence. You keep thinking. I'll come back to you next. Keep thinking."
- then move to the next student
- return to the other and give plenty of wait-time; prompt only as a last resort

G. Saunders-Smith, 2009

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**Guided Writing Teaching Sequence**

◆ Writing

- as the children write, celebrate, celebrate, celebrate!
- celebrate what is and teach what is not yet
- prompt, coach, and question to guide the continuation of the text

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**Guided Writing Teaching Sequence**

◆ During the writing

- writers are told to read what they have written
- writers re-read from the beginning as each sentence is added
- words are written, rather than spelled

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**Guided Writing Teaching Sequence**

- ◆ During the writing
  - watch and listen for behaviors that indicate voice or style
  - make note of observable evidence that signifies how each child operates on the writing

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**Guided Writing Teaching Sequence**

- ◆ During the writing
  - coach for use and integration of the cues on troublesome words
  - take advantage of opportunities to teach skills, concepts and/or vocabulary

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**Guided Writing Teaching Sequence**

- ◆ During the writing
  - ask for articulation of problem solving strategies to ensure metacognition
  - encourage pairs of children to read to each other

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### Guided Writing Teaching Sequence

- ◆ After the writing
  - direct the children to specifics within the text
  - have individuals read his/her piece
  - recognize individual efforts
  - collect students' work
  - set up what will happen in the next lesson

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### Guided Writing

Questions?

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### Thank you

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G. Saunders-Smith, 2009

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