



Incorporate Textual Evidence in Small-Group Guided Writing



Plan guided writing.

Incorporate guided *writing* as a component to small-group guided *reading*.

WRITING WITH SUPPORT

- Work with small group of students.
- Provide assistance to students.
- Tailor instruction with quick one-on-one conferences.

WRITING ABOUT THE READING

- Discuss the text.
- Link to the comprehension focus.
- Rehearse a sentence or plan the details of the writing.
- Compose a message with details and thinking.

WRITING THAT BUILDS SKILLS

- Scaffold based on the stages of reading development.
- Practice word-study concepts in context.
- Focus on composition skills that transfer to Writer's Workshop.

Address guided *writing* on day 2 or day 3 of the guided-*reading* lesson.

AFTER THE READING

PRE-A/EMERGENT STAGE

- Discuss the book by retelling the events.
 - Use text and pictures to discuss the characters and lessons learned.
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- Write a dictated sentence consisting of 4-10 words about the book including new HFW.
 - Use a shared sentence strip for Pre-A.
 - Use writing books made from copy paper with practice page at top.

EARLY/BEGINNING STAGE

- Do a shared retelling.
 - Discuss the text with a prompt that targets the comprehension strategy.
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- Write open-ended sentences of 7-10 words.
 - Write 2-3 sentences, including beginning, middle, and end.
 - Rehearse the first sentence orally.
 - Prompt students to write the rest on their own.

TRANSITIONAL STAGE

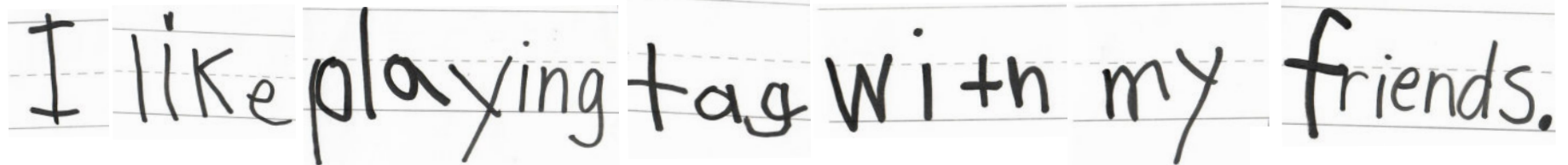
- Do a shared retelling.
 - Discuss the text, asking questions to draw inferences and refer back to the text for evidence.
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- Write 1-2 paragraph responses to a discussion prompt connected to comprehension focus. Options include:
 - Retell problem/solution.
 - Infer character feelings/traits.
 - Write key facts learned on the topic.



Connect words to write a message.

Pre-A: Execute interactive writing & cut apart sentences.

- Compose a 4-8 word sentence incorporating new high-frequency words/sounds from the text or a shared experience.



- Rehearse the sentence with students several times.
- Count the number of words.
- Allow students to write the dominant consonant sounds or any known high-frequency word on table with finger or whiteboard with marker.
- Push the sentence strip to one student to write the sounds.
- Fill in the other sounds with correct spelling. *Let me show you how it looks in a book.*
- Reread the whole sentence after each word is written to get ready for the next word.

Levels A-C: Provide students with writing journals.

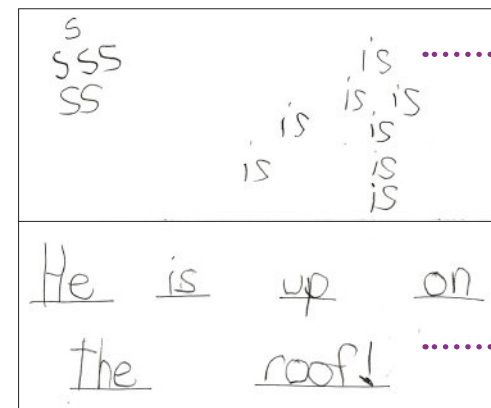
- Rehearse the dictated sentence about the text several times with the students.
- Count the number of words. Add lines on bottom of page for words, if needed.
- Each student writes the same sentence in their writing books at their own pace.
- Support individual students as needed with letter formation, high-frequency words, and 2 or 3-letter sound boxes on the practice page.

TEACHER TIP FOR LOW-LEVEL LISTY BOOKS: Focus on the story within the pictures. Retell from one page or the twist at the end. Include high-frequency words used in the book.

Sentence Cut-up

1. After sentence is composed, cut apart the words.
2. Mix the words up.
3. With the students, put the sentence back together like a puzzle while saying the words. (This solidifies early behaviors of left to right, one-to-one match, and return sweep.)

Emergent Writing Book



Include practice pages for students to teach themselves letters and new words.

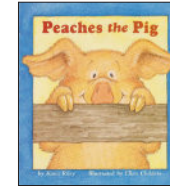
Have students write dictated sentences about the book.



Add more details to the writing.

Before the lesson:

- When planning, construct a sentence about the text.
- Connect to the comprehension focus (e.g., retell events, character feelings).
- Include any recently-learned high-frequency words.



Peaches the Pig,
Kana Riley

During the lesson:

- After the comprehension discussion, state the sentence and rehearse with the students several times. Together count the number of words.

Use the reader tools you composed during the comprehension discussion to serve as a planning tool.



First the hair thait he
was the fastest one on eith
a race. he said lets have
race. Thred he lost the

- In early stages, stretch each word with students, helping them hear the sounds.

- Confer with each student for a minute or two, reminding students to reread and giving support for word work.

mud has with
all has
wallow has
has
has

Peaches the pig
can wallow in the
mud with the pigs.
No she has a
frin!

LEVEL D— Writing book with a practice page

I think the racoon
stold the eggs. When
the Mother was trying
off the racoon came
to her eggs and
stold them.

LEVEL H— Writing book— no practice page

- In the lower levels, use the practice page as a link to word study.

- Practice tricky letter formations on practice page first.
- Use sound boxes to help students hear all the sounds.
- Apply a known word to a new word.
- Students practice writing a new high-frequency word.

- Prompt students to write more than one sentence.

- *What happened after that?*
- *What else could you say?*
- *Then what did the character do?*
- *What is another fact you learned?*

- As students build writing stamina, encourage them to write until time is up.

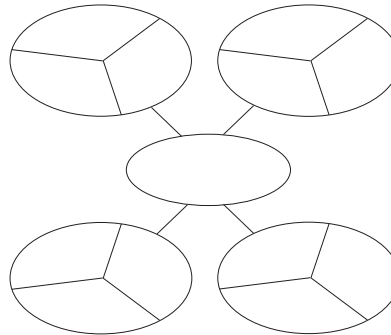


Connect writing to the comprehension focus.

Tie the writing to the discussion.

While reading and discussing the text, use a graphic organizer to focus on the comprehension skill. Use as a planning page for the writing.

- Retelling Glove
- Somebody... Wanted... But... So... Then...
- Track a Character
- Storyboard
- Key Vocabulary
- Dissected Web



Mighty + Big Label

- sea cows
- eat grass
- move slowly
- big
- 10 feet long
- heavy
- 1,000 pounds

Swimmers Label

- Swim
- upside down
- roll / somersaults
- shallow water
- warm
- tail
- large
- flat
- round
- waves up and down
- flippers
- steer
- nostrils
- close underwater

Manatees are massive swimmers moving through shallow waters for plants to eat.

How + What they eat Label

- herbivores
- eat plants
- 6-8 hours/day
- molars
- back teeth
- grind the food
- no front teeth
- don't eat meat

Execute guided writing on day 2 or day 3.

• Teach students to turn their notes into a response of sentences or paragraphs.

• Support students to include:

Many details...

Put in order...

Incorporating vocabulary from the text...

And checking their spelling and punctuation (as appropriate for their reading stage).

• Remind students to reread often while composing and when finished to edit and revise.

Manatees are massive swimmers moving through shallow waters for plants to eat. They weigh up to 1,000 pounds and are ten feet long. They use their tail to move and flippers to steer. Manatees like to swim in shallow rivers where it is warm. Manatees are herbivores eating plants 6 to 8 hours each day.

LEVEL J— Notebook paper in a Reader's Response Journal